




REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

Secondary School Curriculum

The Spanish Curriculum

Curriculum Development Division



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A Message from the Director

The Curriculum Guides and Teachers Guides have been developed by educators and teachers. They are intended to facilitate the preparation of 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 higher education. The revised curriculum represented is designed to guide the adoption of a more student-centred approach to instruction, and the provision of learning opportunities that are relevant and inclusive of varied learning needs and interests.

We have seen profound changes in the use of technology in education, the need for a greater focus on morals and values education and increased acquisition of life skills. There is no doubt that further 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 change where it benefits learners. This entails becoming lifelong learners ourselves and creating environments that provide necessary community and stakeholder support and foster professional development.

The design of the revised curriculum documents was based on sound, contemporary educational theory, best practice, and system data. These documents will serve as foundational guides for the development of instructional programmes to be implemented at the Forms 1-3 levels.

The Curriculum Development Division is confident that the revised National Curriculum Guides and the Teachers Guides for Forms 1–3 will contribute significantly to enhanced teaching and learning experiences in our secondary schools. Accordingly, the curriculum is the main channel to educate and develop children towards being academically balanced, healthy and growing normally, well-adjusted socially and culturally, emotionally mature and happy and enabling them to achieve their full potential

John Roopchan

Director of Curriculum Development

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Part 1
The National Curriculum for
Forms 1 - 3

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 secondary 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 was 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. 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 foundation 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 Ministry of Education vision, mission and the five value outcomes for all children.

The National Curriculum 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. The guiding principles of the Ministry of Education (*Education Sector Strategic Plan 2011-2015 p.g. XI*) 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.

Foundation of the National Curriculum

Curriculum development is informed by the vision and mission of the Ministry of Education. The design of revised curriculum documents for implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education.

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

Vision of Ministry Of Education

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.

GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

The Mission statement is derived from the Vision of the Ministry Of Education. The Mission statement will guide the revision of the curriculum to meet the needs of the learners.

Mission of Ministry Of Education

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

DRAFT

Value Outcomes

An internal analysis of the education system, together with research conducted in international forums, has shown that the curriculum is core to the development of innovative people. This curriculum is aimed at attaining the five value outcomes of the Ministry of Education that help to define standards of attainment for all secondary school students.

The Ministry of Education's overarching goal is to educate and develop children who are:

- Able to fulfil their full potential
- Academically balanced
- Healthy and growing normally
- Well-adjusted socially and culturally
- Emotionally mature and happy

Every core curriculum subject must facilitate the achievement of these value outcomes by all students. The core curriculum subjects, their content and the suggested teaching, learning, and assessment strategies are the means to fulfil the holistic development of the student.

It is expected that by the end of secondary school education, students will achieve all five value outcomes in order to make informed choices and contribute to the needs of society.

The five value outcomes are described more fully below.

A. Children who will achieve their full potential.

1. Function with a purpose based on love, value, family life, service and aesthetic expression.
2. Understand and participate constructively in their career and vocational pathway.
3. Able to cope with daily challenges, set healthy boundaries and make wise social choices.
4. Productive achievers, role models with good work ethics.
5. Will function at their best with a strong sense of commitment to their interests and activities.
6. Optimize their God-given talents to advantage.
7. Enterprising and responsible in risk taking.
8. Recover quickly from setbacks and disappointments.
9. Achieve economic well-being and make a positive contribution to society.

B. Children who are adequately prepared educationally to fulfill their potential.

1. Prepared to participate in society as appropriate to their age.
2. Academically balanced to be productive (combination of appropriate skills and competencies).
3. Skilled in critical and creative thinking, problem-solving, visioning, thinking outside the box and receptive to new ideas.
4. Skilled in the use of current technology and the Internet (cyber wellness).
5. Proficient in a second language.

C. Children who are adequately developed socially and culturally.

1. Productive and have good self-image.
2. Enquiring, confident and strong among their peers, and emotionally secure, open, honest and emphatic in relationships.
3. Competent to interact and communicate with others, within different social settings and environments.
4. Patriotic and courageous in civic affairs and proud to be identified as members of the national and Caribbean Community.
5. Historically aware, including knowledge of our people.
6. Capable of informed participation in the democratic and political process.
7. Capable of functioning with good character and values in their culture.
8. Respectful of the law, authority, the rights of others, creative imagination in its different forms and of the right to divergent views.
9. Developed with interpersonal and language skills.
10. Environmentally aware, protective of the physical environment and demonstrates an understanding of sustainable development.
11. Able to lead, have good governance skills, are competent to respond to the challenges of new roles in multiple contexts and are able to manage conflict.
12. Humanely aware of the less fortunate and the disadvantaged and committed to contributing to the welfare of our community and country.
13. Functioning with an honest sense of family and community.
14. Proficient in dealing with daily conditions.
15. Skilled in finding a safe place to think and grow.
16. Confident in themselves, self-motivated, enterprising and pursue self-education and lifelong self-development and able to work independently and with others.

17. Capable of finding assistance if they are abused or neglected.
18. Spiritually aware with the emotional and intellectual resources to pursue their spiritual growth.
19. Appreciative of the contribution of the arts to daily life, cultural identity and diversity, locally, regionally and internationally.
20. Able to express themselves through the arts.

D. Children who are healthy and growing normally.

1. Secure and safe in their home, school, and community.
2. Physically fit, mentally alert, well nourished, and psychologically sound.
3. Active in exercise, sports, games and recreation.
4. Capable of wholesome interaction with peers.
5. Morally prepared for a productive life.
6. Adequately developed neurologically to overcome learning, speaking, hearing, focusing, and memory or mobility challenges.

E. Children who are emotionally developed, mature and happy.

1. Able to enjoy daily life, have fun and express happiness and positive emotions.
2. Participants in entertainment and celebration.
3. Established in their peer group, satisfied with their life and able to achieve meaning in their lives.
4. Mature and able to become full-fledged, productive and enterprising citizens.

Further readings -GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

Education Policies That Impact on the Curriculum

Several policies from the Ministry of Education were taken into account for the revision of the Lower Secondary School Curriculum. These include the Education Sector Strategic Plan 2011-2015, the ICT policy and National Schools Code of Conduct. Three policies that have direct impact on the development and implementation of the curriculum are discussed.

Education Sector Strategic Plan 2011-2015

The Education Sector Strategic Plan purports a vision for education premised on guiding principles which informed the curriculum design and development process. They will provide reference points to ensure that the desired attributes of education are achieved. The guiding principles, listed below, are important components in the revised curriculum.

<i>Principle</i>	<i>Elaboration</i>
Student Centered	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
	We explore new learning opportunities through research, innovation and

Innovative	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.
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 won 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.

ICT in the Curriculum

The ICT Policy goals and objectives of the Ministry of Education are to:

- i. Ensure all stakeholders possess the critical requisite skills and competencies to use ICT in the education system as a tool to enhance learning and teaching, communication and research, and to generate innovative processes;
- ii. Encourage innovative models of ICT use such as:
 - teacher education;
 - teaching;
 - learning; and

- curriculum materials development

- iii. Harmonize activities, approaches and standards in the use of ICT within the Education System
- iv. Encourage critical and creative thinking, lifelong learning and social responsibility;

ICT in education in Trinidad and Tobago would create an educational system in which students leave schools as confident, creative and productive users of new technologies, including information and communication technologies, and understand the impact of those technologies on society.

The Ministry of Education's ICT in Education Policy (pp. 28–29) refers to Curriculum Content and Learning Resources as;

- Curriculum and content must increasingly maximize the use of ICT.
- ICT must be integrated into the development and delivery of the curriculum.
- The ICT curriculum needs to be reviewed frequently in order to maintain its relevance.
- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

ICT in education would create an environment that encourages creativity, innovation, critical thinking and decision making.

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:

- i. 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.
- ii. 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.

Copies of these documents may be obtained from the Ministry offices or the website at <http://moe.edu.tt/>.

The Curriculum Development Process

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

This revised curriculum subscribes to an eclectic approach which is an amalgamation of the above definitions.

The foundation of the National Curriculum is also informed by a wealth of available curriculum theories and processes. The major forces that influence and shape the organization and content of the curriculum include:

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

Thus, these areas represent the foundation on which the national curriculum is revised. These areas will inform educational goals with the aim of developing a coherent, culturally focused, and dynamically evolving curriculum.

This revised curriculum displays a learner-centred design with philosophical assumptions that are mainly constructivist. It seeks to educate and develop children who are able to fulfil their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

The curriculum process was developed through four stages:

Stage 1 of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national community.

The Ministry of Education conducted one national consultation on the secondary education curriculum, along with 3 joint-district consultations and one in Tobago. Consultations were held with representatives from the various divisions of the Ministry of Education, Students, denominational and local school boards; members from the primary and secondary principals association, members of the business community, Unions, representatives from tertiary institutions, representatives from Non-Governmental Organizations (NGOs), parents, and special interest groups. These key stakeholders provided valuable information which helped to inform curriculum change to better prepare students to meet the needs of society.

Stage 2 of the process involved the analysis of findings from opinions, experts, relevant documents and best practices which informed the design of the revised curriculum to enable a set of desirable outcomes and essential competencies to be possessed by all students.

Data from different sources together with other policy documents were examined and a unanimous decision was taken for the following to be core:

English Language Arts, Mathematics, Science, Visual and Performing Arts (VAPA), Physical Education, Spanish and Health and Family Life Education (HFLE), Technology Education, Information and Communication Technology (ICT) and Social Sciences which comprise History, Geography, Social Studies, Religious Education.

In order to develop the student holistically, emphasis was also placed on ICT integration, Sexuality and Sexual Health Education, Health and Wellness, Literacy and Numeracy.

At **Stage 3**, subject experts produced the revised curriculum documents. For each subject, a Curriculum Guide and Teachers' Guide was developed. Teachers with specific subject or curriculum development skills from schools were also included in the creation of these curriculum documents. The outputs of this phase included learning outcomes specific to each

subject that contribute to the fulfilment of the national outcomes; subject content; teaching, learning and assessment strategies to support the outcomes. As part of the development process, the curriculum was validated by feedback solicited from Universities and other key stakeholders. Continued consultations with key stakeholders will provide feedback to inform curriculum evaluation and further validation.

These curriculum documents will provide learning opportunities, teaching and learning strategies, assessment strategies and instructional plans which will contribute to the full potential of the students.

Stage 4 involved the implementation of the revised curriculum. Implementation of the curriculum is a dynamic process, requiring collaboration of the curriculum coordinators / officers and teachers. In implementing, 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 outcomes described. Teachers are expected to translate those outcomes into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. Although the curriculum documents provide sample teaching and assessment strategies, it is also the role of the teacher to select and use sound teaching practices, continually assessing student learning and systematically providing feedback to curriculum teams for use in revising and improving the guides.

The revised curriculum documents will be implemented initially for Forms 1 then at the Form 2 level and finally at the Form 3 level. Curriculum officers responsible for specific subject areas will monitor and support teachers in the implementation of this curriculum through school visits.

A curriculum development system provides support for the tasks of curriculum implementation. The 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
Strategic Executive Team (SET) of the Ministry of Education	Consultants, Advisors	<ul style="list-style-type: none"> • Advise on curriculum policy, goals, and standards.
Curriculum Development Division (Head Office and District-based)	Curriculum officers	<ul style="list-style-type: none"> • Plan and develop curriculum. • Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials. • Lead writing teams (which include teachers). • Monitor implementation. • Provide teacher support. • Facilitate teacher professional development for curriculum implementation. • Advise on processes and materials for effective implementation and student assessment. • Evaluate curriculum.
School Curriculum Management Team	Principal/Vice Principal and Heads of Departments	<ul style="list-style-type: none"> • Make major decisions concerning the school curriculum, such as assigning resources. • Provide guidelines for Instructional Planning Teams.
Instructional Planning Teams/School Instructional Committees	Teachers	<ul style="list-style-type: none"> • 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.

At the school level, the 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 the informal curriculum, which is comprised of other developmental opportunities provided by the school, such as those offered by student clubs, societies and committees, and sporting organizations (e.g. cricket team, debating society, Guides, Cadets).

The School Curriculum Management team develops a School Curriculum that must be in alignment with the National Curriculum. The School Curriculum Management team usually consists of the Principal and/or Vice Principal and Heads of Department. The duties of the School Curriculum Management team 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 Management team may, for instance:

- encourage teachers to identify challenges and try new ideas;
- develop timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
- ensure availability of learning materials;
- provide instructional leadership;
- ensure that appropriate strategies are formulated to promote student success.
- monitors the curriculum (using, for example, observation, test scores, student books, formal and informal discussions with different stakeholders);
- assesses the hidden curriculum (including discipline policies, fund allocation, physical environment);
- evaluates the school programme of studies.

The roles of instructional teams are described below:

- 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

The roles of teachers are described below:

- 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 the curriculum as far as possible, and where appropriate
- Select appropriate assessment strategies
- Monitor/Assess student learning and keep records
- Evaluate student performance
- Evaluate classroom programmes
- Conduct action research
- Collaborate with colleagues

The revised lower secondary curriculum for Trinidad and Tobago provides every opportunity for the child to learn, master new important skills and develop attributes and values that are critical to their role as emerging productive, caring and responsible citizens.

The Core Curriculum Subjects

The core curriculum subjects are those for which every student is required to demonstrate achievement of the stated outcomes in Forms 1–3.

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

The subjects and the recommended time allocations are as follows:

The number of periods per subject is based on:

- A 5 day cycle
- 7 periods per day
- Approximately 40 minutes per period

SUBJECT	NUMBER OF PERIODS PER WEEK
English Language Arts (ELA)	6
Mathematics	5
Spanish	3
Science	4
Physical Education	3
Technology Education	3
Visual and Performing Arts (VAPA)	4
Information and Communication Technology (ICT)	1
Health and Family Life Education (HFLE)	2
Social Sciences (History, Geography, Religious Education, Social Studies)	4

FRAMEWORK FOR AREAS OF STUDY IN SOCIAL SCIENCES

- Social Sciences comprise of the following subjects: Social Studies, History, Geography and Religious Education.
- Four periods are dedicated to Social Sciences.
- Two periods will be dedicated for Social Studies from Forms 1-3 all terms.
- Two periods each will be dedicated to History, Geography and Religious Education according the table below.

