



**REPUBLIC OF TRINIDAD AND TOBAGO**

**MINISTRY OF EDUCATION**

**CURRICULUM DEVELOPMENT DIVISION**

**Teacher's Guide**

**Secondary School Curriculum**

**Spanish**

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## **Part 1: Introduction**

## **Introduction**

### **The Teacher's Role**

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

The curriculum guide should be used as a frame of reference, a fundamental organizer. Its philosophical basis supports the enhancement of communication in a risk-free, non-threatening environment. The curriculum reflects a functional approach to language learning and a communicative, constructivist approach to instruction. The goal, simply put, is to enable the student to understand and produce the Spanish language in real-life contexts and in an enjoyable way.

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

Lessons in the modernized secondary Spanish classroom involve interesting and significant aspects of Hispanic cultures, which are relevant to the syllabus content and the goals and standards of the curriculum. These cultural segments ought to be integrated with other segments of learning to reinforce the expressed goals of the curriculum. The cultural references found in

Appendix A are expected to serve as the starting point for the cultural explorations suggested in the curriculum.

Classroom enactment is the ultimate expression of a teacher's professional activity, and is the final stage of the implementation process of any curriculum. All teachers are involved in curriculum development and implementation through the lesson planning process. Considerable time and effort are spent in collecting resources, designing materials, and developing appropriate, relevant, interesting, and challenging lessons. It is advisable that the most effective of these be accumulated and organized, and shared among colleagues for maximum variety and creativity. Schools should also be actively involved in the development of teaching and learning data systems so that teachers can draw on these growing collections of relevant resources.

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

Teachers need to be creative. The strategies, activities, and evaluation exercises suggested are indicative of the principles that should guide what takes place in the Spanish classroom.

Teachers are encouraged to expand, improvise, amend, and, indeed, create their own activities and evaluation instruments, adding best practices to these suggestions, and sharing successful lessons with others.

## **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.

## **Applicable Learning Theories and Principles**

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

The design of this curriculum is based on the principles of a communicative approach to language learning (also referred to as communicative language teaching), which has been at the heart of language education since the 1970s. This approach aims at making communicative competence the broad goal of language teaching, and focuses on procedures for developing the four skills of listening, speaking, reading, and writing, underscoring the interdependent relationship between language and communication. Thus, it is necessary to employ congruent procedures in the classroom, which are based on applicable theories of learning.

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

Learning is optimized when communication is seen to be real.

Learning tasks should be relevant and meaningful to the learner.

Language used ought to be authentic and used to engage the learner, rather than being based on mechanical practice.

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

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

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

*Competency-Based Language Teaching* (Findlay & Nathan, 1980) emanates from a movement that focuses on the outcomes or outputs of learning. It posits that language is a medium of interaction and communication between persons, with the end of achieving clear goals and purposes. It therefore aims to teach language in relation to the social context of its use.

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

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

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

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

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

## Curriculum Framework

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Form 1</b>	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
<b>Form 2</b>	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
<b>Form 3</b>	26. Getting Around 27. Preparing to See the World Out there	28. Shopping	29. At The Restaurant

## **Part 2: Teaching and Learning**

## **Introduction**

The teaching/learning strategies that a teacher chooses to employ in the classroom ought to be individual choices informed by the learner needs and characteristics, the context of the school and its particularities, and the teacher's own style and preferences—all within the theoretical framework laid out by the curriculum document and policy guidelines.

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

The foreign language classroom should promote purposeful activity in an atmosphere of trust, nurturing, and enjoyment. When learning is made fun students want to be involved in the class. Teaching must be activity-based—using drama, games, songs, rhymes, tongue-twisters, riddles, jokes, the making of greeting cards, pictures, murals, charts, labels, dishes, and items of craft to support student learning and reinforcement—instead of relying on notes, rote memorization, and repetition.

Realia and visual stimuli complement and optimize the process of language acquisition. The use of various props as teaching aids concretizes material to be learnt, particularly for pre-teen and early teenage learners. Authentic and relevant Spanish material can be creatively integrated at any level into lessons and adapted to the level of the learner.

Language proficiency is developed when language is used as a habit, and even basic acquisition of the target language requires practice. Repetition should be done in a meaningful context, within a functional framework. For example, regularly greeting, asking and telling the time, and using common classroom phrases and other repeatable conversational bites provide enriching opportunities to practice listening and speaking skills, including vocabulary development and pronunciation. Wherever possible, Spanish should be exclusively used for classroom

communication. This will help all students to develop appropriate skills and to reinforce the use of the language as a tool for real communication purposes.

Language teaching must focus on developing each of the four skills necessary for language acquisition—listening, speaking, reading, and writing—as well as using them in a combined form that approximates a realistic setting as closely as possible.

The teacher should actively target activities aimed at developing each of the four skills—listening, speaking, reading, and writing—for each piece of language learnt from the very beginning of language learning. Listening and oral work and assessment should be done in a very simple form at the beginning and built up over time to the level required.

