



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

**Secondary Education Modernization Programme**

**SECONDARY SCHOOL CURRICULUM**

**Forms 4 – 5**

**Spanish**

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Curriculum Planning and Development Division

Ministry of Education

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## Minister's Foreword

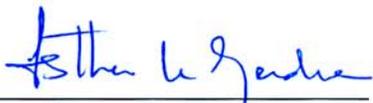
The Government of The Republic of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of “a united, resilient, productive, innovative and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self-reliance, respect, tolerance, equity and integrity.”

In order to achieve this vision, the nation must ensure that its learners receive a high quality education. This requires that the Ministry of Education make quality education a national priority and that schools make it an institutional imperative.

Curriculum Guides are central to guiding the process to achieving quality. They set the standards for all stakeholders who have an input in the final years of secondary level education. They align the three critical elements of our education system: the teaching/learning process, resources, and the contribution of stakeholders.

We expect that teachers will implement these Guides to ensure that their lessons are relevant to the expressed needs of The Republic of Trinidad and Tobago, while simultaneously meeting the varied needs of the students. It is intended that this outcome will be achieved in a climate where students are taught in ways that are appropriate to their individual learning styles. The Guides support a teaching/learning process that is based on a curriculum that is itself rooted in sound and well established educational theories and practice.

On behalf of the Ministry of Education I thank all those who contributed to the development of these Curriculum Guides



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Hon. Esther Le Gendre  
Minister of Education  
The Republic of Trinidad and Tobago



## **A Note to Teachers**

These Curriculum Guides have been developed by educators, including practising teachers, for teachers. They are intended to assist you to prepare students to meet the rapidly changing demands of life in the 21st century, while ensuring that they acquire the core of general knowledge and experience essential for later education and employment. The new curriculum that they represent is designed to guide the adoption of a more student-centred approach to instruction and the provision of learning opportunities that are relevant to today's students and inclusive of varied learning needs and interests.

Since the beginning of the curriculum development process, we have seen profound changes in the use of technology in education and there is no doubt that similar shifts will take place in the coming years. The challenge for us as educators is to find ways to make our approach to teaching flexible, progressive, and responsive, so that we embrace and motivate change where it benefits learners. This entails becoming lifelong learners ourselves and creating environments that provide necessary community support and foster professional development.

The Guides embody the culmination of seven years of development and revision activity. The National Curriculum will, however, be regularly reviewed to ensure that it continues to meet the needs of all students and matches the goals of society. Your input in this process is vital and we welcome and encourage your ongoing feedback.

Instructional decisions must be based on sound, contemporary educational theory, practice, and research. These documents will serve as important guides for the development of instructional programmes to be implemented at the school and classroom levels. They are organized in several parts. Part 1 is common to all and provides the general philosophy and aims in which every subject is anchored. Part 2 is specific to each subject and includes specific outcomes and sample activities and strategies that may be used to achieve them. The rest of the document is designed to suit the particular needs of each subject area. All the Guides include suggested assessment strategies and recommended resources.

We in the Curriculum Planning and Development Division are confident that the new National Curriculum Guides for Forms 4 and 5 will contribute significantly to enhanced teaching and learning experiences in our secondary schools and, consequently, the achievement of personal learning and national educational goals.

Sharon Douglass-Mangroo  
Director of Curriculum Development  
August 2008



## Acknowledgements

The Ministry of Education wishes to express its sincere appreciation to all those who contributed to the Curriculum development and revision processes from 2000 to the present.

- The staff of the Coordinating Unit of the Secondary Education Modernization Programme (SEMPCU), past and present, provided technical assistance and planned, organized, and conducted the various exercises over the years. They include Mr. Maurice Chin Aleong, Mr. Lloyd Pujadas, Ms. Patricia Sealey, Mr. Arnott West, Dr. Stephen Joseph, Ms. Renee Figuera, and Ms. Roslyn Elias.
- Mrs. Sharon Douglass-Mangroo, Director of Curriculum Development, led the curriculum development sub-component and coordinated the curriculum development and revision activities.
- Mrs. Dipwattie Maharaj who supervised the completion of the project.
- Dr. Robert Sargent guided the early curriculum development process.
- The Principals of the pilot schools generously contributed teachers and participated in regular meetings to provide valuable feedback on field tests.
- The Principals of non-pilot schools kindly released teachers to take part in writing activities.
- The staff of the School Libraries Division actively joined in workshops, facilitated research, and contributed to the infusion of information technology into the curriculum.
- Editors, past and present: Ms. Avril Ross, Ms. Lynda Quamina-Aiyejina, and Ms. Patricia Worrell devoted time, energy, and knowledge to editing the several versions of the documents.
- The Administrative staff of the Curriculum Development Division spent long hours typing and retyping the documents.
- Officers of the Divisions of Educational Services, Schools Supervision, Student Support Services, and Educational Research and Evaluation provided support as needed.
- Teachers throughout the secondary school system responded to requests for comments and other forms of feedback.
- The Curriculum Officers and members of the Curriculum Writing Teams brought their knowledge, skills and practical experiences of teaching and learning to the curriculum development workshops and skillfully synthesized all to produce these documents.



**Part 1**  
**The National Curriculum for**  
**Forms 4 – 5**



## Background

From the Ministry of Education's *Corporate Plan 2008–2012* (p. 4)

The Government of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of “a united, resilient, productive, innovative, and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity...”

Towards the achievement of this Vision, the Government has articulated five developmental pillars:

- Developing Innovative People
- Nurturing a Caring Society
- Governing Effectively
- Enabling Competitive Business
- Investing in Sound Infrastructure and Environment

The Ministry of Education has been identified as one of the champions for *developing innovative people*. Central to the realization of this pillar is “A highly skilled, well-educated people aspiring to a local culture of excellence that is driven by equal access to learning opportunities.”

In conjunction with other key Ministries, the Ministry of Education has been charged with the realization of the following goals:

The people of Trinidad and Tobago will be well known for excellence in innovation.  
Trinidad and Tobago will have a seamless, self-renewing, high-quality education system.

A highly skilled, talented and knowledgeable workforce will stimulate innovation driven growth and development.

The richness of our diverse culture will serve as a powerful engine to inspire innovation and creativity.

Nationally, the reform of the education system is driven by several local, regional and international perspectives. We are committed to a seamless, self-renewing, high-quality education system underpinned by a National Model for Education. This National Model has three (3) foci as follows:

- I. To ensure an alignment of the Education System to Government's Strategic Plan Vision 2020 which mandates that the education system produces caring and innovative citizens
- II. To ensure that the Education System produces citizens with a sense of democracy, respect for the rights of others and elders and with the ability to contribute meaningfully to the social and economic development of the country
- III. To build a strong sense of nationalism and patriotism in our citizens. (p. 7)

### **The Secondary Curriculum**

In its commitment to comprehensive reform and expansion of the secondary school system, the Government of the Republic of Trinidad and Tobago, in 1996, adopted the report of the National Task Force on Education as educational policy. The specific recommendations for the improvement of secondary education led to discussions with the Inter-American Development Bank (IDB) for loan funding arrangements for a programme, the Secondary Education Modernization Programme (SEMP), to modernize secondary education in Trinidad and Tobago. One of the intended outcomes of this programme was improved educational equity and quality.

The Curriculum Guides produced for Forms 4 and 5 in eight subject areas are among the products and contribute to this outcome.

## The Curriculum Underpinnings

The new Curriculum has been informed by a wealth of available curriculum theories and processes.

The major forces that influence and shape the organization and content of the Curriculum originate from:

1. Educational philosophy and the nature of knowledge
2. Society and culture
3. The learner and learning process
4. The nature and structure of subject matter to be learned
5. Learning theories

Considerations of these areas represent the foundation on which the National Curriculum is built. The philosophical concerns and educational goals that shaped the Curriculum also formed the basis for the dialogue with stakeholders in which the Curriculum Development Division engaged, with the aim of developing a coherent, culturally focused, and dynamically evolving Curriculum.

An internal analysis of the Education System, together with the research conducted in international forums, has shown that the curriculum is core to the development of innovative people. This Curriculum is aimed at attaining six Essential Learning Outcomes. The six Outcomes identified help to define universally accepted goals that have been developed and underscored by other educational jurisdictions and that have been agreed to be essential. The Essential Learning Outcomes help to define standards of attainment for all secondary school students.

## The Essential Learning Outcomes

The learning outcomes deemed essential are in the areas of:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence

The achievement of these Essential Learning Outcomes by all students is the goal that every core curriculum subject must facilitate. The core curriculum subjects; their content; and the teaching, learning, and assessment strategies are the means to fulfill this end.

It is expected that by the end of the third year of secondary school, students' achievement in all six areas will result in a solid foundation of knowledge, skills, and attitudes that will constitute a platform for living in the Trinidad and Tobago society and making informed choices for further secondary education.

The Essential Learning Outcomes are described more fully below.

### **Aesthetic Expression**

Students recognize that the arts represent an important facet of their development, and they should respond positively to its various forms. They demonstrate visual acuity and aesthetic sensibilities and sensitivities in expressing themselves through the arts.

Students, for example:

- use various art forms as a means of formulating and expressing ideas, perceptions, and feelings;
- demonstrate understanding of the contribution of the arts to daily life, cultural identity, and diversity;
- demonstrate understanding of the economic role of the arts in the global village society;
- demonstrate understanding of the ideas, perceptions, and feelings of others as expressed in various art forms;
- demonstrate understanding of the significance of cultural resources, such as museums, theatres, galleries, and other expressions of the multicultural reality of society.

## **Citizenship**

Students situate themselves in a multicultural, multi-ethnic environment, and understand clearly the contribution they must make to social, cultural, economic, and environmental development in the local and global context.

Students, for example:

- demonstrate understanding of sustainable development and its implications for the environment locally and globally;
- demonstrate understanding of Trinidad and Tobago's political, social, and economic systems in the global context;
- demonstrate understanding of the social, political, and economic forces that have shaped the past and present, and apply those understandings to the process of planning for the future;

- examine issues of human rights and recognize and react against forms of discrimination, violence and anti-social behaviours;
- determine the principles and actions that characterize a just, peaceful, pluralistic and democratic society, and act accordingly;
- demonstrate understanding of their own cultural heritage and cultural identity, and that of others, as well as the contribution of the many peoples and cultures to society.

### **Communication**

Students use their bodies, the symbols of the culture, language, tools and various other media to demonstrate their deeper understandings of synergies inherent in the exchange of ideas and information, and thus to communicate more effectively.

Students, for example:

- explore, reflect on, and express their own ideas, learning, perceptions, and feelings;
- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs, and charts;
- demonstrate sensitivity and empathy where necessary in communicating various kinds of emotions and information;
- present information and instructions clearly, logically, concisely, and accurately for a variety of audiences;
- interpret and evaluate data, and express their conclusions in everyday language;
- critically reflect on and interpret ideas presented through a variety of media.

## **Personal Development**

Students “grow from inside out,” continually enlarging their knowledge base, expanding their horizons, and challenging themselves in the pursuit of a healthy and productive life.

Students, for example:

- demonstrate preparedness for the transition to work and further learning;
- make appropriate decisions and take responsibility for those decisions;
- work and study purposefully, both independently and in cooperative groups;
- demonstrate an understanding of the relationship between health and lifestyle;
- discriminate among a wide variety of career opportunities;
- demonstrate coping, management, and interpersonal skills;
- display intellectual curiosity, an entrepreneurial spirit, and initiative;
- reflect critically on ethical and other issues;
- deal effectively with change and become agents for positive, effective change.

## **Problem Solving**

Students know problem solving strategies and apply them to situations they encounter. They demonstrate critical thinking and inquiry skills with which they process information to solve a wide variety of problems.

Students, for example:

- acquire, process, and interpret information critically to make informed decisions;
- use a variety of strategies and perspectives flexibly and creatively to solve problems;
- formulate tentative ideas, and question their own assumptions and those of others;
- solve problems individually and collaboratively;
- identify, describe, formulate, and reformulate problems;
- frame and test hypotheses;
- ask questions, observe relationships, make inferences, and draw conclusions;
- identify, describe, and interpret different points of view;
- distinguish facts from opinions.

## **Technological Competence**

Students are technologically literate, understand and use various technologies, and demonstrate an understanding of the role of technology in their lives, in society, and in the world at large.

Students, for example:

- locate, evaluate, adapt, create, and share information using a variety of sources and technologies;
- demonstrate understanding of and use existing and developing technologies appropriately;
- demonstrate understanding of the impact of technology on society;
- demonstrate understanding of ethical issues related to the use of technology in local and global contexts.

## **The Curriculum Design and Development Process**

In order to achieve the outcomes defined by the underpinning philosophy and goals, the Curriculum Development Division of the Ministry of Education embarked on a design and development programme consonant with accepted approaches to curriculum change and innovation.

### **Curriculum Design**

This Curriculum displays a learner-centered design. Its philosophical assumptions are mainly constructivist. Its major orientation is to curriculum as self-actualization. The Curriculum is student-centred and growth oriented. It seeks to provide personally satisfying experiences for each student. As the student moves from one level to another, activities also expand to allow him/her new insights and approaches to dealing with and integrating new knowledge.

### **Curriculum Development**

The first stage of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national community. Consultations were held with primary and secondary school teachers; principals; members of denominational school boards; members of the business community; the executive of the Trinidad and Tobago Unified Teachers' Association (TTUTA); representatives from The University of the West Indies (UWI), John S. Donaldson Technical Institute, San Fernando Technical Institute, Valsayn Teachers' College and Caribbean Union College; parents; librarians; guidance counsellors; students; curriculum officers; and school supervisors. They were focused on the philosophy, goals, and learning outcomes of education.

The result of these consultations was agreement on:

- the concept of a “core,” that is, Essential Learning Outcomes consisting of skills, knowledge, attitudes, and values that students must acquire at the end of five years of secondary schooling;
- the eight subjects to form the core;
- the desirable outcomes of Secondary School Education in Trinidad and Tobago.

In Stage 2 of the process, the officers of the Curriculum Development Division studied the reports of the consultations, the Education Policy Paper, the reports of the Curriculum Task Force and the Task Force for Removal of Common Entrance, as well as newspaper articles and letters to the editor on education during the preceding five years. The School Libraries Division and the Division of School Supervision assisted the Curriculum Development Division in this task. The result of the study was the identification and articulation of a set of desirable outcomes and essential exit competencies to be possessed by all students on leaving school. All learning opportunities, all teaching and learning strategies, and all instructional plans are to contribute to the realization of these outcomes and competencies.

At Stage 3, 10 existing schools were identified to pilot the new Curriculum. Teachers from eight subject areas were drawn from these schools to form Curriculum Writing Teams for each subject. Teachers with specific subject or curriculum development skills from other schools were also included in the teams. The outputs of this phase included learning outcomes specific to each subject that contribute to the fulfillment of the national outcomes; subject content; and teaching, learning, and assessment strategies to support the outcomes.

The draft Curriculum Guides for Forms 1 and 2 were approved by Cabinet for introduction into schools on a phased basis in September 2003. The draft guides for Form 3 were completed and introduced in the following year. Introduction of the new guides was accompanied by professional development and training for principals and teachers. The Ministry also began to supply new and/or upgraded facilities for teaching and learning, and educational technology. At the same time, work began on a new assessment and certification system.

## **Curriculum Revision**

As implementation proceeded, feedback was received in the Curriculum Development Division through school visits, workshops, and reviews by UWI lecturers and other stakeholders. In 2007, a survey was conducted among teachers, followed by focus group meetings, in order to concretize feedback before embarking on the revision process. As in the original curriculum development exercise, revision—the final stage—was carried out by teams of practising teachers led by officers of the Curriculum Development Division.

## **Teaching of English Language across the Curriculum**

Language is a uniquely human capacity. The development of language skills and the ability to understand and use language correctly, competently, and effectively is fundamental to the learning outcomes expressed in the national curriculum. Three simultaneous kinds of learning are envisaged: students learn language, they learn through language, and they learn about language.

The National Curriculum envisages that language development of students takes place across the curriculum and is therefore to be addressed in all subject areas. Students will develop and use patterns of language vital to understanding and expression in the different subjects that make up the Curriculum.

Language plays a major role in learning and occurs when students use the major modes of language—listening, speaking, reading, and writing—to achieve various purposes, among them: to communicate with others; to express personal beliefs, feelings, ideas, and so on; for cognitive development in various subjects of the curriculum; and to explore and gain insight into and understanding of literature. Language is linked to the thinking process, and its use allows students to reflect on and clarify their own thought processes and, thus, their own learning.

The student of Trinidad and Tobago functions in a bidialectal context, that is, the natural language of the student, the Creole, differs from the target language and the language of instruction, Internationally Acceptable English. Both languages are of equal value and worth and are to be respected. Students use their own language as a tool for interpreting the content of the curriculum and for mastering it, and are to be taught to use the target language as effectively and effortlessly as they would their natural language.

The exponential growth in information and the use of information and communication technologies provide the opportunity for students to be critical users of information. Language development and use in this context is also addressed in all subject areas.

## **Education Policies that Impact on the Curriculum**

There are several Ministry of Education policies that impact on the National Secondary Curriculum, though some are still in the process of formalization. These include the National Model for Primary and Secondary Education in Trinidad and Tobago, the ICT policy, Standards for the Operation of Schools, and Quality Standards. Copies of these documents may be obtained from the Ministry offices or the website at [www.moe.gov.tt](http://www.moe.gov.tt). Three policies that have direct impact on the development and implementation of the Curriculum are discussed below.

### **National Curriculum Policy**

A Draft National Curriculum Policy has been approved by Cabinet for consultation with stakeholders. The Policy statements are summarized as follows:

1. The Curriculum must articulate with the goals of national development and be supportive of the aspirations of individuals and their personal development. It must provide opportunities for every student to be equipped with the knowledge, skills, attitudes, values, and dispositions necessary for functioning in an interactive, interdependent society.
2. The Curriculum must be so managed as to ensure the provision of a quality curriculum experience for all students at all levels of the system.
3. At every level of the system, there must be equitable provision of requisite facilities, resources, services, and organizational structures that are conducive to and supportive of effective learning and teaching and healthy development.
4. Continuous quality management must support all curriculum and related activities at every level of the system.
5. Ongoing research and professional development activities must equip education practitioners for continued effective practice.

Though not yet formally accepted, these statements are worthy of consideration at all stages of the curriculum cycle.

## **Inclusive Education Policy**

The Ministry of Education is committed to “support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible, acceptable and adaptable to all learners.” An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles:

- The National Curriculum Guides set out what most students should be taught at lower secondary school but teachers should teach the required knowledge and skills in ways that suit students’ interests and abilities. This means exercising flexibility and drawing from curricula for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degrees of differentiation exercised will depend on the levels of student attainment.
- Varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Account should be taken of diverse cultures, beliefs, strengths, and interests that exist in any classroom and that influence the way students learn.
- Students with special needs shall receive additional instructional support in the context of the regular curriculum, not a different one. The guiding principle of equity is to supply students who need it with additional help to achieve set standards rather than to lower the standards.
- Continuous formative evaluation must be used to identify learning needs and to shape instruction, thus maximizing students’ opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered, as well as to each student’s individual learning profile and stage of development.
- Suitable technology shall be used in instruction to facilitate learning and enhance success.

## ICT in the Curriculum

The following statements are taken from the Ministry of Education’s ICT in Education Policy (pp. 28–29).

### Curriculum Content and Learning Resources

- Curriculum and content must increasingly maximize the use of ICT.
- ICT must be integrated into the development and delivery of the curriculum.
- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

### The Core Curriculum Subjects

These are subjects for which every student is required to demonstrate achievement of the stated outcomes in Forms 4 and 5. Additional subjects that contribute to students’ holistic development and further their interests and aspirations may also be offered thereafter.

A minimum time allocation is recommended for each core subject. The Principal, as instructional leader of the school, will make the final decision according to the needs of the students and the resources available at any given time.

The subjects and the time allocations are as follows:

<b>Subject</b>	<b>No. of Periods</b>	<b>Subject</b>	<b>No. of Periods</b>
<b>English/Language Arts</b>	6	<b>Mathematics</b>	5
<b>Science</b>	4	<b>Health and Physical Education</b>	2
<b>Spanish</b>	4	<b>Visual and Performing Arts</b>	4
<b>Social Studies</b>	4		

At the end of Form 5, students will be assessed for the National Certificate of Secondary Education (NCSE), Level 2.

## Curriculum Implementation

Implementation of the Curriculum is a dynamic process, requiring collaboration of the developers (curriculum teams) and users (teachers). In implementation, teachers are expected to use the formal curriculum, as described in the Curriculum Guides, to plan work and teach in a manner that accomplishes the objectives described. Teachers translate those objectives into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. The new Curriculum Guides provide sample teaching and assessment strategies but it is the role of the professional teacher to select and use sound teaching practices, continually assessing student learning, and systematically providing feedback to the curriculum team for use in revising and improving the guides.

The Curriculum Development System advocated by the Ministry of Education involves stakeholders, specialist Curriculum officers, Principals, Heads of Departments, and Teachers, each with specific roles and responsibilities. Some of these are outlined in the table below.

SYSTEM COMPONENT	MEMBERS	ROLE
<b>National Curriculum Council</b>	<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• <b>Advise on curriculum policy, goals, and standards</b></li> </ul>
Curriculum Planning and Development Division (Head Office and District based)	Curriculum Officers	<ul style="list-style-type: none"> <li>• Curriculum planning</li> <li>• Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials</li> <li>• Lead writing teams (includes teachers)</li> <li>• Monitor implementation</li> <li>• Provide teacher support</li> <li>• Advise on processes and materials for effective implementation and student assessment</li> <li>• Evaluate curriculum</li> </ul>
School Curriculum Council	Principal/Vice Principal and Heads of Departments	<ul style="list-style-type: none"> <li>• Make major decisions concerning the school curriculum such as assigning resources</li> <li>• Provide guidelines for Instructional Planning Teams</li> </ul>

<b>SYSTEM COMPONENT</b>	<b>MEMBERS</b>	<b>ROLE</b>
Instructional Planning Teams/School Instructional Committees	Teachers	<ul style="list-style-type: none"> <li>Cooperate on tasks necessary for effective implementation, such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and development of learning materials, student assessment and evaluation.</li> </ul>

### **Curriculum Implementation at School Level**

The “School Curriculum” refers to all the learning and other experiences that the school plans for its students. It includes the formal or written curriculum as well as all other learning activities, such as those offered by student clubs, societies, and committees, as well as sporting organizations (e.g., cricket team, debating society, Guides, Cadets).

The School Curriculum Council develops the School Curriculum in alignment with the National Curriculum. It consists of the Principal and/or Vice Principal and Heads of Department. The duties of the Council include the development of school culture, goals, vision, and curriculum in alignment with the National Curriculum and culture. It also provides support for curriculum work and performs evaluation functions.

In providing support for curriculum work, the Council:

- encourages teachers to identify challenges and try new ideas;
- timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
- ensures availability of learning materials;
- provides instructional leadership;
- ensures appropriate strategies for student success.

In performing evaluation functions, the Council:

- monitors the curriculum (observation, test scores, student books, talks);
- assesses the hidden curriculum (discipline policies, fund allocation, physical environment);
- evaluates the school programme of studies.

The roles of the instructional teams and the individual teacher are described in the following tables:

<b>Role of School Instructional Committees</b>
Develop/Revise/Evaluate work programmes
Determine resource needs
Identify/Develop instructional materials
Conduct classroom action research
Integrate and align curriculum
Identify and develop appropriate assessment practices
Develop reporting instruments and procedures (student and teacher performance)
Keep records

<b>Role of the Individual Teacher</b>
Develop/Revise instructional programme
Individualize curriculum to suit students needs and interests
Develop/Evaluate/Revise unit plans
Develop/Select appropriate learning materials
Select appropriate teaching strategies to facilitate student success
Integrate as far as possible and where appropriate
Select appropriate assessment strategies
Monitor/Assess student learning; Keep records
Evaluate student performance
Evaluate classroom programmes
Conduct action research
Collaborate with colleagues

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# **Part 2**

## **The Spanish Curriculum**



### **Curriculum Writing Team**

- |                         |                                   |
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### **Curriculum Review Team**

- |                                 |                                     |
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| 3. Jemima Ovid                  | Valencia High School                |
| 4. Dhanpati Ramcharitar         | Chaguanas South Secondary School    |
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## Introduction

The Ministry of Education of Trinidad and Tobago continues to work steadfastly towards the goal of providing quality education for all citizens. Education is seen as the key to assuring quality of life and to enhancing the lives of present and future citizens, through the holistic development of the individual and the consequent transformation of the society. Among the eight subjects that comprise the core Curriculum developed under the Secondary Education Modernization Programme (SEMP) to achieve those ends is Spanish, now designated the First Foreign Language of Trinidad and Tobago.