	TERM 1	TERM 2	TERM 3
FORM 1	<ul style="list-style-type: none"> • SOCIAL STUDIES • HISTORY 	<ul style="list-style-type: none"> • SOCIAL STUDIES • RELIGIOUS EDUCATION 	<ul style="list-style-type: none"> • SOCIAL STUDIES • GEOGRAPHY
FORM 2	<ul style="list-style-type: none"> • SOCIAL STUDIES • GEOGRAPHY 	<ul style="list-style-type: none"> • SOCIAL STUDIES • HISTORY 	<ul style="list-style-type: none"> • SOCIAL STUDIES • RELIGIOUS EDUCATION
FORM 3	<ul style="list-style-type: none"> • SOCIAL STUDIES • RELIGIOUS EDUCATION 	<ul style="list-style-type: none"> • SOCIAL STUDIES • GEOGRAPHY 	<ul style="list-style-type: none"> • SOCIAL STUDIES • HISTORY

At the end of Form 3, students will be assessed for the National Certificate of Secondary Education (NCSE), Level I.

Information and Communication Technology (ICT) Infusion into the Curriculum

Information and Communication Technology (ICT) infused in the curriculum is intended to ultimately transform teaching and learning to meet the needs of twenty-first century learners and better prepare them to be global citizens. The use of ICT integration initiatives should support the development of critical skills such as knowledge construction, problem-solving, critical thinking, collaboration, communication, innovation, inquiry, digital literacy and entrepreneurship.

ICT covers all the technologies used for the handling and communication of information. These technologies include:

- Computers/laptops
- Storage devices (e.g. flash drives, CDs)
- Mobile devices/handheld devices
- Satellite communication
- Audio & Audio visual systems
- Cloud computing
- Email/messaging

In addition to the above named technologies, there is a generation of Web 2.0 tools that facilitate a more engaging and interactive learning experience in the classroom. The following is a small sample that may be useful to teachers and students:

- Social networking sites (including educational social networking platforms like Edmodo)
- Blogs, wikis, forums
- Photo and Video sharing tools (e.g. Flickr, Instagram, Youtube)
- Cloud storage (e.g. Skydrive, Dropbox, Deego)
- Digital Story telling tools (e.g. Story Maker)
- Social bookmarking and annotation tools (e.g. Diigo)
- Inspirational tools and lessons (e.g. TED Talks/Ed)
- Screen casting/screen capture tools (e.g. Jing)
- Word cloud generators (e.g. Wordle)

The process of integrating ICT into the curriculum requires that administrators and teachers find ways to incorporate ICTs into teaching and learning to maximize educational outcomes, making learning relevant and meaningful. This integration can only be successful if it is carefully planned, managed, monitored, evaluated. Additionally, appropriate measures should be devised to provide support wherever needed according to the context of the school environment.

It is hoped that educators continue to be creative and resourceful, making full use of the resources that are available to them as they plan instruction.

Literacy across the Curriculum

Literacy is about more than reading and writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy ... finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom". (UNESCO, Statement for the United Nations Literacy Decade, 2003–2012)

The revised lower secondary curriculum addresses the literacy needs of all learners as they interact with a variety of texts across the different subject disciplines. Research indicates that students who struggle have significant difficulty navigating mathematics, science and social sciences texts in which the language is expository, dense and full of difficult vocabulary (Allen 2000). This underscores the need for all teachers to support students' literacy development since literacy skills are needed if students are to access the entire curriculum.

Teachers of English address students' literacy by teaching the skills of listening, speaking, reading and writing in an explicit and systematic manner. The goal of literacy instruction is to improve learning by building students' comprehension and communication skills. **Teachers of other content areas** have the responsibility of extending students' literacy instruction by teaching the subject-specific literacy of their respective subject areas. Literacy is embedded in every subject so teachers must create literacy-rich activities for students that will strengthen and support subject-specific learning.

The table below illustrates generic literacy activities that content area teachers and students can engage in to build the core skills of listening, speaking, reading, writing and representing as the curriculum is enacted in all subjects.

Table 1: BUILDING LITERACY SKILLS ACROSS ALL SUBJECT AREAS

LITERACY SKILLS	STUDENT ACTIVITY IN ALL SUBJECTS	TEACHER SUPPORT
Listening and Speaking	Engage in collaborative discussions	Set ground rules for discussions
<ul style="list-style-type: none">Aesthetic Listening	Make oral presentations that include use of ICTs	Listen attentively
<ul style="list-style-type: none">Efferent Listening	Express ideas, perceptions and feelings about what is being learnt	Facilitate discussions and explanations

<ul style="list-style-type: none"> • Critical Listening 	<p>Listen to videos, film clips, audio tapes, DVDs, CDs</p> <p>Engage in discussions related to their learning and to their multicultural environment</p> <p>Engage in critical listening to process information and solve problems</p> <p>Engage in critical reflection on ethical issues related to subject</p>	<p>Source audio texts of related content for discussion</p> <p>Help students interpret and analyse what they listen to</p> <p>Develop students' presentation skills</p>
<p>Reading</p> <ul style="list-style-type: none"> • Textbooks • E-books • Reports • Interviews • Surveys • Newspapers • Magazines • Multi-media texts 	<p>Engage in individual, peer and group reading</p> <p>Extract details relevant to learning</p> <p>Make inter-textual references</p> <p>Access and read e-books and online information</p> <p>Critically reflect on and interpret ideas presented in multi-media texts</p> <p>Identify problems and discuss solutions</p> <p>Read for information and enjoyment</p>	<p>Model reading of subject content to students</p> <p>Model the Think Aloud strategy</p> <p>Engage students in reading as a process</p> <p>Explain technical terminology and subject-specific vocabulary</p> <p>Indicate features of text and internal organization in subject-specific materials</p> <p>Provide graphic organisers/ concept map templates for student use</p> <p>Help students interpret, analyse and evaluate subject-specific content</p> <p>Help students connect subject content to the world beyond the classroom</p>
<p>Writing</p> <p>Expository</p> <p>Persuasive</p> <p>Technical</p>	<p>Use graphic organisers to plan and record ideas</p> <p>Engage in individual and shared writing</p>	<p>Infuse technology when modelling writing of subject content</p> <p>Explore subject-specific</p>

Reflective	<p>Create descriptions, songs, raps, narrations, explanations</p> <p>Create comics and story boards</p> <p>Engage in reflective thinking when writing</p> <p>Use ICTs to produce and publish pieces</p>	<p>vocabulary and language use</p> <p>Explain internal organization of subject-specific texts</p> <p>Provide graphic organizers/ concept map templates</p> <p>Create blogs for collaboration</p> <p>Encourage emailing of student responses</p> <p>Help students interpret, analyse and evaluate what they write</p>
Representing	<p>Present work learnt through role play, movement, monologues, tables, graphs, maps, songs, posters, diagrams, letters, brochures, written paragraphs, essays, reports, cartoons, comics, models, digital presentations</p>	<p>Encourage a range of presentation types/modes</p> <p>Infuse ICTs when teaching subject content</p> <p>Encourage use of ICTs in students' presentations</p>

Failure to acquire literacy skills for learning across subject disciplines is a major risk which the revised curriculum seeks to address. Literacy lies at the heart of student understanding and achievement. For the curriculum to be enacted in a meaningful manner that benefits all students, effective subject-specific literacy teaching is critical. Each content area requires skills for effective reading and studying of text materials. To support literacy development, content area teachers must know how to teach the skills so that students can bridge existing gaps. Literacy skills are essential for good communication, critical thinking and problem-solving at school and for success in life beyond school.

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PART 2

The Spanish Curriculum

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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.

Spanish, now designated the first foreign language of Trinidad and Tobago, 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, metacognitive, 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.

Subject Philosophy

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

The Spanish curriculum will feature communicative and collaborative student-centered approaches that will encourage maximum learner engagement. It will allow students to become functionally proficient in Spanish and to demonstrate competence in the four skills of listening, speaking, reading, and writing. This programme focuses on a level of language consistent with their age and interests and with real-life experiences relevant to their social and cultural milieu. Additionally, the Spanish curriculum targets the enhancement of creativity and critical thinking skills as well as information, media and technology literacies.

The environment for learning will be risk-free and supportive of students' efforts to acquire and practice the requisite skills. It will provide opportunities for the exploration, comparison and appreciation of Hispanic and native language and cultures. Teaching and learning activities will

enable connections with core content and skills and foster students' disposition for sharing and caring, and becoming valuable citizens of their country and of the world.

Rationale for Teaching and Learning Spanish

A 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 uniquely provides. Language learning is a specialized but multifunctional component of a well-rounded education.

The acquisition of language proficiency is only a part of the possible learning outcomes of a well-designed and implemented curriculum in a foreign language. Foreign language learning contributes significantly to the cognitive, metacognitive and affective development of students. It demands numerous strategies that utilize students' multiple intelligences and varied learning styles. Foreign language students develop higher-order skills, are more adaptable and well-adjusted socially, and by virtue of "living the language" increase their awareness of, and sensitivity to, their immediate and 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 acceptance and embracing of differences, and prepares them to work cooperatively with other citizens of their own countries as well as 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.

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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 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.

Content Standards

The seven content standards summarize the essential knowledge and skills that must be taught and which learners should attain by the end of a Spanish programme in Forms 1 to 3. The standards should be used 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.

Content Standard 1

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

Description: 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).

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.

Description: 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.

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.

Description: 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.

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.

Description: 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)—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.

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.

Description: 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.

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 each 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.

Description: 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.

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 language, confidence to explore, and independent learning.

Content Standard 7

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

Description: 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.

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.

Spanish Curriculum Content

	Term 1	Term 2	Term 3
Form 1	1. Let's Speak Spanish 2. The Spanish Influence in T&T 3. The Spanish Sound system 4. The Spanish-speaking world 5. Socializing 6. Personal Identification	7. Home, Family and Friends 8. Description of Persons 9. Dates and Time	10. Expressing Likes and Dislikes 11. In The Classroom 12. Snack Time 13. Enjoying The Outdoors
Form 2	14. My World 15. My Daily Life 16. My Neighbourhood 17. My Home Life 18. Family Trips and Errands	19. School Life 20. School Layout & Personnel 21. Mode of Transport	22. Things I like to Do 23. Free Time 24. Sport 25. Related Weather Conditions
Form 3	26. Getting Around 27. Preparing to See the World Out there	28. Shopping	29. At The Restaurant

General Intended Learning Outcomes

The learning outcomes listed below are meant to serve as a guide to teachers as they plan for teaching and assessment on a termly and yearly basis. These learning outcomes are listed as functions in the course outline. At the end of three years, students will be expected to communicate in Spanish, demonstrating their competence in the four skills of listening, speaking, reading, and writing, and their awareness of cultural practices and linguistic concepts pertinent to topics being discussed.

Each outcome is numbered for ease of cross-referencing with the detailed content found in the tabular format later in this section. The first number indicates the number of the Topic; the second number indicates the number of the outcome under that particular topic. Topics are numbered sequentially from Form 1, Term One through to Form Three, Term Three so that each topic and each outcome has a unique number and can be easily identified.

e.g. **9.10** State when is someone's birthday/Saint's Day. This specifically refers to Topic 9: Dates and Time, and to Outcome number 10 in Topic 9. The full listing of Outcomes in the Spanish Curriculum is found below.

Form 1

At the end of Form 1 Term 1, students will be able to:

(Topic 1.0 Let's Speak Spanish)

- 1.1 Greet others
- 1.2 Say goodbye
- 1.3 Address persons
- 1.4 Express thanks
- 1.5 Ask politely
- 1.6 Ask someone his/her name
- 1.7 State their names
- 1.8 Respond to simple classroom instructions
- 1.9 Recite the Spanish alphabet
- 1.10 Spell their names using the Spanish alphabet

(Topic 2.0 The Spanish influence in Trinidad and Tobago)

- 2.1 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in names of places
- 2.2 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in names of people
- 2.3 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in food
- 2.4 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in music
- 2.5 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in Christmas traditions
- 2.6 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and

Tobago in the religion (Enrichment)

(Topic 3.0 The Spanish Sound System)

- 3.1 Reproduce, in speech, the authentic sounds of the Spanish vowel system in context
- 3.2 Reproduce, in speech, the authentic sounds of Spanish consonants in context
- 3.3 Distinguish consonants/sounds that are different from English

(Topic 4.0 The Spanish-Speaking World)

- 4.1 Identify the Spanish-speaking countries of the world
- 4.2 Identify the capitals of Spain and the Spanish-speaking countries of the Caribbean and Latin America
- 4.3 Identify the flags of Spain and the Spanish-speaking countries of the Caribbean and Latin America
- 4.4 Identify the other Spanish-speaking countries of the world

(Topic 5.0 Socializing)

- 5.1 Greet people
- 5.2 Demonstrate appreciation for the Spanish customs used for greeting others
- 5.3 Say goodbye
- 5.4 Introduce people
- 5.5 Welcome people
- 5.6 Apologize
- 5.7 Express thanks
- 5.8 Ask politely
- 5.9 Ask to be excused
- 5.10 Address persons using familiar and polite registers

(Topic 6.0 Personal Identification – Talking About Oneself)

- 6.1 Identify themselves by name
- 6.2 Identify themselves as a boy or girl
- 6.3 Count / quantify
- 6.4 Ask someone his/her age
- 6.5 State their age
- 6.6 Ask someone his/her address
- 6.7 State their age
- 6.8 Ask someone his/her email address
- 6.9 State their email address
- 6.10 Enquire of someone his/her (cell) phone number
- 6.11 State their (cell) phone number.
- 6.12 Enquire of someone his/her nationality
- 6.13 State their nationality
- 6.14 Ask someone to which country he/she belongs
- 6.15 State their country of origin

At the end of Form 1 Term 2, students will be able to:

(Topic 7.0 Home, Family and Friends)

- 7.1 Identify members of the family
- 7.2 Identify friends
- 7.3 Ask about someone's identity
- 7.4 State who someone is
- 7.5 Ask about someone's name
- 7.6 State someone's name
- 7.7 Ask someone how many people there are in his/her family
- 7.8 State the number of persons in their family
- 7.9 Ask and state the number of siblings they have
- 7.10 Ask about someone else's age
- 7.11 State someone else's age
- 7.12 Ask about someone else's address
- 7.13 State someone else's address
- 7.14 Enquire about the telephone number of someone else
- 7.15 State someone else's phone number
- 7.16 Enquire about someone else's nationality
- 7.17 State the nationality of someone else
- 7.18 Ask about someone's country of origin
- 7.19 State someone country of origin
- 7.20 State who they live with
- 7.21 Describe their home
- 7.22 Identify the rooms in the home

(Topic 8.0 Descriptions of Persons)