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

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



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

- flash cards to assist with the presentation of language
- vocal games that involve frequent repetition
- use of large print that is not dense
- use of colour coding to assist memory
- presentation of small bits of language at one time
- provision of material for independent activity

## Planning For Instruction

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

### LESSON PLAN TEMPLATE

**SUBJECT:** *Spanish*

**CLASS:** *Form 1 / Form 2 / Form 3*

**PERIOD:** *Identify term and week that lesson will take place.*

**TOPIC:** *Topic to be covered as stated within the curriculum guide.*

**CURRICULUM REFERENCES:** *Link to topics and sub-topics within the curriculum guide.*

**DURATION OF LESSON:** *Time allotted for the lesson.*

**LEARNING OBJECTIVES:** *What do you want your students to learn as a result of the lesson?*

Objectives	Domain Classification	Level of Difficulty (Choose relevant level within respective domain)
1.	<i>Cognitive</i>	<i>Remembering Understanding Applying Analyzing Evaluating Creating</i>
2.	<i>Affective</i>	<i>Receiving Phenomena Responding to Phenomena Valuing Organization</i>

		<i>Internalizing Values</i>
3.	<b><i>Psychomotor</i></b>	<i>Imitation</i> <i>Manipulation</i> <i>Precision</i> <i>Articulation</i> <i>Naturalization</i>

**PREVIOUS KNOWLEDGE:** Grammatical structures and functions that *students have already met and used* which are necessary for mastery of the current lesson.

Grammar:

Functions:

Other:

**RESOURCES/ICTs:** *Resources to be used by both teacher and students:*

Teacher:

Student:

**PREPARATION OF INSTRUCTIONAL ENVIRONMENT:** *What needs to be done in preparation for the execution of this lesson?*

**CONTENT:** *Structures, vocabulary and culture that students will meet within this topic:*

Structure:

Vocabulary:

Culture:

**SET INDUCTION:** *Mini-activity that gets students thinking and ready for the lesson.*

**METHOD/CLASSROOM ACTIVITIES:** *Student-centred activities guided by the teacher.*

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
<i>Listening</i>			
<i>Speaking</i>			
<i>Reading</i>			
<i>Writing</i>			

**EVALUATION:** *Confirm whether both teacher and students have successfully accomplished the objectives. Evaluation must be related to lesson objectives.*

**CLOSURE:** *The lesson wrap up which helps students organize the information into a meaningful context in their minds with a brief summary or overview. Engage students in a quick discussion about what exactly they learned and look for areas of confusion that you can quickly clear up. Reinforce the most important points so that the learning is solidified for future lessons. It is not enough to simply say, "Are there any questions?"*

**HOME-WORK:** *Home assignment to practice what was learnt or to prepare for the next class.*

**CONTIGENCY PLAN:** *It's a good idea to know what you will do if things do not go as planned. Flexibility within your lesson is key.*

## Scheme of Work Template

Name of Teacher: \_\_\_\_\_

CLASS:		TERM:	THEME:			
WK	TOPIC	FUNCTIONS /SKILLS	STRUCTURES/ VOCABULARY	TEACHING/LEARNING STRATEGIES	ASSESSMENT STRATEGIES	RESOURCES

## Grammar Tracking Tool – FORMS 1 – 3

This tracker is meant to serve as a guide and checklist for teacher to ensure that grammatical and conceptual aspects of the curriculum are covered at the point when suggested by the curriculum. It ensures a comfortable spread of concepts across the terms and the years and works to provide a strong foundation for further study of Spanish. Teachers may be guided by the pace of the students and add to the items here listed is students comfortably cover these items.

This tracking tool does not suggest that teachers should employ a grammar-translation method, but rather that these grammatical elements should be present within a functional approach that focuses on building communicative competence in students.

### FORM 1 TERM 1

PART OF SPEECH	STRUCTURE
Verb	<i>me llamo, te llamas; siéntate, levántate, escucha, repite, siéntense, levántense, escuchen, repitan, soy, eres, es; tengo, tienes; vivo, vives</i>
Noun	<i>el, la, los las</i>
Adjectives	<i>mi, mis, tu, tus; ¿cuántos?; ¿cuál?</i>
Pronouns	<i>yo, tú, Usted (Vd.); éste, ésta</i>
Adverbs	<i>¿cómo?, ¿qué?, ¿dónde?</i>
Prepositions	
Spelling & Punctuation	<i>‘y’ = ‘wwand’ → ‘e’ before ‘i’;</i>
Other	

### FORM 1 TERM 2

PART OF SPEECH	STRUCTURE
Verb	<i>se llama; tiene; vive; hay; son, somos;</i>
Noun	<i>Pluralisation of Nouns</i>
Adjectives	<i>Gender and Number Agreement; su, sus; ¿cuántas?</i>
Pronouns	<i>él, ella; ¿quién?,</i>
Adverbs	<i>¿de dónde?; ¿a qué hora?; ¿a cuántos estamos?</i>
Prepositions	
Spelling & Punctuation	<i>'z' → 'c' before 'e'</i>
Other	