The Secondary School Curriculum Guides for all subject areas have as their philosophical and theoretical base the development of the six Essential Learning Outcomes (ELOs) identified in Part 1. These Outcomes are seen as critical to the production of graduates capable of self-development and societal enhancement, and who are able to function effectively in both the national and global community. Taking into account the requirements for life in the 21st century, the National Curriculum is learner-centered, employs constructivist approaches and problem-based strategies and caters to the full range of learners with their different needs and characteristics. It is envisaged that all subjects will work synergistically to develop the knowledge, skills, attitudes, values, and dispositions articulated in the six ELOs.

The NCSE Level 2 Spanish Curriculum espouses a functional approach to language learning, incorporating the language for use in the personal, social, recreational, community, national and future employment spheres of the lives of students. There is keen attention to the development of meta-cognitive and affective aspects of the student which is a significant departure from traditional grammar-focused approaches. This document spans the breadth of experiences in the world of the student, encouraging reflection, critical thinking, exploration and expression in a variety of modes.

This Curriculum Guide is a national policy document, which defines essential content to be taught and methodologies that may be used by teachers in planning instruction and assessment. It is conceptualized as the core document that will enable school and district curriculum committees to elaborate their own curriculum plans, responsive to the specific needs of their target users and to the characteristics of the schools and communities in which the curriculum will be implemented.

## **Subject Philosophy**

Spanish as a foreign language has a crucial role in preparing individuals, as well as the nation, for life in a multilingual global environment in the 21st century. Learning Spanish affords one myriad cognitive, meta-cognitive and affective developmental opportunities. Inherent in the study of a foreign language is a value for pluralism, which is essential for building a culturally diverse yet cohesive nation. This Spanish programme is built on the foundations of a communicative approach to language learning and highlights the development of the four skills of Listening, Speaking, Reading, and Writing. All language should be contextualized and culturally anchored.

### **Vision**

We envisage a Curriculum that enables students to go beyond linguistic, geographical, and cultural boundaries and which helps them to develop a progressively deeper sense of themselves as citizens of the global society.

The environment for learning will be risk-free and supportive of students' efforts to acquire and practise the requisite skills. It will enhance their awareness of the link between language and culture and their capacity for sharing and caring and becoming valuable citizens of their country and of the world.

The Curriculum will feature communicative and student-centred approaches that will encourage maximum learner involvement and participation. Thus, it will allow students to become functionally proficient in Spanish and to demonstrate competence in the four skills of Listening, Speaking, Reading, and Writing, consistent with their age and interests and with real-life experiences relevant to their social and cultural milieu.

## **Rationale for Teaching and Learning Spanish**

Language is a tool used in almost every aspect of our lives. Language facilitates, and in many cases enables, the many activities that characterize life at home, school, work, and places of leisure. Every student should be afforded the opportunity to learn a foreign language and to develop the kinds of skills and attitudes to learning that the study of a language provides. Language learning is a specialized but multifunctional component of a well-rounded education and particularly significant as a 21<sup>st</sup>. century skill that affords one access to career opportunities well beyond national borders.

The acquisition of language proficiency is only a small part of the possible learning outcomes of a well-designed and implemented Curriculum in a foreign language. Foreign language learning contributes significantly to the intellectual, moral, and emotional development of students. It demands numerous strategies that utilize students' multiple intelligences and varied learning styles and has been proven to enhance the development of native language skills (Met, 2002). Foreign language students develop problem-solving and critical thinking skills, increase their awareness of and sensitivity to other individuals, peoples and cultures, so developing better workplace relations, and deeper levels of interaction with others in their immediate and expanded wider environment.

The cross-cultural sensitization to which foreign language students are exposed as they come to understand and appreciate the traditions and values of other societies, supports the development of increased tolerance and acceptance of differences and prepares them to work cooperatively with other nationals of their own countries, as well as with citizens of other countries.

Today, Spanish is the most widely spoken language in the Western Hemisphere. Among the important factors that point to this country's need to prepare all our citizens to interact with others in Spanish are: its geographical location midway in the Spanish-speaking world; being designated as the site for the headquarters of the Association of Caribbean States (ACS), with its concomitant socio-economic implications; and the sharing of territorial waters with our nearest neighbour, Venezuela, and the attendant geopolitical implications of that fact. Spanish has thus been accorded the status of the First Foreign Language of Trinidad and Tobago and is a core component of the National Curriculum.

It is evident then, that the study of Spanish will not only enhance individuals' marketability and professional advancement, and contribute to their intellectual, moral, and emotional development but will also help Trinidad and Tobago to realize its goals for social and economic development.

## Goals of the Curriculum

The Goals of the Spanish Curriculum are to:

1. Foster students' appreciation and love of the Spanish language, and of language learning in general;
2. Develop students' awareness of the cultures of Spanish-speaking people;
3. Develop and enhance students' potential to communicate and interact effectively with citizens of the Spanish-speaking world and the global community;
4. Develop students' awareness of, and respect for, fundamental values that are common to all human societies;
5. Facilitate students' development of healthy and positive attitudes towards learning and of the skills to become lifelong learners;
6. Enhance students' awareness of their responsibilities as individuals and as citizens of the global community;
7. Provide an environment for collaborative and cooperative learning, which will encourage students to develop harmonious relations with others and a sense of civic responsibility.

## **Spanish within an Integrated Curriculum**

Underlying the Content and Strategies for the teaching of Spanish are the values espoused in the Essential Learning Outcomes (ELOs) for education in Trinidad and Tobago. The Content and Teaching Methods of this Curriculum document support the development of students' cognitive and meta-cognitive skills and reinforces content of all subject areas. These linkages are important because they facilitate an integrated approach to students' holistic development.

The approach to teaching Spanish that informs this Curriculum is communicative, focusing on the development of functional competencies in the four skills of Listening, Reading, Speaking, and Writing. Students are encouraged to analyze the structure of their native and the target languages and make comparisons, so strengthening their understandings of both, and enhancing skill development in the English Language Arts.

Several topics in this Curriculum document are linked to the knowledge, skills and attitudinal traits which are central to the Social Sciences. The Content encourages geographical explorations of our country, the region and the wider world. Students are encouraged to discover their past and the contributions of those who have gone before, which define our collective sense of who we are as a people, as well as a more universal understanding of the journey of mankind. There is a strong thread of civic consciousness and a responsibility to mankind which forms one of the philosophical pillars of this Curriculum. Since appreciation and understanding of human existence and culture form an integral part of both subjects, the study of Spanish is built on the understanding of Hispanic culture, underscoring culture as an important expression of a people's identity. The study of Spanish, when it is made relevant to the age and interests of students, provides a basis for comparing and contrasting the norms, values, mores, traditions, and institutions of our local culture with those of our Hispanic neighbours, some of whom share deeper connections with the English-speaking Caribbean peoples.

Elements of the Visual and Performing Arts Curriculum, which includes Art, Music, Dance, and Drama, are essential components of teaching strategies employed by teachers in Spanish classrooms. The process of modern language acquisition and, indeed, the achievement of many of the Learning Outcomes of the Spanish Curriculum are to be supported and enhanced by aesthetic experiences such as the use of music, drama and dance activities, along with other artistic expressions, fostering aesthetic appreciation and the creative potential of students. As far as possible, students are encouraged to present ideas through visual, musical and performance media, which naturally support linguistic expression.

Although foreign language study and Mathematics are often perceived to be distant from each other, they share fundamental skills: the objective of developing fundamental critical thinking, reasoning, logical and problem solving skills in students. In addition to sequencing of words and pictures, the logical creation of dialogue, observing relationships, making inferences, and drawing conclusions, common to language learning, this level of the Curriculum integrates

graphic expressions of everyday mathematical concepts and includes several aspects of consumer Mathematics.

With regard to Science, topics such as the national and global environment, and flora and fauna are found in the Spanish Curriculum, supporting the themes of preservation of biodiversity, exploration of the natural environments of the country and the region and ventures to a cursory glance at the galaxy and space travel.

Physical Education is abundantly supported throughout the Spanish Curriculum with attention to sport and recreational activities and the explicit promotion of healthy lifestyle choices for all students.

In terms of technological literacy, the Spanish Curriculum is infused with Information and Communication Technologies as essential tools of learning, research and presentation of work. Students are required to access the Internet to conduct research, communicate with others, record original performances, create audio material and build an electronic portfolio of work done throughout the programme. They are encouraged to acquaint themselves with interactive strategies and games that they can use, with their teachers' guidance and supervision, to reinforce concepts learnt in class. In addition, the development of language proficiency can be enhanced by the use of particular technologies and appropriate software. The availability and use of various computer programs, ranging from elementary to advanced levels, provide further linkages with the areas of Technology Education and Computer Studies.

Teachers in all other subject areas of the Curriculum are also encouraged to collaborate to develop thematic modules so that the knowledge, skills, attitudes and dispositions targeted by the Spanish Curriculum, reinforce and are supported by those of the other subject areas.

## **The Purpose and Organization of the Curriculum Guide**

This Curriculum Guide is intended to guide the development of school Curricula and instruction for the Forms Four and Five levels of secondary education, building on the foundation laid at the Forms One to Three levels, equipping the student with the knowledge, skills, attitudes and dispositions to function in the language within a range of daily interactions, suited to the age and developmental level of the learner.

The Curriculum comprises eighteen Topics which are developmentally sequenced, exploring progressive functional interaction of the student in the personal-social domain, educational domain, public domain and includes preparation for entry into the workplace. It is a student-centred model which assumes interaction with an educated native speaker across the four skills of Listening, Speaking, Reading and Writing, with strong cultural and affective content.

Each Topic is preceded by a Summary of General Objectives which guide the teacher as to the focus of Content, Attitudinal Objectives and Intended Activities to explore the nature of language.

Content Standards and General Learning Outcomes give a synoptic view of the functional content of the Curriculum and of the connections between the cognitive (comprising knowledge and skills) and affective (comprising values and attitudes) components. The Content Standards give an overview of the developmental goals of the programme, which cut across all years and all topics. These Content Standards are shown in relation to the Essential Learning Outcomes (Aesthetic Expression, Communication, Problem -Solving, Citizenship, Technological Competence and Personal Development). In Part 4 of this document, Evaluation and Content Standards are linked to Performance Tasks that further illustrate the type of Assessment Activities that can be carried out in a functional, communicative programme such as this.

The document is logically sequenced, both thematically and according to grammatical structures, over the two years of the programme. If teachers choose to deliver the Content in some other order, they should take care to maintain grammatical continuity and integrity and complete the required Content by the end of the two years. In a functional, communicative, language syllabus, grammar is not explicitly taught as an end in itself, but is inductively built as a part of the structures being learnt. Each Topic contains abundant vocabulary, the purpose of which is not to be learnt in lists by students. While learning a basic core, students ought to use and learn the lexical items and structures that reflect their interests and are essential to their desire to express themselves.

Information about concepts and activities pertinent to instruction and evaluation is included. Suggestions for research and discussion of cultural elements are provided in each Topic, although teachers ought not to be limited to these.

The conception of the Curriculum is underpinned by the notion that learning a language should be experienced as meaningful and purposeful, always bearing in mind that the endpoint is

communication. This curriculum has been specifically designed to reflect the real-world needs of young people in the secondary system.

The Suggested Activities for Teaching and Evaluation are meant to serve as examples to help teachers to develop activities of their own. Wherever possible, students should be made responsible for research, within guidelines regarding plagiarism and issues of copyright. Activities in this Curriculum should support the attainment of the Essential Learning Outcomes (ELOs). They should also:

- be functional, allowing students to use the language in meaningful contexts;
- be supportive of the development of students' cognitive and metacognitive skills;
- emphasize the affective;
- facilitate exploration and comparison of cultures;
- encompass comparison of native and target languages
- appeal to different learning styles and intelligences;
- facilitate formative assessment;
- provide pleasure and interest to students.

It is envisaged that these elements of the Curriculum Guide will provide the fundamental content, concepts, and principles that will equip all teachers to implement the Spanish Curriculum effectively.

## Content Standards

The seven Content Standards summarize the essential focus of knowledge and skills that learners should attain by the end of a Spanish programme. These Standards bear in mind internationally acceptable and universal outcomes for language learning, at developmentally appropriate levels. The Standards should generally be used in conjunction with Performance Indicators as the basis for assessment. They suggest the types of learning experiences that should be planned, and serve as benchmarks against which to measure improvement in system-wide performance over time.

The Content Standards also identify the attitudinal factors that are intrinsic to any foreign language programme. These factors serve a dual function. They prepare learners to be open to other cultures since a language cannot exist in isolation from its culture; and reinforce the values articulated in the philosophies and goals of the national and subject curricula. For each Content Standard, related Essential Learning Outcomes (ELOs) are indicated.

### Content Standard 1

*Students will engage in conversation, provide and obtain information, express feelings, give instructions, and exchange opinions in Spanish.*

**ELOs:** Communication, Personal Development, Citizenship, Technological Competence, Problem-Solving

This Standard focuses on the production of spoken and written language in interpersonal communication scenarios (where individuals interact while in direct contact with each other or through the aid of technology).

**Description:** This type of communication begins with learnt phrases of a simple nature and increases in complexity as the student progressively masters and learns to manipulate structures. Language is always learnt in conjunction with an awareness of culturally appropriate elements.

### Content Standard 2

*Students will understand and interpret written and spoken language on a range of topics presented through a variety of media.*

**ELOs:** Communication, Personal Development, Problem-Solving, Technological Competence

This Standard focuses on one-way listening and reading for comprehension—receptive skills—in all their forms. The learner shows comprehension of the language used in a variety of print and audio media, including live speech.

**Description:** The learner's receptive ability, that is, comprehension of written or spoken language, often exceeds his/her ability to produce language. Furthermore, the ability to read print, which is strongly aided by context in the initial phases, often develops more rapidly than the ability to comprehend speech.

### **Content Standard 3**

*Students will present, orally and in writing, information, concepts, ideas, or artistic expressions in Spanish using both target and native language.*

**ELOs:** Communication, Personal Development, Aesthetic Expression, Technological Competence, Citizenship, Problem-Solving

This Standard takes into account written or spoken language used to present information, concepts and ideas to an audience in principally one-way interactions. The student may use cultural, artistic, technological and other aids that appropriately complement the use of the language.

**Description:** The presentational mode is important, enabling the student to produce sustained speech or writing of an expository or creative nature, without having to make adjustments for negotiation of meaning with another participant.

### **Content Standard 4**

*Students will demonstrate knowledge and understanding of the practices, perspectives and products of the target culture.*

**ELOs:** Communication, Personal Development, Citizenship, Aesthetic Expression, Problem-Solving

This Standard focuses on developing the learner's awareness of practices (patterns of behaviour, traditional ideas, and attitudes) and perspectives within the target culture. It also includes notions about the products of the culture (which are more tangible items) such as food, dress, artwork, music, sport, and so on. This provides the student with knowledge of what is culturally appropriate—what to do, when, and where.

**Description:** A language can never be isolated from the culture or cultures in which it is embedded. As students' ability to use the language grows, the corresponding socio-cultural components of the language should come into focus, in order to achieve communication.

### **Content Standard 5**

*Students will reinforce and increase knowledge by making connections between Spanish and other disciplines.*

**ELOs:** Communication, Personal Development, Problem Solving, Technological Competence, Aesthetic Expression

This Standard addresses the need for knowledge from all other subject areas to complement, reinforce and build upon what is learnt in the foreign language classroom and vice-versa.

**Description:** Current learning theories recommend an integrated curriculum approach in which knowledge is not seen as being fragmented into isolated subjects but as an interrelated whole. Learning across all areas becomes an ever-increasing spiral of related information and concepts that reinforce one other in the mind of the learner. Additionally, a second language allows the learner to become acquainted with bodies of knowledge and information that would otherwise be inaccessible.

### **Content Standard 6**

*Students will demonstrate understanding of the nature of language patterns and apply this knowledge to the target and native languages.*

**ELOs:** Communication, Personal Development, Problem-Solving

This Standard deals with the learner's ability to think critically about how language works: comparing components of languages; deducing patterns, structural similarities, and differences; and enhancing the ability to manipulate familiar and new elements.

**Description:** By encouraging students to think about similarities and differences in the elements of English and the second language being learnt—a feature that is emphasized in the teaching activities—they become able to hypothesize and explore concepts that will promote a deeper understanding of both native and target languages, they develop confidence to explore and they acquire independent learning skills.

**Content Standard 7**

*Students will use the Spanish language to access information beyond the classroom and for personal enjoyment and enrichment.*

**ELOs:** Communication, Personal Development, Problem-Solving, Technological Competence, Citizenship, Aesthetic Expression

This Standard focuses on the use of the target language in the daily pursuit of leisure activities, and in sharing information with other students, persons in their homes and other persons beyond these immediate settings.

**Description:** The use of language in authentic situations for real communication purposes is the endpoint of all language learning. Especially today, use of the language to access information, entertainment and services from target language sources, both personal and public, is an asset in the information age.

**The Essential Learning Outcomes in the Spanish Curriculum**

Essential Learning Outcomes [ELOs]	Content Standard 1	Content Standard 2	Content Standard 3	Content Standard 4	Content Standard 5	Content Standard 6	Content Standard 7
Communication	*	*	*	*	*	*	*
Personal Development	*	*	*	*	*	*	*
Citizenship	*		*	*			*
Technological Competence	*	*	*		*	*	*
Problem-Solving	*	*	*	*	*	*	*
Aesthetic Expression			*	*	*		*

# **COURSE CONTENT**



## TOPIC 1: Courtesies and Social Language

**Sub - Topics:** Courtesies  
Social Language

### General Objectives

*Students will:*

- compare forms of address in the native and target languages;
- select and use appropriate forms of address;
- use appropriate language to function within social situations;
- use culturally appropriate language in familiar situations;
- appreciate the cultural differences between interactions in the target and native cultures.

**Resources:** Sample interactions of a range of situations including cultural situations; cue-cards with sample situations

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Courtesies and Social Language</b> <i>Las cortesías y el lenguaje social.</i></p> <ul style="list-style-type: none"> <li>Courtesies <i>La cortesía</i></li> <li>Social Language <i>El lenguaje social</i></li> </ul> <p><b>Culture Frame</b></p> <ul style="list-style-type: none"> <li><i>politeness, respect for elders, and people in authority</i></li> <li><i>la bendición (¡Qué Dios te/le bendiga!)</i></li> <li><i>el piropo</i></li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Use appropriate expressions in everyday social situations</li> <li>Engage in an introductory conversation with a friend</li> <li>Engage in an introductory conversation with a stranger</li> <li>Distinguish different forms of address</li> <li>Use appropriate forms of address</li> </ul>	<p><i>Lo siento, con permiso, de nada, gracias, no hay de que, por favor, favor de + infinitive, felicitaciones, felicidades, no te preocupes, no se preocupe, todo está bien, recibe/a mi más profundo pésame, por nada</i></p> <p><i>¿Cómo estás tú? ¿Qué tal? ¿Qué hay de nuevo? ¿Cómo te va? ¿Cuál es tu nombre?</i></p> <p><i>¿Cómo está usted? ¿Cómo se llama usted? ¿Cuál es su nombre? ¿Cómo le va?</i></p> <p><i>Es un placer conocerle, Mucho gusto en conocerle. Encantado El placer es mío</i></p> <p><i>Tú, usted, ustedes, don, doña, señor, señorita, señora, padre, madre, papá, papí, papito, mamá, mamá, mamacita, profesor, profesora, profe</i></p>	<ul style="list-style-type: none"> <li>Role-play situations – (at mall, cinema, airport, stadium); student introduces friend to Spanish speaking visitor</li> <li>Dramatize a variety of social events with interactions between friends, strangers etc. in a Spanish-speaking country</li> <li>Role-play meeting of different members of an extended family/ strangers in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Students fill in blanks/give short responses to a passage featuring a Spanish-speaking citizen meeting friends, family, prospective employer, work colleagues</li> <li>Research the origin of the word adiós</li> </ul>

## TOPIC 2: People around Us

**Sub -Topics:** Family and Friends  
Public Figures

### General Objectives

*Students will:*

- describe relationships with family members;
- identify public figures in the immediate and national environment;
- demonstrate an appreciation for the contributions of familiar and public figures;
- understand the differences between selected native and target language structures [comparisons using *como*, *de*, used to show relationship, change in word order in names of organizations etc.];
- appreciate the changing structure of the family and roles of family members;
- use simple figurative language to describe family members and friends.

**Resources:** Diagram of a family tree/organisational structure; sample similes describing people

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>People around us</b> <i>Las personas en nuestro alrededor</i></p> <ul style="list-style-type: none"> <li>Family and friends <i>La familia y los amigos</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify relationships with immediate and extended family members and friends</li> <li>Describe personality and physical traits and moods of family and friends</li> <li>Identify different roles of family members within the household</li> <li>Identify chore preferences of family members within the household</li> </ul>	<p><i>Es mi ... madre, padre, hermano, hermana, abuelo, abuela, tío, tía, primo, prima, padrastro, madrastra, hermanastro, hermanastra, suegro/a, nuera, yerno, nieto, sobrino/a, hijo/a, padrino, madrina, ahijado/a, Son mis... parientes</i></p> <p><i>La familia nuclear/ extendida/monoparental/ de acogida</i></p> <p><i>Use of de for possession</i></p> <p><i>Mi hermano mayor/menor es... Mi madre es linda como una rosa fresca... ...cortés, honrado, simpático etc. ...alto/a, bajo/a, guapo/a etc.</i></p> <p><i>Hoy mi hermano/a está... ...enojado/a</i></p> <p><i>Mi padre prepara las comidas A mi hermanastra, no le gusta limpiar la casa Yo prefiero cortar el césped Él prefiere trabajar al aire libre</i></p>	<ul style="list-style-type: none"> <li>English discussion of traditional and new family structures</li> <li>Prepare a graphic representation of a Family tree and describe orally</li> <li>Survey different types of families in class</li> <li>Figurative language - Create a simple limerick /simile about a member of your family</li> <li>Describe various members of your family</li> <li>Discuss in English the changing roles of men and women</li> <li>Research and discuss in English basic rights and responsibilities of the child</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter to a Spanish pen pal listing the members of his/her family and their role</li> <li>Tell your teacher who is your favourite family member and identify and describe him/her</li> <li>Write/state three responsibilities of a child.</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Public figures <i>Los oficiales públicos</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify key posts in government/ organizations</li> <li>Give opinions on their roles</li> <li>Recognise the Spanish names of international agencies and leaders</li> <li>Identify acceptable public behaviors</li> </ul>	<p><i>El presidente, el primer ministro, el ministro, el alcalde, el representante local, el concejal/ la concejala es... Los miembros del parlamento, los políticos, los mayores de la comunidad, los líderes espirituales/ de organizaciones son...</i></p> <p><i>El primer ministro tiene mucha responsabilidad, el ministro de educación tiene responsabilidad por... etc.</i></p> <p><i>ONU [UN], CARICOM,ALCA [FTAA], AEC [ACS],OMS [WHO], PAHO, UNESCO, SMEC [CSME], OECS, OIT [ILO].</i> <i>Secretario General de las Naciones Unidas</i></p> <p><i>Somos miembros de la sociedad. Todos tenemos responsabilidades Debemos ... no robar/ matar/ mentir/ secuestrar/ desobedecer las leyes del país/ ensuciar porque...</i></p>	<ul style="list-style-type: none"> <li>Identify a group in your community and identify the persons in leadership positions</li> <li>Identify public figures from newspaper clippings</li> <li>Identify English equivalent of names of Ministries form a given Spanish List</li> <li>Make up imaginary “Ministries” to improve your school/ community</li> <li>Discuss patterns in word order of names of Ministries and organisations</li> <li>Dictionary/ Internet research to find the names of these organisations, observe change in order of initials</li> <li>Discuss in English anti-social behaviours and consequences</li> </ul>	<ul style="list-style-type: none"> <li>Peer interviews asking and identifying various Ministers.</li> <li>Draw and label a chart of the members of Government</li> <li>Order given words to express names of Ministries/ organizations</li> <li>Make a list of resolutions that would positively change your class/ school/ community</li> </ul>

### TOPIC 3: Interests and Recreation

**Sub -Topics:** All about Myself  
Sport  
Artistic Expression  
Recreation and Wellness

#### **General Objectives**

*Students will:*

- talk about interests
- have a basic understanding of common sporting and artistic interests
- aesthetically appreciate performances and works of art
- make healthy lifestyle and recreational choices
- make connections between lexical and structural elements of the native and target languages

**Resources:** Biodata forms; sample dialogues about sporting and artistic interests; sample music with lyrics for analysis; sample Latin music; artistic works for appreciation/ opinions; newspaper/ magazine articles and lifestyles of performers etc.