- 8.1 Ask for a description of someone
- 8.2 Describe the physical attributes of self and others
- 8.3 Describe their basic facial features
- 8.4 Describe basic facial features of others
- 8.5 Describe the personal traits of self and others

(Topic 9.0 Dates and Time)

- 9.1 State the days of the week
- 9.2 Enquire and state which day of the week it is
- 9.3 State the months of the year
- 9.4 Enquire and state what the current month is
- 9.5 Enquire what the current date is
- 9.6 State the current date
- 9.7 Enquire about someone's birthday / saint's day
- 9.8 State their own birthday / saint's day
- 9.9 Ask someone about another person's birthday / saint's day
- 9.10 State when it is someone's birthday / saint's day
- 9.11 Describe the traditional use of the *piñata* to celebrate at birthday parties
- 9.12 Describe the tradition of celebrating *la quinceañera*

- 9.13 Identify days of celebration
- 9.14 Greet someone appropriately on a celebration day
- 9.15 Enquire what the time is
- 9.16 Tell the time (hour, half hour, quarter hour, and minutes)
- 9.17 Describe and appreciate the custom of (the siesta)

At the end of Form 1 Term 3, students will be able to:

(Topic 10.0 Expressing Likes and Dislikes)

- 10.1 Ask someone about what they like to do
- 10.2 Express their own likes and dislikes
- 10.3 Ask why
- 10.4 State why they like or do not like an activity

(Topic 11.0 In the classroom)

- 11.1 Ask about and identify objects in the classroom
- 11.2 Ask about the colour of an item
- 11.3 State the colour of an object
- 11.4 Enquire about the location of objects and persons in the classroom
- 11.5 State the location of objects in the classroom
- 11.6 Enquire and state to whom an object(s) belong(s)
- 11.7 Talk about what they have to care for in the classroom
- 11.8 State how often they do tasks at school

(Topic 12.0 Snack Time)

- 12.1 Ask someone what he/she wants to eat or drink
- 12.2 State what he/she wants to eat or drink
- 12.3 Ask someone what another person wants to eat or drink
- 12.4 Say that person wants
- 12.5 State what snack they like / do not like
- 12.6 State why they like / do not like a snack
- 12.7 Express hunger and thirst
- 12.8 Ask politely
- 12.9 Respond to simple classroom instructions

(Topic 13.0 Enjoying the Outdoors)

- 13.1 Enquire what the weather is like
- 13.2 Describe weather conditions: fine/bad/hot/cold/very hot/very cold
- 13.3 State weather they feel hot or cold
- 13.4 Identify what makes their environment healthy

Form 2

At the end of Form 2 Term 1, students will be able to:

(Topic 14.0 My World (Family/Friends/Pets))

- 14.1 Ask about family members/friends/pets
- 14.2 Describe family members/friends /pets
- 14.3 Talk about how they get along with others
- 15.1 Ask someone about his/her morning routine
- 15.2 Provide information about his/her own morning routine
- 15.3 Ask about the morning routine of others
- 15.4 Talk about the morning routine of others
- 15.5 Ask someone about what time he/she conducts routine activities
- 15.6 Provide information about their evening routine
- 15.7 Ask and provide information about the evening routine of others

(Topic 15.0 My Daily Life)

- 15.1 Ask someone about his/her morning routine
- 15.2 Provide information about their own morning routine
- 15.3 Ask about the morning routine of others
- 15.4 Talk about the morning routine of others
- 15.5 Ask someone about what time he/she conducts routine activities
- 15.6 Provide information about their evening routine
- 15.7 Ask and provide information about the evening routine of others

(Topic 16.0 My neighbourhood)

- 16.1 State where they live
- 16.2 Describe where they live
- 16.3 Identify places in their neighbourhood
- 16.4 Ask and state how they feel about their neighbourhood

(Topic 17.0 My Home Life (Chores/Family Home Routine))

- 17.1 Ask someone about his/her chores
- 17.2 Talk about chores they do habitually
- 17.3 Identify household chores done by other family members

(Topic 18.0 Family Trips and Errands)

- 18.1 Ask about the habitual weekend activities of others
- 18.2 Identify habitual family outings and excursions
- 18.3 Appreciate the Spanish custom of la bendición

At the end of Form 2 Term 2, students will be able to:

(Topic 19.0 School Life)

- 19.1 Say where their school is situated
- 19.2 Identify subjects on the timetable
- 19.3 Ask and state the time at which specific subjects are done
- 19.4 Talk about their routine at school
- 19.5 Ask someone for information about his/her routine at school
- 19.6 Ask and talk about someone else's school timetable

(Topic 20.0 School Layout and Personnel)

- 20.1 Identify key areas in the school
- 20.2 Identify key personnel in the school
- 20.3 Demonstrate an appreciation for various school customs in the Spanish Speaking world
(e.g. school uniforms, activities)
- 20.4 Future Plans (Enrichment)

(Topic 21.0 Mode of Transport to and From School)

- 21.1 Talk about how they get to and from school

At the end of Form 2 Term 3, students will be able to:

(Topic 22.0 Things I Like To Do)

- 22.1 Ask someone about his/her preference for activity/activities
- 22.2 Express one's own preference/dislike for activity/activities
- 22.3 Ask and talk about someone else's preference/s for an activity/activities

(Topic 23.0 Free Time)

- 23.1 Ask someone about the activities he/she prefers
- 23.2 Talk about the activities they prefer
- 23.3 Ask and talk about what their best friends do
- 23.4 Ask and talk about when an activity is done
- 23.5 Demonstrate the appreciation for the festivals of el día de los santos/muertos
- 23.6 Demonstrate the appreciation for the music/dance of the Spanish speaking world

(Topic 24.0 Sport)

- 24.1 Talk and ask about their favourite sport.
- 24.2 Talk about their favourite sport team
- 24.3 Ask and talk about the favourite sport/sport team of others
- 24.4 Demonstrate an appreciation for modern and traditional sports in the Spanish-speaking world

(Topic 25.0 Related Weather Conditions)

25.1 Ask someone what he/she prefers to do when the weather is good/bad

25.2 Talk about what they prefer to do when the weather is good/bad

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Form 3

At the end of Form 3 Term 1, students will be able to:

(Topic 26.0 Getting Around)

- 26.1 Identify means of getting around from place to place
- 26.2 Ask for and give directions
- 26.3 Provide simple directions to a specific place
- 26.4 Use polite commands when giving directions
- 26.5 Ask and provide information about how one travels abroad.
- 26.6 Ask and state distances from one point to another
- 26.7 Extend social courtesies when travelling
- 26.8 Demonstrate an appreciation for modes of transport used in other countries

(Topic 27.0 Preparing to See the World Out There)

- 27.1 State their travel destination
- 27.2 Enquire and identify places/ activities of interest at their travel destination
- 27.3 Explore places of interest in various Spanish speaking countries
- 27.4 Ask information about flights, airlines, and ticket prices
- 27.5 Ask and provide information about dates and times of departures, arrivals
- 27.6 Reserve a room at a hotel

At the end of Form 3 Term 2, students will be able to:

(Topic 28.0 Shopping)

- 28.1 Identify different types of shops
- 28.2 Identify different types of currency
- 28.3 Ask for assistance from a clerk
- 28.4 Offer assistance to customers
- 28.5 Ask for and provide information about item/clothing/shoe size
- 28.6 Ask and state the price per item/per quantity in various stores
- 28.7 Ask for a discount
- 28.9 Explore aspects of shopping in various Spanish speaking countries

At the end of Form 3 Term 3, students will be able to:

(Topic 29.0 At The Restaurant)

- 29.1 Attract the attention of a waiter
- 29.2 Request a table/menu
- 29.3 Express hunger/thirst
- 29.4 Greet and serve customers
- 29.5 Enquire about specific items on the menu
- 29.6 Express like/dislike/preference for different types of food and drink
- 29.7 Order a meal (food and drink) in a restaurant

- 29.8 Express approval/disapproval about a meal/service
- 29.9 Apologize to customers for inconveniences
- 29.10 Ask for and pay the bill
- 29.11 Explore comida típica of the Spanish-speaking world

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FORM 1 - TERM 1

Topic 1.0 Let's Speak Spanish

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
1.1 Greet persons	<i>Buenos días/ Buenas tardes ¿Qué tal? ¿Cómo estás/está usted? Muy bien, Regular, Excelente, Mal, Regular, Nada de nuevo</i>	Students create puppets out of recycled materials and use them to act out simple greetings and courtesies in Spanish	Students create a cartoon strip using MS Word with clip art etc. to create a basic dialogue in Spanish
1.2 Say goodbye	<i>Adiós, Hasta la vista</i>	Students engage in role play to act out simple greetings and courtesies in Spanish	Students respond both orally and in writing to situations Students match oral and written Spanish responses to pictorial stimuli
1.3 Address persons	<i>Señor, Señora, Señorita</i>		
1.4 Express thanks	<i>Gracias</i>		
1.5 Ask politely	<i>Por favor</i>		
1.6 Ask someone his/her name	<i>¿Cómo te llamas?</i>		
1.7 State their name	<i>Me llamo...</i>		
1.8 Respond to simple classroom instructions	<i>siéntate, levántate, escucha, repite, siéntense, levántense, escuchen, repitan, silencio, atención</i>	Students perform actions to classroom instructions given in Spanish	Students play the game <i>Simón dice</i> (Simon says...) using Spanish classroom instructions
1.9 Recite the Spanish alphabet		Students sing a song in Spanish about the alphabet	Students recite <i>rimas</i> (rhymes) or <i>trabalenguas</i> (tongue twisters)
1.10 Spell their names using the Spanish alphabet	<i>¿Cómo se escribe tu nombre? ¿Cómo se escribe tu apellido?</i>	Students take turns to ask each other in Spanish how to spell their first & last names and to also respond appropriately	Students make an alphabet chart of peoples' names

FORM 1 - TERM 1

Topic 1.0 Let's Speak Spanish

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<u>Enrichment:</u> <i>Bastante bien</i> <i>El gusto es mío, Igualmente</i> <i>Hasta luego, Hasta mañana,</i> <i>Hasta pronto</i> <i>Presta atención, Habla en voz alta/baja, Más alto, Más bajo, contesta, cierra</i>		

FORM 1 - TERM 1

Topic 2.0 The Spanish Influence in Trinidad and Tobago

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
2.1 Identify and demonstrate appreciation for the presence of Spanish culture in Trinidad and Tobago in names of places	<i>Un pueblo de origen español es.....Rio Claro/La Brea/ Sangre Grande/ Mundo Nuevo/ Las Cuevas/ Diego Martín, etc.</i>	Students will locate and list the names of Spanish places on a map of Trinidad and Tobago Students engage in a virtual 'Know your country tour' on map of Trinidad and Tobago.	Students find and label the places with Spanish names on the map of T&T. Students complete anagrams Students complete word sleuths
2.2 Identify and demonstrate appreciation for the presence of Spanish culture in Trinidad and Tobago in names of people	<i>Carlos/ Ana/ Linda/ Margarita/ María ... es un nombre de origen español Hernández/ García/ Gómez/ Rodríguez/ Marcano..... es un apellido de origen español</i>	Students engage in a class discussion about people they know with first or last names of Spanish origin	
2.3 Identify and demonstrate appreciation for the presence of Spanish culture in Trinidad and Tobago in food	<i>hallacas, empanadas</i>	Students research and share recipes for popular Spanish foods Students prepare <i>hallacas, empanadas</i>	Students create a mini food fair with labeled descriptions of food items of Spanish origin Students create an electronic recipe book with Spanish recipes and beautiful images
2.4 Identify and demonstrate appreciation for the presence of Spanish culture in Trinidad and Tobago in	<i>parranda, joropo, castellán, aguinaldos, guitarra, cuatro, maracas, toc-toc, box base</i>	Students view music videos of parang performances and complete missing lyrics	Students do a research project on the works of traditional <i>paranderos</i>

FORM 1 - TERM 1

Topic 2.0 The Spanish Influence in Trinidad and Tobago

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
music		<p>Students sing parang and <i>aguinaldos</i></p> <p>Students draw / create musical instruments used in parang and briefly describe them in Spanish (<i>es un cuatro...</i>)</p> <p>Students practice the <i>joropo</i> and <i>castellan</i> dances</p>	
2.5 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in Christmas traditions	<i>el pesebre, el nacimiento etc.</i>	<p>Students make a <i>pesebre/nacimiento</i> and label the characters</p> <p>Students view a video of Christmas in Venezuela</p>	Students create a Christmas greeting card using either of the following: art / craft, MS Publisher, MS Word, e-card
<u>Enrichment</u> 2.6 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in the Catholic religion	Places: <i>San Fernando, San Juan, Santa Flora, Santa Rosa, San Pedro, San Rafael</i> Church names: <i>La Divina Pastora, Santa Rosa</i>	Students locate and list places of religious significance on a map of Trinidad and Tobago	

FORM 1 - TERM 1

Topic 3.0 The Spanish Sound System

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
3.1 reproduce, in speech, the authentic sounds of the Spanish vowel system in context	a, e, i, o, u Diphthongs: <i>ia, ie, io, iu, ai, ei, oi, ui, ua, ue, uo, au, eu, ou</i>	Students sing songs to practice the Spanish vowel sounds Students practice the Spanish vowel sounds using rhymes	Students complete Spanish word cards by filling in the missing vowels from the words that they hear. Students listen to teacher saying Spanish words and identify the vowel sound(s) as they occur in the word
3.2 reproduce, in speech, the authentic sounds of Spanish consonants in context	Sounds of consonants that are different from English, e.g., <i>c [e], j [a], g [a], g [e], ll [a], h [a], ch [a], fi [a], ñ, v [a], rr [a]</i>	Students say <i>trabalenguas</i> (tongue twisters) to practice the Spanish consonant sounds Students practice the Spanish consonant sounds using rhymes	
3.3 distinguish consonants/sounds that are different from English			