### FORM 1 TERM 3

PART OF SPEECH	STRUCTURE
Verb	<i>(no) me gusta(n), (no) te gusta(n); estoy; estás, está, estamos, están;</i> <i>Infinitives; Present Tense of regular -ar, -er and -ir Verbs; hace</i>
Noun	<i>Definite and Indefinite Articles</i>
Adjectives	<i>este, esta, estos, estas; ¿de qué color?</i>
Pronouns	<i>Ustedes; Nosotros</i>
Adverbs	<i>mucho, poco, nunca, ¿por qué?</i>
Prepositions	
Spelling & Punctuation	
Other	

## FORM 2 TERM 1

PART OF SPEECH	STRUCTURE
Verb	<i>Es/son, tengo/tiene, llevarse con, reflexive verbs , hacer, ir a +infinitive, present tense ar,er,ir, me gusta/n,</i>
Noun	Definite articles
Adjectives	Basic descriptive adjectives
Pronouns	Subject /object pronouns, reflexive pronouns
Adverbs	Basic adverbs ending in ' <i>mente</i> '
Prepositions	basic prepositions, <i>a, con, de</i>
Spelling & Punctuation	
Other	

## FORM 2 TERM 2

PART OF SPEECH	STRUCTURE
Verb	Present tense of regular and radical changing verbs, <i>me gustaría,</i>
Noun	Definite articles, Indefinite articles, personal <i>a,</i>
Adjectives	Basic descriptive adjectives
Pronouns	Subject/object pronouns
Adverbs	Common adverbs
Prepositions	Common prepositions
Spelling &	



Punctuation	
Other	

### FORM 2 TERM 3

PART OF SPEECH	STRUCTURE
Verb	Present tense of regular verbs
Noun	Definite articles
Adjectives	Basic descriptive adjectives
Pronouns	Indirect object pronouns 3 <sup>rd</sup> person
Adverbs	Common adverbs
Prepositions	Basic prepositions
Spelling & Punctuation	
Other	

### FORM 3 TERM 1

PART OF SPEECH	STRUCTURE
Verb	<p>Present tense of: <i>viajar, ir a, estar, encontrar, caminar, pasear, andar, correr, volar, navegar, montar, manejar, doblar, regresar; necesitar, querer, preferir, llegar, salir, ser...</i></p> <p>Command forms of: <i>seguir, doblar, tomar, tener, mirar...</i></p>
Noun	<p>Places in the community: <i>la casa, la escuela, la iglesia, la tienda, la playa, el banco, el estadio, el supermercado, el centro comercial, el parque zoológico, el centro social, el gimnasio, el restaurante;</i></p> <p>Travel related: <i>la agencia de viajes, el boleto/billete de avión, el boleto de ida y vuelta, los lugares de interés, los sitios interesantes, el aerolínea, el vuelo, la habitación individual/doble;</i></p> <p>Places of interest: <i>museos, monumentos históricos, plazas, centros comerciales, parques de diversión...</i></p>
Adjectives	Adjectives appropriate to topic
Pronouns	Subject pronouns, reflexive pronouns
Adverbs	
Prepositions	With location: <i>a, en, por, a la izquierda/derecha, todo recto/derecho, detrás de, enfrente/delante de, debajo de, al lado de...</i>
Spelling & Punctuation	
Other	

### FORM 3 TERM 2

PART OF SPEECH	STRUCTURE
Verb	Present tense of: <i>llevar, probar, quedar, pagar, costar</i>
Noun	Types of stores: <i>joyería, zapatería, floristería, panadería, heladería, librería, almacén, farmacia, mercado, supermercado, mercado de pulgas, tienda por internet, comprar en línea/electrónicamente...</i> Currency: <i>moneda/billete; sucre, bolívar, dólar, pesos, quetzal...</i> Measurements: <i>el kilo, el litro, la docena, la libra, la lata, la botella de...</i>
Adjectives	Adjectives appropriate to topic
Pronouns	Subject pronouns, reflexive pronouns, object pronouns
Adverbs	
Prepositions	
Spelling & Punctuation	
Other	