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Interests and Recreation</b> <i>Los intereses y la recreación</i></p> <ul style="list-style-type: none"> <li>All about myself <i>Así soy yo</i></li> <li>Sport <i>El deporte</i></li> </ul>	<ul style="list-style-type: none"> <li>Give factual information about self and others</li> <li>State one's ethnic origin and that of others</li> <li>Solicit information about others' interests</li> <li>Talk about interests</li> <li>Identify healthy / unhealthy activities</li> </ul>	<p><i>Nombre, apellido, edad, dirección, nacionalidad, teléfono, correo electrónico. Soy... Es...</i></p> <p><i>Soy/es de origen africano, indio, blanco, chino, mezclado, sirio, libanés, latino etc.</i></p> <p><i>¿Qué haces en tu tiempo libre? ¿Qué hace Juan en su tiempo libre?</i></p> <p><i>Me gusta/n + noun, me gusta + verb, me interesa/n, me fascina/n, practico... los artes, los deportes, los juegos, otras actividades recreativas</i></p> <p><i>El deporte es ... Una actividad saludable es nadar etc... Yo practico .... solo /en equipo/ por diversión /por competir /por relajarme</i></p>	<ul style="list-style-type: none"> <li>Filling out data forms for a variety of purposes</li> <li>Do a peer interviews and report on classmates'/ adults' personal information and interests</li> <li>Oral presentation on personal interests and activities</li> <li>Research and compare popular sports in Latin America with your country</li> <li>Research and report orally on one sport professional</li> <li>List healthy and unhealthy activities of young persons</li> </ul>	<ul style="list-style-type: none"> <li>Fill out biodata forms</li> <li>Give an oral presentation about self or another person</li> <li>Listening/Reading comprehension exercises on personal interests</li> <li>Listen to a passage on the profile of a well-known sportsperson and respond to comprehension questions given.</li> <li>As a group, make a schedule of healthy activities for an overweight student.</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Artistic expression <i>Las artes</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify some professions in popular sports</li> <li>Define 'Art'</li> <li>Identify different art forms</li> <li>Identify persons involved in art forms and demonstrate and appreciation for all art forms</li> </ul>	<p><i>Quisiera ser luchador, boxeador, deportista, futbolista, jugador de criquet / baloncesto, nadador, tenista, atleta, ciclista (mono) patinador, entrenador, director técnico, fisioterapeuta, árbitro</i> <i>Es talentoso/ disciplinado...</i></p> <p><i>La expresión creativa de la humanidad, las bellas artes</i></p> <p><i>Los artes visuales incluyen: los artes de la interpretación incluyen: El arte, la artesanía, el dibujo, la pintura, el drama, el baile, la música, la música folclórica, la canción, el mundo del espectáculo, el teatro, la poesía, el poema</i></p> <p><i>el / la artista produce ... el/ la dramaturgo /a ejecuta el /la músico/a inspira ... el bailarín, la bailarina .. el actor, la actriz el/ la cantante popular</i></p>	<ul style="list-style-type: none"> <li>List the sporting equipment used for a favorite sport</li> <li>Discuss in English how the Arts influence us</li> <li>List the top 10 Latin songs</li> <li>Share samples of Spanish music for listening appreciation</li> <li>Groups choose an artist from different areas and profile artist from the Internet</li> <li>Discuss in English the sportsman /artist as public figure and his/her responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Profile a local artist /sportsman and a Latin American counterpart</li> <li>Respond to a work of art saying how it makes you feel</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Recreation and wellness <i>La recreación y el bienestar</i></li> </ul>	<ul style="list-style-type: none"> <li>Express an opinion on a work of art</li> <li>Express a preference</li> <li>Identify healthy recreational options</li> </ul>	<p><i>Pienso que el calipso ‘.....’ es divertido, serio, educativo, inspirador, negativo, bello, político, grosero, ofensivo, inmoral</i></p> <p><i>Falta la censura</i> <i>Me gusta más</i> <i>Prefiero...</i> <i>¿Cuál prefieres / prefiere?</i> <i>¿Qué te/le gusta más?</i> <i>(No) me encanta/n ....</i> <i>Me interesa/n</i></p> <p><i>Prefiero ... porque es sano/ divertido/ relajante/ educativo/ beneficioso/ excitante/ competitivo</i></p> <p><i>Es mejor que</i> <i>Es bueno/nocivo/dañoso para la salud</i></p> <p><i>Hacer ejercicios</i> <i>Practicar con un equipo</i></p>	<ul style="list-style-type: none"> <li>Share a favorite piece of art (music/ painting/ drawing/ poetry/ drama/ dance/show/ craft / film etc) and say briefly in Spanish how it makes you feel and why you like it.</li> <li>Express your opinion of examples of popular cultural artistic pieces</li> <li>Interview children and adults and compare recreational preferences [Teachers refer to NCSE Cycle 1 Yr. 3.]</li> <li>Devise a programme of activities for a diabetic child</li> <li>Identify merits of various forms of popular recreation</li> </ul>	<ul style="list-style-type: none"> <li>List artistic and/or recreational activities that you would like to pursue if you could</li> <li>Identify your favorite recreation and say why you like it and how it benefits you</li> </ul>

## TOPIC 4: My Country

**Sub -Topics:** Factual Information  
Appreciating what is ours

### General Objectives

*Students will:*

- gain knowledge of our nation and Latin American nations;
- compare the geographical/historical characteristics of our nation and those of selected Latin-American nations;
- respect and value the symbols and attributes of our nation;
- recognize structural patterns in Spanish cognates and make relevant connections with English.

**Resources:** Statistical data on Trinidad and Tobago; tourist brochures; samples of national flag and emblems; map of the World showing Trinidad and Tobago and Latin American countries

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>My Country</b> <i>Mi Patria</i></p> <ul style="list-style-type: none"> <li>Factual information <i>Los datos</i></li> <li>Appreciating what is ours. <i>Apreciando lo nuestro</i></li> </ul>	<ul style="list-style-type: none"> <li>Locate Trinidad and Tobago in relation to other countries</li> <li>Indicate locations using the cardinal points</li> <li>Describe the location of Trinidad and Tobago</li> <li>Identify capital cities</li> <li>State the language spoken</li> <li>Talk about the population</li> </ul>	<p><i>El mar Caribe, el océano atlántico, América del sur/central/ Norteamérica</i> <i>Mi país está ...</i></p> <p><i>(Al) norte, sur, este, oeste, noreste, noroeste etc.</i></p> <p><i>El país de Trinidad and Tobago se encuentra al norte de Sudamérica</i> <i>El archipiélago</i> <i>La última isla de la cadena de islas caribeñas/ al fondo de...</i></p> <p><i>La capital de Trinidad es Puerto España</i> <i>La capital de Tobago es Scarborough</i></p> <p><i>En T&amp;T se habla inglés como lengua materna y español como primera lengua extranjera oficial</i></p> <p><i>T&amp;T tiene una población cosmopolita de 1.4 millón habitantes, de diferentes razas, creencias y religiones.</i></p>	<ul style="list-style-type: none"> <li>Portfolio Project: Class is divided into groups; each group chooses at least one Spanish-speaking country and prepare country profiles of Trinidad and Tobago and their chosen countries: location; capital city/main towns, physical landscape features, flag, resources, population, size (where available). Oral and written reports are shared and presented to the class.</li> <li>Create a tourist brochure for your own and/or another country</li> <li>Make signs for your classroom denoting what languages are spoken there</li> </ul>	<ul style="list-style-type: none"> <li>Each group presents an oral report on T&amp;T and a Latin American country (inclusive of maps etc.) to the rest of the class</li> <li>Begin a <i>Mi Patria</i> portfolio in which you collect pieces of work related to your country throughout the course; list aspects of our country that you love and aspects that can be improved</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
	<ul style="list-style-type: none"> <li>• Talk about predominant physical features</li> <li>• List the main natural resources</li> <li>• Identify colours of national flag</li> <li>• Identify the system of governance of Trinidad and Tobago and other nations</li> <li>• List national symbols</li> </ul>	<p><i>En T&amp;T hay montañas, playas, llanos, ríos, pantanos, y selva tropical, islas bellas, vistas impresionantes, playas preciosas, riqueza natural, belleza natural</i></p> <p><i>Los recursos naturales principales son petróleo, gas natural, metano, brea, cítricos, cacao y pescado.</i></p> <p><i>La bandera nacional es roja, blanca y negra...consiste en tres colores.</i></p> <p><i>Tenemos un gobierno democrático, socialista, comunista, una dictadura, un golpe de estado, las elecciones, la independencia, una república, el político, votar, un partido político</i></p> <p><i>El escudo, el lema, el colibrí etc.</i></p>	<ul style="list-style-type: none"> <li>• Groups prepare a visual model of their own or a Spanish speaking country, label and orally describe features - drawing, painting, 3-D model etc.</li> <li>• Students write short Spanish pieces that describe their country: essay, e-mail, letter, poem, song etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Each student selects and represents a country and gives an oral presentation on the country, comparing with aspects of Trinidad and Tobago</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
	<ul style="list-style-type: none"> <li>• Specify motto &amp; watchwords.</li> <li>• Identify and locate Latin American countries on a map of the world</li> <li>• Associate capital cities with countries</li> <li>• Make comparisons between your own and other countries</li> <li>• Express an appreciation for your country</li> </ul>	<p><i>Juntos aspiramos, juntos logramos.</i> <i>Disciplina, Tolerancia y Producción</i></p> <p><i>México, Guatemala, El Salvador, Cuba, Honduras, Nicaragua, Costa Rica, Panamá, Puerto Rico, República Dominicana, Colombia, Venezuela, Ecuador, Perú, Bolivia, Paraguay, Chile, Uruguay, Argentina</i></p> <p><i>Caracas, Buenos Aires, Santiago etc.</i></p> <p><i>Trinidad y Tobago son menos extensas que...</i> <i>Venezuela tiene una población más grande que...</i></p> <p><i>Amo mi patria porque...</i> <i>Tenemos un clima agradable/ una cultura rica/ un pueblo amistoso/ comida variada y rica</i> <i>Nos gusta reír/ comer/socializar/ bailar etc.</i> <i>Quisiera mejorar mi país por...</i></p>	<ul style="list-style-type: none"> <li>• Research and report on: capital, location landscape, resources, population and indigenous languages of a selected Latin American country</li> <li>• Students list aspects of their country that they love and aspects that can be improved, saying what they can do to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• Start a portfolio on a selected Latin American country to be continued throughout programme.</li> </ul>

## TOPIC 5: Spirituality

### General Objectives

*Students will:*

- exchange information about spiritual beliefs and practices;
- access knowledge about spiritual beliefs in Latin America and compare with their own;
- demonstrate respect for diverse spiritual beliefs;
- explore differences and similarities in the sound systems of native, target and other language [through religion- based language]

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<b>Spirituality</b> <b>La Espiritualidad</b>	<ul style="list-style-type: none"> <li>Identify religious groups in T rinidad and Tobago</li> <li>Ask about and state one's spiritual belief</li> <li>Identify places of worship</li> <li>Identify days of worship</li> <li>Identify different religious leaders</li> <li>Identify the different religious texts</li> </ul>	<p><i>Católicos, cristianos, testigos de Jehová, presbiterianos, anglicanos, musulmanes, hindúes, bautistas, adventistas</i></p> <p><i>¿Cuál es tu creencia/ religión?</i>  <i>¿En qué crees?</i>  <i>Soy...</i>  <i>[No] Creo en...</i>  <i>Dios, rezar, orar, el bien y el mal, buenas obras, la caridad, un libro sagrado</i></p> <p><i>Hago mis devociones en casa/ la iglesia/ la mezquita/ el templo etc.</i>  <i>El musulmán va a la mezquita los viernes para rezar</i></p> <p><i>Mi líder espiritual es el sacerdote, el imán, el gurú, el pastor, el cura etc.</i></p> <p><i>La Santa Biblia, el Corán, el Bhagavad Gita etc.</i></p>	<ul style="list-style-type: none"> <li>Do a class survey to determine what are the different beliefs held among classmates.</li> <li>Discuss points of commonality between different belief systems.</li> <li>Discuss in English the value of T&amp;T's spiritual diversity.</li> <li>Compare the religious composition of Latin America with Trinidad and Toago.</li> <li>Research what languages are used as part of worship in Trinidad and Tobago. Students share bits of commonly used languages and class compares structures with Spanish and English</li> </ul>	<ul style="list-style-type: none"> <li>Do a self-profile, what religion/belief, worship practices, Holy Book etc.</li> <li>Report on the Spiritual composition or one specific practice of a Latin American country</li> <li>Compare two or more religious groups.</li> <li>Create a chart showing places of worship for different religions.</li> <li>Research <i>la Santería</i>.</li> <li>Research Black Friday and similar Latin American traditions.</li> </ul>

## TOPIC 6: Festivals

**Sub -Topics:** National Festivals  
Religious and other Celebrations

### General Objectives

*Students will:*

- discuss festivals and celebrations in the Trinidad and Tobago as well as the target culture;
- value contributions made in the process of building our nation;
- embrace the diversity of celebrations in our culture;
- recognise and compare patterns in the target language and native languages.

**Resources:** Calendar listing holidays and celebrations in T&T; resource personnel to discuss holidays; reading material on holidays; pictures of celebrations

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Festivals</b> <i>Las fiestas</i></p> <ul style="list-style-type: none"> <li>National festivals</li> </ul> <p><b>Fiestas Nacionales</b></p> <ul style="list-style-type: none"> <li>Religious and other Celebrations <i>Las celebraciones religiosas y otras</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify major national celebrations</li> <li>State the day/date when each occurs</li> <li>Ask and describe how each is celebrated</li> <li>Give a brief account of the origin of a celebration</li> <li>Identify major religious celebrations</li> </ul>	<p><i>Día de independencia, día de la república, el carnaval, día de llegada, día del trabajo, día de la emancipación</i></p> <p><i>Se celebra el... de ...</i></p> <p><i>Se celebra/se conmemora por: desfiles militares, pronunciar discursos, presenciar el desfile de las bandas en las calles, reconstruir la llegada/las costumbres/ las prácticas de las gentes, la marcha de los sindicatos, montar ferias de artesanía, ir a la playa, vestirse de ropa tradicional</i></p> <p><i>Los antepasados llegaron aquí como esclavos/ trabajadores contratados/ inmigrantes... Trabajaron muy duros...</i></p> <p><i>Día de Todos los Santos /los difuntos/ día de los muertos, la Navidad, Divali, Eid ul Fitr, Día de los Bautistas, Las Pascuas, fiesta de Corpus Christi etc.</i></p>	<ul style="list-style-type: none"> <li>Teacher reads profile of a holiday, highlighting nation building aspects as listening comprehension. Students fill in blanks/answer questions</li> <li>Students create a card /poster describing a specific holiday. They read and critique each other's work</li> <li>Interview a friend about his/her favorite celebration: why it is his favorite, how it is celebrated, what activities etc. Report findings to the class.</li> <li>Research activities in which ancestors engaged and create a short narrative about their daily life (composition/ picture essay or dramatization with narrative etc.)</li> <li>Organize a school radio request programme - announcements in Spanish, Latin Music etc., for Mothers Day, Valentine's Day etc.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio profile of one of the National holidays of a Spanish Speaking country, contrast it with one in T &amp; T.</li> <li>Role-play greetings on holidays of choice</li> <li>Create a calendar highlighting selected national and religious holidays and celebrations including appropriate pictures</li> <li>Write a composition about the life of your ancestor</li> <li>Present an oral/ written summary of your favorite celebration and a celebration form a Spanish- speaking country that you would like to celebrate</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
	<ul style="list-style-type: none"> <li>• State the day/date/time of the year each celebration occurs</li> <li>• Describe how each is celebrated</li> <li>• Greet someone appropriately on the celebration of a Festival / National Holiday</li> <li>• Identify some common international observances</li> </ul>	<p><i>Se celebra/n, se conmemora el ... durante el mes de se observa, se conmemora, los días feriados</i></p> <p><i>Asistir a misa, ayunar, rezar, dar regalos/limosnas, preparar comida tradicional, llevar ropa tradicional, decorar con luces</i></p> <p><i>Feliz día de las madres/ los padres/ los niños/ San Valentín/ Navidad</i> <i>¡Qué lo pase bien!</i></p> <p><i>Día internacional de... ... los niños ...la mujer ...de la violencia contra las mujeres</i></p>	<ul style="list-style-type: none"> <li>• Compose verses for different occasions</li> <li>• Research National days in one Spanish Speaking country; how and when the celebration takes place</li> <li>• Role-play greetings on selected holidays.</li> <li>• Create a calendar of international celebrations that all countries should observe</li> </ul>	<ul style="list-style-type: none"> <li>• Create greetings cards for birthdays, Mothers' Day, Fathers' Day etc., with appropriate messages/ verses etc.</li> </ul>

## TOPIC 7: Money

### General Objectives

*Students will:*

- identify currencies of various Latin American countries;
- carry out simple monetary transactions in the target cultures.

**Resources:** Sample currencies; list of exchange rates

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Money</b> <i>La moneda</i></p>	<ul style="list-style-type: none"> <li>Identify currencies of Spanish-speaking countries</li> </ul>	<p><i>La moneda oficial de... es...</i></p> <p>Venezuela el bolívar  Guatemala el quetzal  Perú el nuevo sol  Costa Rica el colón  Cuba el peso  México el peso  Paraguay el guaraní  España el euro etc.</p>	<ul style="list-style-type: none"> <li>Research the monetary units and values of various Spanish-speaking countries with samples currencies.</li> <li>Research the origins of the names of currencies</li> </ul>	<ul style="list-style-type: none"> <li>Research Spanish speaking countries' currency – name and rate of exchange against US dollar.</li> <li>Matching activity: Country-currency.</li> </ul>
<p><b>Culture Frame</b></p> <ul style="list-style-type: none"> <li><i>La casa de Cambio</i></li> </ul>	<ul style="list-style-type: none"> <li>Carry out the transaction of changing money</li> <li>Ask and give information about the exchange rate</li> </ul>	<p><i>Quisiera cambiar dólares trinitarios por pesos/bolívares ...</i>  <i>el cambio, el banco, el dinero, la moneda, la tasa</i></p> <p><i>¿A cuánto está el cambio / la tasa de cambio hoy?</i>  <i>Está a... pesos por dólar americano</i>  <i>Tengo... en efectivo /cheques viajeros.</i>  <i>Pase al cajero número.....</i>  <i>Su pasaporte por favor.</i>  <i>Debe firmar aquí.</i>  <i>¿Quiere averiguar el montaje?</i></p>	<ul style="list-style-type: none"> <li>English discussion re: changing currency values and personal priorities for spending and saving</li> <li>Create an advertisement promoting saving money</li> <li>Set up activity corner to role-play bank scene, including appropriate signage</li> </ul>	<ul style="list-style-type: none"> <li>Students role-play changing money</li> <li>Convert US \$1,000.00 into various currencies</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
	<ul style="list-style-type: none"> <li>• Enquire about the means of payment</li> <li>• Use different methods of payment</li> <li>• Request simple financial services</li> </ul>	<p><i>¿Cómo va a pagar? / ¿Cuál es la forma de pagar? ¿Cómo pago?</i></p> <p><i>Quiero pagar en efectivo / con tarjeta de crédito / tarjeta bancaria / cheque billete, moneda, centavos, céntimos</i></p> <p><i>Quisiera abrir una cuenta de ahorros/ depositar,/cobrar un cheque</i></p>	<ul style="list-style-type: none"> <li>• Enact dialogues of actual monetary transactions at a variety of locations, using different methods of payment</li> <li>• Do a radio jingle for services offered by financial establishment.</li> </ul>	<ul style="list-style-type: none"> <li>• Include information on currency in Individual Country Portfolio</li> <li>• Oral and written situation responses requiring different methods of payment</li> </ul>

## TOPIC 8: Communication

**Sub - Topics:** Means of Communication  
The Telephone  
Emergencies  
Signs

### General Objectives

*Students will:*

- acquire language and skills to use a range of communication media;
- communicate in a range of situations using electronic and non-electronic means;
- understand signage in public, educational, and selected occupational environments;
- understand and interpret simple graphic representations of information;
- decipher and reproduce linguistic patterns in the target language and make linkages with corresponding native language structures.

**Resources:** Sample signs, samples of short communications using the different means, adapted excerpts of audio news items, household items with consumer symbols, labels



Topic/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Signs <i>Los Letreros</i></li> </ul>	<ul style="list-style-type: none"> <li>Read and understand different types of signs: [High frequency adjectives and nouns]  [prohibitions]  [imperatives]  [establishments]</li> <li>Recognize and respond to safety signs in the environment [precautions]</li> </ul>	<p><i>Abierto, cerrado, ocupado, vacío, libre</i></p> <p><i>Horario, entrada, salida, se vende</i></p> <p><i>Prohibido fumar, no fumar, no pisar en la grama, no entrar</i></p> <p><i>Hale, empuje, tire, Mantenga limpio/a No pase</i></p> <p><i>Hospital, panadería, salón de belleza etc.</i></p> <p><i>Silencio</i> <i>Piso mojado</i> <i>¡Cuidado!/¡Peligro!/</i> <i>¡Precaución!</i> <i>Mantenga fuera del alcance de niños etc.</i> <i>Salida de emergencia</i> <i>Zona de peligro</i> <i>Tóxico</i></p>	<ul style="list-style-type: none"> <li>Students look at patterns in the creation of signs and use of sample signs (use of the subjunctive)</li> <li>Create signs for frequently used areas in school e.g. office, yard, lab, cafeteria etc.</li> <li>Game inferring the meaning of signs from context</li> <li>Create Spanish signs for the school environment – labs etc.</li> <li>Examine symbols used in consumer products e.g. garments, packages, chemicals, appliances etc. and express meanings of symbols in words.</li> </ul>	<ul style="list-style-type: none"> <li>Examine signs in a chosen workplace environment and put into Spanish</li> <li>Select a part of the school and create appropriate signage</li> <li>Match appropriate signs to relevant safety symbols</li> <li>Respond to situations in the workplace etc.</li> </ul>

Topic/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Simple graphs and charts <i>Los Gráficos</i></li> </ul>	<ul style="list-style-type: none"> <li>Interpret information in simple pie charts, bar graphs and other simple diagrams</li> </ul>	<p><i>El gráfico expresa ... el porcentaje, el número, la cantidad, el promedio, la mitad, la tercera parte, la cuarta parte etc. más de/que... menos de/que</i></p>	<ul style="list-style-type: none"> <li>Students look at simple pie charts and bar graphs and describe the information presented.</li> <li>Groups survey class on issues of interest and express findings in a simple graphic format</li> </ul>	<ul style="list-style-type: none"> <li>Reading comprehension activity based on info presented in a graphic format.</li> </ul>

## TOPIC 9: Air Travel

**Sub - Topics:** Travel Agency  
The Trip  
Immigration and Customs

### **General Objectives**

*Students will:*

- know how to plan and undertake a trip by air;
- compare the elements of a trip by air in the native and target cultures.