FORM 1 - TERM 1

Topic 4.0 The Spanish-Speaking World

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
4.1 Identify the Spanish-speaking countries of the world	<i>Se habla español en <u>Argentina</u>. Countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, España, Guatemala, Honduras, México, Nicaragua, Panamá, Paraguay, Perú, Puerto Rico, República Dominicana, Uruguay, Venezuela</i>	Students take a virtual world tour of Spanish speaking countries on a map of the world Students locate and list Spanish names of countries on a chart showing a map of the world	Students play a memory game ' <i>Se habla español en Puerto Rico</i> ' where each student repeats and then adds a country. Students decipher anagrams of the Spanish-speaking countries
4.2 Identify the capitals of Spain and the Spanish-speaking countries of the Caribbean and Latin America	<i><u>La Habana es la capital de Cuba.</u> <u>La capital de España es Madrid.</u> Capitals and Countries: <i>La Habana – Cuba, Madrid – España, San Juan – Puerto Rico, Santo Domingo – República Dominicana, Caracas – Venezuela La Paz - Bolivia, Bogotá - Colombia,</i></i>	Students take a virtual world tour of the Spanish-speaking countries and their capitals Students locate the capitals on a map of the countries Students research famous sites in capital cities, show pictures and explain significance of sites	Students create an e-book showing country, capital etc. Students match country with capitals Students decipher anagrams of the Spanish-speaking countries and their capitals Students solve crossword puzzles

	<p><i>San José - Costa Rica,</i> <i>La Habana - Cuba,</i> <i>Quito - Ecuador,</i> <i>San Salvador - El Salvador,</i> <i>Ciudad de Guatemala - Guatemala,</i> <i>Tegucigalpa - Honduras,</i> <i>Panamá - Panamá,</i> <i>Asunción - Paraguay,</i> <i>Lima - Perú ,</i> <i>Madrid – España,</i> <i>Caracas - Venezuela,</i> <i>Buenos Aires - Argentina,</i> <i>Santiago - Chile,</i> <i>Santo Domingo - República Dominicana,</i> <i>Ciudad de México - México,</i> <i>Mangua - Nicaragua</i> <i>Montevideo – Uruguay,</i> <i>San Juan – Puerto Rico</i></p>		<p>Students create a simple tourism brochure of a Spanish-speaking country of choice using MS Publisher</p>
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FORM 1 - TERM 1

Topic 4.0 The Spanish-Speaking world

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
4.3 Identify the flags of Spain and the Spanish-speaking countries of the Caribbean	<i>La bandera nacional de ...es</i>	Students make flags of selected Spanish-speaking countries Students create a national team uniform using colours	
<u>Enrichment</u> 4.4 Identify other Spanish-speaking countries of the world	<i>La Guinea Ecuatorial Etc.</i>	Students take a virtual world tour of the Spanish-speaking countries and their capitals Students locate the capitals on a map of the Spanish-speaking countries Students view pictures of the capitals of these cities	Students create an e-book showing country, capital etc. Students match country with capitals Students decipher anagrams of the Spanish-speaking countries and their capitals Students solve crossword puzzles Students create a simple tourism brochure of a Spanish-speaking country of choice using MS Publisher

FORM 1 - TERM 1

Topic 5.0 Socializing

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
5.1 Greet people	<i>Buenos días/ Buenas tardes/noches Hola, ¿Qué tal?/ ¿Cómo estás? ¿Qué pasa? ¿Qué hay de nuevo? Muy bien/Regular, Nada de nuevo</i>	Students sing songs to practice the Spanish greetings Students create a poem/rhyme using the Spanish greetings	Students respond both orally and in writing to situations Students complete a dialogue in Spanish Students practice telephone conversations of Spanish greetings in pairs Students create a cartoon strip using MS Word with clip art etc. to create a basic dialogue in Spanish
5.2 Demonstrate appreciation for the Spanish customs used for greeting others	<i>el abrazo el beso</i>	Students view a video depicting the different Spanish customs of greetings others	Students act out the different Spanish customs of greetings others
5.3 Say goodbye	<i>Adiós, chao Hasta la vista</i>	Students respond both orally and in writing to situations Students complete a dialogue in Spanish	Students create a cartoon strip using MS Word with clip art etc. to create a basic dialogue in Spanish
5.4 Introduce people	<i>Éste es/ésta es... Te presento a.... Mucho gusto; Encantado/ a;</i>	Students act out scenarios of introducing others	Students complete a dialogue in Spanish

	<i>El gusto/ placer es mío</i> <i>Igualmente</i>	Students respond both orally and in writing to situations	
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FORM 1 - TERM 1

Topic 5.0 Socializing

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
5.5 Welcome people	<i>Bienvenido/a/os/as</i>	Students make a Spanish welcome sign for the classroom Students complete a dialogue in Spanish	Students act out scenarios welcoming others in Spanish Students respond both orally and in writing to situations
5.6 Apologize	<i>Lo siento</i>	Students create a cartoon Students engage in role play	Students act out scenarios using expressions of courtesy in Spanish Students respond both orally and in writing to situations
5.7 Express thanks	<i>(Muchas)Gracias/de nada</i>		
5.8 Ask politely	<i>Por favor</i>		
5.9 Ask to be excused	<i>(Con) permiso, perdón, disculpe</i>		
5.10 Address persons using familiar and polite registers	<i>Tú versus Usted Señor, Señora, Señorita</i>	Students view pictures of different persons and identify the person's title as <i>Señor, Señora, Señorita</i>	Students create a picture journal of the registers used for different persons
	<u>Enrichment:</u> <i>hasta (más) tarde/ mañana/ luego/ pronto</i>		

FORM 1 - TERM 1

Topic 6.0 Personal Identification – Talking About Oneself

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
6.1 Identify themselves by name	<i>Soy.... Mi nombre es... Mi apellido es...</i>	Students engage in role play Students use puppets to present personal information	Students interview each other Students create an identification card in Spanish Students create a voki to present their personal information Students create and present a <i>vlog</i> Students respond both orally and in writing to situations
6.2 Identify themselves as a boy or girl	<i>Soy chico/ chica</i>		

FORM 1 - TERM 1

Topic 6.0 Personal Identification – Talking About Oneself

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
6.3 Count/quantify	<i>Numbers 0-100</i>	Students listen to and sing songs of the Spanish numbers Students create an e-dictionary of the Spanish Students play repetition games e.g. <i>Caracol, Bingo etc.</i>	Game of Number clusters – teacher calls the Spanish number and students group themselves according to the number called Number ‘Buzz’ Game (<i>El Número Tabú</i>) Students perform simple mathematical functions
6.4 Ask someone his/her age 6.5 State their age	<i>¿Cuántos años tienes?</i> <i>Yo tengo ... años</i>	Students engage in role play	Students interview each other
6.6 Ask someone his/her address 6.7 State their address	<i>¿Dónde vives?</i> <i>Vivo en...</i>	Students use puppets to act out a dialogue in Spanish	Students create and present a <i>vlog/ voki</i>
6.8 Ask someone his/her e-mail address 6.9 State their e-mail address	<i>¿Cuál es tu correo electrónico?</i> <i>Mi correo electrónico es... arroba...</i>	Students respond both orally and in writing to situations	Students send an email in Spanish to a friend giving their personal info and asking the same of their friends
6.10 Enquire of someone his/her (cell) phone number	<i>¿Cuál es tu número de teléfono/ celular?</i> <i>Mi número de teléfono/teléfono</i>	Students complete a dialogue in Spanish	Students complete a listening comprehension

6.11 State their (cell) phone number	<i>celular es ... No tengo teléfono celular</i>	Students complete a reading comprehension	
6.12 Enquire of someone his/her nationality	<i>¿Cuál es tu nacionalidad?</i>	Students create scenarios in which they provide personal information	Students interview each other
6.13 State their nationality	<i>Yo soy trinitario(a), tobaguense cubano(a), español(a), mejicano (a), puertorriqueño (a), dominicano(a), venezolano(a), estadounidense / americano(a), jamaicano/a, barbadense, canadiense, inglés (inglesa)</i>	Students respond both orally and in writing to situations Students complete a listening comprehension	Students complete fill-in-the-blank sentences Students match the country with the nationality
6.14 Ask someone to which country he/she belongs	<i>¿De dónde eres? ¿De qué país eres?</i>	Students complete a reading comprehension	Students solve anagrams of the nationality
6.15 State their country of origin	<i>Yo soy de Trinidad. ... los Estados Unidos, Canadá, Inglaterra, Jamaica, Barbados</i>		
	<u>Enrichment:</u> <i>mi nombre de pila, mi apodo</i>		

FORM 1 - TERM 2

Topic 7.0 Home, Family and Friends

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
7.1 Identify members of the family 7.2 Identify friends 7.3 Ask about someone's identity 7.4 State who someone is 7.5 Ask about someone's name 7.6 State someone's name	<i>Es mi mamá, mi hermano etc.</i> <i>Son mis padres, mis tíos etc.</i> <i>Es mi amigo/ amiga</i> <i>Es mi mejor amigo/ amiga</i> <i>¿Quién es?</i> <i>Es (mi)...</i> <i>¿Cómo se llama tu abuelo?</i> <i>Mi abuelo se llama...</i> <i>Se llama....</i> <i>Su nombre es...</i>	Students create an e-dictionary of their family members Students present documentary video of family members Students complete a reading comprehension Students complete a listening comprehension	Students create an e-album of family and friends Students interview each other about their family and friends Students write an e-mail talking about their family
7.7 Ask someone how many people are in his/ her family 7.8 State the number of persons in their family 7.9 Ask and state the number of siblings they have	<i>¿Cuántas personas hay en tu familia?</i> <i>En mi familia hay 5 personas.</i> <i>¿Quiénes son las personas en tu familia?</i> <i>Somos mis padres, mis dos hermanas y yo.</i> <i>¿Cuánto(a)s hermano(a)s tienes?</i> <i>Tengo dos hermanos y una hermana.</i> <i>No tengo hermanos.</i>	Students complete a survey by interviewing their peers Students create an electronic family tree Students engage in a simulated TV Interview about celebrity/ invented family Students research their family ancestry	Survey about composition of families in the class presented in graph/pie chart/pictogram Students interview each other about their family and friends Students present a documentary video of family members

FORM 1 - TERM 2

Topic 7.0 Home, Family and Friends

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
7.10 Ask about someone else's age	<i>¿Cuántos años tiene tu papá?</i>	Students create a survey by interviewing their peers Students complete a reading comprehension	Survey about composition of families in the class presented in graph/pie chart/pictogram Students write a dialogue in Spanish
7.11 State someone else's age	<i>Mi papá tiene 45 años.</i>		
7.12 Ask about someone else's address	<i>¿Dónde vive...?</i>		
7.13 State someone else's address	<i>Vive en...</i>		
7.14 Enquire about the telephone number of someone else	<i>¿Cuál es el número de teléfono de...?</i>	Students view pictures of famous personalities and identify their nationality/ country of origin Students research similar information about celebrities they admire and share mini-oral presentations with pictorial support	Students identify the nationality/country of origin of famous people (Sports personalities, artistes, politicians) Students create an e-journal about their favourite personalities with Spanish captions
7.15 State someone else's telephone number	<i>El número de teléfono de mi amigo es...</i>		
7.16 Enquire about someone else's nationality	<i>¿Cuál es la nacionalidad de...?</i>		
7.17 State the nationality of someone else	<i>Él es venezolano. Ella es colombiana.trinitario(a), cubano(a), español(a), mejicano(a), puertorriqueño(a), dominicano(a), venezolano(a), americano(a), canadiense, inglés (inglesa)</i>		
7.18 Ask about someone's	<i>¿De dónde/qué país es ...?</i>		

FORM 1 - TERM 2

Topic 7.0 Home, Family and Friends

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
country of origin 7.19 State someone's country of origin	<i>Él es de Venezuela</i>		
7.20 State who they live with 7.21 Describe their home 7.22 Identify the rooms in the home	<i>Vivo con mis padres. Mi casa es grande/ pequeña. En mi casa hay una cocina, un comedor, una sala de estar/ un living, tres dormitorios, dos cuartos de baño y un balcón.</i>	Students create an e-dictionary of the rooms in the house Students do a labelled sketch (in Spanish) of the floor plan of his/ her home Students sing a song about rooms in the house	Students create a documentary video of their home Students interview each other about their home Students complete a listening/reading comprehension
	<u>Enrichment</u> <i>hermano/a menor; hermano/a mayor; hermanito/a</i>		

FORM 1 - TERM 2

Topic 8.0 Descriptions of persons

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
8.1 Ask for a description of a person 8.2 Describe physical attributes of self and others	¿Cómo eres? ¿Cómo es tu amiga? Soy/Es/Somos/Son alto(a)(s); bajo(a)(s); gordo(a)(s); delgado(a)(s), etc.	Students listen to voki presentations and then answer questions orally on them. Students create vokis to introduce and describe themselves in Spanish Students work in pairs to take photos of each other, upload them onto their laptops, create a word document with the photo inserted and type descriptions of themselves and their partner in Spanish.	Students match Spanish descriptions of celebrities to their photos. Students present oral descriptions of themselves to the class. Students create a digital class yearbook with pictures and descriptions of classmates. They add to the descriptions as more language is learnt.
8.3 Describe their basic facial features 8.4 Describe basic facial features of others	Tengo el pelo largo/la nariz pequeña/ dos ojos grandes Mi mejor amigo tiene las orejas grandes y la boca pequeña	Students listen to a voki presentation to identify the characteristics they hear and to complete a listening comprehension exercise.	Students make oral presentations describing their friends/favourite singer in Spanish.

FORM 1 - TERM 2

Topic 8.0 Descriptions of persons

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		<p>Students create Voki account and a speaking avatar of themselves with description in Spanish.</p> <p>Students create a comical BUSCADO poster using Microsoft Word/PowerPoint/Publisher of a classmate using key Spanish phrases.</p>	<p>Students present their avatars to the rest of the class and engage in class discussion.</p> <p>Students create a digital class yearbook with pictures and descriptions of classmates. They add to the descriptions as more language is learnt.</p>
8.5 Describe personal traits of self and others	<i>Soy/es/somos/son inteligente(s); tímido(a)(s); simpático; alegre; nervioso; triste; tranquilo</i>	<p>Students create an e-journal using pictures of their family members with a one-word Spanish caption to describe their most outstanding personal traits.</p> <p>In groups of four students access the link en.educaplay.com to create a</p>	Students create a class wiki and share links to access their e-journals.