### FORM 3 TERM 3

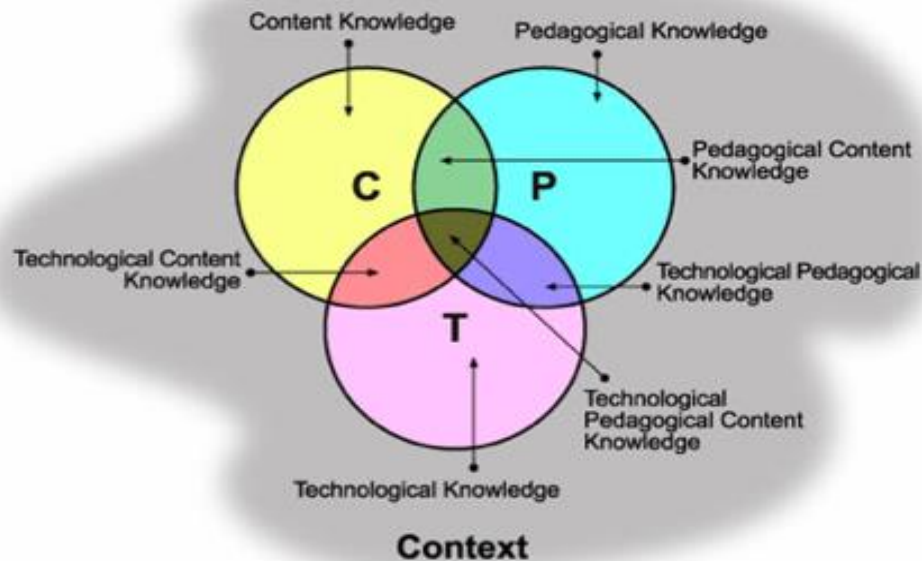
PART OF SPEECH	STRUCTURE
Verb	<i>Present tense of:</i> tener, querer, tomar, beber, comer, recomendar, consistir, preferir, gustar, ser, ir a, pedir, costar, desayunar, almorzar, merendar, cenar...
Noun	La carta, el menú, la propina, la cuenta, el aperitivo, el plato principal/segundo, las combinaciones, las porciones la sopa del día, el arroz blanco/frito, las papas fritas, la hamburguesa, los legumbres, los guisantes, el pollo, la carne, el pescado, los camarones, la ensalada, el refresco, la Coca-Cola, el jugo de naranja, la botella de agua mineral, el helado de chocolate, el bizcocho, la fruta fresca, la torta, el pastel, la arepa, la empanada, el pabellón criollo, las caraotas, la chicha criolla, las tostadas de plátano, el arroz con leche, la tortilla, los tacos, los burritos, las enchiladas, la quesadilla, el chile con carne, las tostadas, los tamales, la paella española, las gambas, las tapas, la tortilla española, el flan...
Adjectives	Adjectives appropriate to topic
Pronouns	Subject pronouns, object pronouns
Adverbs	
Prepositions	
Spelling & Punctuation	
Other	

## ICT Guiding Principles

### Technology Integration in the Teaching of Spanish

The computer is one of the most ubiquitous resources that have found its way into foreign language classrooms. Research has shown that the appropriate use of computers can provide meaningful contexts that students need in order to gain insight into the cultural framework in which the target language is used. New technologies help in exposing students to varied and authentic material and by allowing students responsibility for their own learning.

To inform the effective integration of Information and Communication Technologies (ICTs) into the teaching and learning process in the Spanish Language classrooms, the Technological Pedagogical Content Knowledge Framework (TPACK) can be used. This framework purports that successful technology integration is rooted in curriculum content and students' content-related learning processes primarily, and secondarily in savvy use of educational technologies. TPACK is the intersection of teachers' knowledge of curriculum content, general pedagogies, and technologies.



(TPACK Model by Mishra & Koehler, 2006)

***Pedagogical Content Knowledge:*** How to teach particular content-based material

***Technological Content Knowledge:*** How to select and use technologies to communicate particular content knowledge

***Technological Pedagogical Knowledge:*** How to use particular technologies when teaching

To add to this ICT integration framework, the Technology Integration Planning Model (TIP Model) can be used to help teachers ***plan*** for effective classroom uses of technology. The five phases in this model are depicted below.

***Phase 1: Relative advantage*** - Deciding on whether or not a technology-based solution would be better than other traditional ways of addressing content.

***Phase 2: Objectives and assessments*** - Stating desired outcomes in terms of better student achievement, attitudes, and performance; matching appropriate assessment strategies to each outcome.

***Phase 3: Integration strategies*** - Deciding on teaching activities that incorporate technology resources to enhance student learning.

***Phase 4: Instructional environment*** - Deciding on resources and conditions to put into place to support the activities.

***Phase 5: Evaluation and revision-*** Collecting achievement data and other information to determine if the activities were successful in meeting desired outcomes, and what could be improved next time.

Finally, in creating rubrics for evaluating teacher integration strategies and students' use of ICTs, the Levels of Technology Innovation (LoTI) Framework can be used. This framework focuses on the balance between instruction, assessment, and the effective use of digital tools and resources to promote higher order thinking, engaged student learning, and authentic assessment practices in the classroom, all vital characteristics of 21st Century teaching and learning. LoTI classifies

teaching activities across 6 levels of ICT use.



ICTs can facilitate Spanish Language learning by encouraging students to collaborate, think critically, enhance their oral, aural and written competencies through exposure to authentic material and facilitate independent learning. As such, *meaningful* and *strategic* integration of ICTs should be considered as educators implement the National Certificate of Secondary Education Curriculum for Spanish.