**Resources:** sample signs at the airport; travel forms; maps and brochures; tickets

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Air Travel</b></p> <ul style="list-style-type: none"> <li>Los Viajes Aéreos</li> </ul> <ul style="list-style-type: none"> <li>Travel Agency La Agencia de Viajes</li> </ul>	<ul style="list-style-type: none"> <li>Enquire about someone's travel plans</li> <li>Provide information about travel plans</li> <li>Enquire about the ticket</li> <li>Provide information about the ticket</li> <li>Enquire about necessary travel documents</li> </ul>	<p><i>¿Adónde va usted de vacaciones?</i>  <i>¿Cuánto tiempo va a pasar en el extranjero?</i>  <i>¿Cuándo viajará usted?</i></p> <p><i>Voy a ...</i>  <i>...de vacaciones</i>  <i>...de negocios</i>  <i>Voy para ...</i>  <i>Voy a pasar...</i>  <i>...días/semanas/meses</i>  <i>Viajaré el dos de mayo</i></p> <p><i>¿Cuánto cuesta un billete de ida y vuelta/de primera clase/de clase turística?</i>  <i>Cuesta...dólares</i></p> <p><i>En la temporada alta/baja cuesta...</i>  <i>Hay un descuento de 10%.</i>  <i>Usted debe hacer/dejar un depósito de... dentro de... días/semanas</i></p> <p><i>¿Qué documentos se necesita/necesito?</i>  <i>Usted necesita pasaporte, un visado, un certificado de vacuna etc.</i></p>	<ul style="list-style-type: none"> <li>Set up a travel agency activity corner in the classroom</li> <li>Reading comprehension passage about a family going on vacation giving details about length of stay, departure date, cost of ticket etc.</li> <li>Research costs of trips and simulate booking a ticket online/ via telephone</li> <li>Dialogue at travel agency specifying documents needed, departure and arrival times etc.</li> <li>Research signs at the airport /on the aircraft /names of Latin American airports/airlines</li> </ul>	<ul style="list-style-type: none"> <li>Sequence the lines in a dialogue between an airline clerk and a traveler.</li> <li>Select a section of the airport, sketch and create appropriate signs for the area.</li> <li>Design an advertisement or compose a jingle for a special vacation offer from a travel agency. Include: discount price, destination, duration, attractions etc.</li> <li>Role- play in groups, a journey to a chosen Spanish-speaking country, from purchasing the ticket to arrival</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>The Trip <i>El Viaje</i></li> </ul>	<ul style="list-style-type: none"> <li>Enquire about and provide information on times of departure, arrival, check-in</li> <li>Read and understand signs aboard an aircraft</li> <li>Listen to and understand instructions / information given aboard an aircraft</li> </ul>	<p><i>¿Cuál es la hora de salida/llegada/facturar las maletas/el equipaje</i></p> <p><i>El vuelo sale/llega a las... Debe facturar 3 horas antes ...pagar el impuesto de salida ...pasar por la inmigración/aduana ...revisar el equipaje ...ir a la puerta número... ciudadanos, visitantes, pasajeros etc.</i></p> <p><i>Asiento número..., salida de emergencia, salvavidas debajo del asiento, bolsa de mareo, no fumar, máscara de oxígeno, lavatorio: ocupado/libre Abróchese el cinturón</i></p> <p><i>Bienvenidos abordo Abróchese el cinturón de seguridad, Mantenga recto el asiento durante el despegue/aterrizaje o antes de despegar y aterrizar Se prohíbe el uso de equipos electrónicos El vuelo está retrasado/a tiempo Buen viaje Gracias por viajar con aerolínea... Usted debe rellenar la tarjeta de ingreso</i></p>	<ul style="list-style-type: none"> <li>Listening comprehension at the airport between airline clerk and passenger with check-in details.</li> <li>Research and list careers in the airline industry</li> <li>Discuss in English how air-travel has shaped the world</li> <li>Labelling symbols representing essential aircraft vocabulary /signs.</li> <li>Students research prohibited items /actions on an aircraft. Make a poster depicting prohibited items</li> <li>Listen to pre-flight instructions/ information and answer questions</li> <li>Role-play pilot's address to passengers.</li> <li>Fill out an immigration/ customs declaration form.</li> </ul>	<ul style="list-style-type: none"> <li>Listening comprehension with flight information announcements: times of departure / arrival, check-in etc.</li> <li>Listen to an excerpt of a flight attendant's address and match numbered sentences with graphics.</li> <li>Prepare a pilot's welcome address – include: greeting, destination, duration of flight, time of arrival, weather conditions etc.</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Immigration and Customs <i>La inmigración y la aduana</i></li> </ul>	<ul style="list-style-type: none"> <li>Request a service of the flight crew</li> <li>Understand and respond appropriately to questions at Immigration</li> <li>Understand and respond appropriately to questions and instructions at Customs</li> </ul>	<p><i>Disculpe aeromozo/a, tráigame... por favor</i> <i>Puede decirme...</i></p> <p><i>¿De dónde viene?</i> <i>Vengo de...</i> <i>¿Cuál es el motivo de su visita?</i> <i>Estoy de vacación/negocios/ intercambio estudiantil</i> <i>¿Cuánto tiempo va a pasar?</i> <i>Una semana etc.</i> <i>¿Dónde va a quedarse/hospedarse?</i> <i>En el hotel.../en casa de...</i></p> <p><i>¿Tiene usted algo que declarar?</i> <i>No, no tengo nada etc.</i> <i>Abra la maleta, por favor</i> <i>Pase/proceda a la línea verde/roja</i></p>	<ul style="list-style-type: none"> <li>Role-play a range of possible situations between passenger and flight attendant</li> <li>Reading comprehension interview between immigration officer and passenger</li> <li>Prepare an Activity Corner with appropriate signage and conduct an Immigration/Customs interview, examination of luggage etc.</li> </ul>	<ul style="list-style-type: none"> <li>Fill out an immigration form with relevant details from a scenario given by the teacher</li> <li>Pretend to be a Customs official, read the list of allowed items and inform the passenger next to you about prohibited and permitted items</li> </ul>

## TOPIC 10: Transport

**Sub - Topics:** Land Transport  
Graphic Literacy  
Sea and Space travel

### General Objectives

*Students will:*

- know how to plan and undertake a trip by land or sea;
- compare the elements of a journey in the native and target cultures.

**Resources:** sample signs on the road, at train stations and at sea ports; travel forms; maps; ticket;, guide for creation of model rocket

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Transport</b> <i>El Transporte</i></p> <ul style="list-style-type: none"> <li>Land Transport <i>El Transporte terrestre</i></li> </ul>	<ul style="list-style-type: none"> <li>State where to access different types of land transport</li> <li>Enquire about the cost of a specific mode of transport</li> <li>State the cost of travel between two points</li> <li>State the distance between two points</li> <li>Compare different modes of transport</li> </ul>	<p><i>Se toma/Se puede tomar...</i>  <i>...un taxi</i>  <i>...carro/coche privado</i>  <i>...el autobús</i>  <i>...la buseta</i>  <i>...el tren</i>  <i>...el maxi taxi</i>  <i>...la camioneta etc.... en la parada</i></p> <p><i>¿Cuánto es la tarifa de... a....?</i>  <i>¿Cuánto cuesta el boleto de..... a ....?</i></p> <p><i>Cuesta... dólares</i>  <i>...de Puerto España a San Fernando</i></p> <p><i>Couva está a 40 kilómetros de Puerto España</i></p> <p><i>El taxi es más rápido que el autobús</i>  <i>.... es más económico que...</i>  <i>....es más eficiente/eficaz que... ..</i>  <i>toma demasiado/poco tiempo...</i></p>	<ul style="list-style-type: none"> <li>Listen to a dialogue between a tourist and hotel receptionist/tourist guide concerning where to access transport and cost between two points</li> <li>Review money and numbers</li> <li>Students create and enact dialogues based on transport costs within their area, role-playing taxi- driver and passengers etc.</li> <li>Oral activity comparing various modes of transport: cost, reliability, time, safety, availability etc.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to travel dialogue and complete comprehension exercises</li> <li>Sentence completion and multiple choice exercises regarding undertaking journeys, modes of transport, costs and distances</li> <li>Research and present orally /in writing common means of transport in Spanish-speaking countries, making comparisons with Trinidad and Tobago.</li> <li>Reading comprehension activity using a bus/train schedule</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Graphic Literacy <i>Comprender los gráficos</i></li> <li>Sea Transport <i>El Transporte Marítimo</i></li> </ul>	<ul style="list-style-type: none"> <li>Enquire about the schedules of service of the different modes of transportation</li> <li>Provide information about the schedule of service of the different modes of transport</li> <li>Decipher the meaning of common road signs</li> <li>State the different means of sea transport</li> </ul>	<p><i>¿A qué hora comienza y termina el servicio de...?</i> <i>¿A qué hora sale el último autobús para...?</i></p> <p><i>El servicio de autobuses empieza a las 5:00 de la mañana y termina a las 8:00 de la tarde</i> <i>El último autobús sale a las 7:30 de la tarde</i></p> <p><i>Alto/pare, ceda el paso, conserve su derecha/ izquierda, cruce giratorio, despacio, desvío, obras en la vía, sentido único, semáforo, zona escolar/de hospital, parada de autobuses /taxis, velocidad máxima 50 / 80 km por hora, prohibido estacionar</i></p> <p><i>Voy en... ...barco de Trinidad a Tobago ...ferry ...crucero ...bote ...lancha El puerto de embarque / desembarque es... el muelle</i></p>	<ul style="list-style-type: none"> <li>Discuss in English possible solutions to traffic congestion/ road rage.</li> <li>Matching activity introducing common road sign graphics and terminology.</li> <li>Listening activity to derive different means of transport used between different points</li> <li>Research project to determine which Hispanic countries in the region use domestic sea transport</li> <li>Role-play phone call to find out info about a sea trip (cost, distance, time)</li> </ul>	<ul style="list-style-type: none"> <li>Make a bus or train schedule.</li> <li>Draw and label various road signs.</li> <li>Design an advertisement or compose a jingle for a company promoting one mode of sea transport.</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Space Travel <i>El Transporte Espacial</i></li> </ul>	<ul style="list-style-type: none"> <li>State the means of space travel</li> </ul>	<p><i>La astronave/nave espacial</i> <i>El transbordador espacial,</i> <i>El cohete espacial</i></p>	<ul style="list-style-type: none"> <li>Research the names of the planets in our solar system in Spanish and their distances to earth</li> <li>Create a model Space-craft, and plot an imaginary journey to a planet</li> <li>Discuss in English and list professions you would take to start a new colony on another planet</li> </ul>	<ul style="list-style-type: none"> <li>Fill out an itinerary for an imaginary journey to a named planet involving cost, length of trip, personnel etc.</li> </ul>

## TOPIC 11: The Tourist Experience

**Sub - Topics:** The Hotel and the Restaurant  
Tours

### General Objectives

*Students will:*

- communicate about experiences offered in the area of hospitality in Trinidad and Tobago;
- describe local cuisine and attractions and compare with that of the target culture;
- make connections between lexical items in the native and target languages and apply structures to translate indigenous cultural products.

**Resources:** Brochures; menu; maps; tourist guides; signs; advertisements for hotels and restaurants.

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>The tourist experience</b> <i>La experiencia turística</i></p> <ul style="list-style-type: none"> <li>Hotel and Restaurant <i>El Hotel y el Restaurante</i></li> </ul> <p><b>Culture Frame</b></p> <ul style="list-style-type: none"> <li>Typical Spanish dishes: <i>arroz con pollo, paella, gazpacho, taco etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>make a reservation</li> <li>request other hotel services</li> <li>communicate at a restaurant [request a table/the menu/place an order request other services]</li> </ul>	<p><i>Quisiera hacer una reserva por ... días</i> <i>Quisiera una habitación sencilla/doble/superior con...</i> <i>...televisor/ Internet</i> <i>Necesito ...secador de pelo, plancha, el servicio de habitación etc.</i></p> <p><i>...ayuda con mi equipaje/ maleta/ llave electrónico</i></p> <p><i>Me voy el ... a la/s ...</i> <i>Soy huésped en la habitación número....</i> <i>¿Dónde está la recepción/ tienda de regalos/ el gimnasio/el comedor</i></p> <p><i>Una mesa para cinco personas</i> <i>La carta/ el menú, por favor</i> <i>¿Qué va a tomar?</i> <i>¿Está listo para pedir?</i> <i>¿En qué consiste ..... ?</i> <i>Necesito comida vegetariana/ sin sal/ sin grasa/ salsa picante...</i> <i>La comida es buena/mala/ excelente/ sabroso</i> <i>Quisiera llevar ...</i></p>	<ul style="list-style-type: none"> <li>Brochure of hotel, students read and answer true and false type questions about facilities/services offered</li> <li>Dialogue completion in speech bubbles on checking in/out of the hotel</li> <li>Groups design and label a hotel, creating a brochure of facilities offered</li> <li>Create a restaurant setting and students role play a restaurant scene</li> <li>Students examine a sample menu from a Spanish-speaking country as a model for creating a menu with prices in the currency unit of the chosen country</li> <li>Describe your favorite local dish to a Spanish speaker, explaining how it is prepared</li> </ul>	<ul style="list-style-type: none"> <li>Guided role-play conversation between receptionist and guest asking questions about hotel</li> <li>Oral/written situation responses at the hotel</li> <li>Write a dialogue ordering/paying for food at a restaurant.</li> <li>Research and create a list of Latin American countries and their traditional dishes</li> <li>Research typical Latin American dishes and create a mini-cookbook with typical dishes</li> <li>Host a Hispanic food fair with labeled dishes from different countries</li> </ul>

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Tours <i>Los Recorridos Turísticos</i></li> </ul>	<ul style="list-style-type: none"> <li>request a tour</li> <li>identify key tourist attractions</li> <li>identify popular outdoor activities</li> </ul>	<p><i>Useful vocabulary: tapas, el plato principal, entremés, postre, sopa, ensalada, la cuenta, la propina, plato del día, condimento, buen provecho / apetito, salud, comida rápida</i></p> <p><i>Me gustaría... ... hacer una excursión a ... ...hacer un recorrido de sitios turísticos / la capital</i></p> <p><i>Las playas, las reservas naturales, los ríos y cascadas, los lugares históricos, volcanes de barro, los arrecifes, los museos, las salas de arte y cultura, las iglesias coloniales etc.</i></p> <p><i>Observar los pájaros/ las tortugas/ mariposas Bucear Practicar el moto ciclismo acuático Ir de camping Pescar Navegar a vela Hacer surf Ir en kayak/canoa Participar en las regatas etc.</i></p>	<ul style="list-style-type: none"> <li>Students research a specific site in T&amp;T and a comparable one in Latin America and prepare a promotional brochure on both</li> <li>Students role- play a tour guide and take a group of tourists to a popular attraction</li> <li>Create a magazine advertisement of activities offered to the tourist in Trinidad and Tobago using original photographs</li> <li>Make signs for popular tourist site</li> <li>Research major tourist attractions found in Latin America countries of choice</li> </ul>	<ul style="list-style-type: none"> <li>Groups create brochures with labels / short descriptions, each highlighting a major tourist attraction in Trinidad and Tobago and one in Latin America.</li> <li>Oral presentation with accompanying visuals of the attractions of Trinidad and Tobago as experienced by the student</li> <li>Plan a one week experience for the tourist maximizing exposure to a variety of local food and experiences</li> <li>Country portfolio info about dishes and major attractions</li> </ul>

## TOPIC 12: Shopping

### General Objectives

*Students will:*

- use language to carry out shopping transactions;
- make comparisons with establishments and practices in the native and target cultures;
- develop an awareness of specialty shops, goods and shopping practices in the native and target cultures;
- recognize linguistic patterns in the target language and apply these patterns to identify our indigenous products in Spanish.

**Resources:** shopping brochures; advertisements; radio jingles; listing of Latin American specialty shops

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Shopping</b> <i>De compras</i></p> <p><b>Culture Frame</b></p> <ul style="list-style-type: none"> <li>• <i>El regateo</i></li> <li>• <i>El ratero</i></li> </ul>	<ul style="list-style-type: none"> <li>• enquire where an item may be bought</li> <li>• enquire where a specialty shop is located</li> <li>• identify item/s to be purchased</li> <li>• indicate where something may be bought</li> <li>• use language appropriate to shopping / bargaining</li> </ul>	<p><i>¿Dónde se puede comprar ...?</i></p> <p><i>¿Puede decirme dónde hay una...?</i> <i>joyería, tienda de antigüedades, tienda de artesanía/recuerditos, tienda de música, librería, perfumería, licorería, ropería, camisería etc.</i></p> <p><i>Sopa de maíz, frutas, leche de coco, helado casero, raspado, paleta de helado, mazorca de maíz, dulces tradicionales</i> <i>Regalos, recuerditos, joyas, artesanías, discos, perfume etc.</i></p> <p><i>Se compra/Se puede comprar... en...</i> <i>...el centro comercial</i> <i>...el almacén</i> <i>...el supermercado</i> <i>...el mercado (de artesanías)</i> <i>...la tienda</i> <i>...por la calle</i> <i>A la orden, ¿cuánto cuesta/n, ¿hay descuento?, ¿ cuánto vale/n?, sólo tengo ... dólares, es una ganga, ratero</i> <i>Libre de impuestos, comprar en línea</i></p> <p><b>[See NCSE Cycle 1 Year 3]</b></p>	<ul style="list-style-type: none"> <li>• Role- play or activity corner – students enact shopping scenarios (given budget and list of items)</li> <li>• Students create brochure of local specialty items on sale</li> <li>• Listening comprehension about specialty stores in Latin America talking about what is bought where</li> <li>• Research traditional craft items sold in a Spanish-speaking country of your choice</li> <li>• Collect different information from labels written in Spanish</li> <li>• Discuss safety and cleanliness in street shopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided role- play from cue cards</li> <li>• Dialogue completion on a shopping related situation</li> <li>• Prepare an advertisement with specialty shops and items being sold on a special.</li> <li>• Do a Tourist Board promotion for the radio highlighting local food to be sold at a Food Fair.</li> <li>• Research specialty items typical of selected Latin American countries.</li> </ul>

## TOPIC 13: Cultural Events

**Sub - Topics:** Carnival  
Tobago Heritage Festival

### General Objectives

*Students will:*

- discuss local cultural activities;
- appreciate the value of national heritage activities and compare with similar practices in the target culture;
- recognise and compare linguistic patterns in the target and native languages;
- apply knowledge of native language contexts to deduce meaning of target language lexical items.

**Resources:** Film; article;, pictures; brochures; reports of personal experiences of local cultural events

Topics/ Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Cultural Events</b> <i>Los Eventos Culturales</i></p> <ul style="list-style-type: none"> <li>Carnival <i>El Carnaval</i></li> </ul>	<ul style="list-style-type: none"> <li>Enquire and state when an activity takes place</li> <li>Enquire and describe how Carnival is celebrated</li> <li>List the main activities during Carnival</li> <li>Enquire and state the cost of admission to a show</li> </ul>	<p><i>¿Cuándo tiene lugar el carnaval? El carnaval tiene lugar los dos días antes del miércoles de Ceniza</i></p> <p><i>¿Cómo se celebra el carnaval? Los participantes llevan vestuarios y disfraces y bailan por las calles. Los espectadores miran el desfile de las bandas y bailan por las calles música por todas partes Los participantes llevan disfraces cubiertos de lentejuelas/de colores vivos. Los visitantes vienen de muchos países para participar en las fiestas. Hay el desfile de las bandas, los concursos de steelband/calypso/los reyes y las reinas de las bandas (para los niños también.) Hay fêtes- una gran fiesta de calipso, baile, comida y bebida ambiente de despreocupación / alegría/festividad /companerismo el ritmo del calipso</i></p> <p><i>¿Cuánto cuesta la entrada? Se cobra ... dólares/ La entrada es gratuita. Es una fiesta/ concierto con todo incluido -comida y bebida</i></p>	<ul style="list-style-type: none"> <li>Write a letter/e-mail to a Spanish-speaking friend about Carnival</li> <li>Research different aspects of Carnival at Spanish websites and report on one main activity to the class</li> <li>Collect samples/ drawings/ models and label in Spanish: <ul style="list-style-type: none"> <li>parts of a costume</li> <li>competitions</li> <li>music</li> <li>traditional vs modern Carnival</li> <li>1 Carnival character, e.g., Moko jumbie, Dame Lorraine,</li> </ul> </li> <li>Role- play an international Spanish- speaking reporter presenting a report on Carnival, live on TV</li> <li>Research similar/different cultural events in Latin American countries and compare with our experience</li> </ul>	<ul style="list-style-type: none"> <li>Create a pictorial report with brief Spanish summary of Carnival in Trinidad and Tobago for the international press.</li> <li>Do a written or oral report accompanied by visuals of comparative aspects of a local and Latin cultural event.</li> <li>Students record their own account of Carnival to make postcards/ videos and write a short description of what is depicted.</li> <li>List points and create a public awareness ad for safety and moderation during parties.</li> </ul>

Topics/ Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Tobago Heritage Festival</li> </ul> <p><b>Culture Frame</b></p> <ul style="list-style-type: none"> <li>Cock fighting/ bullfighting/ horse racing/ running of the bulls/la tomatina in Spanish culture</li> </ul>	<ul style="list-style-type: none"> <li>Enquire and state when the Tobago Heritage Festival is held</li> <li>Enquire and state how the Tobago Heritage Festival is celebrated</li> <li>Identify other cultural shows</li> <li>Identify other entertainment activities.</li> </ul>	<p><i>¿Cuándo tiene lugar/se celebra...? Tiene lugar/se celebra... durante...</i></p> <p><i>¿Cómo se celebra el Tobago Heritage? Hay la reconstrucción de una boda tradicional tobaguense. Hay carreras de cabras y cangrejos. Hay espectáculos, música, y exposiciones de danza, canción y comida típica</i></p> <p><i>Hay espectáculos de calipso/chutney/parranda y rapso</i></p> <p><i>Otras actividades de entretenimiento son juegos de azar, carreras de caballos, excursiones a la playa/al río etc.</i></p>	<ul style="list-style-type: none"> <li>Do a TV ad for the THA saying what the festival is about, interview a local</li> <li>Research and re-enact one aspect of the Tobago Heritage Festival/cultural show. Introduce performers etc., in Spanish</li> <li>Students conduct a survey to determine the most popular cultural art form; they present findings</li> <li>Discussion/debate in English animal rights – use of animals in races, fights etc./ overindulgence in gambling/ alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Create a Spanish brochure/ ad. for the Tobago Heritage Festival.</li> <li>Organise a calendar of activities of major local cultural events during the course of the year to send to a Spanish Travel Agency.</li> </ul>

## TOPIC 14: Public Facilities

**Sub -Topics:** Health  
Other Facilities and Services

### General Objectives

*Students will:*

- talk about and access a range of public services and facilities;
- identify health issues and respond appropriately to instructions;
- become aware of lifestyle issues and make healthy choices;
- recognize structural patterns in the target language and equate with corresponding native language structures.

**Resources:** Sample signs from facilities including health facilities; instructions for medication; brochures and advertisements on different types of services and facilities available; information on lifestyle diseases and other current health-related issues in Trinidad and Tobago

Topics/ Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Public Facilities and Services</b> <i>Las Instalaciones y Servicios Públicos</i></p> <ul style="list-style-type: none"> <li>Health <i>La Salud</i></li> </ul>	<ul style="list-style-type: none"> <li>Ask the location of a health facility</li> <li>Ask how to get to the nearest health facility</li> <li>Ask to see a particular medical worker</li> <li>Explain the nature of the ailment</li> <li>Direct the patient to access further services</li> </ul>	<p><i>¿Hay un/una ... por aquí/ cerca? un hospital/un consultorio médico/dental /un centro médico/una farmacia</i> <i>Sí, hay... muy cerca.</i> <i>No, no hay... muy cerca</i></p> <p><i>¿Cómo se llega a/se va a... ¿Dónde está/está ubicado/ se halla/se encuentra... el/la... más cercano/a?</i></p> <p><i>Necesito ver el/la... recepcionista/médico/a/ fármaco/a/enfermero/a/ dentista</i> <i>Tengo...</i> <i>...un dolor/ herido de... cabeza/pierna etc.</i> <i>...tos, fiebre</i> <i>Me duele/n...</i> <i>el estómago/los ojos etc.</i></p> <p><i>Usted necesita... rayos X, radiografía, prueba de sangre, inyección, venda</i></p>	<ul style="list-style-type: none"> <li>Role-play at doctor's office, giving information about various health complaints</li> <li>Pair work – ask and give directions to health facilities- hospital/ health centre/ pharmacy/ doctor's office in the area.</li> <li>Discuss healthy lifestyles in Trinidad and Tobago – STD'S, diabetes, drugs, alcohol</li> <li>Examine signs at the health facility and put into Spanish.</li> <li>Students research basic instructions in Spanish on different medications and instruct someone on use.</li> </ul>	<ul style="list-style-type: none"> <li>Oral situational responses based on client/ worker interactions at any of the facilities dealt with</li> <li>Simulation of doctor/ patient interview guided by cue- cards</li> <li>Identify the meaning of common health and safety signs</li> </ul>

Topics/ Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Other Services and Facilities <i>Otros Servicios y Instalaciones</i></li> </ul>	<ul style="list-style-type: none"> <li>Ask for medication at the pharmacy</li> <li>Enquire if a facility (sport, beauty etc.) is available</li> <li>Make a reservation to use facility or access services</li> <li>Find out and state the cost</li> <li>Read and understand relevant signs</li> </ul>	<p><i>Necesito ... aspirina etc.</i></p> <p><i>Usted debe tomar píldoras/ pastillas/jarabe de tos/ir al hospital/frotar un ungüento</i></p> <p><i>Puede decirme si hay... un baño, una piscina, un gimnasio, una cancha de tenis /golf etc., un salón de belleza, una peluquería, una barbería etc.</i></p> <p><i>Puede usted dirigirme a...</i></p> <p><i>Quisiera una reserva para...</i></p> <p><i>¿Cuánto cuesta ... (alquilar) el equipo de... un corte de pelo, un manicure etc.</i></p> <p><i>La tarifa es ... por...día/hora cuesta/n...</i></p> <p><i>Información, objetos perdidos, se alquila, favor de mantener limpios los servicios</i></p>	<ul style="list-style-type: none"> <li>Reading comprehension about beauty salon, hours of work, services offered, prices</li> <li>Students prepare dialogues on a client and a worker in a range of establishments and role-play</li> <li>Students listen to an advertisement and answer questions based on it (dialogue completion or orally)</li> <li>Students create a flyer for a facility opening in their area with relevant information in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue completion on services offered at an establishment</li> <li>Make an advertisement in written, graphic illustration; jingle etc. for a beauty / barbering establishment.</li> <li>Simulation of telephone conversation with client asking for information about services offered, cost, hours of business etc.</li> <li>Students do peer interviews on a facility of their choice asking and giving information.</li> </ul>

## TOPIC 15: Rights and Responsibilities

**Sub - Topics:** The Rights of the Individual  
Budgeting

### General Objectives

*Students will:*

- express basic ideas about fundamental human rights;
- develop an awareness of the rights and responsibilities of different groups within the society and contrast with situations in other countries including those within Latin America;
- appreciate the role of each individual in nation building;
- become aware of the allocation of national resources and show an appreciation for facilities provided for the public.

