

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

PRIMARY SCHOOL CURRICULUM

CURRICULUM GUIDES

SPANISH

INFANTS 1 – STANDARD 5

**Curriculum Planning and Development Division
2013**

DRAFT

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Foreword of the Minister of Education



The Ministry of Education sees that education is the key to preparing our country to have a knowledge-driven economy that can be competitive in the region and across the world. It is fundamental to the development of Trinidad and Tobago. We are committed to making human development the central focus of education through the creation of mechanisms for skills-building, life-long learning and institutional strengthening.

Additionally, in this world in which innovation is essential, fostering creativity and higher-order thinking skills in our citizens is an imperative. We recognise too that Literacy and Numeracy are core skills which need to be developed, since these constitute the main areas on which the performance in education of our country is measured.

Within my tenure as Minister of Education, sixteen priority areas have been identified for significant change in the educational landscape of our nation. Our primary sector has been an area of concern, with many of our students not attaining the knowledge and skills necessary for secondary education nor for functioning as young citizens of our nation. The priority areas targeted for intervention at the primary level are: Curriculum Reform, Literacy and Numeracy, Integration of ICTs

in Education, a Continuous Assessment Programme and Improving Infrastructure in Schools. Also significant are the movement of the SEA examination, teacher training and other measures geared toward improving academic performance. All these initiatives work together to bring our primary sector to a quality that will support the requirements for a world-class education for each of our children. Within this context, the primary curriculum has been rewritten in order to prepare our children for successful living in the 21st century. The principles underlying this project were:

- The belief that curriculum reform must address the needs of 21st century development and the labour market needs of the society, as well as build the foundation for responsible citizenship and ensure the optimisation of multiple talents, including the arts and sports.
- The creation of a learning system that accommodates all types of learners, not limited to the academically gifted.
- The strengthening and enhancement of the cognitive, social and psycho-motor skills learnt at the primary level for a seamless transition to the secondary level.

The new primary curriculum has been carefully designed and developed in accordance with international best practice and in accordance with these requirements. This curriculum will meet the needs of our country's development through the achievement of the full potential of each child.

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The National Curriculum Framework

INTRODUCTION

This curriculum framework is intended to outline the nature and purpose of the curriculum as well as the parameters for consistent curriculum implementation throughout primary education in Trinidad and Tobago. The document sets out the principles that govern and guide teaching and learning. The term 'curriculum' is used in this document to describe the sum total of the planned experiences which occur within that environment, and which were designed to foster children's learning and development. These include activities, and events, with either direct or indirect impact upon the child.

A clear understanding of the nature, role and function of the national curriculum for Trinidad and Tobago is a critical part of the whole positive transformation of education to provide a seamless pathway for all students through the system of teaching and learning. This framework provides the basis for the new primary integrated curriculum, which includes specification of subject-areas selected to maximize twenty-first century learning in a student-centred innovative education system in Trinidad and Tobago. The components which are fundamental to transformation of primary education at this point in time form the underlying concepts which guided the development of the curriculum and give direction to teaching and learning. They are of particular importance to the development of our students and of our

nation because they establish common understandings about teaching and learning. These understandings inform how all schools are expected to focus on the achievement of the goals laid out by the Ministry of Education for a future-oriented inclusive education for all. For Trinidad and Tobago, the National Curriculum Framework becomes the basis for all education and curriculum decision-making, including the design, development and implementation strategies for a new system of teaching and learning covering those critical seven years of education. The statement of outcomes for students are a key part of this education framework and forms the basis for all subsequent decisions about teaching and learning, content, pedagogy and assessment. These must work towards fulfilling the vision for successful students and future citizens of our nation.

In order to establish common ground and ensure that the curriculum can be implemented as designed, a set of foundational principles needs to be established. This National Curriculum Framework establishes a consistent foundation for learning that is undergirded by the vision, mission and the five value outcomes for all children as detailed by the Ministry of Education. Given that this is the agency with ultimate responsibility for the education, care and well-being of every learner in the country, the National Curriculum Framework and the curriculum

that devolves from it essentially provide the basis for all teaching and learning activity.

Part of that foundation is the recognition that a curriculum is both product and process, and that any new curriculum materials needs to reflect those notions in the design. Furthermore all curriculum design, development and implementation must be guided by the existing vision, mission and five value outcomes for education in the country. Finally, the foundation must ensure that all curriculum activity, including implementation at the classroom level, functions within the guiding principles of education established by the Ministry of Education. It must also be stated that the guiding principles of the

Ministry of Education were developed after extensive stakeholder dialogue and sound analysis of the current societal and national requirements.

For an effective and relevant twenty-first century process of teaching and learning, these guiding principles are an indicator that the Ministry of Education seeks to place education in Trinidad and Tobago alongside, if not ahead of international best practices. The Ministry of Education has established an *Education Sector Strategic Plan 2011-2015* to achieve the goals of quality, innovative, challenging, flexible education for all, and has begun an investment in human and material resources to achieve this outcome in a purposeful and timely fashion.

BACKGROUND

In order to effectively administer the formal education sector, and ensure that every child has the best opportunity to learn, the Ministry of Education provides direction and guidance based upon sound educational theory and practices together with a considerations from extensive stakeholder consultations. In 2011 the Ministry of Education conducted two national consultations on the primary education curriculum, along with 7 district consultations and one in Tobago. Information received from these stakeholder consultations informed the direction and decisions of the Ministry of Education to better meet the requirements of education at the primary level. Alongside this, a detailed, critical examination of current practice, both within and outside the country was conducted to identify elements that contribute to a quality education.

A detailed and comprehensive plan to revise and update all components of the teaching learning system to new internationally accepted standards emerged. Part of this transformation involved reviewing and assessing current curriculum documentation and practices. A professional review and assessment of the previous curriculum documents was completed, and recommendations were presented to guide the development of the new curriculum framework. A new standard for teaching and learning, which is evident in international best practice, shows that at lower grade level, children learn best when presented with knowledge, skills and values that are integrated and thematically organized. The integration of subject matter and skills or cross-subject connections is an important feature of the design, development, and implementation of the new curriculum.

Integration does not mean that the subject areas disappear. In fact, the subject areas have become pillars and supports for innovative and transformative learning experiences covering these critical seven years of formal education. This new twenty-first century curriculum for Trinidad and Tobago provides every opportunity for the child to learn, master new important skills, and develop character and values that are

critical to their role as productive, caring and responsible citizens, locally, regionally and internationally. This new integrated, innovative, flexible curriculum provides learners with a journey of inquiry and discovery. This integrated thematic curriculum will place Trinidad and Tobago's education system on par with international leaders in the education arena.

DEFINITION

The term 'curriculum' has several meanings, depending on the context and the perspective of curriculum theory that is applied to the definition. Most theories concur that there are four fundamental components within definitions of curriculum:

- Curriculum as the transmission of a body of knowledge.
- Curriculum as product - defined by the ends or achievements expected.
- Curriculum as process.
- Curriculum as praxis

There is little advantage to debating the differences embedded in these views of curriculum. It is however very useful to agree on a basic perspective that guides the process of developing an effective education system that has a well-designed and developed curriculum. It is useful, for example, to see the new curriculum as part of a clearly delineated guide for all learning which is planned and organized by the education system, whether it is carried out in groups, individually, within or outside the school.

By suggesting that a curriculum provides a detailed learning plan and guide, we are also stating that the curriculum specifies precisely what outcomes we anticipate that all learners will achieve as well as how they will achieve those outcomes. The new curriculum articulates a series of sequenced general learning outcomes which are elaborated through subject outcome statements. Abundant guidance is provided in planning units of work, individual teaching learning activities and includes samples of activities developed to ensure that a measure of fidelity in the implementation of the curriculum is maintained. In this respect, the Ministry of Education has established a body of learning outcomes which collectively define the vision of what knowledge, skills and dispositions a twenty-first century learner at the Primary level in Trinidad and Tobago should possess. These outcomes are the key guiding principles underpinning the new infant and primary curriculum and thus underpin the whole education system, ultimately guiding what happens in schools and classrooms.