## **Sample Spanish Project**

### **Form One**

Create an eBook on ONE Latin American country using presentation software such as Microsoft PowerPoint. You should be mindful of the following: -

1. The eBook must have ONE slide of each of the following
  - a. Title Slide – with the name of the country selected and your name
  - b. Map of the country
  - c. The inhabitants of the country
  - d. The national flag
  - e. The currency used
  - f. One cultural feature of the country (EITHER dance OR music)
  - g. One dish served in that country
  - h. One national festival celebrated there
  - i. A reference slide
2. The eBook should not be more than 9 slides in length
3. Vibrant pictures should be used that reflect the content of each slide, they should be labeled in Spanish
4. A voice over should be placed on each slide, with the written content of the slide read in Spanish



**Sample ICT Rubric for Spanish eBook on Latin American Countries  
(25 marks)**

<b>CATEGORY</b>	<b>5</b>	<b>3-4</b>	<b>2</b>	<b>1</b>
<b>Content</b>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that is inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
<b>Use of Graphics</b>	All graphics support the content of the slide.	Most (99%-90%) graphics support the content of the presentation.	A few graphics do not seem to support the content of the presentation.	Several graphics are inaccurate and detract from the content of the presentation.
<b>Sounds</b>	Careful planning has gone into sounds and voice recordings. All sounds reflect the content of the presentation. Pronunciation is clear and accurate.	Some planning has gone into sounds and voice recordings. Most sounds enhance the content of the presentation. Pronunciation has minor flaws	Sounds and voice recordings are missing in 1 – 3 slides. Pronunciation has major flaws	Sounds and voice recordings are recorded for 3 or more slides. Severe flaws in pronunciation
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings and/or grammatical errors.	Presentation has more than 2 grammatical and/or spelling errors.	----- ----- ----- -----

<b>Text - Font Choice &amp; Formatting</b>	Font formats (e.g. color, bold, italic) have been carefully planned to enhance readability and content.	Font formatting has been planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.	----- ----- ----- -----
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## **Part 3: Assessment**

# Assessment Strategies

## Introduction

Among the several definitions of assessment that can be found, there are elements that are common to all definitions that focus on what is significant in any assessment practice. Assessment is aimed at finding out what students know, understand and can do. The teacher must find ways to observe this and have students demonstrate learning. Most importantly, teachers must collect data that substantiates their assessment of student learning and must use that data to guide further planning for teaching, learning and assessment. Teachers should:

- Decide **what is to be evaluated**.
  - ✓ Define learning objectives for students
  - ✓ Decide how students will demonstrate learning- specific evidence of how knowledge, skills and attitudes would be exhibited by the student.
  - ✓ Specify what levels of performance are expected and under what conditions would evaluation be taking place.
- Specify the **procedures and instruments** to be used to demonstrate the knowledge or skill in focus.
  - ✓ Use a variety of test types from simple to complex
  - ✓ Plan to assess all 4 skills and culture
  - ✓ Include the range of levels from recall of knowledge to the assessment of higher order skills
  - ✓ Allow students to have inputs in the assessment plan
- Decide **what evidence** is required to determine the degree to which students have mastered the knowledge or skill
  - ✓ Ensure that your approach to marking is standardized so that bias is removed
  - ✓ Create a mark key and a rubric that defines the levels of mastery of the knowledge or skill and the mark to be allocated
  - ✓ Provide feedback of specific shortcomings to students so that they can be guided to improve

## **Types of Evaluation**

Evaluation is generally distinguished from assessment in that evaluation assigns a value to the student's performance that is linked to a judgement about the quality displayed. The judgment made by the teacher about student performance, the assigning of a mark or grade is referred to as evaluation. There are many different categorizations of evaluation, as determined by the purpose to be fulfilled by the evaluation. The main categorizations according to the function that the evaluation procedure are:

- Diagnostic - Usually taking place at the beginning of a piece of work to be taught, this type of evaluation aims at diagnosing what the student already knows about the work in question.
- Formative - Taking place at planned intervals throughout the programme, also called continuous assessment, this type of evaluation better enables the teacher to make improvements in the process, activities etc. in response to each bit of evaluation data.
- Summative - This takes place at the end of a programme of work and serves as a final determination of what has been learnt. End of Term/ Year as well as National Examinations are considered to be summative, although they may incorporate elements of a formative evaluation components.

## **Continuous Assessment**

Continuous assessment essentially involves teachers collecting information about what a student knows, understands and can do in relation to what has been taught. Continuous assessment is intended to be ongoing and should be practiced by the teacher to continuously inform planning by the teacher as to what is taught next. Continuous assessment, also known as formative assessment, complements summative assessment and has several advantages:

- It enables the teacher to plan for effective teaching based on students' readiness;
- Flexibility and options for testing engages students and creates higher levels of interest and confidence;
- It allows students to show learning in a variety of ways, making allowances for different talents and strengths of students;
- Feedback is provided to students and parents creating a more collaborative learning experience;
- It allows for attention to the individual needs of students and what each child needs to progress from one level to the next;
- Timely and targeted feedback promotes students taking responsibility for their progress and higher levels of independence.