**Resources:** Local newspaper articles on human rights and actions to uphold rights; U.N. Rights of the Child charter

Topics/ Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Rights and responsibilities</b> <i>Derechos y responsabilidades</i></p> <ul style="list-style-type: none"> <li>The rights of individuals <i>Los Derechos de los individuos</i></li> </ul>	<ul style="list-style-type: none"> <li>State some basic rights of the individual</li> <li>Appreciate the rights of the disabled</li> <li>Appreciate the needs of the elderly, the very young and the homeless</li> <li>Appreciate basic responsibilities to self and other human beings</li> <li>Be aware of their role in social support services</li> </ul>	<p><i>Cada persona tiene el derecho a la comida, al abrigo, y a la ropa</i></p> <p><i>Los minusválidos tienen los mismos derechos y necesidades como nosotros Necesitan...</i></p> <p><i>Los ancianos, los menores y las personas sin hogar necesitan nuestro cuidado, cariño y apoyo</i></p> <p><i>Cada persona merece el respeto, la tolerancia y la empatía sin distinción de su raza, color, religión, creencia, clase social, sexo, edad etc.</i></p>	<ul style="list-style-type: none"> <li>Research and discuss full entitlements of a child</li> <li>Cut out articles highlighting issues concerning rights and responsibilities. Discuss in English special entitlements - access to places, transport, jobs</li> <li>List in Spanish persons who need support</li> <li>List in Spanish necessities that we all need</li> <li>Identify public services that students receive from the state: education, school meals, books, transport, health etc.</li> <li>Create a promotional poster/ ad/ song/ poem/ video listing some responsibilities of young persons</li> </ul>	<ul style="list-style-type: none"> <li>Students create a word search with 10-20 words pertaining to the Rights of the Child or do a poster of a child whose rights are (not) being observed.</li> </ul>

Topics/ Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>National and personal budgeting <i>El presupuesto nacional y personal</i></li> </ul>	<ul style="list-style-type: none"> <li>Appreciate public facilities and services</li> <li>Understand the concept of a budget</li> <li>Be aware of legitimate means of protest and redressing wrongs</li> </ul>	<p><i>La sociedad debe cuidar de los desfavorecidos:</i>  - Yo puedo ayudar por ...  - El gobierno puede ayudar por...  - los vagos, los pordioseros, el desempleo, el crimen</p> <p><i>Los centros de salud público ofrecen servicios médicos gratis</i></p> <p><i>El presupuesto nacional, los impuestos, las facilidades públicas, la responsabilidad cívica, los servicios sociales</i></p> <p><i>Se debe pedir permiso del comisario para tener... manifestaciones, huelgas, peticiones, protestas</i></p> <p><i>Llevar a juicio, acudir a servicios legales/a los tribunales</i></p>	<ul style="list-style-type: none"> <li>List facilities that are provided for the use of the public by the state: roads, sanitation, health etc.</li> <li>Explore how to formulate a personal budget doing a graphic representation of how an average monthly sum is to be spent</li> <li>Discuss in English and appreciate the fact that the national purse is derived from the labour of individuals and legitimate means by which to access benefits</li> </ul>	<ul style="list-style-type: none"> <li>List public facilities that are for the benefit of the public and need to be cared for by the public.</li> <li>Identify some responsibilities of all citizens</li> </ul>

## TOPIC 16: The World of Work

**Sub - Topics:** Sectors in the World of Work  
Jobs  
Profile of a Worker

### General Objectives

*Students will:*

- understand information and communicate about the world of work;
- have an appreciation of a good work ethic;
- decipher and respond to job applications, signs and other workplace language;
- understand patterns in language use and apply these to communicate in familiar workplace scenarios

**Resources:** Sample job advertisements; application forms; workplace signs; National Training Association handout on qualities of a good worker

Topics/ Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>The world of work</b> <i>El mundo laboral</i></p> <ul style="list-style-type: none"> <li>Sectors in the World of Work. <i>Los sectores del mundo laboral</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify sectors in the world of work</li> <li>State the sector in which someone works</li> <li>Ask and give information about where someone works</li> <li>State the meaning of common signs within the workplace</li> </ul>	<p><i>Pepe trabaja en el sector/mundo/campo... financiero, manufacturero, público, petroquímico, de comunicaciones, de servicios de construcción, de deportes, del ambiente, de las artes, de la seguridad nacional, de la seguridad privada</i></p> <p><i>¿Dónde trabaja Pepe?</i> <i>Trabaja en una microempresa</i></p> <p><i>Entrada/salida/baños/servicios/abierto/cerrado</i></p>	<ul style="list-style-type: none"> <li>List companies in different sectors in Trinidad and Tobago.</li> <li>Visit a job site and report on signs used, create in Spanish</li> <li>Examine qualities required on the job according to the NTA</li> <li>Discuss reasons why certain qualities are desirable to an employer</li> </ul>	<ul style="list-style-type: none"> <li>Students select one sector of work that interests you and limit work and research to that sector</li> <li>Portfolio – create signs for a workplace of your choice.</li> </ul>

Topics/ Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Jobs <i>Los empleos</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify occupations within a specific sector</li> </ul>	<p><i>Empresario, funcionario, banquero, cajero, vendedor, sastre / costurera, obrero, periodista, locutor, técnico, fotógrafo, ingeniero, técnico, recepcionista, portero, cocinero, mesonero, chófer, mecánico, cobrador, peluquero, barbero, bedel, arquitecto, carpintero, albañil, electricista, plomero, soldador, pintor, decorador, entrenador, árbitro, terapeuta, dietista, médico, enfermero, dentista, asistente social, abogado, juez, cartero, bombero, guardabosque, pescador, agricultor, horticultor, ecologista, policía, soldado, guardacosta, carcelero, aduanero, oficial de inmigración, guardia, zapatero, joyero, panadero, jardinero, taxista, carnicero, pescador</i></p>	<ul style="list-style-type: none"> <li>Look at job advertisements. Prepare one for a profession of your choice.</li> <li>Discuss 'autoempleo'</li> <li>Do a jingle/rap for a job and a response to it, including a CV</li> <li>Fill out a job application form</li> <li>List jobs that require language competency in Spanish</li> </ul>	

Topics/ Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<ul style="list-style-type: none"> <li>Profile of a worker. <i>Perfil de un trabajador</i></li> </ul>	<ul style="list-style-type: none"> <li>List qualities of a good worker</li> <li>Prepare a basic CV for someone</li> <li>Respond to an ad for a job</li> </ul>	<p><i>Es/Soy puntual, responsable, trabajador, cooperativo, exitoso</i></p> <p><i>Estudió en... Recibió su formación en... Trabaja en el campo/sector..., es... Trabaja...horas por día Trabaja con 5 colegas/ empleados Su lema personal es...</i></p> <p><i>Quisiera... ...solicitar un empleo con su compañía ...aplicar a un puesto/un trabajo Rellenar un formulario de solicitud de empleo</i></p>	<ul style="list-style-type: none"> <li>Select one sector and one profession to profile and report. Interview and report on one individual engaged in the profession.</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate and describe in a few lines/short paragraph a description of a professional you admire, qualifications and training, tasks etc.</li> <li>In Spanish, fill out an application for job and write a few lines about yourself saying why you would be the best choice for the position.</li> </ul>

## TOPIC 17: Information

**Sub - Topics:** Information media  
I think

### General Objectives

*Students will:*

- access information from different sources in the native and target cultures;
- assess and express an opinion on overt and subtle messages in the information media;
- understand the role of the media in shaping public opinion and lifestyle;
- be aware of linguistic and speech patterns in the target language and the influence of tone, speed etc., in comprehension.

**Resources:** Samples of ads, articles, recorded segments etc. of media in Spanish

Topics/ Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>Information</b></p> <ul style="list-style-type: none"> <li>Information Media <i>Los medios de información</i></li> <li>I think <i>En mi opinión</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify various branches of the information media</li> <li>Request information from someone</li> <li>Ask where information may be sourced</li> <li>Specify a source of information</li> <li>Give an opinion on a piece of information</li> <li>Identify messages within a text (written/ oral/ graphic etc.)</li> </ul>	<p><i>Los medios de información: la radio, la televisión, el Internet, los periódicos, las revistas, las cartas</i></p> <p><i>Necesito información sobre...</i></p> <p><i>¿Dónde consigo información sobre...?</i></p> <p><i>Hay una revista/ un libro en la biblioteca</i>  <i>Hay un programa en el canal tres</i>  <i>Hay un reportaje en la emisora 100</i>  <i>Hay un artículo en el periódico.../la revista</i>  <i>Hay las noticias en vivo/en foco</i>  <i>Hay un sitio web en el Internet...</i></p> <p><i>Creo que/opino que/a mi modo de ver...</i>  <i>Es un artículo verdadero/ falso responsable/irresponsable/útil/inútil / aburrido/entretenido/informativo/poco informativo</i></p> <p><i>Es opinión/ hecho</i>  <i>El anuncio dice que...</i>  <i>El mensaje es...</i>  <i>Hay dos mensajes en el anuncio.</i></p>	<ul style="list-style-type: none"> <li>List branches of media and the output of each</li> <li>English discussion to identify ways in which behaviour/ language/dress etc. have been influenced by the media</li> <li>Research the names of some Latin American Newspapers on the Internet and list websites where different types of information can be found</li> <li>As a class, look at advertisements and critique overt and hidden messages.</li> <li>Oral and written Spanish statements of opinion on advertisements/ short articles</li> <li>Share samples of favorite music</li> <li>English discussion of copyright laws and infringements</li> </ul>	<ul style="list-style-type: none"> <li>Match words: media - product</li> <li>Prepare a list of what information sources there are in Trinidad and Tobago for a foreigner to access information about the country</li> <li>Give a one line summary and opinion on a brief news report/ headline/listening ad.</li> </ul>

## TOPIC 18: My Future

### General Objectives

*Students will:*

- express information and ideas about oneself and one's future;
- be able to appraise one's qualities and aspirations and move towards self- improvement;
- be aware of the condition of the nation and the world around and recognize that change begins with oneself;
- select the appropriate target language structures and lexical items to convey facts, hopes and emotions.

**Resources:** Sample listening excerpts of native speakers outlining future their plans; bio-data form

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
<p><b>My Future</b></p> <p><i>Mi Futuro/ Porvenir</i></p>	<ul style="list-style-type: none"> <li>• Provide factual information about oneself</li> <li>• Talk about their hopes and dreams</li> <li>• Express a future plan</li> <li>• Analyse oneself: strengths and weaknesses</li> <li>• Express a concern about self or world around</li> <li>• Express a vision of a better nation/ world</li> </ul>	<p><i>Nombre, apellido, edad, dirección, sexo, rasgos físicos, altura, peso, color de, nombre de padre/madre, datos familiares, número de teléfono, correo electrónico, número de pasaporte/carnet de identidad</i></p> <p><i>Pienso/espero hacerme primer ministro...</i>  <i>Mi sueño es tener buena salud/un buen trabajo/buenas relaciones con mi familia</i></p> <p><i>Dentro de... meses/años voy a hacer/ser/ llegar a ser...</i>  <i>En el futuro, seré/ tendré/ haré</i></p> <p><i>Mi mejor cualidad es que soy sincero/a, extrovertido/a, honesto/a, responsable</i>  <i>Mi peor cualidad es que soy perezoso/a, desatento/a, descuidado/a</i></p> <p><i>Quiero ser más... y ...</i>  <i>Me preocupa que soy...</i>  <i>Me preocupa que mi país es...</i>  <i>Me preocupa que el mundo es...</i>  <i>Mi sueño es un país/mundo...</i></p> <p><i>Deseo que ...mi país sea más limpio los trinitobaguenses sean más tolerantes etc.</i></p>	<ul style="list-style-type: none"> <li>• Design and fill out a bio-data form</li> <li>• Give a brief description with any accompanying illustration of your vision of your life in the future</li> <li>• List your strengths and weaknesses and determine what you can do to change positively</li> <li>• Discuss in English concerns of young people about the world – how to cope with them</li> <li>• Create a time-capsule where each person writes a hope/dream for a future time</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce self orally to a group</li> <li>• Write a short paragraph/ poem /song/ rhyme/ rap about your hopes and dreams</li> <li>• Listen and respond to an excerpt of a child talking about his/her hopes for the future</li> <li>• Write/act/sing/recite etc. to express what is your dream for self/country/world</li> </ul>



# **Part 3**

## **Strategies and Methodologies for Implementation**



## The Teacher's Role

The teacher is a facilitator in the learning process—the intermediary between the students and the material being taught. The teacher must ensure that the required knowledge and skills are taught and that the appropriate teaching/learning methods, resources, classroom environment, and values, as are espoused by the curriculum, are factored into each learning encounter.

The Curriculum Guide should be used as a frame of reference, a fundamental organizer. Its philosophical basis supports the enhancement of communication in a risk-free, non-threatening environment. The Curriculum reflects a functional approach to language learning and a communicative, Constructivist approach to instruction, requiring transactional and transformational approaches on the part of the teacher. The goal, simply put, is to enable the student to understand and produce the Spanish language in real-life contexts and in an enjoyable way, while developing the meta-cognitive attributes described in the Essential Learning Outcomes.

While the Spanish teacher should make every effort to make Spanish the language of instruction, each topic in this Curriculum allows for discussion in English to maximize student input and allow for exploration of some issues which are sure to provoke debate. These discussions are necessary for addressing the affective component of the learning and, for the student, making essential connections between classroom knowledge and with real-world issues. It is envisaged that other experts may be invited to participate in discussions as long as the intent and level of the subject matter are maintained.

The teacher should always select the best available resources to enable student learning, being careful to choose relevant and interesting materials and to adapt or abridge them to suit the level of the students. The content and/or sequence of textbooks or other instructional materials must not determine the pace or sequence of the lessons. These materials should be used to enrich, complement, and reinforce learning, and should be aligned with the Curriculum itself, all with the goal of attracting, captivating, and unfolding the learning potential of students. Lessons should be sequenced to build from the known to the unknown, from the familiar to the distant, and from the concrete to the abstract.

Lessons in the modernized secondary Spanish classroom involve interesting and significant aspects of Hispanic cultures which are relevant to the syllabus Content and the goals and Standards of the Curriculum. These cultural segments ought to be integrated with other segments of learning to reinforce the expressed Goals of the Curriculum.

Classroom enactment is the ultimate expression of a teacher's professional activity and is the final stage of the implementation of the Curriculum. All teachers are involved in curriculum development and implementation through the lesson planning process. Considerable time and effort are spent in collecting resources, designing materials, and developing appropriate, relevant, interesting, and challenging lessons. It is advisable that the most effective of these be

accumulated and organized, and shared among colleagues for maximum variety and creativity. Schools should also be actively involved in the development of teaching and learning data systems so that teachers can draw on these growing collections of relevant resources.

Every child can learn. The teacher must therefore be alert and observant in order to identify the learning style and strengths of each student and capitalize on these. Teachers should also focus on each child's cognitive, affective, and psychomotor dimensions. Relevant theory and research in the area of education, both with general applications and of specific relevance to the teaching of modern languages, enable successful practice.

Teachers need to be creative. The strategies, activities, and evaluation exercises suggested are indicative of the principles that should guide what takes place in the Spanish classroom. Teachers are encouraged to expand, improvise, amend, and, indeed, create their own activities and evaluation instruments, adding best practices to these suggestions and sharing successful lessons with others.

## Applicable Learning Theories and Principles

Teaching methods are derived primarily from theories about language learning. Such learning theories generally take into account the *processes* involved in language learning and the *conditions* under which these processes need to take place. Examples of language learning processes are habit-formation, induction, hypothesizing, and making inferences. Conditions conducive to the activation of language learning processes consider the context—physical and motivational—within which language is situated. Theories of language learning often emphasize one or the other of these two dimensions of context. Methods are shaped by an approach to language learning that influences the design of the instructional system in which learning is to take place.

The design of this Curriculum is based on the principles of a communicative approach to language learning (also referred to as communicative language teaching), which have been at the heart of language education since the 1970s. This approach aims at making Communicative Competence the broad goal of language teaching, and focuses on procedures for developing the four skills of Listening, Speaking, Reading, and Writing, underscoring the interdependent relationship between language and communication. Thus, it is necessary to employ congruent procedures in the classroom which are based on applicable theories of learning.

The following principles that promote learning are common to learning theories of relevance in the communicative classroom:

- Learning is optimized when communication is seen to be real.
- Learning tasks should be relevant and meaningful to the learner.
- Language used ought to be authentic and used to engage the learner, rather than being based on mechanical practice.

A few theories that are of particular significance to the communicative modern language classroom are briefly summarized below. References are provided for further investigation by teachers.

Charles Curran's *Counseling-Learning* (1976) focuses on the importance of the atmosphere created in the foreign language classroom and the need to eliminate feelings of insecurity and intimidation commonly experienced by language learners.

James Asher's *Total Physical Response* (1977) is a method founded on the belief that language learning, particularly in children, is based on motor activity, so that teaching activities should link language and movement.

*Competency-Based Language Teaching* (Findlay & Nathan, 1980) emanates from a movement that focuses on the outcomes or outputs of learning. It posits that language is a medium of

interaction and communication between persons, with the end of achieving clear goals and purposes. It therefore aims to teach language in relation to the social context of its use.

Howard Gardner's *Multiple Intelligences* (1993) refers to the principle that human intelligence is multidimensional and that all individuals vary in combinations and strengths of intelligences. Therefore, these differences ought to be acknowledged and accommodated in teaching methods.

*Cooperative Learning* (Kessler, 1992), drawing on the work of Piaget and Vygotsky, stresses the importance of social interaction in learning. Learners develop communicative competence in the target language, as well as other key social skills and values, by interacting within structured groups.

*Task-Based Language Teaching* (Willis & Willis, 1996) refers to an approach to language teaching based on the use of authentic tasks as the core of planning for the classroom. It prescribes activities that are meaningful and involve real communication, and which employ a wide range of realia by the teacher.

*Constructivist Learning Theory* (Brooks & Brooks, 1993) proposes that knowledge ought to be constructed by the learner rather than discovered or received. Constructivist learners learn by doing. Rather than focusing principally on covering content, teachers collaborate with learners to create knowledge and understanding, focusing on their interests, needs, and experience.

While these theories are not all exclusive to the modern language classroom, they do suggest a common set of theoretical principles and beliefs about language learning. They do not prescribe fixed techniques for use by teachers but allow for flexibility of interpretation and application, according to individual teaching/learning requirements. While many of them have stood the test of time and have reinforced their utility, they are subject to revision and adaptation as new learning needs and scenarios emerge.

## Strategies for Implementation

The Teaching and Learning Strategies that a teacher chooses to employ in the classroom ought to be individual choices informed by the learners' needs and characteristics, the context of the school and its particularities, and the teacher's own style and preferences—all within the theoretical framework laid out by the Curriculum document and policy guidelines.

While the Spanish Curriculum does not prescribe set strategies, several examples of activities are given which demonstrate the principles that ought to guide the selection of instructional strategies. Additionally, some general considerations, especially useful for the novice teacher, are given in this section.

1. The foreign language classroom should promote purposeful activity in an atmosphere of trust, nurturing, and enjoyment. When learning is made fun, students want to be involved in the class. Teaching must be activity-based—using drama, games, songs, rhymes, tongue-twisters, riddles, jokes, the making of greeting cards, pictures, murals, charts, labels, dishes, and items of craft, to support student learning and reinforcement—instead of relying on notes, rote memorization, and repetition.
2. Bearing in mind the use of the language for communication purposes in all activities, the communication goals should be clear. Together with these, performance, artistic expression, audio and visual support for presentations are encouraged from students, since they promote the holistic development of students, generate interest and enhance comprehension of ideas being presented.
3. Language proficiency is developed when language is used as a habit and even the basic acquisition of the target language requires practice. Repetition should be done in a meaningful context, within a functional framework. For example, regularly greeting, asking and telling the time and using common classroom phrases and other repeatable conversational bites, provide enriching opportunities to practise listening and speaking skills, including vocabulary development and pronunciation. Wherever possible, Spanish should be exclusively used for classroom communication. This will help all students to develop appropriate skills and to reinforce the use of the language as a tool for real communication purposes.
4. Language teaching must focus on developing each of the four skills necessary for language acquisition—listening, speaking, reading, and writing—as well as using them in a combined form that approximates a realistic setting as closely as possible.
5. The teacher should actively target activities aimed at developing each of the four skills—Listening, Speaking, Reading, and Writing—for each piece of language learnt from the very beginning of language learning. Listening and oral work and assessment should be done in a very simple form at the beginning and built up over time to the level required.

6. All students ought to understand that every language is couched in a cultural context. Culture therefore forms an integral part of the programme of work to be delivered and ought to be included in every lesson. Cultural awareness arouses students' interest and desire to learn, and also lends itself to values education in an effective and meaningful way. Some ways of including cultural components are:

- Use of aesthetic activities;
- Discussion that arises through student interest or teacher initiative;
- Researching and discussing parallels between local customs and the customs of target cultures;
- Use of cultural material that may be available, for example, Latin music, video clips of dance, landscape, practices;
- Use of resource personnel with knowledge and experience of the target culture;
- Meaningful research done by the student, best presented to the class in an oral form with supporting illustrations, examples etc., and accompanied by the student's reflections on the information found.

To ensure the inclusion of all learners in the classroom, teachers in mixed-ability classes should employ strategies suited to learners' special needs. The following techniques may be useful:

- Flash cards to assist with the presentation of language;
- vocal games that involve frequent repetition;
- Use of large print that is not dense;
- Use of colour coding to assist memory;
- Presentation of small bits of language at one time;
- Provision of material for independent activity.

## Lesson Planning

Consistent lesson planning enables the teacher to deliver a well-sequenced, varied, and interesting programme of work, which responds to the needs of the students. Although lesson planning may be seen as a time-consuming exercise, it is well worth the effort to the teacher who can re-use and improve successful plans. It is very useful to file and store lesson plans for future reference and reuse all plans, resources, and evaluation items prepared to avoid duplication of effort year after year. The following are some suggestions for lesson planning, relevant to the different sections of a foreign language lesson.

### **Topic, Teacher, Date, Class, Number of Students, and Duration of Lesson**

These are basic pieces of information that allow supervisors and other persons who may need to use these lesson plans to easily follow what the teacher has planned.

### **Previous Knowledge**

List clearly all structures, vocabulary, concepts and any other things that must be known by the student before the lesson can be taught.

### **Learning Outcomes**

Sometimes called aims or objectives, these are clear statements of precisely what the student will be able to do at the end of the lesson. Evaluation is normally based on these stated learning outcomes.

### **Resources**

It is useful to list the resources to be used in the lesson to assist preparation and to guard against monotony. In addition to technological equipment, audio-visual stimuli and a range of realia (as proposed earlier in this document) pique students' interest and complement learning.

### **Set Induction**

Also referred to as the **Presentation**, this is the teacher's introduction of the lesson to the class. It should:

- arouse students' interest;
- show the real-life relevance of what is to be learnt;
- establish the tone of the lesson to be presented;
- inform the students about what they are going to learn.

## Content

Teachers should list functions, concepts, expressions, structures, vocabulary, and so on to be dealt with in the lesson. This facilitates the assessment of exactly what was taught. It also helps to prevent overloading of the lesson. As the level of the class is determined, the teacher will be better able to select how much content can be realistically covered in one session. The teacher may specify one of two additional items that can be included should the class progress more quickly than anticipated.