FOUNDATION OF THE NATIONAL CURRICULUM

Vision

The Ministry is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development.

Table 1: Vision of the Ministry of Education

Effective curriculum requires a very clear direction. In Trinidad and Tobago the Ministry of Education has articulated its view of education which establishes the mandate for education. In the establishment of policy and principles for education on a national level all decisions are informed by the vision and mission for the system. All curriculum development, from the design of a new set

and intended learning experiences for the classroom in the curriculum guide.

In Trinidad and Tobago, the current focus is on the design and development of primary curriculum, which, as noted above is governed by the principles established in this Curriculum Framework.

One of the key elements of this foundation is the Vision for learning which clearly articulates the commitment of the Ministry to meet the needs of learners. A forward-looking perspective on what all schools should be facilitating in terms of student achievement is guided by the national curriculum. There is equal clarity regarding a twenty-first century education system functioning to provide the highest standard of education.

Devolving from the Vision, in the Mission statement, the Ministry of Education establishes the mechanism for the realization of the Vision

Mission

To educate and develop children who are able to fulfill their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

Government of Trinidad and Tobago, Ministry of Education, Education Sector Strategic Plan: 2011-2015

Table 2: Mission of the Ministry of Education

of learning guides to implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education.

The regulatory and guiding principles for education provide the overarching national framework for education. The Ministry of Education, *Education Sector Strategic Plan: 2011-2015*, and other policy documents, establish the design framework for all components of the new curriculum. Principal among these are the vision, mission and the five (5) value outcomes established at the national level for all students, which further guides the formulation of the desired

and of what the end product of the anticipated learning experiences will be. The curriculum has elaborated on the stated outcomes for all children with further outcomes both at a general level and more specifically for all subject areas.

The principles by which the Ministry administers the education system to effectively and efficiently achieve the vision, mission and outcomes have been clearly articulated. These guiding principles are essential statements that must govern curriculum design and development, teaching and learning, and the administration of schools if the goals of education are to be achieved. The critical area of focus is on student

learning and fidelity to the curriculum which seeks to transform classroom practices to the benefit of each child.

The guiding principles, listed below, are important components in the new curriculum. The principles informed the curriculum design and development process; they will guide teaching and learning at the implementation phase of the curriculum. As we evaluate the curriculum, they will provide reference points to ensure that the desired attributes of education that are important for the nation are being achieved. The new curriculum materials are not static products, but will remain a flexible roadmap designed to effect high quality, relevant learning for all young people well into the future.

<i>Principle</i>	<i>Elaboration</i>
Student Centred	The student is at the centre of everything we do.
Engaged Communities	We engage parents and families as the heart of students' lives and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to student learning
Inclusive	We expect all students will learn in a welcoming environment regardless of place, culture, or learning needs.
Proactive	We plan for a desired future, preventing problems instead of reacting to them.
Shared Responsibility	We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organizations to foster student learning
Innovative	We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
Flexible	We enable meaningful and relevant learning through a range of opportunities appropriate to each student's development stage.
Equitable	We ensure that every student will have the benefit of high-quality learning opportunities.

<i>Principle</i>	<i>Elaboration</i>
Accountable	We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
Transformative Leadership	We believe that people with vision and passion can achieve great things. We therefore empower and inspire our staff and stakeholders to create positive and lasting changes in the education system.
Quality	We are committed to meeting our own quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual areas of authority.
Teacher Empowerment	We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Table 3: Guiding Principles of the Ministry of Education

THE NEW PRIMARY CURRICULUM

The new Primary curriculum envisages preparing our children with the knowledge, skills and dispositions to optimize their own development and ultimately to constitute a caring, respectful and socially conscious citizenry which will competently lead our country onto the world stage. The Curriculum focuses on nine (9) subject areas: Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts, Physical Education, Agricultural Science, Spanish and Values, Character and Citizenship Education. Health and Family Life Education outcomes are distributed and supported by all subjects.

By crafting a new national primary curriculum and addressing the learning needs of all young people through a new approach to teaching and learning, Trinidad and Tobago has established a strong foundation for the desired educational outcomes for our students. The Vision and Mission of the Ministry of Education which seeks to recognize, value and nurture individual abilities and talents requires an integrated, appropriate and relevant twenty-first century set of learning experiences at the heart of the curriculum. This overarching vision and mission remain central to all curriculum design, development and implementation initiatives, and will guide pre-service and in-service

teacher education and training activities that are an essential part of the whole education development, innovation and transformation process.

The world is rapidly changing and knowledge, skills, and values are being demanded of citizens, even while the education struggles to catch up with yesterday's requirements. In the vision, mission and principles statements it is very clear that the Ministry of Education wants to develop an education for the twenty-first century, charting the way for education and the nation to keep pace and move to the front of the international arena. Following on this understanding, the new curriculum has been developed as a flexible tool that focuses on the development of twenty first century skills in learners. The curriculum itself, while providing abundant and detailed guidance to teachers, can be adapted and shaped to individual contexts. Curriculum adaptation is an essential aspect of curriculum implementation that is required to meet the rapidly changing and diverse needs of all learners, so enabling teaching and learning to continue to be relevant and current.

The new primary curriculum is characterised by the following:

- An integrated, thematic approach to teaching and learning in which learning from different subjects is skilfully melded into thematic units and learning/lesson plans. There is a focus on core content, building critical skills and cultivating desirable dispositions in students, rather than rote learning of content and regurgitation on paper and pencil tests. This facilitates for a smooth transition from ECCE into Infants and makes for a pleasurable learning experience for the child, and more effective delivery and retention of content.

- Literacy and Numeracy, significant foundational areas, are built in in all subject areas
- Continuous Assessment is promoted with conscious attention to Assessment for Learning which uses a wide range of classroom assessments to provide feedback and improve student performance
- Differentiated Instruction is supported to enable teachers to use a variety of teaching methods and cater to the learning needs of a range of students
- Infusion and use of Information and Communication Technologies, an indispensable twenty-first competence for students, is built in to all areas
- Focused teaching of Visual and Performing Arts and Physical Education ensures that all children's talents and sensibilities are awakened and developed.
- The introduction of foreign language awareness in a Spanish programme which follows a Foreign Language Exploratory model is present. This focuses largely on oral Spanish, its attendant cultures and exploration of other language experiences in the child's immediate environment.
- A focus on Values, Character and Citizenship is a vital component towards building a strong, tolerant and conscientious citizenry.

As noted, the designed learning experiences outlined in the new curriculum are student-centred, inclusive and capable of guiding implementation of a high quality, engaging, innovative teaching and learning process that satisfies the learning needs of all twenty-first century young citizens of Trinidad and Tobago, the Caribbean region and the globally interdependent and connected world.

A significant part of the mandate required that the curriculum capture current, relevant, interesting and fun teaching and learning experiences. The general and specific outcomes focus on the development of concepts, skills and dispositions in students, including higher-order skills suitably targeted to the developmental level of our young learners. While the design of the new curriculum is new to our education system, it is grounded in sound educational theory and principles. Inherent in the subject matter are carefully considered concepts, skill sand dispositions which are relevant to the development

of students and the needs of our society as espoused by our many stakeholders and educators.

The seven years of the primary experience have been broken down into three key levels each of which has a broad area of focus as to the general outcomes desired for the child at that level and are specified as a general level of student achievement.