FORM 1 - TERM 2

Topic 8.0 Descriptions of persons

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		video quiz	
	<u>Enrichment:</u> <i>los labios, la frente, la mejilla, el hoyuelo</i>		

FORM 1 - TERM 2

Topic 9.0 Dates and Time

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
9.1 State the days of the week 9.2 Enquire and state which day of the week it is	<i>lunes, martes, miércoles, jueves, viernes, sábado, domingo</i> <i>¿Qué día es (hoy)?</i> <i>Hoy es lunes etc.</i>	Students look at the calendar and listen to the dates being called by the teacher to indicate in writing on which day of the week it falls. “es martes”	In peers, students engage in an oral activity
9.3 State months of the year 9.4 Enquire and state what is the current month 9.5 Enquire what is the current date 9.6 State the current date	<i>enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</i> <i>¿En qué mes estamos?</i> <i>Estamos en mayo etc.</i> <i>¿Qué fecha es?/ ¿A cuántos estamos?</i> <i>Es el primero de mayo.</i> <i>Estamos al dos de febrero.</i>	Students listen to a recording of the months of the year in Spanish and list the months that (i) they hear and (ii) they do not hear. Students create a class calendar and highlight significant days-school activities etc.	Students record themselves saying some dates in Spanish (Audacity can be used) In groups, students will invent a rap/song/poem with the days of the week or the months of the year and present to the class. In the next class they will record their work using audacity.com
9.7 Enquire about someone’s birthday/saint’s day 9.8 State their own birthday/saint’s day	<i>¿Cuándo es tu cumpleaños/día de santo?</i> <i>Mi cumpleaños/día de santo es el ... de ...</i>	Students find images of the listed celebrations using the internet, save them and email them to their partner (assigned	Groups of students create a calendar of birthdays/ saint’s days with congratulatory messages for classmates.

FORM 1 - TERM 2

Topic 9.0 Dates and Time

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
9.9 Ask someone about another person's birthday/ saint's day 9.10 State when is someone's birthday/saint's day 9.11 Describe the traditional use of the <i>piñata</i> to celebrate at birthday parties 9.12 Describe the tradition of celebrating <i>La quinceañera</i>	<i>¿Cuándo es el cumpleaños/día de santo de Paco?</i> <i>Su cumpleaños/día de santo es el...de...</i>	by teacher). Students use their partners' images to id in writing the month in which it is celebrated. Peer mini dialogues. Students research how significant celebrations are commemorated in Latin America and compare with celebrations locally. Students say which aspect of the celebration they like and appreciate. Students create and enact the breaking of a <i>piñata</i>	Mini dialogues may be presented to class. Students create an imaginary Spanish-speaking friend and create a profile of the person with bringing together the language learnt to describe as well as biodata, including birthday etc.
9.13 Identify days of celebration	<i>El cumpleaños, El Día de Año Nuevo, El Día de San Valentín/Día de los enamorados, las Pascuas, la Navidad</i>	Students find images of the listed celebrations using the internet, save them and email them to their partner (assigned	Students create a picture dictionary for the months of the year which are captioned by the specific celebration (in

FORM 1 - TERM 2

Topic 9.0 Dates and Time

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
9.14 Greet someone on a celebration day	<i>¡Feliz cumpleaños!, ¡Feliz / Prospero Año Nuevo!, ¡Feliz Día de San Valentín/Día de los enamorados!, ¡Feliz Pascua!, ¡Feliz Navidad!, ¡Felices Pascuas!</i>	by teacher). Students use their partners' images to id in writing the month in which it is celebrated. Eg. <i>'El Día de San Valentín es el catorce de febrero'</i> Students use 10 images that were saved on their laptops prior to the class to construct a timeline in Spanish which highlights the dates of important events in their lives. The timelines will be posted on the class wiki.	Spanish) within that month. Students use the site 'www.educaplay.com' to create an interactive matching activity for the Spanish months of the year and the Spanish names of celebrations. Students create cards to congratulate persons on significant days.
9.15 Enquire what the time is 9.16 Tell the time (hour, half-hour, quarter hour, and minutes) 9.17 Describe and appreciate the custom of the <i>siesta</i>	<i>¿Qué hora es? Es la una/son las dos/y media/y cuarto/ cinco, etc.</i>	Students create a picture dictionary of clock images and the Spanish times. Groups of students create a clock with moving hands and	Students create an interactive matching game for Spanish times using 'www.educaplay.com' Presentations are made to the

FORM 1 - TERM 2

Topic 9.0 Dates and Time

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		<p>take turns to create times, ask each other the time and respond.</p> <p>In groups, students research the custom of the <i>siesta</i> in Hispanic countries and prepare a power point presentation.</p>	<p>class and a comparison is made between the <i>siestas</i> in Hispanic countries in Trinidad and Tobago.</p>
	<p><u>Enrichment:</u> <i>El día de la Raza, El Cinco de Mayo, El Día de Los Muertos, El Divali, La Eid-ul-fitr</i> <i>¿Cuándo cae tu cumpleaños/día de santo?</i> <i>Mi cumpleaños/día de santo cae el ... de ...</i> <i>¿Cuándo cae el cumpleaños/día de santo de Paco?</i> <i>Su cumpleaños/día de santo cae el...de...</i> <i>¡Feliz Divali! ¡Feliz Eid!</i></p>		

FORM 1 - TERM 3

Topic 10.0 Expressing Likes and Dislikes

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
10.1 Ask someone about what they like to do 10.2 Express their own likes and dislikes	<i>¿Te gusta charlar por Facebook/ navegar el internet/ leer/ escribir un mensajito/ recibir....?</i> <i>Me gusta/no me gusta charlar por Facebook/ navegar el internet/ leer/ escribir un mensajito/ recibir</i>	Students use MS Publisher/PowerPoint to create flashcards with images of activities they like to do and then use the flashcards as a stimulus to take turns in asking their peers in Spanish, '¿Te gusta ...?' and responding 'Si, me gusta.../No, no me gusta...' Alternatively they can omit names and guess who the description fits.	Students create a photo story in which they state their personal likes and dislikes in Spanish. Students complete a grid for a listening comprehension activity that describes the likes and dislikes of celebrities.
10.3 Ask why 10.4 State why they like or do not like an activity	<i>¿Por qué?</i> <i>Me gusta porque es interesante/ entretenido/ emocionante/ importante.</i> <i>No me gusta porque es aburrido.</i>	Students create mini dialogues in pairs asking each other about their likes and dislikes and giving reasons for their preferences.	Dialogue (oral or written) in which two friends try to find an activity they would like to do together.
	<u>Enrichment:</u> <i>Regular –ar, -er and –ir verbs denoting students' activities</i>		

FORM 1 - TERM 3

Topic 11.0 In the Classroom

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
11.1 Ask about and identify objects in the classroom	<p><i>¿Qué es esto?</i> <i>Es una/la pizarra/un/el pupitre</i></p>	<p>Students look at a photo story which presents the Spanish names of objects within the classroom and repeat the Spanish words aloud.</p> <p>Students label items in their classroom and their own pencil-case</p> <p>Students read a Spanish description of a classroom and answer questions in writing.</p> <p>Students play a word association game (Juego de palabras) in which they try to associate Spanish words with classroom images presented to them.</p> <p>Students will discuss several</p>	<p>Using the Spanish description as a model, students use MS Word to create their own ideal classroom with a simple description in Spanish.</p> <p>Students use 'www.educaplay.com' to create an interactive crossword for the classroom vocabulary they have learnt.</p> <p>Students create a picture dictionary of all the classroom items they have learnt in Spanish.</p>

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Topic 11.0 In the Classroom

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		aspects of their actual classroom which they believe need improvement and select one which they will plan to change.	
11.2 About the colour of an item 11.3 State the colour of an object	<i>¿De qué color es/ son ...? Es rojo/ Son blancas etc.</i>	Students orally ask about and describe the colours of objects within their classroom.	Students select items from a series of pictures as described by the teacher.
11.4 Enquire about the location of objects and persons in the classroom 11.5 State the location of objects and persons in the classroom	<i>¿Dónde está/ estás/ están? ¿Qué hay en la mesa? Estoy...Está...Están...Estamos... en/ al lado/de/ entre/debajo de/delante de/detrás de Aquí estoy/está/ están</i>	Working in pairs, one student places a book under the desk and asks '¿Dónde está el libro?' The other student responds, 'El libro está debajo del pupitre.' Random pairs repeat this aloud to the class, using different Spanish prepositions of place. Students create a picture / fill-in-the-blank activity in which the appropriate Spanish	Students read Spanish directions to determine the names of students within a classroom diagram. Looking at a picture of objects in the classroom, students answer questions (orally or in writing) about the location of objects

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Topic 11.0 In the Classroom

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		preposition must be inserted in the text box provided.	
11.6 Enquire and state to whom object(s) belong(s)	<i>¿De quién es este .../ esta/ ¿De quién son estos .../ estas ...? Es de ... /Son de...</i>	Students create a 2 minute video, using Windows Movie maker of a conversation using the identified structures. They are asked to type the script of the conversation using Microsoft Word. Creativity is encouraged.	Group presentations are made to the class. Students place their names on objects and in groups, take turns to ask each other to whom objects belong
11.7 Talk about what they have to care for in the classroom	<i>Debo cuidar mi pupitre/ mi portátil/ mi clase etc.</i>	The teacher identifies objects that students have left behind in the classroom and asks who they belong to. Students claim ownership of their respective items by responding aloud in Spanish. As a class they discuss the importance of ownership and valuing their possessions as the teacher highlights that students should	

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Topic 11.0 In the Classroom

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		accept responsibility for possessions.	
11.8 State how often they do tasks at school	<i>Estudio mucho.</i> <i>¿Navegas mucho por internet?</i> <i>No charlo (nunca) por Facebook.</i> <i>Mi amigo lee muchísimo.</i> <i>Mis amigos y yo aprendemos mucho.</i> <i>¿Ustedes escriben mucho?</i> <i>Ellos/ Ellas discuten un poco.</i>	Both orally and in writing, students state how often they do tasks at school. The importance of making positive statement about others may be highlighted.	Students build a description of classmates, stating biodata and activities that they do.

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Topic 12.0 Snack Time

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
12.1 Ask someone what he/she wants to eat or drink 12.2 State what he/she wants to have to eat or drink	¿Qué quieres tomar/ comer/ beber? <i>Quiero una arepa, etc.</i> <i>Quiero beber un jugo de naranja.</i> <u>Suggested vocabulary:</u> <i>Un perro caliente/una hamburguesa/el pan, un bocadillo, etc.</i> <i>frutas, arepa, empanada, tacos, tortillas, papas fritas, ensalada, paella, un paquete de galletas, una botella de agua, un refresco, jugo de..., helado de...</i>	Using a model cartoon script, students create dialogues in Spanish asking each other what they want to eat and drink and responding appropriately. Students create their own cartoon in Spanish. Students research Spanish foods commonly found in their world	Dialogues are presented to the class. Students' cartoons are posted on the class wiki. Students create a mini activity center enacting making choices of snacks and lunch.
12.3 Ask someone what another person wants to eat or drink 12.4 Say what that person wants	¿Qué quiere Carmen? <i>Quiere dos tacos.</i>	Students create mini dialogues in pairs asking each other about someone else's likes and dislikes and giving reasons for their preferences. Eg. -¿Tienes hambre?	Students create dialogues of a group of friends with a limited budget trying to make a choice of snack that they must buy and share. Mini dialogues are orally presented to the class.
12.5 State what snack they like/ do not like	(No) <i>Me gusta el helado de chocolate.</i>		

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Topic 12.0 Snack Time

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
12.6 State why they like/ do not like a snack	(No) <i>Me gustan las hamburguesas.</i> (No) <i>Me gusta(n) porque es rico(a)/ dulce/ picante.</i>	- <i>Sí, tengo mucha hambre.</i> - <i>¿Te gustan los tacos?</i> - <i>Sí, Me gustan los tacos porque son muy deliciosos. Quiero dos tacos por favor.</i>	Students enact hosting a guest and offering food and drink.
12.7 Express hunger and thirst	<i>¿Tienes hambre/sed?</i> <i>Tengo hambre/sed</i>	- <i>Y Carmen, ¿le gustan los tacos?</i> - <i>Sí, le gustan mucho, quiere dos tacos también.</i>	
12.8 Ask politely	<i>Por favor</i>		
12.9 Respond to simple classroom instructions	<i>siéntate, levántate, escucha, repite, siéntense, levántense, escuchen, repitan, silencio, atención</i>	Students play the game <i>Simón dice</i> to practice the Spanish instructions.	

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Topic 13.0 Enjoying the Outdoors

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
13.1 Enquire what the weather is like 13.2 Describe weather conditions: fine/bad/hot/cold/very hot/very cold	<i>¿Qué tiempo hace(hoy)?</i> <i>Hace buen/ mal tiempo/ fresco/ calor/ frío/ sol/ viento</i> <i>Hace mucho calor/ frío</i> <i>Está lloviendo</i>	Students view a power point presentation and repeat the weather conditions in Spanish. Students describe in Spanish, both orally and in writing, the weather conditions in various picture stimuli. Students use a pictorial summary of the weather report to write a brief description of the weather in Spanish.	Students take turns with a classmate to ask and answer about the weather in given picture stimuli/ miming situations. Students use MS Word to create a weather forecast for the week using illustrations from the Clipart Application.
13.3 Say whether they feel cold/hot	<i>Tengo frío/calor</i>	Students create a Spanish list of weather conditions which fall under the two categories 'tengo frío' and 'tengo calor'. They then use 'www.philologus.co.uk' to create an interactive anagram game of the different weather	In pairs, they switch their creations and attempt to solve them. Listening comprehension matching weather conditions with Latin American capitals with appropriate symbols

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Topic 13.0 Enjoying the Outdoors

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		conditions.	
13.4 Identify what makes their environment healthy	<i>Hay espacios verdes/ parques. No hay basura/ polución. Es muy limpio. No es</i>	Students create a poster/brochure using MS Publisher that depicts an ideal healthy environment which is appropriately captioned in Spanish.	Students create a description of their ideal school/community environment.
	<u>Enrichment:</u> <i>Hay huracán/ tormenta.</i>		

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Topic 14.0 My World (Family/Friends/Pets)

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
<p>14.1 Ask about family members /friends/pets</p> <p>14.2 Describe family members/friends/pets</p>	<p><i>¿Cómo es tu padre/madre/amigo/mascota...? ¿Tienes una mascota?</i></p> <p><i>Mi madre es... Mi padre tiene... años. Tengo un/a... (ave, tortuga, pez, perrito, gato, conejo) Mi loro es muy hablador</i></p> <p>Useful vocabulary: <i>Amable, amistoso, cómico/divertido, discutiador, estricto, listo, maduro, malo/travieso, perezoso, pesado/irritante, responsable, ruidoso, simpático, tímido, trabajador/estudioso</i></p>	<p>Students create a picture diary about the life of their favourite pet. Tags in Spanish are written for each picture/drawing.</p> <p>A day in the life of... Students create a vlog of a parent/sibling with simple descriptions in Spanish.</p> <p>Students create a photo journal in which they present pictures of various family members. Each picture is accompanied by an appropriate caption denoting their age, characteristics, etc.</p> <p><u>Variation:</u> Each picture can be accompanied by an aural description using Microsoft PowerPoint.</p>	<p>Students do Show and Tell about their picture diaries with the class.</p> <p>Photo diary with Spanish descriptions</p> <p>Students give brief reports orally or in writing about the people/pets in their picture journals</p>
14.3 Talk about how they get along with others	<p><i>Me llevo bien con... No me llevo bien con...</i></p>	For the previous exercise students may include whether	Students give oral reports or in writing about the people/ pets