## Method

This most important part of the plan details the steps through which the lesson is delivered. It includes:

- Teacher strategy: exactly what the teacher does. Language should first be orally presented. *As much Spanish as possible should be used by the teacher.* The teacher must continuously monitor and correct student language without undue disruption of any student's presentation or the flow of the lesson.
- Student activity: the student should be guided to use language in Listening and Speaking, which may be followed by Reading and Writing; the latter two occurring less at the novice level. Appropriate language use should be modeled by the teacher, who should also take the following principles into account:
  - Practice/repetition, which is contextualized and meaningful, is key to learning language.
  - Maximum and varied student participation (groups, pairs, etc.) facilitates learning.
  - Activities that suit the age, interests, and learning styles of students sustain interest.
  - Development of the four skills should be ongoing.
  - The way language is used during student activities should influence the way it is used in the evaluation process.
  - Activities should begin with guided practice and reach the level of independent production/communicative use of language.

## Evaluation

During the course of the lesson, the teacher is constantly assessing whether and to what extent the intended outcomes are being achieved. Often, a final evaluation activity enables the teacher to make a judgement as to the next step to be taken—review, remediate, or proceed.

**Closure**

Summarizing or wrapping up can be done by the teacher or by soliciting key information from students.

**Teacher's Remarks**

While the ideas are fresh in the teacher's mind, key points about the success/effectiveness/shortcomings of different aspects of the lesson should be noted so that they can be modified as needed.

## **Planning Authentic Activities**

Various types of activities are suggested in the course outline to guide teachers. Those activities are designed to facilitate the attainment of identified Learning Outcomes and are consistent with the philosophy and goals of the programme. The following list provides teachers with more ideas for products, performances and processes that can be incorporated into authentic tasks to be carried out during instruction. Activities proposed are meaningful, enjoyable, and relevant. They can be applied in real-world contexts and actively involve students in the learning process. They provide opportunities for a range of experiences that connect with several other areas of the Curriculum and cater for the varied strengths, preferences, and multiple intelligences of students.

Teachers may use this list to complement their own ideas for projects and activities, according to the focus they wish to bring to a particular topic.

The categories identified are only one way to order the list. Many of the products and performances selected can be placed in various categories. In the classroom, culture is interwoven throughout the products, processes and performances, as are the communicative skills.

### **Listening/Speaking/Technology**

- Advertisements; headlines; news summaries; slides
- cable channels; filmstrips; newsletters; slide shows of captioned photos
- CD-ROM creations; infomercials; newspapers; TV shows; brochures
- excerpts from magazines, opinion polls, TV guides, cinema ads.
- Commercials; radio broadcasts; travelogues; documentaries; music videos
- computer graphics; movies; screenplays; narrative or dramatic videos
- computer programs; multimedia presentations; web pages
- audio/videotapes; debates; oral reports; seminars
- class discussions; panel discussions; speeches

### **Visual and Performing Arts**

- music appreciation, composition, and performance; raps; jingles; chants; songwriting; musical plays
- dances; cheers
- art exhibit, block prints; sculpture; drawings; craft, origami
- flags; CD/book covers
- flip books; comic strips; cartoons; illustrations; pop-up books
- billboards; banners; totem poles; murals

- pantomimes; simulations; socio-dramas; role plays; puppet shows
- choral readings; dramatic or poetic readings
- bulletin boards; signage; greeting cards
- photo essays; illustrated poems; chorales; labels; photography; stitchery
- 3-D models of schools, towns; houses, and so on
- clothing design; masks; silkscreen prints
- collages; mobiles; posters; tile patterns
- designs for houses, gardens, outdoor spaces, recreational areas described in Spanish
- mosaics; pottery; weaving; papier-mâché creations
- logos; posters; calendars and so on.

### **Reading/Writing/Literature**

- creative or expository writing; research reports
- pamphlets; flyers; brochures; advertisements; information bulletins
- children's stories; ABC books; fables; narrative writing; limericks
- encyclopedias; biographies; historical or tourist documents; outlines; stories
- bookmarks; illustrated dialogues; poetry; time capsules
- book summaries or reports; journal articles; poetry anthologies; timelines
- lists of books; movies; songs
- written opinions or reactions such as letters to the principal or editor
- lists of ingredients for recipes; healthy foods/snacks; fruits; junk foods
- programme of activities for school or community functions; calendar of events
- journals; diaries; scrapbooks
- labels; memos; notes; reminders
- thank you cards; invitations; toasts; product or instruction manuals
- cartoons; family trees; maps
- cleaning/assembly instructions
- advice columns; information; directions; instructions

### **Hands-on/Kinesthetic**

- collections; floor plans; obstacle courses; synchronized movement
- displaying and describing crafts games, tool, instruments
- demonstrations; inventions; treasure hunts; scavenger hunts; web quests
- environmental projects; activity centres; field trips
- flash cards; museum displays; sports/outdoor activities

## Thinking Skills

- crossword puzzles; word sleuths; graphic organizers; secret codes; word/number puzzles; experiments; problem- solving; webbing/mind maps
- design and describe or explain the outcomes of experiments
- charts; diagrams; synthesis of research; graphic representation of information
- cultural comparisons based on discussions with elders/specialists in a field
- cause/effect charts ; comparison charts ; Venn diagrams
- explaining concepts; evaluation of evidence; plans, visualization
- reflection on experiences or texts of various kinds

Examples of how some of these activities might be used to elaborate lessons intended to develop the four communicative skills—Listening, Speaking, Reading, and Writing—follow.

## Illustrative Units of Instruction

The following lessons are presented as models for the teacher to use directly in the classroom, as well as in the preparation of their own material. The nature of the teaching, learning and assessment activities are aligned with the functional nature of the Curriculum and demonstrate the kinds of experiences that have real world relevance and ought to be integral to this Curriculum. The assessment activities are of a formative nature and would be followed by summative assessment at designated periods. Lessons are planned for an average class of 35-40 minutes. Closure may be done according to the preferences of the teacher.

### TOPIC 2: *People Around Us* *Los que nos rodean*

#### General Objectives

*Students will:*

- describe relationships with familiar and public figures in the immediate and national environments;
- appreciate the contributions of familiar and public figures;
- understand the differences between selected native and target language structures [comparisons using *como*, *de*, used for belonging, change in word order in names of organizations] and cultural practices.;
- appreciate the changing structure of the family and roles of family members;
- use simple figurative language to describe family and friends.

#### Sub-Topic: Family and Friends

#### Instructional Objectives

*Students will be able to:*

- identify relationships with family members;
- identify different roles of members of the household;
- recognize the changes in family structure and roles of family members;
- appreciate the contributions of members of the family;
- become aware of some target cultural practices central to the family.

#### Content

- *Madre, padre, hermano, hermana, abuelo, abuela, tío, tía, primo, prima, padrastro, madrastra, hermanastro, hermanastra.*
- *Mi padre prepara las comidas.*

- *No le gusta limpiar la casa.*
- *Yo prefiero cortar el césped.*
- Use of 'de' with name of married woman- *Señora María Sanchez de Martín*
- Cultural practice of *la bendición* of children

**Previous Knowledge:** Basic knowledge of members of the family as in NCSE Cycle 1, Yr. 1.

**Resources:** Picture of a nuclear family; students bring pictures of their own families

### Teaching and Learning Activities

- Teacher places a picture of a nuclear family on the board and students review the basic members of the family.
- Teacher introduces a discussion on changing family types- nuclear, single- parent, extended, guardian etc. by asking students the composition of their own families.
- Teacher adds new members of the family to be introduced as the students name them. Class repeats new language at every stage. Teacher re-names the nuclear family with step-family.
- Students identify in groups, the members of their own families in the pictures brought.
- Teacher reads a short passage in Spanish on the roles of different family members. Students respond orally and in writing, to questions requiring them to deduce roles.
- Discussion in English about the changed roles compared with times past and the need for all in the family to contribute. Being a member of a family involves privileges as well as responsibilities.
- Students list the roles of the different members of their families in Spanish with an in built appreciation of the role of each.
- Brief introduction of the idea of a different concept of family, those who are not blood relatives but serve the function of family through the *refrán*:  
En las malas se conocen los amigos- A friend in need is a friend indeed, or  
*A donde el corazón se inclina, el pie inclina*- Home is where the heart is
- Students name friends and their roles. It is also possible to briefly introduce the idea of the Caribbean/ international human family.

### Evaluation

Create a family tree and talk/ write about the members of the family and the role of each. Alternatively, the student may simulate a telephone conversation with a friend or write a brief letter to a new pen- friend doing the same task.

**TOPIC 2: *People Around Us***  
***Los que nos rodean***

**Sub-Topic:** Family and Friends

**Instructional Objectives**

*Students will be able to:*

- describe personality and physical traits and moods of family and friends;
- use simple figurative language to describe family members and friends.

**Content**

- *Mi hermano es ....*
- *Hoy mi hermano está...*
- *Mi madre es como una rosa...*

**Previous Knowledge:** *ser, estar, como*

**Resources:** Picture of a celebrity; well known cartoon figure; Mother's day verse describing mother; song *Eres tú*.

**Teaching and Learning Activities**

- Teacher puts picture of celebrity or cartoon on the board and invites students to describe; leads students to recall descriptive adjectives and differences in the use of verbs *ser* and *estar* .
- Teacher then reads a description of the person that includes physical qualities and mood using *ser* and *estar*. Students answer true or false questions to ascertain comprehension.
- The teacher presents the brief verse about the mother using *como* and students are asked to determine the meaning.
- The song *Eres tú* is presented as an example of figurative, poetic language which is another form of description. Students say what they appreciate about that type of language.
- With the teacher's guidance, the class composes a description of a known individual, focusing on the three elements of *ser, estar* and *como*. Students read out loud and practise the elements of the description.

- In groups, students elaborate descriptions of family members or friends that include all three elements which were done. They comment and correct each other and present to the whole class.

### **Evaluation**

Students write a pen - portrait of a friend or family member including their relationship to the person.

Alternatively, students pretend that they are hosting a show and are introducing performers. They create a description and introduce the person.

## **TOPIC 2: *People Around Us* *Los que nos rodean***

**Sub -Topic:** Public Figures

### **Instructional Objectives**

*Students will be able to:*

- identify key posts in government/ organizations;
- understand the need for organized legal structures.

### **Content**

- *El presidente/ el primer ministro/ el alcalde es...*
- *Los miembros del parlamento/ los políticos/ los mayores de la comunidad/*
- *los líderes espirituales/ de organizaciones son...*
- *La constitución,*
- *[no + infinitive] eg. No robar.*

**Previous knowledge:** *ser, de*, definite article

**Resources:** Newspaper clippings/ articles naming or illustrating key public figures

### **Teaching and Learning Activities**

- English discussion about why is there a need for leaders in society, allowing students to deduce ideas about representation, management, leadership etc. and recognition of the

contributions of these. Leaders also serve as part of a system of law and order which may be likened to the system to monitor and represent the class.

- Using pictures, teacher names leaders in Spanish: *El Primer Ministro es...* etc., students repeat.
- List of people and positions named in Spanish on chart or on blackboard
- Students question and answer each other:  
*¿Quién es el Primer Ministro de Trinidad y Tobago?*  
*Es el Señor Patrick Manning.*
- Teacher leads students to name other prominent leaders of the community, religious or other organizations, illustrating with an organizational structure.  
*Un mayor en mi comunidad es ...*  
*Mi líder espiritual es... etc.*
- Idea of respecting leaders and rules/ laws introduced
- Discussion of rules and why rules exist, order vs. chaos, equity in treatment of all. Students list some class rules, formal and informal and put into a *Constitución de la clase* using no+( infinitive )  
e.g., No gritar en la sala de clase.  
No luchar.  
Respetar a todos.

### **Evaluation**

Individually or in groups, students illustrate the leadership structure of an organization and name key members.

The elaboration of the class contribution can be an activity in which the class is assessed as a group.

**TOPIC 2: *People Around Us***  
***Los que nos rodean***

**Sub -Topic:** International Organizations

**Instructional Objectives**

*Students will be able to:*

- recognize the Spanish names of international agencies;
- make observations about word order changes from English to Spanish.

**Content**

UN- ONU : *Organización de las Naciones Unidas*

CARICOM: *CARICOM Comunidad del Caribe.*

CSME: *SMEC Solo Mercado y Economía del Caribe.*

FTAA: *ALCA Area de Libre Cambio de las Américas.*

ACS: *AEC Asociación de Estados del Caribe.*

WHO: *OMS Organización Mundial de la Salud.*

ILO: *OIT Organización Internacional del Trabajo.*

UNESCO: *UNESCO Organización de las Naciones Unidas para la Educación, Ciencia, y la Cultura.*

Secretary General of the United Nations: *Secretario General de las Naciones Unidas.*

**Previous Knowledge:** *de*

**Resources:** available at [www.worldii.org](http://www.worldii.org)

**Teaching and Learning Activities**

- Teacher initiates discussion about regional and international organizations which are significant to Trinidad and Tobago and the increasing interconnectedness of our world.
- Class is presented with a list of acronyms of organizations, in English, and work out their meanings and briefly discuss our relationship to each.
- A corresponding list of Spanish acronyms is presented and students attempt to match by finding points of commonality.
- As the list is worked through, the teacher builds a list of recurring words such as *organización* etc.

- Students are lead to observe the word order change because of the position of the adjective in Spanish.
- After the list is completely matched and the full Spanish names of all the organizations are presented, students do a matching of words, e.g., culture = cultura, which may be sub-divided into nouns and adjectives. Observations of changes in words and the high frequency of cognates may be made.
- Students are asked to verbally express their ideas on how the transformation from English to Spanish affects the names of the organizations and what clues they can use to help them figure out the meanings of Spanish acronyms.
- In groups, a couple of new examples can be worked out and students again explain the methods used to figure out the answers.

### **Evaluation**

Students match the English acronym of an international organization and write out the full English name from a list of full Spanish names of international organizations.

## **TOPIC 5: *Spirituality* *La Espiritualidad***

### **General Objectives**

*Students will:*

- exchange information about spiritual beliefs and practices;
- access knowledge about spiritual beliefs in Latin America and compare with their own;
- respect diverse spiritual beliefs;
- explore differences and similarities in the sound system of native, target and other languages, through language used for religious purposes.

### **Sub-Topic 1**

### **Instructional Objectives**

*Students will be able to:*

- identify major religious groups in Trinidad and Tobago;
- identify their places of worship;
- identify their days of worship;
- identify their different spiritual/religious leaders;
- identify the predominant religions of Latin America.

## Content

<i>Católicos</i>	<i>Musulmanes</i>	<i>el sacerdote</i>	<i>la iglesia</i>
<i>Cristianos</i>	<i>Hindúes</i>	<i>el imán</i>	<i>la mezquita</i>
<i>Testigos de jehová</i>	<i>Bautistas</i>	<i>el gurú</i>	<i>el templo</i>
<i>Presbiterianos</i>	<i>Adventistas</i>	<i>el pastor</i>	

## Previous Knowledge:

*Soy*

*creo en*

*hago mis devociones*

*mi líder*

*Una fuerza poderosa*

*voy a /al*

days of the week in Spanish

## Resources

- Pictures of a few different places of worship –church, temple, mosque
- Calendar

## Teaching and Learning Activities

Teacher tells students that they are going to learn to identify their religion and enquire about someone else's.

He reads the following passage to the class:

***“La religión es una fuerza poderosa en el mundo. En el mundo hispanohablante, la mayoría de las personas son católicos. Hay muchos grupos religiosos en Trinidad y Tobago. Los grupos principales son los católicos, los cristianos, los testigos de Jehová, los presbiterianos, los anglicanos, los musulmanes, los hindúes, los bautistas y los adventistas.”***

After the third reading, teacher asks the class whether they can name any group in Spanish. When they have replied, or not replied, he repeats the names to the class, having them repeat each one and guess the meaning. He may write the names of the groups on a chart together with a symbol of the religion or a picture of the place of worship. Teacher goes through the list several times while the class repeats each one after him.

Teacher says *“Yo soy hindú.”* He repeats the statement twice and then asks *¿Cuál es tu creencia?* With help, if necessary, student identifies his religious persuasion by saying *“Yo soy .....*”

Teacher has students repeat the question several times and then asks them to question one another.

Teacher says “*Soy hindú, voy al templo los domingos*” while pointing to the picture of the temple and the calendar. He repeats the procedure twice and then asks students “*¿Dónde haces las devociones?*” He guides students to make similar statements about themselves. Pairs of students practice asking and answering each other according to the model.

Students write the sentence made about themselves and write a similar sentence describing several of their friends of different religious beliefs.

### **Suggested Evaluation**

Students conduct pair interviews in which they find out about the religious beliefs and practices of their partner and inform a third party (the teacher and the class) about these beliefs and practices.

## **TOPIC 5: *Spirituality* *La Espiritualidad***

### **Sub-Topic 1**

#### **Instructional Objectives**

*Students will be able to:*

- identify their spiritual/religious leaders;
- state the place and usual day of worship and enquire about someone else’s;
- compare religious practices among different religious groups in Trinidad and Tobago;
- identify common religious practices in Latin America.

#### **Content**

*Mi líder espiritual es un 'imán'/arzobispo/pundit*

*Los cristianos, los hindúes y los musulmanes usan libros santos/sagrados.*

*El libro sagrado de los cristianos se llama La Biblia Santa; el libro santo/sagrado de los hindúes es el Bhagavad Gita y el libro sagrado de los musulmanes se llama el Corán.*

*Los ..... usan/no usan .....*

*Usualmente, los ..... hagan sus devociones los.....*

*¿Cuándo hagas tus devociones?*

*¿Dónde hagas tus devociones?*

*¿Quién es tu líder espiritual?*

**Previous Knowledge:**

<i>Líder Espiritual</i>	<i>los Cristianos</i>	<i>los Musulmanes</i>
<i>Los Hindúes</i>	<i>libro santo</i>	<i>hacer las devociones</i>
<i>Los Católicos</i>	<i>las estatuas</i>	<i>la campana</i>
<i>Luces</i>	<i>¿Cuál es tu creencia?</i>	

**Resources:**

- Copies or pictures of holy books and symbols of the main religions in Trinidad and Tobago.
- Samples or pictures of prayer beads or other items used by the major religions.
- Pictures of Spiritual Leaders of various religious groups.

**Teaching and Learning Activities**

Teacher tells students that they are going to learn the names of the spiritual leaders of the three major religions in Trinidad and Tobago and some of the practices of each religious group.

Teacher recalls previous lesson by asking several students:

*¿Cuál es tu creencia?*

*¿Cuándo haces tus devociones?*

*¿Dónde haces tus devociones?*

He then states his own information and points to a picture of his spiritual leader saying "*Mi líder espiritual es ...*"

The last statement is repeated a few times while pointing to the relevant picture. He then asks *¿Quién es tu líder espiritual?*, and guides students to give the answer, "*Mi líder espiritual es.....*"

After the pattern is established, pairs of students ask and answer the question - *¿Quién es tu líder espiritual?*, with the assistance of the teacher and answer the question.

The same procedure is adopted for - *¿Cuándo haces tus devociones?* and - *¿Dónde haces tus devociones?*

The teacher writes samples of questions and answers on the board, leaving out key information from the answer.

*¿Quién es tu líder espiritual?*

*Mi líder espiritual es .....*

*¿Cuándo haces tus devociones?*

*Usualmente hago mis devociones .....*

*¿Dónde haces tus devociones?*

*Hago mis devociones en el/la.....*

Teacher reads, students repeat, then copy text. Groups of students question and answer each other according to the model. A pair from each group demonstrates for the class.

Teacher then asks students to pretend to be a student of a Spanish-speaking country and do a similar interview. Groups are asked to further research religious holidays in a Spanish-speaking country to see how they vary from those in Trinidad and Tobago.

Class to follow up on: El Día de los muertos of México.

### **Suggested Evaluation**

Students compile a document of pictures / realia and a few sentences to describe a religion of his/her choice. This may be done over a period of one week.

## **TOPIC 7: Money** **La Moneda**

### **General Objectives**

*Students will:*

- understand basic concepts related to currencies;
- carry out simple monetary transactions in the native and target cultures;
- identify corresponding lexical items relating to monetary transactions in the native and target languages.

### **Instructional Objectives**

Students will be able to:

- identify, by name, the currency used in specific Spanish-speaking countries;
- state the TT value of each;
- use language to carry out a simple monetary transaction with one of the currencies.

### **Content**

- *¿Cuál es el dinero de México?*
- *El dinero de México es el peso.*
- *¿Cuánto vale (en dólares trinitario/ americanos)?*
- *Vale .....dólares trinitarios/americanos.*

- *Un dólar trinitario/americano vale ..... pesos.*
- *Quiero comprar un cheque de mil ochocientos pesos.*
- *Necesito cambiar ....pesos por dólares americanos.*

**Previous Knowledge:**

*Dinero, vale, necesito, deseo, trinitario, numbers from 1 – 1000 in Spanish*

**Resources:**

Chart showing different countries/currencies/exchange rates; picture of a customer in a bank; samples/ images of currencies:

<i>Argentina</i>	<i>peso</i>
<i>Bolivia</i>	<i>peso</i>
<i>Chile</i>	<i>peso</i>
<i>Colombia</i>	<i>peso</i>
<i>Cuba</i>	<i>peso</i>
<i>República dominicana</i>	<i>peso</i>
<i>Ecuador</i>	<i>sucre</i>
<i>El Salvador</i>	<i>colón</i>
<i>Guatemala</i>	<i>quetzal</i>
<i>Honduras</i>	<i>lempira</i>
<i>México</i>	<i>peso</i>
<i>Nicaragua</i>	<i>córdoba</i>
<i>Panamá</i>	<i>balboa</i>
<i>Paraguay</i>	<i>guaraní</i>
<i>Perú</i>	<i>sol</i>
<i>Puerto Rico</i>	<i>dólar</i>
<i>España</i>	<i>euro</i>
<i>Uruguay</i>	<i>peso</i>
<i>Venezuela</i>	<i>bolívar</i>

**Teaching and Learning Activities**

- Teacher tells students that they are going to learn the names of currencies used in some Spanish Speaking countries and that they will be able to do a monetary transaction.

She asks students whether they know the names of currencies other than the dollar and proceeds to give the names of currencies used in selected Spanish countries e.g. Venezuela, Mexico.

Teacher reads the chart with countries and currencies and students repeat at least three times

- Teacher displays picture depicting bank scene. Students describe, in English, what they see - rate chart, teller, client, money, forms.
- Teacher plays a taped dialogue, in Spanish, between teller and client at a bank in Venezuela, students listen.

**Banquero:** - *Buenos días. ¿En qué puedo servirle hoy?*  
**Cliente:** - *¿Cuánto vale el bolívar en dólares trinitarios?*  
**Banquero:** - *Vale cincuenta centavos.*  
**Cliente:** - *Pues, quiero comprar un cheque de mil ochocientos bolívares, por favor.*  
**Banquero:** - *Son novecientos dólares trinitarios en total.*  
**Cliente:** - *Aquí tiene.*  
**Banquero:** - *Aquí está el cheque. ¿Algo más?*  
**Cliente:** - *No, gracias. Adiós.*  
**Banquero:** - *Chao.*

Students discuss, in English, the transaction which took place in the dialogue.

Students listen to the dialogue again. Teacher asks how certain statements were expressed - the bolívar is worth fifty cents, I want to purchase a cheque. They give answers in Spanish e.g., *El bolívar vale cincuenta centavos.*

*Quiero comprar un cheque.*

In groups, students compose a dialogue following the format given, changing country and amount of currency. They practice it and in pairs, present to the class.

Teacher tells students that the *bolívar*, Venezuela's currency, is named after Simón Bolívar, the liberator of Venezuela. Students are asked to research the origins of the names of at least one of the currencies named.

### **Suggested Evaluation Activities**

The pair activity is evaluated. The teacher may also ask questions (from content) and guides students' answers.

**TOPIC 7: Money**  
***La Moneda***

**General Objectives**

*Students will:*

- understand basic concepts related to international currencies;
- carry out simple monetary transactions in the native and target cultures;
- identify corresponding lexical items relating to monetary transactions in the native and target languages.

**Instructional Objectives**

*Students will be able to:*

- use the target language to carry out a variety of monetary transactions.