Organizational Structure of the Achievement Levels

Level	Title	Grades
Achievement Level One	Love of Learning	Infant One Infant Two
Achievement Level Two	Inquiry and Discovery	Standard One Standard Two Standard Three
Achievement Level Three	Taking Flight	Standard Four Standard Five

Table 4: Levels of the Primary system

The titles of each of the designated levels clearly denote the overarching goal for student learning at each stage. The subject specific outcomes for the various year levels evolve from these. The learning experiences throughout the three levels have been designed to articulate a smooth journey of growth, development, and learning, culminating in a well-rounded, independent learner, ready to embrace secondary education. There are a total of twenty six themes designed to organize all learning experiences through the three achievement levels. The curriculum begins in the Infant year levels with a very strong integrated, thematic approach to learning, and progressively introduces subject areas as discrete organizers of that learning by

Standards Four and Five. While the higher primary year levels have more subject area learning they are not without thematic organization. At those levels, the themes become broader, more complex and challenging, while the nine core subject areas emerge in prominence. This design decision was made to facilitate a smooth and seamless transition from primary into secondary education.

The targeted achievements for all students at the end of each of these three levels are succinctly summarized in Table 5. These attributes are the foundation for all learning interactions in and out of the classroom.

Table 5: Learning Level Achievements

Level 1: Love of Learning <i>Infants 1- Infant 2</i>	Level 2: Enquiry & Discovery <i>Standard 1- Standard 3</i>	Level 3: Taking Flight <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
Be able to communicate needs, ideas, and emotions.	Be able to engage in reflection before communicating needs, ideas and emotions.	Apply healthy interpersonal communication skills to enhance learning, and general interaction.
Make choices to solve simple, personal problems.	To develop thoughtful solutions to problems that occur in interaction with others.	Demonstrate some capacity to pose, as well as solve problems.
Engage learning imaginatively.	Produce imaginative responses to learning problems.	Demonstrate both sequential and connective thinking when encountering problems.
Work with others co-operatively.	Create new meanings through teamwork and collaboration.	Exhibit some leadership qualities in both learning and social contexts.

Level 1: Love of Learning <i>Infants 1- Infant 2</i>	Level 2: Enquiry & Discovery <i>Standard 1- Standard 3</i>	Level 3: Taking Flight <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
Begin to consider the importance of diet, exercise and hygiene.	Practise healthy lifestyle habits	Demonstrate sufficient knowledge of the human body to make healthy lifestyle choices consistently.
Demonstrate basic courtesy in relationship to others.	Observe positive social norms and behaviours.	Achieve a well-rounded sense of self and how to contribute productively to a group.
Recognise that working and playing safely protects everyone.	Demonstrate the ability to temper personal behaviour, in order to contribute to a safe environment for all.	Demonstrate some ability to foresee potentially unsafe behaviours in self and others.
Demonstrate joy in learning.	Demonstrate curiosity and a sense of adventure in conducting simple investigations.	Exhibit the satisfaction that accrues from engagement in learning.
Show sufficient self-confidence to engage in learning and social activities	Through growing self-esteem and initiative, begin to develop their own voice and demonstrate a sense of empowerment	Display self-reliance when working independently.
Behave respectfully toward the environment under supervision.	Understand that individual actions contribute to the environmental health of both local and national communities.	Recognise the symbiotic relationship between self and environment and acknowledge in behaviour that every action has a consequence.
Gather information	Gather, organise and present information	Process information.
Use technologies under supervision.	Explore technology purposefully and safely.	Find and employ technology for particular ends.
Understand the concept of past, present and future.	Explore the past and make connections with the present.	Imagine the future.
Demonstrate fair and equitable play habits.	Understand that social interaction requires giving as well as taking.	Become actively involved in issues involving social justice.

Clearly, students will experience a curriculum that engages and challenges them in a variety of ways that are particularly relevant to their social, political, and economic growth and development in the

information age of the twenty-first century. This primary curriculum seeks to expose and fulfill the potential of each child and to affirm the unique identity and character of the citizenry of Trinidad and Tobago.

COMPONENTS OF THE PRIMARY CURRICULUM

The new primary curriculum comprises three documents that are intended to provide necessary information and support to our public.

Curriculum Guides in 9 subject areas are provided. These specify what is to be learnt by students in an ordered, developmentally appropriate sequence in the form of learning outcomes. Learning outcomes are further categorized as related to the acquisition of Content, or the development of Skills or Dispositions. Further guidance is provided in an Elaboration statement to specify the breadth and depth of what is to be taught and assessed, so that there is a standardized approach to teaching and assessment across the country.

For Teachers' use, a **Teacher's Guide** has been developed. This document provides an overview of the pedagogical practices embraced by the new curriculum, summary descriptions of the themes selected as the vehicle for the teaching and learning material as well as the 5 considerations that are infused throughout the curriculum- Literacy, Numeracy, Assessment for Learning, Differentiated Instruction and Infusion of Information and Communication Technologies (ICTs).

For further support of teachers, an **Instructional Toolkit** has been developed. Within this document, detailed plans of work, samples of activities and rubrics for implementation by teachers are provided. Thematic Unit plans which bring to outcomes from several subjects as well as Learning or Lesson Plans, together with sample activities and rubrics are provided. Learning plans that suggest interesting methods for teachers to address core subject-specifics concepts and skills are also included. At the initial stages of implementation of this curriculum that seeks to transform teaching and learning, abundant samples are provided for teachers. These may be implemented directly or may serve as guides for teachers' development of their own thematic units and lessons. As implementation takes place, opportunities will be provided for teachers to provide their own creative and original approaches to these themes and topics within the toolkit.

TIMETABLE

Within the framework of the new primary curriculum, there are some important notions about the new primary timetable which ought to be specified. These are that:

- 9 subject areas are represented (Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts; Physical Education, Agricultural Science, Values, Character and Citizenship Education and Spanish). HFLE and ICT are infused throughout the subjects.
- 50% of the time is dedicated to ELA and Mathematics, which include Literacy and Numeracy components and are considered to be priority at the lower primary. The other 50 % of the time is to be dedicated to the other 7 subjects. The curriculum documents reflect that balance, so that as outcomes specified

for each year level are covered, the balance of time for subjects is maintained.

- A combination of Thematic Units which combine several subject areas and subject specific core skills are to be taught (as in the Instructional Toolkit). Core skills may be done in preparation for a theme, during a theme or following a theme.
- The timetable is flexible and will be detailed on a weekly basis as teacher's plan for the week is developed. The teacher selects which core skill lessons and which thematic lessons are to be taught each week and presents this in the weekly forecast and evaluation plan.
- In any given week, core skills for any or all subject areas may be taught. One possible illustration of what this may look like is given below:

MON	TUE	WED	THURS	FRI
THEME	CORE SKILLS (MATH)	CORE SKILLS (SOCIAL STUDIES)	THEME	THEME
	THEME	THEME		
			CORE SKILLS (SPANISH)	CORE SKILLS (AGRI.SCI)
CORE SKILLS (SOCIAL STUDIES)	THEME	THEME	THEME	THEME
CORE SKILLS (VAPA)		CORE SKILLS (ELA)	CORE SKILLS (PHYS. ED)	

Table 6: Sample Timetable

Subject Rationale

What is Learning Languages About?

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every

language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

Why Study Another Language?

Languages link people locally and globally. They are spoken in the community, used internationally, and play a role in shaping the world. Oral, written, and visual forms of language link us to the past and give us access to new and different streams of thought and to beliefs and cultural practices.

In addition to being one of the most sought after skills of the 21st century, by learning an additional language and its related culture(s), students come to appreciate that languages and cultures are closely related. Learning a new language extends students' linguistic and cultural understanding and the ability to interact appropriately with other speakers. Interaction in a new language, whether face to face or technologically facilitated, introduces them to new ways of thinking about, questioning, and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and

attitudes that equip them for living in a world of diverse peoples, languages, and cultures. It increases their understanding of their own language(s) and culture(s).

It is imperative that the child of the 21st. century be equipped with the skills necessary to function in a global environment; one such skill is the ability to communicate in more than one language. Spanish, therefore, earns its place in the national curriculum of Trinidad and Tobago. Not only is Spanish the fastest growing language in the western hemisphere, but this language also has a strong historical and cultural presence in our nation.