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Topic 14.0 My World (Family/Friends/Pets)

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<p><i>...mi padre porque es estricto</i> <i>... mi hermana porque es amable</i></p> <p><u>Enrichment:</u> <i>¿Te llevas bien con tu madre/padre/ /hermano/a/ amigo/a?</i></p>	they get along well with family members/friends and indicate why or why not.	in their picture journals and their relationships with each

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Topic 15.0 My Daily Life (Daily Routine /Preparing for School)

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
15.1 Ask someone about his/her morning routine	<i>¿Qué haces por la mañana?</i>	Interview and report Picture/photo journal Podcast	Interview Oral presentation/ podcast on morning routine
15.2 Provide information about their own morning routine	<i>Me despierto Me levanto Me baño Me cepillo Me pongo el uniforme Me peino Tomo el desayuno Salgo de la casa</i>	My Life in a nutshell... In groups of no more than four, students enact a scenario about their daily routine for school. Students create a podcast describing their daily routine. Students complete a “routine story” in which each one provides information about their routine. In this activity one student identifies one routine activity; a second continues the “story”. Students continue to take turns picking up the “story” where the previous person left off. Memory game...	Students create a chart that describes their daily routine Podcast Listening Comprehension

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Topic 15.0 My Daily Life (Daily Routine /Preparing for School)

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		<p>Students work in groups to play a memory game in which they identify routine activities in sequence.</p> <p>Listening Comprehension: Students listen to various individuals talking about their routine. They complete a timetable with the information</p>	
15.3 Ask about the morning routine of others	<i>¿Qué hace tu mamá/papá por la mañana?</i>	<p>Listening Comprehension: Students listen to various individuals talking about their routine. They complete a timetable with the information</p> <p>Playing Reporter...</p> <p>Podcast</p> <p>Listening comprehension</p>	<p>Playing Reporter...</p> <p>Interviews are recorded as part of the evaluation exercise and played back for peer review or used for listening comprehension.</p> <p>Podcast</p>
15.4 Talk about the morning routine of others	<i>Mi mamá/papá prepara el desayuno</i>	<p>Playing Reporter...</p> <p>Students are divided into three groups: reporters, interviewees and editors. The reporter</p>	<p>Playing Reporter...</p> <p>Podcast</p> <p>Listening comprehension</p> <p><u>OR</u></p> <p>The newspapers are evaluated</p>

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Topic 15.0 My Daily Life (Daily Routine /Preparing for School)

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		conducts an interview with interviewees. The reporters then work with their editors who write up the ‘news’ for the ‘papers’. Students switch roles after each paper is done. <u>Variation</u> Students work in pairs and take turns interviewing and reporting/editing.	as a group effort Peer interviews
15.5 Ask someone about what time he/she conducts routine activities	¿A qué hora <i>te despiertas?</i> ... <i>te levantas?</i> ... <i>te bañas?</i> ... <i>te cepillas?</i> ... <i>te pones el uniforme?</i> ... <i>te peinas?</i> ... <i>tomas el desayuno/almuerzo/la merienda?</i> ... <i>sales de la casa?</i> ... <i>llegas a la escuela?</i>	My Life in a nutshell... Students enact a scenario about their evening routine for school. Students create a podcast describing their daily routine. Students complete a “routine story” in which each one provides information about their routine. In this activity one student identifies one routine	Peer interviews TV Interview Report (oral/ written) Photo Journal/ magazine Podcast with Listening comprehension

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Topic 15.0 My Daily Life (Daily Routine /Preparing for School)

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<i>... comienzan las clases/los cursos?</i>	activity; a second continues the “story”. Students continue to take turns picking up the “story” where the previous person left off.	
15.6 Provide information about their evening routine	<i>¿Qué haces por la tarde/la noche?</i> <i>Salgo de la escuela</i> <i>Regreso a casa</i> <i>Miro la televisión</i> <i>Hago las tareas</i> <i>Navego por internet</i> <i>Chateo con mis amigos</i> <i>Tomo la cena</i> <i>Me acuesto</i> <i>¿Y luego/después?</i>	Make a magazine... Students produce a magazine about the evening routine of the members of the group. Students can use different media types to create the magazine.	Peer interviews TV Interview Report (oral/ written) Photo Journal/ magazine Podcast with Listening comprehension
15.7 Ask and provide information about the evening routine of others	<i>¿Qué hace tu hermano por la tarde/la noche?</i> <i>¿Qué hace tu mamá/papá por la tarde/la noche?</i> <i>Mi mamá/papá prepara la cena</i> <i>Mira la televisión</i> <i>Hace las tareas</i>	Survey time... Students create a survey with a list of evening routines. The results of the survey are tallied and students then report on which routines were the most popular	Students make an oral or written presentation of the results of the survey. Peer interviews TV Interview Report (oral/ written) Photo Journal/ magazine

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Topic 15.0 My Daily Life (Daily Routine /Preparing for School)

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<p><i>Lee un periódico/ una revista</i> <i>Sale con los amigos</i> <i>Toma la cena</i> <i>Se acuesta</i> <i>¿Y luego/después?</i></p> <p><i>Useful vocabulary and phrases:</i> <i>el café, té con leche, los batidos, el chocolate caliente, el arroz, el pollo frito, el sandwich/bocadillo de pollo/queso, las frutas, los vegetales, una taza de cereal</i> <i>¿Qué desayunas, almuerzas, cenas?</i> <i>Normalmente desayuno...</i></p> <p><u>Enrichment:</u> <i>Es sabroso(a), rico(a), delicioso(a), saludable</i></p>	<p>TV Interview Report (oral/ written) Photo Journal/ magazine Podcast with Listening comprehension</p>	<p>Podcast with Listening comprehension</p>

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Topic 16.0 My Neighbourhood

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
16.1 State where they live	<i>Vivo en el campo/ la ciudad/los suburbios</i>	Show and Tell... Each student talks about where he/she lives using props from his/her neighbourhood. These can be leaves, plants, fabric, and pictures/drawings. Students create an illustrated map/photologue of their village and share	Show and Tell/ Map together with Oral presentation
16.2 Describe where they live	<i>Mi pueblo/ciudad/aldea es... ...moderno/a ...pequeño/a</i>		
16.3 Identify places in their neighbourhood	<i>En mi aldea/ciudad/pueblo hay... ...un cine ...un centro comercial ...comisaría de policía</i>		
16.4 Ask and state how they feel about their neighbourhood	<i>¿Te gusta tu pueblo/ ciudad? Me gusta mi pueblo/ ciudad porque es... ...tranquilo/a ...moderno/a No me gusta mi pueblo/ ciudad porque es... ...sucio/a ...concurrido/a Enrichment: Me gustaría vivir en...</i>	Students keep a journal on their neighbourhood. It may include a description, outstanding places, where they habitually visit, what they like and don't like about it.	Journal evaluated as a written product TV Interview Report (oral/ written) Photo Journal/ magazine Podcast with Listening comprehension

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Topic 17.0 My Home life (Chores/Family home routine)

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
17.1 Ask someone about his/her chores	<i>¿Qué haces los fines de semana?</i> <i>¿Ayudas en casa?</i>		
17.2 Talk about chores they do habitually	<i>Normalmente/Generalmente</i> <i>Usualmente/Por lo general...</i> <i>Yo arreglo mi habitación</i> <i>Quito el polvo</i> <i>Hago los deberes/las tareas</i> <i>Hago la cama/las compras</i> <i>Pongo la mesa</i> <i>Planco la ropa</i> <i>Limpio la casa/mi habitación</i> <i>Paso la aspiradora</i> <i>Trapeo/paso el trapo</i> <i>Lavo los platos</i> <i>Barro el suelo</i> <i>Lavo la ropa/mis zapatos/el carro</i> <i>Ayudo a mi mamá/papá</i> <i>Voy al mercado/supermercado/ centro comercial</i>	<p>Picture Bingo of chores Students match pictures with corresponding phrases</p> <p>Students develop comic strip with 4 or 5 frames depicting household activities that they do</p> <p>Charades – students act out several scenarios and the other classmates identify what household activities are being portrayed</p>	<p>Students match pictures with the appropriate household chore.</p> <p>Comic strip</p> <p>Photo journal with descriptions of chores</p> <p>Interviews</p>

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Topic 17.0 My Home life (Chores/Family home routine)

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
17.3 Identify household chores done by other family members	<i>¿Quién lava los platos/ la ropa/prepara el desayuno?, etc.</i> <i>Mi hermana lava los platos.</i> <i>Mi hermano y yo planchamos la ropa.</i> <i>Mis padres preparan las comidas.</i>	<p>Students create a list of identifying who does which household chore and use a listening comprehension with a peer</p> <p>Students make/complete a calendar of chores which includes the household tasks done by each family member</p> <p>Survey on which gender does which chores and report on results</p>	<p>Listening comprehension</p> <p>Calendar of chores</p> <p>Interviews</p> <p>Survey on which gender does which chores and report</p>

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Topic 18.0 Family Trips and Errands

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
18.1 Ask about the habitual weekend activities of others	<i>¿Adónde va tu familia los fines de semana?</i> <i>¿Qué hace tu familia los fines de semana?</i> <i>¿Qué va a hacer tu familia este fin de semana?</i>	Oral questioning practice Event Planner... Students create an itinerary in Spanish for their family's weekend trips and errands. Students can be creative as possible and select the type of technology they wish to use.	TV Interview Report (oral/ written) Photo Journal/ magazine Podcast with Listening comprehension Students exchange their itinerary for peer evaluation. Postcards and videos can be evaluated.
18.2 Identify habitual family outings and excursions	<i>Vamos a la iglesia/al templo/a la mezquita, etc.</i> <i>Vamos a la playa/al parque etc.</i> <i>Celebramos el día del santo</i> <i>Practicamos los deportes</i> <i>Visitamos a mis abuelos/parientes/ amigos(as)</i> <i>Salimos ...</i>	Students create video postcards identifying weekend activities, habitual family outings and excursions.	
18.3 Demonstrate appreciation for the Spanish custom of <i>la bendición</i>		La Bendicion Students research La Bendición and make contributions on a blog site Reading Comprehension: Students read a passage in Spanish and respond to questions given in English	Postcards Video logs TV Interview Report (oral/ written) Photo Journal/ magazine Podcast with listening comprehension

FORM 2 - TERM 2

Topic 19.0 School Life

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
19.1 Say where their school is situated	<i>Mi escuela está en Palo Seco</i>		Project: Students create a portfolio in which they include where their school is located, their timetable in Spanish, their morning routine, school routine, the school layout, and school personnel. Each entry should be accompanied by an appropriate caption and picture
19.2 Identify subjects on the timetable	<i>Las materias/las asignaturas las matemáticas, el inglés, los estudios sociales, el dibujo, el español, las ciencias, la educación física, la música, la educación tecnología, la informática</i>	Students complete timetable identifying subjects studied Students' completed timetables can be evaluated Students match subject names in English with their Spanish counterparts	
19.3 Ask and state the time at which specific subjects are done	<i>¿A qué horaempiezan/ terminan las clases en tu escuela? ...empieza/termina la clase de español? Las clases empiezan/terminan a las... La clase de... empieza/termina a las...</i>	Students make a timetable in which they must put in the times of their classes Students use the timetable previously made (6.2) and select their favourite school day. They write out the schedule for that day being sure to include the times each subject starts and ends	
19.4 Talk about their routine at school	<i>Tengo la clase de español los martes por la mañana/por la tarde</i>	Interview Dialogue creation Paragraph writing	
19.5 Ask someone for	<i>¿Qué estudia(s) en la escuela?</i>		Dialogue that includes information timetable including times of classes and subject preferences

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Topic 19.0 School Life

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
information about his/her routine at school	<i>En mi escuela estudio... ¿Qué clase tienes los martes por la mañana/por la tarde?</i>		
19.6 Ask and talk about someone else's school timetable	<i>¿Qué haces antes/durante/después del recreo/almuerzo? ¿Qué clase tiene tu amigo Fernando los lunes? Fernando tiene las clases de... ¿Qué hace Teresa durante el recreo/ almuerzo? Teresa estudia/ practica el drama, etc.</i>	Video logs TV Interview Report (oral/ written) Photo Journal/ magazine Podcast with Listen itinerary	Video logs TV Interview Report (oral/ written) Photo Journal/ magazine Podcast with Listen itinerary

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Topic 20.0 School Layout & Personnel

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
20.1 Identify key areas in the school	<i>En mi escuela hay... una oficina administrativa, una oficina del director/subdirector, una sala de profesores, unos salones/unas aulas de clase, un laboratorio de ciencias/idiomas/ informática, un auditorio, una cafetería, unos baños, un campo de fútbol, una cancha de baloncesto, un patio, una cabina telefónica, un aparcamiento/ estacionamiento</i>	Project: Students create an aerial map of their school showing the location and layout of the compound. Variation: Students create a 3D labelled replica of their school. Students write a paragraph in which they include information about what are some of the key areas in the school.	Project listed under Suggested Strategies/Activities can be used as a means of assessment Quiz on the location and layout of school Students design their ideal school layout Students describe their ideal school with facilities Students work in groups to say what they can improve about their school
20.2 Identify key personnel in the school	<i>En mi escuela trabaja/trabajan... el/la director(a), el/la sub-director(a), el/la secretario(a), los profesores, el/la profesor(a) guía,</i>	Heads and tail... Students make flash cards of school personnel. The class is then divided into two teams. Each group then shows the opposing group the flash cards	Students complete a word puzzle based on school personnel. Students create a directory of school personnel with personal info obtained from interviews

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Topic 20.0 School Layout & Personnel