**Content**

*Quisiera cambiar/abrir/paga  
una cuenta de ahorros  
en efectivo  
tarjeta bancaria  
pagar.....por ciento  
interés  
depositar, sacar,  
¿cuál es el modo de pagar?*

*cobrar un cheque  
pase a cajero número .....  
debe firmar  
tarjeta de crédito  
¿a cuánto está el cambio/la tasa?  
cajero automático  
tarjeta de identidad*

**Previous Knowledge:** Content of Lesson 1

**Resources:** Sample bank slips, credit and bank cards, money, cheques; old utility bills, calculator, currency rate chart.

## Teaching and Learning Activities

Teacher tells students that they are going to use the vocabulary learned to perform certain related transactions. She explains to them, in English, some procedures when opening an account or withdrawing money, issuing or cashing a cheque. Sample forms seeking specific information are shown:

<b>NOMBRE</b>	_____
<b>APPELIDO</b>	_____
<b>DIRRECIÓN</b>	_____
	_____
<b>NO. DE TARJETA DE IDENTIDAD</b>	_____
<b>BANCO</b>	_____
<b>TIPO DE CUENTA</b>	_____
<b>NO. DE CUENTA</b>	_____

Teacher arranges students in groups to work with forms and deduce what information is required, lending assistance where necessary.

Students arrange classroom into an activity centre simulating a bank.

They volunteer to be cashiers, tellers, customers, guards, managers, at the bank.

Teacher allows student (customer) to choose the transaction he/she wishes to carry out.

Students enact the scenario with minimal input from the teacher. Students comment at the end. Different students take turns to carry out transactions and play different roles.

## Suggested Evaluation Activities

Two students play the role of bank teller and customer.

The customer is in Argentina on a student exchange programme and needs to get some money.

They carry out the following:

1. Exchange greetings
2. State the nature of the transaction required and ask the rate of the US dollar
3. Fill out a form giving the amount required as \$500.00 TT
4. Use a calculator to work out the total
5. Close the transaction by thanking one another and saying goodbye

Teacher asks students to recall a few words related to money and challenges students to create a crossword puzzle using at least ten words related to monetary transactions.

**TOPIC: 13    *Cultural Events***  
***Los eventos culturales***

**General Objectives**

*Students will:*

- use language to access information about, participate in, and discuss local cultural activities;
- appreciate the value of national heritage activities and compare with perspectives and practices in the target culture;
- recognise linguistic patterns in the target language and apply these patterns to identify cultural products of the native culture;
- apply knowledge of native language contexts to deduce meaning of target language lexical items.

**Sub-Topic: Carnival**

**Instructional Objectives**

*Students will be able to:*

- state when and where Carnival is celebrated in Trinidad and Tobago;
- identify how Carnival is celebrated;
- compare similar activities in Latin America with the celebration of Carnival.

**Content**

- *Cuándo tiene lugar el Carnaval?*
- *El Carnaval tiene lugar los dos días antes del miércoles de Ceniza*
- *¿Cómo se celebra el carnaval?*

- *Los participantes llevan vestuarios y disfraces y bailan por las calles*
- *Los espectadores miran el desfile de las bandas y bailan por las calles*
- *música por todas partes*
  - *prensa*
  - *disfraces cubiertos de*
  - *lentejuelas/de colores vivos*

**Previous Knowledge:** General knowledge of Carnival celebrations and other associated local events

**Resources:** pictures, brochures, reports of personal experiences of local cultural events

### **Teaching and Learning Activities**

- Teacher shows students a slide show of pictures depicting local Carnival celebrations and generates a discussion in Spanish on when and where Carnival is celebrated in Trinidad and Tobago.
- In pairs, students converse about their personal experience of Carnival.
- Teacher selects a few pairs to present their experiences orally, in front of the class.
- Teacher initiates a class discussion on the main activities during Carnival in Trinidad and Tobago
- Teacher plays a short excerpt on Carnival in Venezuela and students respond to questions based on the excerpt.
- Students research similar/different cultural events in Latin American countries and compare with their personal experience and present their findings orally in class.

### **Evaluation**

Students write a letter/ e-mail to a Venezuelan pen- friend about Carnival in Trinidad and Tobago and enquire about how that country celebrates a similar event. Alternatively, students may present new reports on Carnival activities (simulating a live presentation during a major Carnival event).

**Sub-Topic:** Tobago Heritage Festival

### **Instructional Objectives**

*Students will be able to:*

- enquire and state when the Tobago Heritage Festival is held;
- enquire and state how the Tobago Heritage Festival is celebrated;

- identify other cultural shows;
- identify other entertainment activities.

### **Content**

- *Tiene lugar durante dos semanas en los meses de julio y agosto cada año*
- *-¿Cómo se celebra el Tobago Heritage?*
- *Hay la reconstrucción de una boda tradicional tobaguense.*
- *Hay carreras de cabras y cangrejos*
- *Hay espectáculos, música, y exposiciones de danza, canción y comida típica*
- *Hay espectáculos de calipso, chutney, parranda y rapso*
- *Otras actividades de entretenimiento son juegos de azar, carreras de caballos, apostar en el casino*

**Previous Knowledge:** General information about the Tobago Heritage Festival celebrations and other associated local events

**Resources:** Pictures, brochures, reports of personal experiences of local cultural events

### **Teaching and Learning Activities**

- Teacher shows students slide show of pictures depicting celebrations of the Tobago Heritage Festival and generates a discussion in Spanish on students' experiences of this event.
- In pairs, students converse about their personal experience of the Tobago Heritage Festival.
- Teacher selects a few pairs to present their experiences orally in front of the class.
- Teacher initiates a class discussion on the main activities associated with the Tobago Heritage Festival.
- Teacher plays a short excerpt on Cockfighting in Chile and students respond to questions based on the excerpt.
- Students research cultural (bullfighting, cockfighting, horseracing) events in Latin American countries and compare with their personal experience and present their findings orally in class.

### **Evaluation**

Students create a brochure for the Tobago Heritage Festival. Alternatively, students may present news reports on Carnival activities (simulating a live presentation during a major Carnival event).

**TOPIC: 14 Public Facilities**  
***Las instalaciones y servicios públicos***

**General Objectives**

*Students will:*

- communicate about and access a range of public services and facilities;
- use language to communicate about health problems and respond appropriately to instructions;
- become aware of lifestyle issues and make healthy choices;
- recognize structural patterns in the target language and equate with corresponding native language structures.

**Sub-Topic: Health**

**Instructional Objectives**

*Students will be able to:*

- ask the location of a health facility;
- ask how to get to the nearest health facility;
- ask to see a particular medical worker;
- explain the nature of the ailment;
- ask for medication at the pharmacy.

**Content**

- *¿Hay un / una ... por aquí cerca?*
  - *un hospital*
  - *un consultorio médico / dental*
  - *un centro médico*
  - *una farmacia*
- *Sí, hay... muy cerca*
- *No, no hay...muy cerca*
- *¿Cómo se va a la / al... más cercano/a?*

- *Necesito ver a la / al...*
  - *repcionista*
  - *médico / a*
  - *farmaco / a*
  - *enfermero / a*
  - *dentista*
- *Tengo un dolor / herido de + (part/s of the body)*
- *Necesito pildora / pastillas*

**Previous Knowledge:** Basic expressions enquiring the location of a place/building, vocabulary for common medical professionals (doctor, dentista, enfermera) and medical institutions (hospital, farmacia)

**Resources:** Sample signs from health facilities; instructions for medication

### Teaching and Learning Activities

- Teacher enters class complaining about a toothache and asks students what he/she needs to do and where he/she needs to go.
- Teacher introduces brief discussion about the importance of health and addressing issues of health.
- Introduces a series of pictures accompanying a dialogue of a client's visit to a dentist. Groups of students read and answer comprehension questions based on the dialogue.
- Teacher asks students to pick out main phrases that are used in a visit to the dentist, students list and sequence phrases. Pronunciation is practised and meanings are clarified.
- Using the dialogue, pairs of students role-play a typical visit in a dentist's office.
- Students listen to an excerpt in a doctor's office and answer questions based on the excerpt. Points of commonality and differences in language are noted.
- Teacher shows a slide of a boy/girl and asks students to identify different ailments that the boy/girl may experience.
- Students look at a clip of a visit to the pharmacy and reproduce a similar interaction in groups or pairs.
- Students are asked to create dialogues about visits to the dentist/doctor. They will present a draft to the teacher, which will be corrected then a day for dramatizing these will be selected. Teacher may evaluate all stages of the process and all aspects of the dramatization.

## Evaluation

Oral situational responses based on doctor/patient interactions in a medical office setting may serve as a short term assessment, and the dramatizations also assessed.

## Sub-Topic: Other Facilities and Services

### Instructional Objectives

*Students will be able to:*

- enquire if a facility (sport, beauty etc.) is available;
- make a reservation to use the facility or services;
- find out and state the cost;
- read and understand relevant signs.

### Content

- *Puede decirme si hay...*
  - *...un baño, una piscina, un gimnasio, una cancha de tenis / golf etc., un salón de belleza, una peluquería, una barbería, una sala de masaje*
- *Puede usted dirigirme a...*
- *Quisiera una reserva para...*
- *¿Cuánto cuesta ...*
  - *...(alquilar) el equipo de...*
  - *...un corte de pelo*
- *La tarifa es ... por...día / hora*
- *Cuesta...*
- *Información, objetos perdidos, se alquila, favor de mantener limpios los servicios*

**Previous Knowledge:** Basic expressions enquiring about the cost of an item and making reservations for appointments

**Resources:** Sample signs from other facilities

### Teaching and Learning Activities

- Teacher plays a short clip/ advertisement for a newly opened beauty salon, outlining hours of operation and services offered and prices. Students respond to questions orally in Spanish.

- Students are asked to select the pieces of information that are vital to any advertisement. The Spanish phrases corresponding to these are then selected and meanings deciphered.
- Students suggest Spanish for variations of time, price etc.
- Students complete a reading comprehension exercise on an advertisement for a massage parlour which gives hours of work, services offered, and prices.
- Differences in language are compared and a list of services is created together with a template for accessing the services.
- Similar lists for other services that students normally access are created- sport facilities, Internet cafes etc.
- Students prepare dialogues in pairs on a client and a worker in different types of establishments as mentioned and role-play situations.
- Teacher shows the class a variety of slides highlighting typical signs seen around facilities and students discuss their meanings and possible usage.
- Students are asked to work in pairs and locate a public facility in their area, note the signage and services offered and create Spanish signs for it as well as role- play the serving of a Spanish-speaking client.

### **Evaluation**

In addition to the activity outlined above which may be evaluated, students, in groups, may prepare an advertisement for an establishment of their choice to be placed in a local newspaper. Alternatively, students can simulate a telephone conversation with a client asking for information about services offered, cost, hours of business etc.

## **TOPIC: 15 *Rights and Responsibilities* *Los derechos y las responsabilidades***

### **General Objectives**

*Students will:*

- use language to express basic ideas about fundamental human rights;
- develop an awareness of the rights and responsibilities of different groups within the society and contrast with situations in other countries including those within Latin America;
- appreciate the role of each individual in nation building;
- become aware of the allocation of national resources and appreciate facilities provided for the public.

## **Sub -Topic:** The Rights of the Individual

### **Instructional Objectives**

*Students will be able to:*

- appreciate and be aware of basic responsibilities to self and other human beings;
- be aware of their role in social support services.

### **Content**

- *Cada persona merece el respeto, la tolerancia y la empatía sin distinción de su raza, color, religión, creencia, clase social, sexo, edad etc.*
- *La sociedad debe cuidar de los desfavorecidos:*
- *Yo puedo ayudar por...*
- *El gobierno puede ayudar por...*
- *los indigentes, los pordioseros, el desempleo, el crimen.*

**Previous Knowledge:** *poder + infinitive, deber + infinitive, ayudar, merecer*

**Resources:** Cue- cards describing situations as outlined below

### **Teaching and Learning Activities**

Teacher informs class that they are going to do a bit of impromptu acting on the TV show- **En Vivo** where some people are describing problems they are having. Teacher gives out cue-cards with the following situations which are known only to the person who receives each.

- Someone whose family and friends are unable to accept their marriage partner because of race
- Someone who was denied access to a club because of skin color
- Someone who was harassed because of not standing when the national anthem is being played because his religious belief does not permit him to do so
- Someone who was not allowed to enter a contest because of a physical handicap
- Someone who was asked to leave the hospital because he refused to receive a blood transfusion on the grounds of personal beliefs held
- Someone who was refused membership to a social organization because of his financial status
- Someone who was denied a job promotion because of gender
- Someone who is being left out of his family's decision-making because of age
- Someone who is debarred from enrolling at a school because of his/her hairstyle or religious persuasion

Each person outlines his situation and is questioned by classmates. The teacher then asks for a point of commonality among them all, leading to the idea that they are all victims of different forms of prejudice. Basic vocabulary for each of these types is introduced and practised by the students.

The teacher then reads a short piece in Spanish that is the voice of a beggar that summarizes the position of respect, tolerance and empathy for each other in society. It highlights the Government's role in reducing unemployment and crime.

Students match key Spanish words/ phrases with given English words/phrases.

Key language is highlighted, repeated and noted by students who then write short sentences using the phrases in a human rights context.

Students are asked to say what the Government and each individual must do to eliminate such situations. Students talk about the topic - 'Change begins with the Individual'.

### **Evaluation**

*Students:*

Write a short Spanish statement about eliminating one type of prejudice. This will be used as a T-shirt slogan, a bumper sticker for a car or a brochure to be inserted in the newspapers.

Create a card for a UN competition addressing the elimination of prejudice in two languages.

In pairs, do a man-in-the-street interview talking about the role of the Government and the role of the individual in eliminating prejudice.

## **TOPIC: 16    *The World of Work*** ***El mundo laboral***

### **General Objectives**

*Students will:*

- understand and communicate information about the world of work;
- have an appreciation of a good work ethic;
- decipher and respond to job applications, signs and other workplace language;
- understand patterns in language use and apply these to communicate in familiar workplace scenarios.

**Sub-Topic:** Sectors in the World of Work

## Instructional Objectives

*Students will be able to:*

- identify sectors in the world of work;
- state the sector in which someone works;
- ask where someone works;
- state the meaning of common signs within the workplace;
- identify occupations within a specific sector.

## Content

- *Pepe trabaja en el sector/mundo/campo*
  - *financiero*
  - *manufacturero*
  - *de comunicaciones*
  - *petroquímico*
  - *de servicios de construcción*
  - *publico*
  - *de deportes*
  - *de seguridad*
- *¿Dónde trabaja Pepe?*
- *trabaja en una microempresa*
- *Es/ Quiero ser empresario, funcionario, banquero, cajero, vendedor, sastre / costurera, obrero, periodista, locutor, técnico, fotógrafo, ingeniero, técnico, recepcionista, portero, cocinero, mesonero, chófer, mecánico, cobrador, peluquero, barbero, bedel, arquitecto, carpintero, albañil, electricista, plomero, soldador, pintor, decorador, entrenador, árbitro, terapeuta, dietista, médico, enfermero, dentista, asistente social, abogado, juez, cartero, bombero, guardabosque, pescador, agricultor, horticultor, ecologista, policía, soldado, guardacostas, carcelero, aduanero, oficial de inmigración, guardia, zapatero, joyero, panadero, jardinero, taxista, carnicero, pescador*

**Previous Knowledge:** Common vocabulary terms associated with professions

**Resources:** Pictures; sample job advertisements

## Teaching and Learning Activities

- Teacher brings a chart outlining the different economic sectors in Trinidad and Tobago and students identify jobs/companies in those sectors.
- Students identify persons that they know in any of these, stating their profession and the sector in which they work. *Mi tía es guardia, trabaja en el sector de seguridad.*
- They identify the sector and profession in which they would like to work.
- Students listen to an excerpt outlining the qualities which the NTA looks for in a typical worker and discuss some desirable qualities one must possess as an employee.
- Students hold group discussions outlining reasons why certain qualities are desirable to an employer.
- They state orally the profession of their choice and what kind of worker they intend to be... *Quiero ser aduanero. Voy a ser puntual, honrado, cortés y trabajador.*
- Students fill out a job application form in Spanish
- Students visit a job-site and report on signs used. Upon their return to school, they create typical signs found at job-sites, in Spanish.

## Evaluation

Students respond to an advertisement in a newspaper for a job of choice.

## TOPIC 17: *Information* *La información*

### General Objectives

*Students will:*

- access information from different sources in the native and target cultures;
- express an opinion on messages in the information media;
- understand the role of the media in shaping public opinion and lifestyle;
- be aware of linguistic and speech patterns in the target language and the influence of tone, speed etc. in comprehension.

### Sub-Topic: Information Media

### Instructional Objectives

*Students will be able to:*

- list different forms of communication (print and electronic);
- identify main local newspaper publications;

- identify some foreign newspaper publications;
- identify some local electronic media establishments;
- state their preferred form of media communication;
- list some jobs within the media industry.

### Content

- *periódicos, televisión, radio, periodista, reportaje, fotógrafos, información, cámara, ingeniero de sonido, entrevista, película, noticias, rápido, escritor creativo, canal, emisión, previsor, el tiempo, corriente, programa, exacto, investigador, exacto, secretaria, recepcionista*
- *El/La periodista investiga/presenta...*
- *El/La fotógraf/a saca fotos de ...*
- *El/La previsor/a...*
- *Me gusta... pero prefiero...*
- *Me gustaría ser...*

**Previous Knowledge:** Students are familiar with expressions including *me gusta/gustaría, prefiero, secretaria, el tiempo*

**Resources:** Samples of local and foreign newspapers, TV guide

### Teaching and Learning Activities

The teacher:

- presents newspapers to students in groups, students peruse
- discusses what types of information can be contained in newspapers: current events, weather report, currency rates, TV and cinema guides, obituaries etc.
- asks where else can this type of information be accessed

Students:

- identify radio and television media and they name some local stations/channels
- state their favourite stations/channels and give reasons for their choice: *la música es más..., la información es más rápida/exacta, hay una gran variedad*
- identify jobs in the field of Information Media

## Evaluation

In groups, students:

- role- play a reporter interviewing someone for a position in the media
- prepare and present a report on a vehicular accident/problem or incident in the school, photo should be included
- prepare an item on a weather feature (e.g., a flood) for a radio or T V news broadcast
- prepare and present a report on the advantages of a selected medium of information

## TOPIC 18: *My Future* *Mi futuro*

### General Objectives

*Students will:*

- express information and ideas about themselves and their future;
- appraise their qualities and state their aspirations;
- demonstrate an awareness that they can influence change;
- use appropriate language to express facts, hopes and emotions.

### Sub-Topic: Myself

#### Instructional Objectives

*Students will be able to:*

- give factual information about themselves : identity personal and family data, physical and characteristic features;
- talk about their career aspirations.

### Content

- *Nombre, apellido, edad, dirección, sexo, rasgos físicos, altura, peso, color de, nombre de padre/ madre, datos familiares, número de teléfono, correo electrónico, número de pasaporte, fecha de nacimiento*
- *Quisiera ser ...*

**Previous Knowledge:** Personal identification, occupations (See Cycle 1, Year 1)

**Resources:** Bio-data form; pictures of persons performing different jobs; projector

### **Teaching and Learning Activities**

- Teacher:
- Teacher displays bio-data form and analyses with students allowing them to deduce meanings of language presented.
- Students fill in their personal information on their own forms as answers are given
- Teacher initiates a discussion regarding jobs, asking students what makes a job worthwhile. Allows students to conclude that all jobs are needed and all jobs are potentially noble. The value of hard honest work, good work ethics as necessary for the edification of self and country are discussed.
- Students state the profession of their choice and qualities necessary for effective functioning in that job.

### **Evaluation**

Students work in pairs to fill out each other's bio-data form and interview each other about the same information which is then presented in oral form.

## Resources

Resource material and instructional aids are crucial to the teaching/learning process. Equipment and realia that support and complement the content to be delivered are essential to modern language teaching. Everyday material can be collected and creatively manipulated to become effective teaching resources and teaching aids, adapted to the level of students' development and interests. Teachers ought to be mindful about specifying the cultural context from which material originates. It is in the interest of the school, teachers and students to start their own resource banks or join with other schools/colleagues in this venture.

While having a multiplicity of resources at hand may appear ideal, it must be borne in mind that quality should not be sacrificed for quantity. The most important consideration is the suitability or adaptability of the material to accomplish the task. Resources are useful if they are relevant to the level and interests of the learner and to the content to be taught, and if they can stimulate or hold the interest of the learner.

The teacher may therefore use any resource that will enable students to comprehend structures being taught and to engage in interesting, meaningful activities. When accumulating resource material, teachers need to:

- be selective;
- choose relevant material;
- choose material/resources with multiple uses and adaptability;
- choose material/resources that would address different learner styles.

Using a few resources wisely is more beneficial to the student than using a wide range of resources with little applicability or relevance.

Some resources with multiple uses are:

- realia, such as money, stamps, clocks, audio CDs/video DVDs
- pictures, postcards, brochures, flyers, maps, posters
- newspapers, magazines, cartoons, comics, advertisements
- word games, books, charts, greeting cards, stickers, slogans
- toiletry items, grocery items, snacks, shopping bags etc with labels in Spanish
- timetables, schedules, tickets, menus
- microphones, telephones, cameras, computers, I-pods
- clothing, instructional manuals
- The Internet, Spanish software

The Internet can be a powerful tool for the teacher to access ready-to-use classroom resource; ideas that can be adapted to the specific needs of their classroom; contacts with professional organizations and other practitioners internationally; as well as opportunities for keeping in contact with the language for personal development. These all provide invaluable opportunities for constant professional development and a varied and interesting classroom practice. However, because websites are constantly changing and updating, teachers are advised to create their own lists of useful sites and revise these periodically. Also, when the Internet is used as an instructional resource, teachers should be careful to supervise students' interactions online and provide guidance for the use of information presented, crediting sources and avoiding plagiarism. It is wise that when material is downloaded for use by students, the original is presented together with their adaptation, to ensure that students do not copy the work of others. It is of utmost importance that teachers model these practices for students to emulate.



# Part 4 Evaluation



## Assessment and Evaluation

Assessment and evaluation are vital components of any teaching/learning situation. Assessment is the process of collecting data (both numerical and descriptive) to determine students' strengths and weaknesses, in order to inform instructional decisions: strategies and tools used, pace of delivery, time allocated, and so on.

Evaluation of student performance assigns a value judgement to the assessment data, denoting levels of performance in reference to criteria, norms, and so on. Assessment is either summative: taking place at the end of the programme of study and testing everything learnt, or formative: taking place during the course. Both have a place in education, and teachers should be guided by the National Certificate of Secondary Education (NCSE) requirements with respect to assessment.

The NCSE stipulates that students are to be tested both summatively and formatively in each of the four skills of Listening, Speaking, Reading for comprehension, and Writing. It ought to be standard practice, therefore, that teachers constantly assess the four skills throughout the programme.

A suggested weighting of skills which may be used by teachers in planning coursework assessment, is specified below:

Listening	(20% of final total)
Speaking	(25% of final total)
Reading	(20% of final total)
Writing	(25% of final total)
Participation/Attitude	(10% of final total)

While most teachers are familiar and comfortable with traditional summative instruments and procedures, this Spanish Curriculum, being a skills-driven one, places a demand on teachers for continuous assessment to be built into the teaching/learning process. This can take the form of teacher observation in its simplest form or of more structured assessment activities throughout the course. In this document, the activities and strategies suggested lend themselves to continuous assessment.

Additionally, the student-centred approach and focus on developing the four major skills—Listening, Speaking, Reading, and Writing—support continuous informal assessment during practice activities. Controlled observations, questioning, reviewing, and listening to students’ interactions all provide important measures of performance, which the teacher can use to guide further instruction and to monitor progress.

To assist teachers in designing relevant and varied formative assessment activities for the Spanish programme, a description of some of the types of activities suggested for use in assessing student performance in the skills of Listening, Speaking, Reading, and Writing follows.

## Activities for Evaluation

### Listening

#### **A. Sequencing/Numbering/Pictures**

1. Students are given pictures depicting activities, for example, different sports/pastimes.
2. Teacher reads numbered sentences/short selections describing individual pictures.
3. Students identify which pictures correspond to selections read by numbering/sequencing pictures.

#### **B. True or False Listening Comprehension**

1. Teacher reads short passage/series of sentences in Spanish.
2. Teacher reads English/Spanish statements that are true or false based on information given in passage.
3. Students indicate T/F or V/F for each item.

#### **C. Multiple Choice Listening Comprehension**

1. Teacher reads short sentence in English or Spanish requiring Spanish response, for example:
  - i) How do you ask someone's name? or
  - ii) ¿Cómo estás?
2. Teacher then reads multiple-choice options.
3. Students select best response.