An early introduction to a second language lays a foundation for foreign language proficiency at a later stage and complements skill development in other areas of study. Learning another language

promotes competence in listening, speaking, reading and writing, and

fosters the development of higher order thinking skills.

How is Spanish Structured?

This Spanish primary programme is based on a Foreign Language Exploratory (FLEX) model. Beyond learning functional Spanish that supports other curricular content, it involves the inclusion of the myriad of language and language-related experiences in the world of the child. There is a rich amalgam of languages in the everyday experiences of the students of our country. A main objective of foreign language study at this level includes awakening in the child an awareness of and appreciation of the richness of language exploration- the origin and meaning of his/ her name, places in the community and country, foods, culturally related references etc. Embedded within this notion is a respect for diversity and critical thinking through probing beneath the surface to seek deeper meaning.

Within any programme of language study, students learn about culture and the interrelationship between culture and language. They grow in confidence as they learn to recognize different elements of the belief systems of speakers of the target language. They become increasingly aware of the ways in which these systems are expressed through language and cultural practices. As they compare and contrast different beliefs and cultural practices, including their own, they

understand more about themselves and become more understanding of others.

The Spanish program at the primary level is designed to create enthusiasm, excitement and love for language study among learners. Students are introduced to Spanish through stories, games, interactive instruction, cultural activities, and music. The focus of the program is primarily, but not exclusively, on spoken language. Students engage in using Spanish in contexts that relate to their lives, and help them to develop awareness of how language affects culture and vice versa.

Primary School Curriculum

Spanish

Infants 1

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>1.1.1. Say <i>hello</i> and <i>goodbye</i> in Spanish. (<i>hola, adiós</i>)</p> <p>1.1.2. Give examples of different ways of greeting others.</p>	<p>1.2.1. Be willing to socialise with others.</p> <p>1.2.2. Be aware and appreciative of different cultural traditions used in greeting others.</p>	<p>1. Display courtesy, appreciation and enthusiasm as they interact with others of different cultures in varied social settings.</p>	<ul style="list-style-type: none"> • Say hello and goodbye to others in Spanish. [1.1.1] • Demonstrate awareness of different cultural forms of greeting others. [1.1.2]
<p>2.1.1. Introduce themselves to others in Spanish. (<i>Hola, soy ___; Hola, me llamo...</i>)</p> <p>2.1.2. State the origin of their first names and those of others.</p>	<p>2.2.1. Be willing to socialise with others.</p> <p>2.2.2. Be interested in exploration of the origin of names.</p> <p>2.2.3. Appreciate their first names by knowing the origins.</p>	<p>2. Communicate basic biographical information in Spanish when introducing self.</p>	<ul style="list-style-type: none"> • Introduce self by saying ‘<i>Hello, I am...</i>’ or ‘<i>Hello, my name is...</i>’ in Spanish followed by their name. [2.1.1] • State the origin of his/her first name and those of three classmates. [2.1.2] • Demonstrate pride in sharing the origin of his/her first name. [2.1.2]
<p>3.1.1. Name family members in Spanish. (<i>papá, mamá, hermano, hermana, tío, tía, abuelo, abuela</i>)</p>	<p>3.2.1. Be aware and appreciative of different types of families.</p>	<p>3. Recall the Spanish words for selected English words.</p>	<ul style="list-style-type: none"> • Recite and recall the Spanish word names for 8 family members. (<i>daddy, mummy, brother, sister, uncle, aunt, grandfather, grandmother</i>) [3.1.1]

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
4.1.1. Identify self in Spanish as boy or girl. (<i>Hola, soy niño/ Hola, soy niña</i>)	4.2.1. Be aware of their gender. 4.2.2. Appreciate similarities and differences in others.	4. Demonstrate an awareness and appreciation of gender and gender differences.	<ul style="list-style-type: none"> Identify gender by saying 'I am a boy/ I am a girl' in Spanish. [4.1.1] Appreciate similarities and differences in others through speech and actions. [4.1.1]
5.1.1. Say 'good morning' and 'good afternoon' in Spanish. (<i>Buenos días, Buenas tardes</i>)	5.2.1. Be courteous to others.	5. Display courtesy, appreciation and enthusiasm as they interact with others of different cultures in varied social settings.	<ul style="list-style-type: none"> Say 'good morning' and 'good afternoon' in Spanish. [5.1.1] Socialise courteously with others in and out of school. [5.1.1]
6.1.1. Identify classroom objects in Spanish. <i>¿Qué cosa es?</i> (<i>la mesa, la silla, el lápiz, el libro, la bolsa</i>)	6.2.1. Engage in exploration of language through comparing words of different languages.	6 a. Recall the Spanish words for selected English words. 6 b. Demonstrate care and appreciation for property.	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 5 classroom objects. (<i>table, chair, pencil, book, bag</i>). [6.1.1]
7.1.1 .Count from 1-10 in Spanish.	7.2.1. Engage in exploration of language through comparing	7 a. Recall the Spanish words for selected English	<ul style="list-style-type: none"> Recite and recall the Spanish word names for the numbers 1-

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p><i>¿Qué número es?</i> (<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>)</p> <p>7.1.2. Identify selected pets in Spanish. <i>¿Qué animal es?</i> (<i>el perro, el gato, el pájaro, el pez, la tortuga, el conejo</i>)</p>	<p>words of different languages.</p> <p>7.2.2. Appreciate animals.</p>	<p>words.</p> <p>7 b. Demonstrate appreciation for all living things.</p>	<p>10. [7.1.1]</p> <ul style="list-style-type: none"> Recite and recall the Spanish word names for 6 pets (<i>dog, cat, bird, fish, turtle, rabbit</i>) [7.1.2]
<p>8.1.1 Express basic courtesies (<i>please, thank you</i>) in Spanish (<i>por favor, gracias</i>)</p>	<p>8.2.1. Be courteous to others.</p>	<p>8. Display courtesy as they interact with others of different cultures in varied social settings.</p>	<ul style="list-style-type: none"> Say '<i>please</i>', and '<i>thank you</i>' in Spanish. [8.1.1]
<p>9.1.1. Say the words 'yes' and 'no' in Spanish and other selected languages. (<i>Spanish: sí, no</i>) (<i>French: oui, non</i>) (<i>Hindi: haan, nahin</i>) (<i>Arabic: Na'am, Laa</i>) (<i>Mandarin: yao, bu</i>)</p>	<p>9.2.1. Appreciate other languages.</p>	<p>9 a. Recall the Spanish words for selected English words.</p> <p>9 b. Demonstrate appreciation and respect for people, languages and cultures.</p>	<ul style="list-style-type: none"> Recite and recall the Spanish words for '<i>yes</i>' and '<i>no</i>'. [9.1.1] Recognize the words '<i>yes</i>' and '<i>no</i>' in 2 out of 5 additional foreign languages. [9.1.1] Show appreciation for other peoples, languages and

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<i>(Yoruba: bee ni, bee ko)</i>			cultures. [9.1.1]
<p>10.1.1. Respond to basic classroom instructions given in Spanish. <i>(Levántense, Siéntense, Atención Vamos a trabajar)</i></p> <p>10.1.2. Respond to compliments given in Spanish. <i>(Excelente, Perfecto, Bien, Bien hecho)</i></p>	<p>10.2.1. Show respect for authority.</p> <p>10.2.2. Be sociable</p>	<p>10. Enquire and respond to instructions and compliments given in Spanish.</p>	<ul style="list-style-type: none"> • Demonstrate correct physical responses to 4 commands given in Spanish. <i>(Stand up, Sit down, Attention, Let's get to work)</i> [10.1.1] • Respond to 4 compliments by saying thank you in Spanish. <i>(Excellent, Perfect, Good, Well done)</i> [10.1.2]