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<i>el/la consejero(a), el/la bibliotecario(a), el/la guardia, el/la vendedor(a), el/la bedel, el/la empleado(a), los alumnos/los estudiantes</i>	and the student at the front must guess the correct answer. If the student gets the answer wrong he/she must leave the line. The teams take turns doing this until one team wins.	of persons
20.3 Demonstrate appreciation for the various school customs in the Spanish-speaking world (e.g. school uniforms, activities)	<i>El uniforme (Se) Llevan</i>	Students discuss any similarities and differences between Hispanic and local customs	
20.4 <u>Enrichment:</u> Future plans a. ask someone about his/her intended occupation b. talk about their intended occupation c. provide information	<u>Enrichment:</u> <i>¿Qué quieres ser (en el futuro)? ¿Qué te gustaría ser? ¿Dónde te gustaría trabajar? Quiero/quiere ser ... Me gustaría/Le gustaría ser... Quiero trabajar en una oficina/un banco, etc.</i>	Students host a career fair in which they dress to represent their intended profession. A short dossier is presented on each student with biodata and intended profession.	Student dossier Interviews

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Topic 20.0 School Layout & Personnel

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
about someone else's intended occupation	<i>Me gustaría trabajar en un hospital, etc</i>		

FORM 2 - TERM 2

Topic 21.0 Mode of Transport to and From School

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
21.1 Talk about how they get to and from school	<p><i>¿Cómo vas a/sales de la escuela?</i></p> <p><i>Normalmente/Generalmente...</i></p> <p><i>Voy a/Salgo de la escuela...</i></p> <p><i>...a pie/en taxi/en autobús/en carro</i></p>	<p>Using pictorial stimuli students identify how they get to school</p> <p>Students discuss how they get to school after watching PowerPoint presentation of how children get to school around the world* (see lesson plan)</p> <p>In groups of 4 – 5 students do a power point presentation on how they get to school.</p> <p>Students write paragraph about methods of transport that they use to get to school. They may also do an oral presentation to the rest of the class.</p>	<p>Word puzzle that contains all modes of transport to and from school</p> <p>Students write paragraph incorporating their morning routine with transport</p>

FORM 2 - TERM 3

Topic 22.0 Things I like to do

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
22.1 Ask someone about his/her preference for an activity/activities	<i>¿Qué te gusta(n) hacer?</i> <i>¿Qué le(s) gusta(n) hacer?</i> <i>¿Qué prefieres hacer?</i> <i>¿Qué prefiere hacer?</i>	Oral questioning practice Students create a story board that describes their likes and dislikes. Students create a collage identifying 5 activities that they like/don't like to do. Classmates examine the collage and list each activity in Spanish.	Oral interview Survey of preferences with report Storyboards and collages can be assessed Oral presentations Listening comprehension to fill in grid of persons' likes and dislikes
22.2 Express one's own preference/dislike for an activity/activities	<i>Me/Nos gusta(n)...</i> <i>Me/Nos gusta(n) ir al cine.</i> <i>Prefiero salir con mis amigos.</i> <i>No me gusta(n)....</i> <i>No me gustan las visitas al museo.</i> Enrichment: <i>No aguanto bañar el perro.</i> <i>No aguanta a las personas que fuman.</i>	Students conduct a survey of preferences in the class and present report (oral and written) The results are displayed using graphs/charts.	
22.3 Ask and talk about someone else's preference/s for an activity/activities	<i>¿Qué prefiere hacer Paco en su tiempo libre?</i> <i>Paco prefiere navegar en el/la Internet cuando tiene tiempo libre.</i> <i>A Magdalena le encanta ir a bailar.</i>	Students create a class blog talking about the likes and dislikes of a few of their friends Each student makes a list of five things they like and five things they dislike on a sheet of paper. Papers are exchanged with another student and that	

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Topic 22.0 Things I like to do

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<p><i>¿A tu amiga Anamaría, qué no le gusta hacer?</i> <i>A Anamaría no le gusta limpiar su dormitorio</i></p> <p><i>Le/les gusta(n) mucho salir con mis amigos</i> <i>Le/les encanta(n) ...</i> <i>Le/les fascina(n) ...</i> <i>Le/les interesa(n) ...</i></p> <p><i>No le/les gusta(n).....</i></p>	<p>student tells the class what student 'X' likes and dislikes.</p>	

FORM 2 - TERM 3

Topic 23.0 Free time

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
23.1 Ask someone about the activities he/she prefers	<p><i>¿Qué te gusta hacer?</i> <i>¿Qué haces durante las vacaciones?</i> <i>¿Qué haces durante las vacaciones de julio y agosto (verano)?</i></p>	<p>Students have a guided story-telling session using pictures as stimuli/props</p> <p>Students write a paragraph outlining what activities they prefer.</p>	<p>Writing exercises Guided conversation Dialogue creation</p> <p>Project: Students create a children's book using simple sentences to identify what activities they prefer and/or which ones they dislike. The book can contain approximately 8 – 10 pages.</p> <p><u>Variation:</u> Students create a comic strip instead of a book</p> <p>Students answer questions based on video stimuli</p>
23.2 Talk about the activities they prefer	<p><i>Generalmente, miro la televisión por cable.</i> <i>Durante las vacaciones de pascuas mi familia y yo vamos a la playa</i> <i>Generalmente, mi familia...</i> <i>... juega al críquet</i> <i>...va al río</i> <i>...va de picnic</i></p> <p><i>Durante las vacaciones de Navidad mis amigos y yo vamos al cine.</i></p>	<p>Students create a dialogue including all functions/skills outlined in 10.1 – 10.4. The dialogue may be produced orally or in writing.</p> <p>Students practice asking each other about their preferred activities orally.</p> <p>Students complete worksheet with pictures depicting various activities. They write phrases that correspond to each picture.</p> <p><u>Variation:</u> Students orally express the information</p>	
23.3 Ask and talk about what their best friends do	<p><i>¿Qué hace tu mejor amigo(a) usualmente?</i> <i>Normalmente, mi mejor amigo(a) dibuja, etc.</i></p> <p><i>El pasatiempo favorito de mi</i></p>		

FORM 2 - TERM 3

Topic 23.0 Free time

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
	<i>mejor amigo(a) es escuchar la música moderna</i>	required for the previous exercise	
23.4 Ask and talk about when an activity is done	¿Cuándo... ... miras la televisión? ... tocas la guitarra? <i>Miro la televisión cada día.</i>		
23.5 Demonstrate appreciation for the festivals of <i>el día de los santos/muertos</i>	<i>El día de los santos</i> <i>El día de los muertos</i>	Listening comprehension activities can be developed using videos/video clips from various websites	Students prepare illustrated summaries of festivals and say what they like about the festivals
23.6 Demonstrate appreciation for the music/dance of the Spanish speaking world	<i>La música</i> <i>El baile</i>	Students watch videos representing the traditional dances and music of the Spanish Speaking world. They answer simple questions orally or in writing <u>Variation:</u> Students look at a video about the music and dance of the Spanish speaking world and discuss which type of music	Students create a PowerPoint presentation or dossier on Spanish dances and/or Spanish music Students answer questions based on videos/visual stimuli

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Topic 23.0 Free time

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
		they preferred.	

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Topic 24.0 Sport

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
24.1 Talk and ask about their favourite sport.	<p><i>¿Qué deporte practicas?</i> <i>Practico el críquet</i> <i>Estoy jugando al fútbol.</i> <i>Estoy nadando.</i></p> <p><i>¿Cuál es tu deporte favorito?</i> <i>Mi deporte favorito es el bádminton/el voleibol/el hockey/el críquet</i></p>	<p>Charades...</p> <p>Students take turns miming their favourite sport/sporting activity.</p> <p><u>Variation</u> Students create a dialogue about sports and sporting activities/ athletes and sportsmen. Students then do a podcast of the dialogue.</p>	<p>Oral interview Survey of preferences with report Oral presentations on favourite sport/sportsman/athlete Listening comprehension to fill in grid of persons' sporting likes and dislikes Oral interview Oral presentations on teams Creation of a brochure on favourite team Design a uniform/stadium for Favourite team with a description of the team</p>
24.2 Talk about their favourite sport team.	<p><i>Cuál es tu equipo de deporte favorito?</i> <i>Mi equipo deportivo favorito es...</i></p> <p><u>Enrichment:</u> <i>...porque es emocionado, juega(n) bien, me gusta el uniforme, estoy apasionado por..., gana(n) mucho, es/son talentoso(s), han ganado el campeonato/el título de campeón</i></p>	<p>Students create a dialogue relating to sport teams identifying which is their favourite sport team and why.</p> <p><u>Variation:</u> Students then do a podcast of the dialogue.</p>	
24.3 Ask and talk about	<i>¿Qué deporte le gusta a Pablo?</i>	Oral interview on teams with	

FORM 2 - TERM 3

Topic 24.0 Sport

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
the favourite sport/sport team of others	<i>¿Qué equipo de deporte le gusta a Pablo?</i> <i>Le gusta ...</i> <i>Le fascina...</i>	written summary of different teams done by different groups	
24.4 Appreciate modern and traditional sports in the Spanish-speaking world	<i>el fútbol, el rey de los deportes en Latinoamérica, la corrida de toros</i>	Students research modern and traditional sports in the Spanish speaking world. A report on the sporting activities researched is presented for assessment. <u>Variation:</u> The reports can be presented orally	Students report on traditional and modern sporting activities in the Spanish-speaking world orally or in writing

FORM 2 - TERM 3

Topic 25.0 Related Weather Conditions

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies
25.1 Ask someone what he/she prefers to do when the weather is good/bad	<i>Qué prefieres hacer cuando... ...hace buen tiempo/mal tiempo/sol/ llueve?</i>	Students match pictures with appropriate activities that can be done when the weather is bad/good.	Peer interviews TV Interview Report (oral/ written) Photo Journal/ magazine of weather and different activities in different weather conditions Podcast with Listening comprehension
25.2 Talk about what they prefer to do when the weather is good/bad	<i>Cuando hace buen tiempo, troto en el parque.</i> <i>Cuando llueve, voy al gimnasio.</i> Useful vocabulary: <i>En primer lugar, también, usualmente, a veces, a menudo</i>	Students list the activities they do when the weather is good/bad based on their own preferences. Additionally, responses can be discussed and presented orally Students complete listening/reading comprehension activity in which they listen to/read about others identify what they usually do when the weather is bad/good.	

FORM 3 - TERM 1

Topic 26.0 Getting Around

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
<p>26.1 Identify means of getting around from place to place</p>	<p><i>¿Cómo viajas en tu país?</i> <i>En mi país viajo/viajamos/se viaja... en carro/coche, taxi, maxi-taxi, camioneta, bicicleta, motocicleta, autobús, ferry.</i> <i>Voy a pie.</i> <i>Mi papá viaja de San Fernando a Puerto España en autobús.</i> <i>Los trinitarios viajan a Tobago por barco/ferry.</i></p> <p><i>¿Cómo vas...</i> <i>...a casa</i> <i>...a la escuela</i> <i>...a la iglesia</i> <i>...a la tienda</i> <i>...a la playa</i> <i>...al banco</i> <i>...al estadio</i> <i>...al supermercado</i> <i>...al centro comercial</i> <i>...al parque zoológico</i> <i>...al centro social</i> <i>...al gimnasio</i> <i>...al restaurante?</i></p>	<p>Creation of dialogues, podcasts outlining the different ways one can move from place to place.</p> <p>Use of visual stimuli such as videos and images, realia, e.g., bus tickets.</p>	<p>Creation of posters titled: <i>¿Cómo vas?</i> <i>Voy en/a/por _____.</i></p> <p>Letter writing activity/ email to a Hispanic friend about the different ways one moves from place to place in one's country.</p> <p>Video presentation of different modes of transport used by members of the class</p>

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Topic 26.0 Getting Around

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>Voy a casa a pie. Voy al supermercado en auto</i>		
26.2 Ask for and give directions	<i>¿Dónde está/n.... Se encuentra/n...?</i> <i>Está/n a la izquierda/derecha.</i> <i>...todo recto/derecho</i> <i>...detrás de</i> <i>...enfrente/delante de</i> <i>...debajo de</i> <i>...al lado de</i> <i>¿Dónde se encuentra la tienda de ropa Cruz?</i> <i>Está en la calle... número cuatro enfrente de la biblioteca</i> <i>Está en la avenida principal, la calle mayor.</i> <i>Está a tres cuadras de aquí.</i>	<p>Role-play giving directions to various locations within the school compound.</p> <p>Creation of a video clip of a tour (for use by a Spanish-speaking tourist) of the community identifying how to get from one point of interest to another.</p>	Listening activity in which students listen to directions to points of interest on a map and identify the correct location.
26.3 Provide simple directions to a specific place	<i>El hospital está al lado de la comisaría.</i> <i>Sigue recto. Dobla la esquina.</i> <i>La comisaría está a la derecha.</i> <i>A lado de la comisaría está el hospital.</i>	A treasure hunt in which students are provided with a map and follow instructions to find the treasure.	Dialogue creation: Scenario – Tourist asking for directions to various places in the country.
26.4 Use polite commands when giving directions	<i>Tome un taxi, autobús</i> <i>Mire Ud. Está muy cerca.</i>	Role-play activity between the teacher and the student giving	Dialogue completion or situational responses.

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Topic 26.0 Getting Around

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>Tenga mucho cuidado.</i>	directions with the appropriate use of the command.	
26.5 Ask and provide information about how one travels abroad.	<i>¿Cómo viajas a otro país/ en Venezuela/Chile)</i> <i>Viajo a Venezuela por avión.</i> <i>Viajamos a Margarita por barco.</i> <i>En Chile viajan por metro/tren.</i> <i>Los caribeños viajan a La República Dominicana por crucero.</i>	Research activity and creation of PowerPoint presentations on modes of transport found abroad (Hispanic World).	Podcast creation in which students pretend they are from a Spanish-speaking country and outline the various modes of transport.
26.6 Ask and state distances from one point to another	<i>¿A qué distancia está San Juan de Sangre Grande?</i> <i>San Juan está a 40 kilómetros de Sangre Grande.</i> <i>¿A qué distancia está tu escuela de tu casa?</i> <i>Mi escuela está a 5 kilómetros/cerca/ lejos de mi casa</i> <i>¿A qué distancia está Venezuela de Trinidad?</i> <i>Venezuela está a 470 millas de Trinidad.</i>	Using Google maps, students calculate distances between one location and another.	Listening activity on distances (practising numbers).