## Speaking

### A. Guided/Cued Dialogues

1. Teacher prepares flashcards with numbered cues for each person engaging in dialogue.
2. Students in groups/pairs create dialogue using cues, for example:

<b>Student 1</b>		<b>Student 2</b>	
i)	Ask his favorite hobby	i)	Reply to question
ii)	State your favorite hobby	ii)	Give your opinion of that hobby
iii)	Suggest you both do something	iii)	Respond to the suggestion

### B. Each Group/Pair Presents Dialogue to Class — Interviews (pairs/large groups)

1. Teacher gives list of specific areas to be addressed in interview.
2. Students to be interviewed as well as reporter(s) to ask questions are selected.
3. Questions are asked, to which a selected student replies.
4. Oral/Written report of information may be given.

### C. Chain Activity (Providing information/class or large group activity)

1. Teacher specifies format in which information is to be stated, for example, *Me gusta cantar*.
2. Each student, in turn, makes his/her input.
3. Variation includes a build-up where each piece of previous information is repeated, then added to, for example, *A María le encanta bailar, prefiero cantar*.

### D. Miming

1. Either the teacher or a student mimes an artistic expression.
2. Class suggests relevant words/phrases that might be used to express what was mimed, for example, *pinta*.

### **E. Guided Monologue**

1. Teacher provides context and cues as guide for monologue.
2. Students construct and present monologue based on given cues, for example, age, favourite sport.
3. A written activity may follow.

### **F. Dramatization**

1. Teacher gives outline of activity to be dramatized based on content to be tested, for example:
  - i. brief presentation on a cultural artform of a Spanish-speaking country
  - ii. sports/comparisons/preferences, sports awards, home scene, daily routine.
2. Students compose/construct dialogue then enact.
3. Teacher evaluates and comments/corrects.

## **Reading [for Comprehension]**

- A.** Written material may be given to individual students/pairs/groups on any suitable topic in the target language. Material may include passages, sentences, advertisements, brochures, lyrics, poetry, letters, notes, recipes, instruction manuals, directions, images of notices, signs, banners, and so on.
- B.** A variety of types of questions can be used to test comprehension. Questions may be stated in Spanish or English and may be structured in different ways:
- true or false
  - word or phrase fill-ins
  - sentence completion
  - grid fill-in
  - bio-data forms to fill in
  - selection of graphic representations
  - labeling according to description
  - matching items/oral questions

## Writing

### A. *Writing With Pictorial/Graphic Stimuli*

1. Labelling, filling out forms/grids/timetables, and so on.

### B. *Writing from Graphic Stimulus*

1. Teacher constructs paragraph with items to be tested represented by a graphic or symbol.



### Examples

Write a composition about José's big day.

Write an e-mail to a friend about a show you attended

Write a letter to your friend José, congratulating him on winning a competition

**C. Writing From Cues**

1. Teacher provides students with sequenced cues/questions to be used in each sentence.
2. Students incorporate cues/answer questions to formulate each sentence until a paragraph is constructed.

**D. Story Map**

1. Teacher provides a sequence of pictures/questions to depict a short narrative, for example, *¿Qué tiempo hace? ¿Dónde está Juan? ¿Qué hace?*
2. Students construct story, following guide provided.

**E. Cartoon Fill-Ins**

1. Teacher provides cartoon/comic strip with a clear context and details depicted.
2. Students fill in speech bubbles as required by the pictures.
3. Students compare different interpretations.

**F. Dramatization**

1. Teacher gives outline of activity to be dramatized based on material to be tested, for example:
  - i. personal introductions in a foreign country
  - ii. sports /comparisons / preferences, sports awards, home scene, daily routine.
2. Students compose/construct dialogue.
3. Teacher evaluates and comments on/corrects dialogue, after which students dramatize.

**G. Discussion Group/Class Topics**

1. Teacher divides class into groups/sections.
2. Teacher provides format for discussion (allowing for maximum participation), for example, students with opposite points of view present preferences: *Me gusta el fútbol porque es interesante /No me gusta el fútbol porque es aburrido.*

**H. Games (e.g., Hangman/Dictionary)**

1. Teacher explains the rules of the games and defines the unit of words to be used, for example, items of food/morning activities.
2. Teacher divides class into groups and establishes scoring system.
3. Teacher ensures that maximum Spanish is spoken—letters/words/sentences/expressions as required.

## Performance Assessment

Both traditional assessment and performance assessment are to be used in instructional delivery and assessment. Because traditional assessment is familiar ground to the majority of teachers, this section focuses on performance assessment, which should take place throughout the programme. Teachers need to be constantly aware that assessment tasks, like teaching/learning activities, should be performance-based and authentic. The Spanish Curriculum, embracing the most effective practices in modern language teaching and learning, places great emphasis on performance-type activities, so that assessment must now be so focused. Unlike traditional assessment, performance assessment requires a student to perform a task or generate his or her own response using the language in a practical, functional manner. For example, a performance assessment task in writing would require a student to actually compose an authentic document, rather than simply answering some multiple-choice questions on grammar or punctuation.

In most cases, a performance assessment task will assess a combination of skills. Students may, for instance, be required to interview someone in Spanish, summarize and report the findings of the interview and present a brief written/illustrated supporting document. Such a task uses both the reading and writing skills. In this case, teachers will decide the weighting of each part, depending on the nature of the activity and where the emphasis was placed when the work was taught.

The following are rubrics that have been devised to cover the four skills of Listening; Speaking (including reading out loud); Reading (silent reading for comprehension); Writing, as well as the use of Technology, developing cultural awareness and collaborative work. These have been included principally to sensitize teachers to the elements that need to be considered in the assessment of each of the four skills and other elements which are stressed in this Curriculum document. The assessment is holistic, that is, the mark finally allocated constitutes an assessment of how different dimensions of each skill work together to achieve an overall communicative effect. The rubrics use positive descriptors and exemplify a developmental approach to student performance. They span four levels of performance:

- In Progress
- Fair
- Good
- Excellent

Sample scoring rubrics which may be used by teachers in scoring classroom assessment tasks are provided along with the relevant Content Standards and Performance Indicators.

## Assessment Rubrics

### LISTENING

#### *In Progress*

- understanding limited to occasional words—cognates, borrowed words and high-frequency social conventions
- no comprehension of even short utterances, despite repetition and deliberate rate of speech

#### *Fair*

- understands learned, short utterances with strong contextual support
- comprehends some words and phrases in short utterances on familiar topics
- listener requires long pauses for assimilation and may request repetition, rephrasing, or a slower rate of speech for comprehension

#### *Good*

- understands sentence-length utterances; re-combinations of learned elements with strong contextual support on familiar topics
- understanding may be uneven; repetition and rewording may be necessary
- listener understands most main ideas
- listener comprehends with brief pauses for assimilation and minimal repetition of speech at a normal rate

#### *Excellent*

- sustained understanding over stretches of connected discourse, including conversation, description and narration in learned time- frames
- listener understands main ideas and most details of texts on - familiar topics
- listener readily understands speech at a normal rate on familiar topics

## **SPEAKING**

### ***In Progress***

- Task completion - minimal completion of the task and/or responses frequently inappropriate
- Comprehensibility - responses barely comprehensible
- Fluency - speech halting and uneven with long pauses or incomplete thoughts
- Pronunciation - frequently interferes with communication
- Vocabulary - inadequate and/or inaccurate use of vocabulary
- Grammar - inadequate and/or inaccurate use of basic language, structures; minimal production limited to isolated words and learnt phrases

### ***Fair***

- Task Completion - partial completion of the task; responses mostly appropriate yet undeveloped
- Comprehensibility - responses mostly comprehensible, requiring interpretation on the part of the listener
- Fluency - speech choppy and/or slow with frequent pauses; few or no incomplete thoughts
- Pronunciation - occasionally interferes with communication; heavily influenced by the first language
- Vocabulary - somewhat inadequate and/or inaccurate use of vocabulary for the level
- Grammar - emerging use of basic language structures; partial recall of learnt elements

### ***Good***

- Task completion - task completed, responses appropriate and adequately developed
- Comprehensibility - responses comprehensible, requiring minimal interpretation on the part of the listener
- Fluency - some hesitation but speaker manages to continue and complete thoughts
- Pronunciation - does not interfere with communication
- Vocabulary - adequate and accurate use of vocabulary for this level

Grammar - emerging control of language structures, mainly using re-combinations of learned elements

***Excellent***

Task completion - superior completion of the task, responses appropriate and well elaborated

Comprehensibility - responses readily comprehensible, requiring no interpretation on the part of the listener

Fluency - speech continuous with few pauses or instances of stumbling

Pronunciation - enhances communication

Vocabulary - rich use of vocabulary

Grammar - controlled manipulation of language structures

**READING**

***In Progress***

- occasionally able to recognize the symbols of the alphabet and isolated words, and/or basic, high-frequency phrases (including cognates and borrowed words) that are highly contextualized
- material understood rarely exceeds a simple phrase at a time and reader may have to go over material several times for recognition

***Fair***

- able to understand learned words and phrases in texts on familiar topics using contextual and/or extra-linguistic background knowledge
- may have to re-read several times for understanding

***Good***

- able to understand main ideas and/or some facts and details from texts on familiar topics, including simple connected texts
- reader is able to make minimal inferences using background knowledge
- some re-reading is necessary

***Excellent***

- able to understand the main ideas and supporting facts/details from texts on familiar topics and for frequently used rhetorical purposes such as simple narration and description

- understanding is derived from control of language, including extra-linguistic knowledge
- no excessive re-reading is necessary

## **WRITING**

### ***In Progress***

- |                    |   |
|--------------------|---|
| Task completion    | - minimal completion of the task and/or content frequently inappropriate                                  |
| Comprehensibility  | - text barely comprehensible  |
| Level of discourse | - predominant use of complete yet repetitive sentences; almost no cohesive devices                        |
| Vocabulary         | - inadequate and/or inaccurate use of vocabulary  |
| Grammar            | - minimal and generally inaccurate use of basic language structures                                       |
| Mechanics          | - frequent instances of inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization |

### ***Fair***

- |                    |  |
|--------------------|--|
| Task completion    | - partial completion of the task; content mostly appropriate, ideas undeveloped                                |
| Comprehensibility  | - text mostly comprehensible, requiring considerable interpretation by the reader                              |
| Level of discourse | - use of complete sentences, some repetition, few cohesive devices, featuring a few memorized words or phrases |
| Vocabulary         | - somewhat inadequate and/or inaccurate use of vocabulary; too basic for the level                             |
| Grammar            | - emerging use of basic language structures  |
| Mechanics          | - sometimes inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization                  |

### ***Good***

- |                   |   |
|-------------------|---|
| Task completion   | - completion of the task, content appropriate, ideas adequately developed |
| Comprehensibility | - text comprehensible, requiring minimal interpretation by the reader     |

- Level of discourse - emerging variety of complete sentences, some cohesive devices using learned elements and simple combinations of these
- Vocabulary - adequate and accurate use of vocabulary for this level
- Grammar - emerging control of language structures
- Mechanics - mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization

***Excellent***

- Task completion - completion of the task; content appropriate, ideas well-developed and well-organized
- Comprehensibility - text readily comprehensible, requiring no interpretation by the reader
- Level of discourse - variety of complete sentences and of cohesive devices, including elements of simple narrations, descriptions, and time frames
- Vocabulary - rich use of vocabulary
- Grammar - controlled use of language structures
- Mechanics - few or no errors in spelling, diacritical marks, punctuation/capitalization

**USE OF TECHNOLOGY**

- In Progress*** - no attempt to integrate and use technology, no evidence of related skills
- Fair*** - minimal attempt to integrate and use technology, little evidence of related skills
- Good*** - appropriate integration of technology and related skills
- Excellent*** - some attempt to integrate and use technology, some evidence of related skills

## **CULTURAL AWARENESS**

- In Progress***
- no awareness of or sensitivity to cultural references and norms,
  - no evidence of connection to the target culture
- Fair***
- limited awareness of and sensitivity to cultural references and norms, little evidence of connections to the target culture
- Good***
- merging awareness of and sensitivity to cultural references and norms, some evidence of connection to the target culture.
- Excellent***
- awareness of and sensitivity to cultural references and norms, appropriate responses to the target culture.

## **COLLABORATIVE WORK**

### ***In Progress***

- Workload equality - workload unequal –(one student has done all the work)  
On task - little involvement, rarely on task  
Interaction - shows little interest, disrespectful of others; no co-operation, discouraging attitudes towards others

### ***Fair***

- Workload equality - workload unequal – (done mostly by one or two students)  
On task - sometimes  
Interaction - little discussion, easily distracted, somewhat disrespectful of others; little evidence of co-operation and encouraging attitudes towards others.

### ***Good***

- Workload equality - workload generally shared  
On task - most of the time  
Interaction - some discussion, generally respectful of others; emergence of co-operative and encouraging attitudes towards others

### ***Excellent***

- Workload equality - workload shared  
On task - all the time  
Interaction - much discussion, evident respect for others, co-operative and encouraging attitudes towards others



# **Content Standards**

## NCSE CYCLE 2 SPANISH STANDARDS

<p><b>Content Standard 1</b>  <b>Students engage in conversation, provide and obtain information, express feelings, give instructions and exchange opinions in Spanish.</b></p>					
<p><b>Performance Indicators</b></p>					
<p>1.1.2 Express own needs, feelings, opinions, preferences and desires and elicit those of others.</p>	<p>1.2.2 Use level-appropriate vocabulary and structures to communicate about topics within the developmental level and interests of the learner.</p>	<p>1.3.2 Use language, including cultural expressions and non-verbal forms of communication, appropriate to social contexts in a range of familiar and public situations.</p>	<p>1.4.2 Make and respond to requests and give and carry out instructions in a range of familiar and public situations, including the workplace.</p>	<p>1.5.2 Use appropriate vocabulary to acquire basic goods and services through monetary transactions appropriate to their level and interests, e.g., items in pharmacy, shopping, hotel stay, rental of facilities, purchase of food, music, CDs and clothing.</p>	<p>1.6.2 Use target language to exchange level-appropriate information about current and past events and aspirations in one's personal and school life and in those of family, friends, community and nation.</p>
<p><b>Sample Assessment Activities</b></p>					
<p>Students engage in conversation about their feelings regarding choice of subjects, preferences and plans for further study.</p>	<p>A pair of friends meet a pair of strangers at a party. They greet, introduce themselves, converse about the party, music, food etc., using the appropriate registers.</p>	<p>Two students chat on the Internet about places of interest in their country, how to get to those places and the attractions of each location.</p>	<p>Role- play a parent and a teenage child discussing the child attending a Quinceaños party. The parent gives instructions about dress, behaviour, what to eat and drink and time to return home, all of which the child attempts to negotiate.</p>	<p>Groups of students role-play shopping in a variety of contexts- they prepare lists, request items, ask questions about items, find out prices and make purchases</p>	<p>A pair of students discuss their career choices, each gives a brief description of the job and mentions qualities required for success in that job.</p>

<p><b>Content Standard 2</b>  <b>Students understand and interpret written and spoken language on a range of topics presented through a variety of media.</b></p>			
<p><b>Performance Indicators</b></p>			
<p>2.1.2 Identify main ideas and pertinent details when reading or listening to level and ability-appropriate texts such as brochures, announcements, radio and TV broadcasts and illustrated print media among others.</p>	<p>2.2.2 Understand level-appropriate culturally authentic materials on familiar topics such as festivals and celebrations, entertainment and factual information on these, in Latin American countries, among others.</p>	<p>2.3.2 Understand and follow instructions including diagrams, graphics etc., presented in an oral or written format in level-appropriate consumer and informational materials such as signs in the public domain, maps, household articles etc.</p>	<p>2.4.2 Use knowledge of one's own language and the structural elements of the target language to decode unfamiliar words and phrases e.g., (cognates, context, clues, inflection etc.)</p>
<p><b>Sample Assessment Activities</b></p>			
<p>Students listen to a public announcement at the zoo. They answer questions, in English, about the location of the main entrance and emergency exits, the cost of entry, hours of opening and closing, location of facilities and actions that are prohibited on the compound.</p>	<p>Students read a passage about Christmas celebrations in Argentina. They answer questions about the nature of the celebrations and compare details with local celebrations.</p>	<p>Using an (interactive) map on the Internet, students follow directions read out loud to move through the streets and find a named site.</p>	<p>Students listen to a passage giving factual details about a Latin American country. They fill out a sheet in English, listing details under specific headings such as population, location, economy etc., with the information they glean from the passage.</p>

<p><b>Content Standard 3</b>  <b>Students present orally and in writing information, concepts, ideas or artistic expressions in Spanish using both learnt and original language.</b></p>		
<p><b>Performance Indicators</b></p>		
<p>3.1.2 Summarize and communicate main ideas in Spanish orally and in writing at an appropriate level for their age and interests, including information with regard to the public domain</p>	<p>3.2.2 Use past, present and future time frames, relevant word order and other level-appropriate language structures.</p>	<p>3.3.2 Produce level-appropriate spoken and written presentations supported by appropriate performances/ visual/ technological aids, where necessary.</p>
<p><b>Sample Assessment Activities</b></p>		
<p>Students create a poster on the care of the environment to be printed and distributed to schools. Written text, with visual support, highlighting key ideas is required. An oral form of the message must also be presented for broadcast purposes.</p>	<p>Students prepare a report for the Principal on the preparations that have been done so far for the School's Spanish Day to be held in a week's time. They detail what has already been done, what is currently being done, what is still to be done and when.</p>	<p>Students report orally and in writing on a visit they make to a workplace. They give details about persons with whom they spoke, observations about the physical plant etc. Visual support – video/photographs etc. is required.</p>

<p><b>Content Standard 4</b>  <b>Gain knowledge and understanding of the practices, perspectives and products of the target culture.</b></p>		
<p><b>Performance Indicators</b></p>		
<p>4.1.2 Show knowledge of various age-appropriate cultural activities and celebrations, traditions and beliefs as well as expressive forms and perspectives of both native and target language</p>	<p>4.2.2 Know simple patterns of behaviour and interaction in familiar, as well as formal settings, in the target culture and how these patterns compare to one's own.</p>	<p>4.3.2 Know basic facts about Spanish-speaking countries (national symbols, geography, products, population etc.), utilitarian forms of the target culture (dress, currency etc.) and significant contributions made by people.</p>
<p><b>Sample Assessment Activities</b></p>		
<p>Different groups of students choose a Spanish speaking country and select one main festival or celebration which is not found in their own culture. They research and report on the main aspects of the event and present their findings to the class with visuals/live simulation etc. They must give their own impressions of their findings.</p>	<p>Students act out a scene in which any one of them is being received as an exchange student by a host family, including adults and peers. Appropriate greetings, forms of address and registers must be used.</p>	<p>Groups of students research and present reports on the geographical features of a Spanish speaking county including climate, resources and related employment sectors. They identify areas of possible connection with their own country in trade, etc.</p>

<p><b>Content Standard 5</b>  <b>Students will reinforce and increase their knowledge through making connections between Spanish and other disciplines.</b></p>	
<p><b>Performance Indicator</b></p>	
<p>5.1.2 Identify how evidence of Spanish speaking cultures - such as cultural, economic and social factors - is found in other subject areas including within our own history.</p>	<p>5.2.2 Relate topics studied in other subject areas to those studied in the Spanish class e.g., issues related to the environment, simple literature pieces , politics, arts, sports figures, healthy lifestyle choices, artistic and cultural personalities and expressions among others.</p>
<p><b>Sample Assessment Activities</b></p>	
<p>A group of students selects a subject and identifies and researches one aspect of interaction between Trinidad and Tobago and a Spanish speaking nation within that subject area - e.g. Social Studies – a trade link, the VAPA – artistes or performances etc.</p>	<p>Students select a Spanish speaking country. They research and report upon an issue or project concerning the environment in that country and how the issue is being handled.</p>

<p><b>Content Standard 6</b>  <b>Students demonstrate understanding of the nature of language patterns and apply this knowledge to the target and native languages.</b></p>		
<p><b>Performance Indicators</b></p>		
<p>6.1.2 Know various linguistic elements of the target and native languages and draw conclusions about the relationship among languages e.g., words and structures borrowed from one language by another, including patterns from our dialect and Standard English.</p>	<p>6.2.2 Understand differences between basic elements of the sound and writing systems of the target and native languages and be aware of critical sound distinctions that convey differences in meaning in language appropriate to their level and exposure.</p>	<p>6.3.2 Understand that an idea may be expressed in multiple ways in the target language and that culture impacts on idiomatic use of language.</p>
<p><b>Sample Assessment Activities</b></p>		
<p>Students choose English synonyms for selected words from a passage, read by the teacher. The passage contains nouns with word endings – ión, -dad, and –tad. Students are asked to identify the pattern of change from Spanish to English and vice versa.</p>	<p>Students create sentences or phrases that connote the meaning of given pairs of similar sounding/spelt words from a list given by the teacher, e.g., todo/ toro; cara/cada; tu/tú; mi/mí/ el/él etc.</p>	<p>Students listen to and read lyrics of a song and explain in their own words the meaning of selected, stylised parts of the song.  e.g. Estoy muriendo por verte...  Eres tú, el fuego de mi hogar.</p>

<p><b>Content Standard 7</b>  <b>The student will improve Spanish language skills and show evidence of being lifelong learners by accessing information beyond the classroom and by using language for personal enjoyment and enrichment.</b></p>	
<p><b>Performance Indicators</b></p>	
<p>7.1.2 Expand Spanish language skills and knowledge through exposure to and use of the media, forms of entertainment and technology.</p>	<p>7.2.2 Locate and use Spanish resources such as individuals, organizations, print media, the Internet etc., for recreational, educational and occupational purposes.</p>
<p><b>Sample Assessment Activities</b></p>	
<p>Students research a Spanish/ Latin American destination that they would like to visit, via the Internet or reading material written in Spanish. They plan a trip, including cost, lodging and itinerary for the class. They should present the original texts used, as well as their synopsis of material selected, listing any new language to which they were exposed.</p>	<p>Students look at job advertisements in Spanish newspapers and compare similar ads in English. They match terminology etc. and create their own ad., in Spanish.</p>

# Appendices



## Glossary

### **Assessment**

The process of quantifying, describing, or gathering information about students' performance.

### **Authentic Assessment**

Assessment tasks that require a demonstration of knowledge and skills in ways that resemble "real life" as closely as possible.

### **Authentic Material**

Anything emanating from a Spanish setting that reflects the originality and genuineness of the target language/culture.

### **Evaluation**

Judgement regarding the quality, value, or worth of a response, product, or performance, according to established criteria and often derived from multiple sources of information.

### **Feedback**

Information about students' behaviour or messages communicated that contribute to a sense of direction in students' learning or feeling of value and recognition of their efforts. Feedback can come from the teacher or other students; student feedback is instructive to the teacher who may wish to revise his or her strategies.

### **Functional Approach**

A method of foreign language teaching based on communicative language use. The target language must be used in context through interaction with others, enabling the student to use the language learnt in a realistic setting.

### **Learning Strategies**

Learning strategies are the techniques individual students use to help themselves learn. Classroom research has identified three main types of strategies:

- 1) *Meta cognitive* strategies, such as planning, evaluating, and monitoring language use
- 2) *Cognitive* strategies used in actually "doing the learning," such as guessing words, repeating, learning things by heart, and working out rules
- 3) *Social* strategies, such as working with others, asking for help, and so on

**Native Language/Culture**

The language and accompanying culture of the learner, as compared to the target language/culture.

**Outcome**

A goal statement specifying desired knowledge, skills/processes and attitudes to be developed as a result of a learning experience.

**Performance Assessment**

Tasks that require direct observation of student performance or work, and professional judgement of the quality of that performance according to performance criteria that are pre-established.

**Performance Criteria**

A description of the characteristics that will be judged as students perform a particular task. These are expressed as a rubric or scoring guide.

**Productive Skills**

The *speaking* and *writing* capabilities of a student to use language that has been learnt. (Production of language occurs as a response to the demands of “real-life” situations.)

**Realia**

Actual real articles/items incorporated in a lesson, for example, a shirt instead of a picture of a shirt.

**Receptive Skills**

The *listening* and *reading* (for comprehension) capabilities of a student, through which language is assimilated and processed for learning or use.

**Rubric**

An established set of criteria for scoring or rating students on performance tasks.

**Structure**

A phrase featuring a grammatical point or a pattern of words to be presented for learning through meaningful repetition, leading to independent use.

**Target Language/Culture**

The language being learnt and its accompanying culture.

**Task**

A goal-directed assessment activity or project which requires that the student use knowledge acquired and/or skill developed in the learning process.

**Weighting**

The amount of consideration given to different scores according to lesser or greater importance. These are then applied to allot percentages of total possible marks to different skills/components of an assessment activity.

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