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>11.1.1. Greet others in Spanish and other selected languages (as may be known to students) on special occasions.</p> <p>1) <i>Happy Birthday</i></p> <p>Spanish- 1) <i>Feliz Cumpleaños</i> Hindi- 1) <i>Janmadina Mubāraka</i> French- 1) <i>Joyeux anniversaire</i> Yoruba- 1) <i>Ekú Ojobi</i> Mandarin- 1) <i>Sheng Ri Kuai Le</i></p>	<p>11.2.1. Be enthusiastic about celebrating special occasions.</p> <p>11.2.2. Be sociable.</p> <p>11.2.3. Appreciate other languages.</p>	<p>11. Display courtesy, appreciation and enthusiasm as they interact with others of different cultures in varied social settings.</p>	<ul style="list-style-type: none"> • Extend birthday greetings in Spanish. [11.1.1] • Demonstrate awareness of how to extend birthday greetings in other foreign languages as may be known to students. [11.1.1]
<p>12.1.1. State their age in Spanish. (<i>¿Cuántos años tienes?</i> <i>Tengo cinco años</i>)</p>	<p>12.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>12. Communicate basic biographical information in Spanish when introducing self.</p>	<ul style="list-style-type: none"> • Respond in Spanish to the question, <i>'How old are you?'</i> [12.1.1]
<p>13.1.1. Enquire about the well-being of others in Spanish.</p>	<p>13.2.1. Display concern about the well-being of others.</p>	<p>13. a. Enquire and respond to questions and instructions given in Spanish.</p>	<ul style="list-style-type: none"> • Ask <i>'How are you?'</i> in Spanish. [13.1.1]

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p><i>How are you? (Qué tal?)</i></p> <p>13.1.2. Respond in Spanish to questions about their well-being.</p> <p><i>Fine. (Bien)</i></p> <p><i>Not so well. (Mal)</i></p>	<p>13.2.2. Be sociable.</p>	<p>13. b. Demonstrate courtesy and empathy for others, and respect for authority.</p>	<ul style="list-style-type: none"> Respond <i>'Fine'</i> or <i>'Not so well'</i> in Spanish. [13.1.2]
<p>14.1.1. Identify selected parts of the body in Spanish.</p> <p><i>¿Qué parte del cuerpo es?</i></p> <p><i>(los ojos, ,la nariz, la boca, la mano, el pie)</i></p>	<p>14.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>14. Recall the Spanish words for selected English words.</p>	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 5 body parts. <p style="text-align: center;"><i>(eyes, nose, mouth, hand, foot)</i> [14.1.1]</p>

Primary School Curriculum

Spanish

Infants 2

SPANISH: INFANTS 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
1.1.1. State where they live in Spanish. <i>Where do you live? (¿Dónde vives?)</i> <i>I live in _____. (Vivo en ____.)</i>	1.2.1. Display a sense of belonging to their community.	1. Forge respectful, friendly relationships with others.	<ul style="list-style-type: none"> Give appropriate response in Spanish to the question 'Where do you live?' [1.1.1]
2.1.1. Identify modes of transport in Spanish <i>¿Qué transporte es?</i> <i>(el carro, el avión, la bicicleta, el autobús, la motocicleta, el barco, el pie)</i>	2.2.1. Be aware of appropriate travel choices.	2. Recall the Spanish words for selected English words and phrases.	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 7 modes of transport. (<i>car, airplane, bicycle, bus, motorbike, boat, foot</i>) [2.1.1]
3.1.1. Compare modes of transport in Trinidad & Tobago with those of a selected Spanish-speaking country.	3.2.1. Appreciate cultural differences.	3. Compare modes of transport in their country to that of a Spanish-speaking country.	<ul style="list-style-type: none"> Make 3 comparative statements about modes of transport in their country and a selected Spanish-speaking country. [3.1.1]
4.1.1. Identify selected places in their community in Spanish. <i>¿Qué lugar es?</i> <i>(la tienda, la escuela, el parque, el mercado, el supermercado)</i>	4.2.1. Display a sense of belonging to their community.	4. Develop a sense of belonging to their community.	<ul style="list-style-type: none"> Orally supply the Spanish word names for 5 places in their community. <i>(shop, school, park, market, supermarket)</i> [4.1.1]

<p>5.1.1. State the name of their school in Spanish. (<i>Mi escuela es ____.</i>)</p>	<p>5.2.1. Display a sense of belonging to their school.</p>	<p>5. Develop a sense of belonging to their school.</p>	<ul style="list-style-type: none"> Orally state the name of their school in Spanish. [5.1.1] <i>My school is _____.</i>
<p>6.1.1. Identify selected areas on their school compound in Spanish. <i>¿Qué lugar es?</i> (<i>la clase, la oficina, la cantina, el patio, la biblioteca, el baño</i>)</p>	<p>6.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>6. Recall the Spanish words for selected English words.</p>	<ul style="list-style-type: none"> Orally supply the Spanish word names for 6 selected places in their school. [6.1.1] (<i>classroom, office, canteen, yard, library, toilet</i>)
<p>7.1.1. Identify friends in Spanish. (...<i>(Name)</i>... <i>es mi amigo/ amiga.</i>; <i>Mi amigo es ...</i> <i>/Mi amiga es ...</i>)</p>	<p>7.2.1. Appreciate the value of friendship.</p>	<p>7. a. Recall the Spanish words for selected English words/phrases. 7. b. Forge respectful, friendly relationships with others.</p>	<ul style="list-style-type: none"> Identify friends using the Spanish for ‘<i>_____ is my friend. (male)/ _____ is my friend (female).</i>’ [7.1.1]
<p>8.1.1. State in Spanish the key persons in their school. <i>¿Quién es?</i> (<i>el maestro/la maestra, el secretario/la secretaria, el director/la directora, el guardia, el limpiador/la limpiadora, el</i></p>	<p>8.2.1. Show respect for others.</p>	<p>8. a. Recall the Spanish words for selected English words. 8 b. Forge respectful, friendly relationships with others.</p>	<ul style="list-style-type: none"> Orally supply the Spanish word names for 7 persons at school. (<i>teacher, secretary, principal, guard, cleaner, student, friend</i>) [8.1.1]

<p><i>alumno/la alumna, el amigo/la amiga)</i></p>			
<p>9.1.1. Name selected fruits in Spanish. <i>¿Qué fruta es?</i> (<i>el mango, la piña, la naranja, el plátano, la papaya</i>)</p>	<p>9.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>9. Recall the Spanish words for selected English words/phrases.</p>	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 5 fruits. <i>(mango, pineapple, orange, banana, paw-paw)</i> [9.1.1]
<p>10.1.1. Identify selected colours in Spanish. <i>¿Qué color es?</i> (<i>rojo, amarillo, azul, verde, negro, blanco, gris, marrón, color de naranja, morado, rosado</i>)</p>	<p>10.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>10. Recall the Spanish words for selected English words/phrases.</p>	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 6 of 11 colours. (<i>red, yellow, blue, green, black, white, grey, brown, orange, purple, pink</i>) [10.1.1]
<p>11.1.1. Greet others in Spanish and other languages (as may be known to students) on special occasions. Happy Fathers' Day/ Happy Mothers' Day. Spanish (<i>Feliz Día del Padre/ Feliz Día de la Madre</i>) French (<i>Bonne fête des pères/ Bonne fête des mères</i>) Hindi (<i>Khuśa pitā kē dina/ Khuśa māñ kā dina</i>)</p>	<p>11.2.1. Be enthusiastic about celebrating special occasions with others. 11.2.2. Be sociable. 11.2.3. Appreciate other languages.</p>	<p>11. Display appreciation and enthusiasm as they interact with others of different cultures on special occasions.</p>	<ul style="list-style-type: none"> Extend Mother's Day and Father's Day greetings orally in Spanish and other languages as may be known to students. [11.1.1] Participate enthusiastically in celebrations. [11.2.1, 11.2.2] Show appreciation for other languages. [11.2.3]