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Topic 26.0 Getting Around

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
26.7 Extend social courtesies when travelling	<i>¡Qué tengas buen viaje!</i> <i>¡Vaya con Dios!</i> <i>¡Disfruta el viaje!</i> <i>Bienvenido(a), (os), (as)</i>	Dialogue Exchange on social courtesies.	Situational responses.
26.8 Demonstrate appreciation for modes of transport used in other countries	<i>El teleférico, el metro, el autocar</i>	Researching modes of transport in a neighbouring country, e.g., Venezuela.	Descriptive paragraph/essay with illustrations on a mode of transport used in a Spanish-speaking country that is not used in T & T.
	<u>Useful verbs:</u> <i>viajar, caminar, pasear, andar, correr, volar, navegar, montar, manejar, ir, doblar, regresar</i>		
	<u>Enrichment:</u> <i>¿Qué edificio importante está cerca de tu casa?</i> <i>Hay varios edificios importantes en mi barrio incluso la comisaría, el banco, la oficina de correos</i>		

FORM 3 - TERM 1

Topic 27.0 Preparing To See The World Out There

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
27.1 State their travel destination	<i>En la agencia de viajes: Necesito un boleto/billete de avión para viajar a Caracas. Quiero viajar/ir de vacaciones a ...</i>	Creation of a travel agency Activity centre in the classroom using visual aids/realia. Travel agency scenarios Pair work: one student is travel agent the other is the traveller. They perform a one-minute simulation of this travel agency scene.	Travel agency scenarios in pairs. Students must submit written script for scenario. Dialogue completion activities. Listening comprehension activities.
27.2 Enquire and identify places/ activities of interest at their travel destination	<i>¿Qué lugares de interés/sitios interesantes hay en Chile? museos, monumentos históricos, plazas, centros comerciales, parques de diversión... ¿Cuáles actividades culturales hay en Méjico? En Méjico se puede visitar los monumentos; probar comida típica; comprar artesanía etc. ¿En qué mes se celebra el Carnaval en Colombia? El Carnaval famoso de</i>	Students can research places/activities of interest in various Spanish-speaking countries on Internet and present information to the class. Each student can adopt a country and all research etc. can be done on that country and a portfolio created.	PowerPoint/ pictorial presentations in Spanish about these places of interest. Country portfolio

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Topic 27.0 Preparing To See The World Out There

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>Barranquilla en Colombia tiene lugar 40 días antes de la semana santa (semejante a Trinidad y Tobago)</i>		
27.3 Explore places of interest in various Spanish speaking countries	<p><i>Perú – Cuzco, Macchu Picchu para ver los monumentos incas</i></p> <p><i>España – Santiago de Compostela, Toledo, Valencia</i></p> <p><i>Costa Rica – Monteverde, el volcán Arenal, el parque nacional Manuel Antonio</i></p> <p><i>La República Dominicana – Lago Enriquillo, Parque nacional del Este, Museo de las Casas Reales</i></p>	Students can research the places of interest in Spanish speaking countries and present information to the class. From this they can get necessary content/vocabulary to use in scenarios.	<p>Power point/ pictorial presentations in Spanish about these places of interest.</p> <p>Write descriptive paragraph about a place of interest in a selected Spanish speaking country.</p>
27.4 Ask information about flights, airlines, and ticket prices	<p><i>¿Qué aerolínea prefieres? Prefiero Aeropostal, Caribbean Airlines, Conviasa, Avianca, etc.</i></p> <p><i>¿Cuánto cuesta el boleto de avión para ir a...?</i></p>	Online booking scenarios. Students can use authentic airline website.	Scenario in a travel agency.

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Topic 27.0 Preparing To See The World Out There

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>El boleto de ida y vuelta a ... cuesta ...</i>		
27.5 Ask and provide information about dates and times of departures, arrivals	<i>¿Cuándo es el vuelo/¿Qué fecha es el vuelo?</i> <i>El vuelo es el martes seis de noviembre.</i> <i>¿A qué hora es/sale/llega el vuelo?</i> <i>El vuelo es/sale/llega a las...</i> <i>¿Cuál es el número del vuelo?</i> <i>El número del vuelo es...</i>	Online booking scenarios. Authentic airline websites can be used to guide the conversation.	Scenario in a travel agency.
27.6 Reserve a room at a hotel	<i>Quiero reservar una habitación...</i> <i>individual/doble</i>	Online hotel booking website. Authentic hotel websites can be used to guide the conversation.	Simulate a telephone call in which you are attempting to book rooms for a vacation.
	<u>Enrichment:</u> <i>¿Cuánto tiempo dura el vuelo?</i> <i>El vuelo dura... horas</i> <i>Quisiera hacer una reserva por una habitación sencilla/lujosa/económica, con aire acondicionado, un balcón, etc.</i>		<p>Write a letter to a relative telling them about a Spanish speaking country you want to visit. Include details of: activities you can do there; information about the currency; flight and hotel options.</p> <p>Letter to be written in Spanish in about 80 – 100 words.</p>

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Topic 27.0 Preparing To See The World Out There

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>¿Cuándo tiene lugar la corrida de toros en España? La corrida de toros tiene lugar durante el año entero en diferentes partes de España</i>		

FORM 3 - TERM 2

Topic 28.0 Shopping

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
28.1 Identify different types of shops	<i>joyería, zapatería, floristería, panadería, heladería, librería, almacén, farmacia, mercado, supermercado, mercado de pulgas, tienda por internet, comprar en línea/electrónicamente</i>	Using visual aids and realia create various stores all around the classroom. Using online resources, a virtual store can be depicted as well. Students can visit and label types of stores in Spanish. This environment can be maintained throughout the teaching of this topic.	Vocabulary test: matching pictures with Spanish words. Dramatization of different shopping scenarios; students create and enact dialogues. Dialogue completion based on different shopping scenarios.
28.2 Identify different types of currency	<i>¿Cuál es la moneda de Cuba? La moneda de Cuba es el peso.</i> <i>Moneda/billete; sucre, bolívar, dólar, pesos, quetzal, etc.</i>	PowerPoint presentation showing currency using real currency where possible.	Listening comprehension: Students fill in the currency on a worksheet to match the country based on the passage read by the teacher.
28.3 Ask for assistance from a clerk	<i>Señor/ita necesito ayuda, por favor</i>	Students can visit various stores to shop using what they learn in 3.2 – 3.6 to manoeuvre through these shopping scenarios.	Pair dialogues Photo story/ storyboard of shopping scenario Podcast with Listening comprehension
28.4 Offer assistance to customers	<i>¿A la orden? ¿Puedo ayudarle?</i>	Dialogue completion activity	Situational responses Dialogue completion
28.5 Ask for and provide information about item/clothing/shoe size	<i>¿Qué tamaño quiere?/¿Qué talla lleva?/¿Qué número calza? Llevo la talla/el número...</i>	Simulations of shopping scenes in various stores. Prepare a shopping list and a budget for clothing for a new	Dramatic presentations: Group Scenarios in various stores. Suggestion that these performances be recorded to

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Topic 28.0 Shopping

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>Pequeño/chico/mediano/grande</i> <i>¿Puedo probarme...?</i> <i>¿Me queda bien?</i> <i>No/Me queda/n bien/mal</i> <i>Me aprieta/n</i> <i>Es muy grande, largo, corto, etc.</i> <i>muy de moda, pasado de moda,</i> <i>No funciona, no anda, no sirve</i> <i>Es barato(a)/demasiado caro(a)</i> <i>¿Va a llevar...?</i> <i>Voy a llevar(lo/la) (los/las)</i>	school year	give students feedback.
28.6 Ask and state the price per item/per quantity in various stores	<i>¿Cuánto cuesta(n)...?</i> <i>Cuesta(n)...</i> <i>Un kilo/litro, una docena/libra/lata/ botella de..., etc.</i> <i>Nos. 100 – 1,000,000</i> <i>¿Cómo va a pagar?</i> <i>Voy a pagar en efectivo, pagar por cheque/tarjeta de crédito/débito.</i> <i>¿Quiere algo más?</i> <i>¿Cuánto es en total?</i>	Create a shopping list and prices for a typical family Creation of ads for various stores/ items at different times of the year (audio and visual)	Make a shopping catalogue for a selected type of store. Various students ask prices of items in catalogue. The catalogue creator gives the prices. Dramatization of shopping scenarios with guided cues Dialogue writing Creation of an ad Audio track for an advertisement

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Topic 28.0 Shopping

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>Es un buen precio.</i> <i>Eso es todo.</i> <i>Comprar electrónicamente:</i> <i>Haz clic, ver cesta, pagar con tarjeta de crédito, dirección de envío, domicilio fiscal</i> <i>La cuenta, por favor.</i> <i>Quiero/Puedo pagar la cuenta.</i>		
28.7 Ask for a discount	<i>¿Hay descuento?</i> <i>Sí, diez por ciento.</i> <i>Lo siento, no hay descuento.</i>	Role play	Dramatization of shopping scenarios with guided cues Dialogue writing Creation of an ad with discounts
28.8 Explore aspects of shopping in various Spanish speaking countries	<i>Mercados de pulgas en Margarita y Panamá</i>	Student can research these places online.	Recreate shopping scenes in such places.
	<u>Enrichment:</u> <i>¿Me puede ayudar?/¿Puede Vd. ayudarme?</i> <i>Me gustaría comprar algo para</i> <i>¿En qué puedo servirle?</i> Negotiating a bargain: <i>Regatear, rebajar, es una</i>		

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Topic 28.0 Shopping

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>ganga, pedir un descuento, Puedo obtener un descuento/una rebaja</i>		

FORM 3 - TERM 3

Topic 29.0 At The Restaurant

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
29.1 Attract the attention of a waiter	<i>¡Disculpe! Por favor Señor/señorita</i>	Using of visual aids and realia students can create a restaurant scene.	Dramatization of different restaurant scenarios; students create and enact dialogues. Dialogue completion based on different restaurant scenes.
29.2 Request a table/menu	<i>Una mesa para tres personas, por favor. La carta/el menú, por favor</i>	Dialogue exchange.	Listening activity with worksheet completion on customers making reservations at a restaurant.
29.3 Express hunger/thirst	<i>¡Ay, qué hambre/sed! Tengo (mucho) hambre/sed</i>	Complete cartoon speech bubbles of characters commenting on their hunger or thirst.	Dialogue completion activity based on pictorial stimuli.
29.4 Greet and serve customers	<i>Buenos días/buenas tardes (noches) señores A la orden ¿Qué quiere(n) tomar/comer?</i>	Role play.	Situational responses.
29.5 Enquire about specific items on the menu	<i>¿Qué recomienda usted? ¿En qué consiste...?</i>	Listening activity with relevant questions.	Dialogue completion activity based on pictorial stimuli.
29.6 Express like/dislike/preference for different types of food	<i>No/Me gusta la comida china/mexicana/italiana/criolla, etc. Prefiero una ensalada porque</i>	Podcast creation on different food preferences including healthy options, vegetarian	Listening comprehension: Students complete a worksheet to match the food preference to

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Topic 29.0 At The Restaurant

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
and drink	<i>es más saludable</i> <i>Mi abuelo es diabético, ¿hay postres sin azúcar?</i> <i>Soy vegetariano/a, prefiero comida sin carne</i>	options and options for persons with lifestyle diseases such as Diabetes.	the individual based on the passage read by the teacher.
29.7 Order a meal (food and drink) in a restaurant	<i>Quiero/para mí/voy a pedir/comer/beber...</i> <i>un plato de, una ración de, una taza de, la sopa del día, el arroz blanco/frito, las papas fritas, una hamburguesa, legumbres, guisantes, pollo, carne, pescado, camarones, una ensalada, etc.</i> <i>El aperitivo, el plato principal/segundo, combinaciones, porciones</i> <i>Y ¿para beber/tomar?</i> <i>un refresco, un vaso de...</i> <i>una coca-cola, un jugo de naranja, una botella de agua mineral</i> <i>¿De postre? ¿Qué hay de</i>	PowerPoint presentation showing images of types of food served at different parts of a meal (appetizer, main course, dessert, and beverage).	Dramatization creation (captured on video) in which students order food in a restaurant. Dialogue creation/ completion

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Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>postre?</i> <i>helado de chocolate/el bizcocho, la fruta fresca, torta/pastel</i> <i>¿Qué voy (vamos) a tomar/desayunar/almorzar/merendar cenar?</i> <i>Buen provecho/apetito</i> <i>Necesita(n) algo más?</i> <i>No gracias, nada más, gracias</i>		
29.8 Express approval/disapproval about a meal/service	<i>Es muy sabroso(a); ¡qué rico(a)!</i> <i>No es muy bueno(a);</i> <i>Me gusta(n)</i> <i>No me gusta(n)/prefiero</i> <i>Es demasiado picante</i> <i>¡Qué servicio tan bueno/malo excelente!</i>	Complete cartoon speech bubbles of characters commenting on their approval or disapproval about a meal/service.	Letter writing activity telling a Hispanic friend about a favourable/unfavourable restaurant experience.
29.9 Apologize to customers for inconveniences	<i>Lo siento, ya no hay...</i> <i>No hay más...</i> <i>Disculpe, no tenemos... pero tenemos...también es bueno</i>	Fill in the blank activity with key words relating to apologies to customers for inconveniences.	Situational responses relating to apologies to customers for inconveniences.
29.10 Ask for and pay the bill	<i>La cuenta, por favor</i> <i>¿Cuánto(s) es/son por.../en</i>	Role-play	Listening activity with multiple choice responses (revision of

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Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>total?</i> <i>tome usted; el cambio</i> <i>Aquí tiene una propina, etc.</i>	Dialogue completion	numbers)
29.11 Explore <i>comida típica</i> of the Spanish-speaking world	<i>Venezuela –</i> <i>arepa/empanada, pabellón criollo, caraotas, chicha criolla, tostadas de plátano, arroz con leche, etc.</i> <i>México –</i> <i>tortilla, tacos, burritos, enchiladas, quesadilla, chile con carne, tostadas, tamales, etc.</i> <i>Spain –</i> <i>paella española, gambas, tapas, tortilla española, flan, etc.</i>	Creation of PowerPoint presentations or eBooks on authentic Hispanic cuisine	PowerPoint presentations or eBooks on authentic Hispanic cuisine Mini food fair with dishes and labels/ descriptions
	<u>Enrichment:</u> <i>¡Oiga, mesonero!</i> <i>¿Este restaurante cuenta con rampas para sillas de ruedas?</i> <i>Mi papá está en silla de ruedas, ¿tiene una mesa para acomodarle?</i>		

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Topic 29.0 At The Restaurant

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary	Suggested Teaching and Learning Strategies	Suggested Continuous Assessment Strategies
	<i>El menú se ve muy apetitoso. ¡Me muero de hambre! ¿En qué puedo servirle? ¿Qué le gustaría comer/tomar? Mi abuela es diabética ¿hay postres sin azúcar/con edulcorante?</i>		