### **A Continuous Assessment Plan for Spanish**

Continuous Assessment in foreign language classroom is intended to allow students the opportunity to explore a range of activities and assessment possibilities beyond the traditional test types. A measure of planning is required on the part of teachers to ensure that this intent is fulfilled while holding to the weighting that is recommended for the components of Spanish. Students should be assessed in all skills in each term. Suggested activities for teaching and assessment of the components of Spanish are found in the following table:

<b>COMPONENT</b>	<b>%</b>	<b>SUGGESTED ASSESSMENT ACTIVITIES</b>
Listening	20%	announcement, chants, commercial, dialogues, documentary, infomercial, instructions, jingles, lyrics fill-ins, movie trailers or excerpts, newscast, podcast, poem, radio ad, raps, simple interviews, songs
Speaking (including reading out loud)	20%	audio track for photos, chants, commercial, demonstration, description of artwork etc. dialogues, dramatization, infomercial, instructions, interviews, jingles, newscast, poem, presentation, radio ad, raps, report on research, role-play, school announcement, show and tell, simple oral monologues, songs, speeches
Reading (silently for comprehension)	20%	advertisements, assembly instructions, bill, blog, brochures, cartoons, charts, children's literature, cinema ads, comics, diagrams, diaries, email, excerpts of magazines, fables, family tree, flash cards, flyers, forms, headlines, invitations, jokes, journals, labels, lyrics, manual, maps, menus, news summaries, newspaper announcements, poetry, polls and surveys, postcards, prescription, puzzles, questionnaires, recipes, resume, riddles, schedules, scrapbooks, shopping lists, text on packages, TV guide, webpage
Writing	20%	advertisement, application forms, blog, brochure, brochures, cards, chart, crosswords, diagram, dialogue, directions, email, essay, family tree, flier, floor plans, forms, graphic organizer, invitation, journal, labelling albums, labels, letter, messages, mind maps, questionnaires, recipe, scrapbooks, shopping lists, time capsules, treasure map
Culture	15%	artefacts, cartoons and popular characters, children's poetry & literature, coins and stamps, collages, collections, costume and jewellery creation, dance, ethnicity, exploration and creation of artwork & craft,

		folklore, food and recipes, historical events, holidays & celebrations, logos, masks, murals, music, popular practices, religion, scale models, sport, stories & legends, traditions, uniforms and symbols, virtual tours & trips
Participation	05%	N/A



## Assessment of Higher Order Skills

Teaching and learning now needs to focus on the development of higher order skills in our students. The most widely used classification of skills is the *Taxonomy of Educational Objectives* (Bloom, Engleheart, Furst, Hill & Krathwohl, 1956). Developed decades ago, it still has great relevance today. Bloom's taxonomy classifies performance in the cognitive domain to six categories from the simple to the complex. Revised by Anderson and Krathwohl in 2001, learning of facts, concepts, procedures and the development of metacognition is similarly classified, but broken into the dimensions of Knowledge and Cognitive Process.

KNOWLEDGE	COGNITIVE PROCESS
1. KNOWLEDGE-recall of simple facts and concepts	1. REMEMBER- recognizing or recalling
2. COMPREHENSION- basic understanding that allows students to restate	2. UNDERSTAND- understanding that allows students to interpret, exemplify, classifying, summarize, infer, compare and explain
3. APPLICATION- using facts and concepts to solve new problems	3. APPLY- implementation of a procedure
4. ANALYSIS- breaking down information into parts and reasoning with the information	4. ANALYZE- using differentiation, organizing and attributing
5. EVALUATION- judging the value of materials and methods	5. EVALUATE- checking or critiquing
6. SYNTHESIS- putting parts together to form a new whole	6. CREATE- generating, planning and producing a new product

Teachers often limit assessment of students in Modern Languages to the first two or three categories which tend to equate with student's reception of the language. Production of the language is stronger when students operate within the domains that activate higher order skills,

analysis, evaluation and synthesis. Some of the processes that his curriculum targets at this level include reasoning, problem-solving and creative thinking.

Assessment of higher order skills should be guided by the following principles:

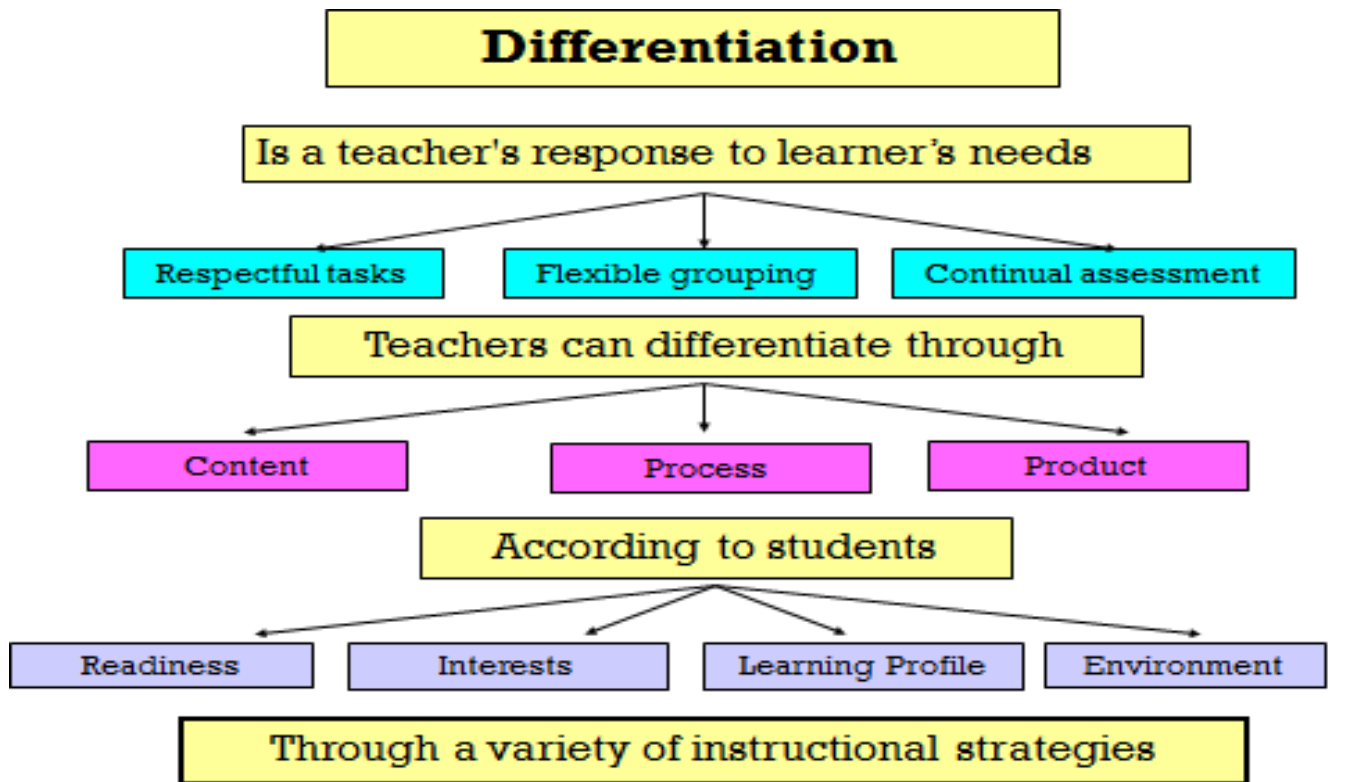
- Provide students with something that stimulates thought- an introductory text, a problem, a visual, an audio piece, some realia or other resources
- Use language that students have been learnt, within a context that does not allow for simple recall, so that the context in which the language is used should be new
- Be mindful that level of difficulty of the content (easy or hard) is a separate consideration from level of thinking or processing (lower order thinking as compared to higher order thinking).
- Select material that is linked to real life and relevant to students' life experience as far as possible so that engagement with the material is high
- Exploration, comparison and contrasting of cultural practices and products allows for analysis and evaluation activities

## **Part 4: Curriculum Adaptations**

## **Curriculum Adaptation**

An essential stage in the implementation of curriculum involves an adaptation of the curriculum according to the context of their classroom in response to the needs of the learners. There may be a need to adapt the curriculum to more simple pieces or to a more a higher approach to the topic. Adaptations are neither attempts to dumb down the curriculum nor are they mechanisms to challenge students excessively. Rather, they are teaching and assessment strategies which are specifically designed to cater to a student's needs so that he/she may demonstrate mastery of concepts and achieve the learning outcomes of a subject or course (Ministry of Education, British Columbia, 2009). According to Kirk, Gallagher, Coleman and Anastasiow (2012), "all children need and deserve an educational environment where they belong and where there differences are addressed and honored" (p. 3).

In many cases, a teacher is faced with a mixed ability class, instead of a homogenous group that can work at the same pace. It is sometimes difficult to make decisions as to how to differentiate instruction to cater for the different groups of students. Often, the tendency to cater to the student with average ability is chosen, to the detriment of both the special needs student and the gifted student. Teachers need to proactively plan to differentiate instruction to maximize the learning potential of all students. Understanding the principles of curriculum differentiation is essential for teachers to meet the needs of the range of students in the class. The following diagram summarizes some of the main points of differentiation and adaptation of the curriculum to better meet the needs of students.



Carol Ann Tomlinson  
(2006)

Teachers can maximize learning by:

Focusing students on the Essential Question that underlies the lesson;

Ensuring that students have the required pre-knowledge needed to be engaged in the topic to be covered. Teachers will need to plan support for students who are below the level and gradually bring them up to the standard to achieve the desired outcomes;

Guiding students to follow clear steps and conscious strategies to achieve outcomes and master concepts;

Providing support and scaffolding for students to move step by step to the highest level of mastery of the outcomes;

Integrating content across subject areas to build higher levels of cognition;

Consistently create opportunities for previously taught knowledge;

## The Gifted Student

Teachers First (2014) has identified several ways in which gifted students reveal themselves. Some of these are listed below.