Chinese Mandarin (<i>Fuu cheen jee-eh kwie luh / Mǔ qīn jié kuài lè</i>)			
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Primary School Curriculum

Spanish

Standard 1

SPANISH: STANDARD 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>1. 1.1. State how events of the past have influenced the diversity of Trinidad & Tobago.</p> <p>1.1.2. Outline evidence of Spanish influence in Trinidad & Tobago.</p>	<p>1.2.1. Appreciate the cultural diversity present in Trinidad and Tobago.</p> <p>1.2.2. Have a sense of identity.</p> <p>1.2.3. Appreciate the Spanish influence in Trinidad and Tobago.</p>	<p>1. Give simple explanations for Trinidad and Tobago's cultural diversity.</p> <p>2. Outline evidence of Spanish culture existent in Trinidad and Tobago.</p>	<ul style="list-style-type: none"> • Retell main events in Trinidad's history. [1.1.1] • Give a reason for the cultural diversity existent in Trinidad and Tobago. [1.1.1] • Identify evidence of 3 aspects of Spanish cultural influence (music, dance, food) existent in their country. [1.1.2]
<p>2.1.1. State the origins of surnames of people in Trinidad and Tobago.</p> <p>2.1.2. Use appropriate Spanish titles to address adults. <i>(Señorita, Señor, Señora)</i></p>	<p>2.2.1. Be aware of the origin of surnames.</p> <p>2.2.2. Appreciate and respect each other.</p> <p>2.2.3. Develop a sense of identity.</p> <p>2.2.4. Show respect for adults.</p>	<p>2. Recall the Spanish words for selected English words/phrases.</p>	<ul style="list-style-type: none"> • Inform others of the origin of own surname. [2.1.1] • Identify the origins of surnames of classmates. [2.1.1] • Use Spanish titles (<i>Miss, Mr, Mrs</i>) appropriately when addressing adults. [2.1.2]

SPANISH: STANDARD 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>3.1.1. Say what day of the week it is in Spanish.</p> <p style="text-align: center;"><i>¿Qué día es?</i></p> <p style="text-align: center;"><i>(lunes, martes miércoles, jueves, viernes, sábado, domingo)</i></p>	<p>3.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>3. a. Recall the Spanish words for selected English words/phrases.</p>	<ul style="list-style-type: none"> • Recite and recall the Spanish word names for: <ul style="list-style-type: none"> - 7 days of the week [3.1.1] <i>(Monday Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)</i> - 5 leisure activities <i>(I play, I watch T.V., I sing, I dance, I read)</i> [3.1.2] - selected sports. <i>(football, cricket, swimming, tennis, basketball)</i> [3.1.3] • State orally one practised sport in Spanish. <i>I practise</i> [3.1.4]
<p>3.1.2. State selected leisure and work activities in Spanish.</p> <p style="text-align: center;"><i>(juego, veo la tele, canto, bailo, leo, escribo)</i></p>	<p>3.2.2. Engage in exploration of language through comparing words of different languages.</p>	<p>3. b. Demonstrate appreciation and respect for other persons and their cultures.</p>	
<p>3.1.3. Identify selected sports in Spanish.</p> <p style="text-align: center;"><i>¿Qué deporte es?</i></p> <p style="text-align: center;"><i>(el fútbol, el críquet, el tenis la natación, , el baloncesto)</i></p>	<p>3.2.3. Engage in exploration of language through comparing words of different languages.</p>		
<p>3.1.4. Say which sport they practise.</p> <p style="text-align: center;"><i>(Practico)</i></p>	<p>3.2.4. Engage in exploration of language through comparing words of different languages.</p>		
	<p>3.2.5. Develop an appreciation of</p>		

SPANISH: STANDARD 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
3.1.5. Describe the tradition of the siesta.	Spanish culture.		<ul style="list-style-type: none"> • Display appreciation and respect for the culture of others. [3.1.5]
4.1.1. Identify common occupations in Spanish. <i>¿Qué profesión es?</i> <i>(el maestro/la maestra, el director/la directora, el médico/ la médica, el pescador/la pescadora, el/la policía)</i>	4.2.1. Engage in exploration of language through comparing words of different languages.	4. Recall the Spanish words for selected English words/phrases.	<ul style="list-style-type: none"> • Recite and recall the Spanish word names for: • 5 occupations <i>(teacher, doctor, principal, fisherman, policeman/ policewoman)</i> [4.1.1]
4.1.2. State in Spanish if an establishment is ‘Open’ or ‘Closed’ . <i>(ABIERTO, CERRADO)</i>	4.2.2. Engage in exploration of language through comparing words of different languages.		<ul style="list-style-type: none"> • ‘Open’ and ‘Closed’ [4.1.2]
4.1.3. Count from 11-20 in Spanish. <i>¿Qué número es?</i>	4.2.3. Engage in exploration of language through comparing words of different languages.		<ul style="list-style-type: none"> • Numbers 11-20 [4.1.1]

SPANISH: STANDARD 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<i>(once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte)</i>			
5.1.1. Describe the tradition of ‘parang’ .	5.2.1. Show awareness and appreciation of cultural traditions.	5. Demonstrate appreciation and respect for others and their cultures.	<ul style="list-style-type: none"> Identify 4 aspects of the parang tradition (music, musical instruments, singing, dance) in their country. [5.1.1]

Primary School Curriculum

Spanish

Standard 2

SPANISH: STANDARD 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>1.1.1. Identify the language of origin of place names in Trinidad and Tobago. (<i>Amerindian, Spanish, African, French, Dutch, English, Hindi, Arabic</i>)</p> <p>1.1.2. Recognize signs written in Spanish.</p> <p>1.1.3. State the four cardinal points in Spanish. (<i>norte, sur, este, oeste</i>)</p>	<p>1.2.1. Be aware that different languages were spoken in their country.</p> <p>1.2.2. Be positive in their attitudes towards cultural differences in the country.</p> <p>1.2.3. Appreciate that Spanish language is important to contemporary Trinidad and Tobago.</p> <p>1.2.4. Engage in exploration of language through comparing words of different languages.</p>	<p>1. Recognize and appreciate the existence of other languages and cultures in their country.</p>	<ul style="list-style-type: none"> • Identify Spanish and other languages that were brought to their country by the people of the past. [1.1.1] • Identify and categorize names of places in their country according to their language of origin. [1.1.1] • Recognize Spanish language when seen on public signs. (road/street signs, signs on buildings) [1.1.2] • Point/ Turn in the direction and say the Spanish word for <i>east, west, north and south</i>. [1.1.3]
<p>2.1.1. Identify in Spanish elements of a simplified water cycle.</p>	<p>2.2.1. Appreciate the importance of water to life.</p>	<p>2. Read and recall the Spanish words for selected English</p>	<ul style="list-style-type: none"> • Recite the Spanish word names for basic elements of

SPANISH: STANDARD 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p><i>(el sol, el agua, el océano, el río, la nube, la lluvia, la tierra)</i></p> <p>2.1.2. State the months of the year in Spanish. <i>¿Qué mes es?</i> <i>(enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre)</i></p> <p>2.1.3. State the month of their birthday in Spanish. <i>¿En qué mes es tu cumpleaños?</i> <i>(Mi cumpleaños es en ____.)</i></p>	<p>2.2.2. Engage in exploration of language through comparing words of different languages.</p> <p>2.2.3. Engage in exploration of language through comparing words of different languages.</p>	<p>words/phrases.</p>	<p>the water cycle. <i>(sun, water, ocean, river, cloud, rain, earth)</i> [2.1.1]</p> <ul style="list-style-type: none"> • Give three (3) reasons why water is important to life. [2.1.1] • Sequentially recite the Spanish names for the months of the year. [2.1.2] <i>January, February, March, April, May, June, July, August, September, October, November, December.</i> • Orally identify the month of their birthday in Spanish. [2.1.3] <i>My birthday is in ____.</i>

SPANISH: STANDARD 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>3.1.1. Recognize the Spanish word names for the numbers 1 to 10. <i>(uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez)</i></p> <p>3.1.2. Recognize that different languages are used on product labels.</p> <p>3.1.3. Distinguish between the currency of Trinidad and Tobago and those of selected Spanish-speaking countries. <i>(Venezuela, Cuba, Puerto Rico, Panama, Mexico, Spain)</i></p>	<p>3.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>3.2.2. Acknowledge that Spanish language is part of contemporary Trinidad and Tobago.</p> <p>3.2.3. Be aware that different countries use different currencies.</p>	<p>3. Make comparisons between the currency of their country and other countries.</p>	<ul style="list-style-type: none"> • Read aloud the word names for the numbers 1-10 in Spanish. [3.1.1] • Recognize the wording on some product labels as being in Spanish or another foreign language. [3.1.2] • Display appreciation for other languages as means of communication. [3.1.2] • Make 3-4 comparative statements about the coins and bills of their country and those of a Spanish-speaking country e.g. Venezuela. [3.1.3] • Identify the currency of 1 selected Spanish-speaking

SPANISH: STANDARD 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
			country. [3.1.3] <ul style="list-style-type: none">• State that different countries use different currencies. [3.1.3]

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Primary School Curriculum

Spanish

Standard 3

SPANISH: STANDARD 3

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>1.1.1. Name in Spanish the bodies of water that surround Trinidad and Tobago. <i>(El Mar Caribe, El Golfo de Paria, El Océano Atlántico, El Canal de Colón)</i></p> <p>1.1.2. Name in Spanish the bodies of water that surround the Caribbean islands. <i>(El Mar Caribe, El Océano Atlántico, El Golfo de Méjico)</i></p> <p>1.1.3. Identify Spanish vocabulary related to oceans/seas. <i>(el mar, el pez, el barco, el marinero, el pescador)</i></p>	<p>1.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>1.2.2. Engage in exploration of language through comparing words of different languages.</p> <p>1.2.3. Engage in exploration of language through comparing words of different languages.</p>	<p>1. Read and recall the Spanish words for selected English words/phrases.</p>	<ul style="list-style-type: none"> • Recognise the Spanish names for the bodies of water: <ul style="list-style-type: none"> • that surround Trinidad and Tobago. <i>(Caribbean Sea, Gulf of Paria, Atlantic Ocean, Columbus Channel)</i> [1.1.1] • that surround the Caribbean islands. <i>(Caribbean Sea, Atlantic Ocean, Gulf of Mexico)</i> [1.1.2] • Orally state the Spanish words for: <i>sea, water, fish, boat, sailor, fisherman.</i> [1.1.3]
<p>2.1.1. Recognise that English words are derived from other languages. <i>(Spanish, French, Anglo-Saxon, Latin)</i></p>	<p>2.2.1. Appreciate the similarities among languages.</p>	<p>2. Demonstrate an awareness of the nature and interaction of languages by comparing</p>	<ul style="list-style-type: none"> • Identify 4 languages from which many English words have been derived. [2.1.1]

SPANISH: STANDARD 3

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
		their native language to other languages.	
3.1.1. Compare and contrast selected celebrations in Trinidad and Tobago with a named Spanish-speaking country. <i>(Venezuela)</i>	3.2.1. Be aware of and appreciate cultural similarities and differences.	3. Compare and contrast cultural practices between their country and another.	<ul style="list-style-type: none"> • Research and present information on 3 celebrations in their country and 3 in a Spanish-speaking country. [3.1.1] • List similarities and differences between 3 celebrations in their country and 3 in a Spanish-speaking country. [3.1.1]
4.1.1. Describe in Spanish, simple weather conditions related to tropical climate. <i>¿Qué tiempo hace?</i> <i>(Hace sol, Hace calor, Está lloviendo, Hace viento, Está nublado)</i>	4.2.1. Engage in exploration of language through comparing words of different languages.	4. Read and recall the Spanish words for selected English words/phrases.	<ul style="list-style-type: none"> • Orally describe the day-to-day tropical weather conditions. <i>(It's sunny, It's hot, It's raining, It is windy, It's cloudy)</i> [4.1.1]
5.1.1. Identify in Spanish and locate selected Spanish-speaking countries and their capitals in the Caribbean and South America.	5.2.1. Engage in exploration of language through comparing words of different	5. Provide information on countries of the Caribbean.	<ul style="list-style-type: none"> • Name in Spanish and locate on a map of the Caribbean and South America, 6 Spanish-speaking

SPANISH: STANDARD 3

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p><i>(Venezuela, Cuba, Puerto Rico, Panamá, México, Colombia)</i></p> <p>5.1.2. Identify official languages spoken in the Caribbean. <i>(English, Spanish, French, Dutch)</i></p>	<p>languages.</p> <p>5.2.2. Be aware of language differences in the Caribbean.</p>		<p>countries. <i>(Venezuela, Cuba, Puerto Rico, Panamá, México, Colombia.)</i> [5.1.1]</p> <ul style="list-style-type: none"> • Identify the capitals of these 6 countries. [5.1.1] • List the official languages spoken in the Caribbean and give 1 example of a Caribbean country where each official language is spoken. [5.1.2] • Make a broad statement pertaining to language differences in the Caribbean. [5.1.2]
<p>6.1.1. Express in Spanish words of welcome to others. <i>(Bienvenido, Bienvenida)</i></p> <p>6.1.2. Explore how to welcome others in</p>	<p>6.2.1. Be aware and appreciative of other languages and customs.</p>	<p>6. Demonstrate hospitality and appreciation for others of different cultures.</p>	<ul style="list-style-type: none"> • Use appropriate phrases in Spanish to welcome others. [6.1.1] • Welcome others in languages as

SPANISH: STANDARD 3

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>other languages as may be known to students.</p> <p><i>(French, Yoruba, Hindi, Arabic, Mandarin)</i></p> <p><i>(Bienvenue, Eku abo, Swaagatam, Af'wan, Huānyíng)</i></p> <p>6.1.3. Explore common welcoming gestures.</p>	<p>6.2.2. Be hospitable to visitors.</p>		<p>may be known to students. [6.1.2.]</p> <ul style="list-style-type: none"> • Demonstrate awareness and appreciation of 2 gestures of welcome. [6.1.3]
<p>7.1.1. Greet others in Spanish and in other languages as may be known to students.</p> <p><i>(Hola, Salut, Pranaam, Assalamou alykoum , Bawo-ni , Nǐ Hǎo)</i></p>	<p>7.2.1. Be aware and appreciative of other languages and customs.</p> <p>7.2.2. Be hospitable to visitors.</p>	<p>7. Demonstrate hospitality and appreciation for others of different cultures.</p>	<ul style="list-style-type: none"> • Greet others in Spanish and other languages as may be known to students. [7.1.1] <i>(Spanish, French, Hindi, Arabic, Yoruba, Mandarin)</i> • Demonstrate awareness and appreciation of other languages and customs through speech and actions. [7.1.1]
<p>8.1.1. Recognise that selected phrases commonly used in Trinidad and Tobago are derived from the Spanish language.</p>	<p>8.2.1. Appreciate the Spanish influence in Trinidad and Tobago.</p>	<p>8. Demonstrate an awareness of the nature and interaction of languages by comparing their native language to other</p>	<ul style="list-style-type: none"> • List/recite 5 phrases commonly used in Trinidad and Tobago which originate from the Spanish language. [8.1.1]

SPANISH: STANDARD 3

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>8.1.2. Recognize that some words used in the English language are adopted from other languages.</p> <p style="text-align: center;"><i>(Spanish, French, Latin)</i></p>	<p>8.2.1. Be aware of the relationship among languages.</p>	<p>languages.</p>	<ul style="list-style-type: none"> • List/recite 10 words from foreign languages that have been adopted by the English language e.g. <i>fiesta, debris</i>. [8.1.2] • Demonstrate a greater awareness and appreciation of similarities among languages. [8.1.2; 8.2.1]

Primary School Curriculum

Spanish

Standard 4

SPANISH: STANDARD 4

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>1.1.1. Outline ways in which Hispanic culture is being infused in contemporary Trinidad and Tobago.</p>	<p>1.2.1. Appreciate cultural diversity within Trinidad and Tobago.</p> <p>1.2.2. Have a sense of identity.</p> <p>1.2.3. Be open-minded to the culture of others.</p>	<p>1. Demonstrate an awareness and appreciation of the infusion of Hispanic culture into contemporary local culture.</p>	<ul style="list-style-type: none"> • Identify aspects of Hispanic culture that are being infused into the contemporary culture of Trinidad & Tobago. <i>(music, dance, food, sport (football), fashion, mannerisms)</i> [1.1.1] • Display appreciation for other cultures. [1.1.1]
<p>2.1.1. Express, in Spanish, likes and dislikes of selected aspects of the Hispanic culture.</p> <p><i>((No)Me gusta ...</i></p> <p><i>la comida latina</i></p> <p><i>la ropa latina</i></p> <p><i>la música latina</i></p> <p><i>la lengua española</i></p> <p><i>el fútbol</i></p> <p><i>el baile latino</i></p>	<p>2.2.1. Appreciate Hispanic culture.</p>	<p>2. Engage in conversations using simple Spanish structures.</p>	<ul style="list-style-type: none"> • Use the Spanish structure ‘<i>Me gusta ...</i>’ and ‘<i>No me gusta ...</i>’ to express likes and dislikes related to Hispanic culture. [2.1.1] <i>-I like (I don’t like) Hispanic food, Hispanic clothes, Latin music, Spanish, football, Latin dance</i>
<p>3.1.1. Name basic forms of media in</p>	<p>3.2.1. Engage in exploration of</p>	<p>3. Engage in conversations using</p>	<ul style="list-style-type: none"> • Recite and recall the Spanish

SPANISH: STANDARD 4

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Spanish.</p> <p><i>¿Qué media es?</i></p> <p><i>(la computadora, el internet, el sitio de web, la televisión, la televisión por cable, la radio, los diarios)</i></p> <p>3.1.2..State in Spanish how they use different forms of media.</p> <p><i>(Usó la computadora, Navego el internet, Veo la televisión, Escucho la radio, Leo los diarios)</i></p>	<p>language through comparing words of different languages.</p> <p>3.2.2. Be responsible when interacting with media.</p>	<p>simple Spanish structures.</p>	<p>words for media forms.</p> <p><i>(computer, internet, website, television, cable television, radio, newspaper)</i> [3.1.1]</p> <ul style="list-style-type: none"> • Use the first person Spanish verb forms + media-related nouns to say how they interact with different forms of media [3.1.2] <p><i>(I use the computer, I surf the net, I watch television, I listen to the radio, I read newspapers)</i></p>
<p>4.1.1. Use ‘There is more...’ (<i>Hay más...</i>) to describe various changes to our world.</p> <p><i>(Hay más polución, tráfico, educación, información)</i></p>	<p>4.2.1. Be aware of and appreciative of global changes.</p> <p>4.2.2. Become a more caring and responsible citizen.</p>	<p>4. Engage in conversations using simple Spanish structures.</p>	<ul style="list-style-type: none"> • Describe, in Spanish, major changes taking place in the world. [4.1.1] <p><i>...more pollution, traffic, education, information)</i></p>
<p>5.1.1. Evaluate the importance of</p>	<p>5.2.1. Appreciate the importance</p>	<p>5. Understand and appreciate the</p>	<ul style="list-style-type: none"> • State the usefulness of foreign

SPANISH: STANDARD 4

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
learning foreign languages.	of other world languages.	importance of world languages within our global community.	language learning. [5.1.1] <ul style="list-style-type: none">Recognize the importance of world languages. [5.1.1]

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Primary School Curriculum

Spanish

Standard 5

SPANISH: STANDARD 5

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>1.1.1. State their nationality and that of others in Spanish.</p> <p><i>¿Cuál es tu nacionalidad?</i> (<i>Soy trinitario/Soy trinitaria, Soy tobaguense</i>)</p> <p><i>¿Cuál es su nacionalidad?</i> <i>Es trinitario/Es trinitaria, tobaguense,</i> <i>americano/americana,</i> <i>jamaicano/jamaicana, español/ española, venezolano/ venezolana</i>)</p> <p>1.1.2. Recognize flags of selected Spanish-speaking countries. (<i>Venezuela, Cuba, Puerto Rico, Colombia, Panamá, México</i>)</p>	<p>1.2.1. Feel a sense of belonging to their country.</p> <p>1.2.2. Develop a sense of identity.</p> <p>1.2.3 Be respectful of other nations of the world.</p>	<p>1. Demonstrate a growing sense of patriotism to their nation, and respect for other nations.</p>	<ul style="list-style-type: none"> • State their nationality and those of four other countries. [1.1.1] <i>- I'm Trinidadian, Tobagonian</i> <i>- He/ She is Trinidadian/Tobagonian/ American/Jamaican/Spanish/Venezuelan.</i> • Identify the flag of their country and those of selected Spanish-speaking countries in the Caribbean. (<i>Venezuela, Cuba, Puerto Rico, Colombia, Panama, Mexico</i>) [1.1.2] • Display behaviour that is consistent with patriotism and respect for other countries.

SPANISH: STANDARD 5

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
			[1.1.1;1.1.2]
<p>2.1.1. State in Spanish selected items of clothing that they wear. <i>¿Qué llevas?</i> (<i>Llevo uniforme, pantalones, camiseta, camisa, falda, vestido.</i>)</p> <p>2.1.2. Recognize typical Hispanic wear <i>¿Qué traje típico es?</i> (<i>el bolero, la mantilla, el poncho, el sombrero</i>)</p> <p>2.1.3. Describe their physical appearance (height, size) in Spanish. <i>¿Cómo eres?</i> (<i>Soy alto/alta, Soy bajo/baja, Soy delgado/delgada,</i></p>	<p>2.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>2.2.2. Be aware and appreciative of Hispanic culture.</p> <p>2.2.3. Develop a sense of identity.</p>	<p>2. Engage in conversations using simple Spanish structures.</p>	<ul style="list-style-type: none"> • State in Spanish selected items of clothing that they wear. [2.1.1] <i>I wear a uniform, pants, t-shirt, shirt, skirt, dress.</i> • State the Spanish words for selected Hispanic wear. [2.1.2] <i>(bolero, mantilla, poncho, sombrero)</i> • Recognize selected Hispanic wear (as above). [2.1.2] • Orally make descriptive statements about their height and size, in Spanish. [2.1.3] <i>I'm tall, short, slim, fat, medium sized</i> • Engage in exploration of Spanish and Hispanic culture. [2.1.2; 2.1.3]

SPANISH: STANDARD 5

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p><i>Soy gordo/gorda,</i> <i>Soy mediano/mediana)</i></p>			
<p>3.1.1. Communicate in Spanish using various media.</p>	<p>3.2.1. Be respectful as they communicate with others.</p> <p>3.2.2. Be safe and responsible as they interact with others using various media.</p> <p>3.2.3. Be enthusiastic about forming links with others.</p>	<p>3. Use their knowledge of Spanish to engage in safe, responsible and respectful communication with others, both within and outside of their country.</p>	<ul style="list-style-type: none"> • Communicate with others in their country who are learners of Spanish via hand-written letters, email, phone, text, video chat. [3.1.1] • Open lines of oral communication with students from Spanish-speaking countries. [3.1.1] • Display safe, responsible and respectful practices as they interact with others. [3.2.2]