The gifted student:

- asks many questions and is very curious;
- possesses a large amount of information;
- has a good memory;
- learns new information quickly;
- masters reading skills earlier;
- finishes classwork quickly;
- enjoys a challenge;
- thinks independently;
- expresses unique and original opinions;
- is self-motivated;
- makes connections other students don't see;
- demonstrates strong expressive skills;

In order to meet the needs of gifted students within the regular classroom, learning activities should challenge and nurture such learners. Teachers First (2014) and Mollman (2014) identified some learning activities that should be considered when planning for teaching and learning. These are presented below:

By creating an **independent project activity** the teacher will allow the gifted student who has finished his/her work quickly to become engaged in a special area of interest that is in direct relation to the topic under study. In turn, this will help to fill the “extra time” that this student may have on his/her hands. Independent project activities also allow students to exceed the requirements with the extra time they are given.

Getting students involved in **competitions** may also help to challenge students academically, and provide them with an opportunity to develop the leadership

skills and improve their group dynamic skills. Teachers may also consider the use of rewards for a substantial amount of the work completed.

**Vertical enrichment activities** are also beneficial. These are assignments or projects that exceed what is completed in the regular classroom. It does not refer to more of the same; however, include additional activities that challenge students while developing their higher order skills.

Instead of making your gifted student a tutor, find a **mentor** who will willingly work with him/her in his/her areas of interest. This will help the gifted students to further tap into and ultimately reach their potential.

## **The Special Needs Student**

Within each class is found a range of learners. It is logical that one approach and one pace on the part of the teacher will not meet the needs of all students. Some teachers believe that by catering to the needs of the special student, the progress of the rest of the class will be impeded. This is not necessarily the case. Rather, adaptation of the teaching and learning material is the key, so that students are working at different levels on the same material. Some ways in which the curriculum can be adapted for the special needs students include:

- A reduction in the quantity of work students are expected to master and the number of activities they are expected to complete
- A variation of the time allotted or permitted for learning, or for the completion of specified tasks or assessment
- A variation in the way in which content is delivered (for example, through the use of visual aids, hands-on activities, pre-teaching)
- An accommodation in the level of task difficulty to account for the learner's needs (for example, simplify instructions; allow students to use support material; allow pairing with a good reader for added support)
- A variation of the goals or learning outcomes, breaking the process of learning into smaller more detailed steps.
- An allowance of variation in how a student is expected to respond (for example, while others may be able to write their response, the special needs student may be able to respond orally)
- An increase in the level of support afforded to the student (material presented to the student preparatory to the class; peer coach; special assistant where available)
- The provision of different instruction and materials that cater to the individual learning goals of students

(adapted from Wright, 2005)



The following have also been found useful to maximize motivation and allow for a variety of levels within a mixed classroom:

### *The Learning Environment*

One of the considerations when meeting the needs of students is the classroom environment. The classroom needs to be a place where all children can easily engage in activities and projects at their own level and pace. Students can become involved in creating an atmosphere of learning as part of structured activities. Here are some suggestions for designing a student-friendly classroom:

- create a room that invites inquiry with posted materials to stimulate thought and engagement;
- connect with content areas form across the curriculum;
- use a wide range of materials with students;
- arrange for activity centers wherever possible;
- have flexible/open seating arrangements that facilitate positive student interaction and peer support;
- offer attractive, lesson-related activity options for students who need additional support or for those who finish work early;
- vary the atmosphere of the room through music, visuals, use of ICTs, as well as opportunities for creative movement, mime, dance, singing.

### *Groups*

Grouping of students has been proven to be beneficial in enhancing learning as well as promoting positive social interaction. Groups of students should be carefully structured by the teacher and may vary from activity to activity to meet students' learning needs and enhance the strengths students have. There is abundant literature on grouping students and teachers are encouraged to explore and experiment with varieties of these (structured, open, creative, divergent, content-based, etc.). Teachers should also be clear about the learning goals for each group activity and should share these with the class.

### *Portfolios*

A portfolio is a collection of products (e.g., assignments, paintings, drawings, stories, observations) from school, home, or a community center. It is a repository of what a child has done or can do, demonstrating progress over time and allowing students to highlight their pieces of choice. Portfolios can be highly motivational since they allow for high levels of student choice in the pieces that represent their learning. Most importantly, submission of portfolio work should allow for reflection and redrafting on the part of students.

### Boys

Peter West (2001) advocates that most boys need structured learning than do girls. It is felt that boys do not handle long explanations or vague instructions well and in his report on an inquiry into the education of boys he provides evidence that more boys than girls believe that school is a total waste of time. Some of his strategies for engaging boys in the classroom are presented below:

### Helpful Hints When Teaching Boys:

- Boys need to build rapport with their teachers. It's the first and most important step.
- Boys have better spatial processing capacity. They understand the positions of objects in space better than girls. For this reason, boys often respond to language activities using puzzles and codes (for example, substituting numbers for letters in translation).
- Boys love realia and trivia. Contests, games and memory activities using realia will appeal to boys.
- Boys find it hard to multitask. Give boys clear, short instructions, and don't require them to memorize more than two tasks at a time.
- Boys are especially poor at listening activities. Try to keep listening tasks short. Natural speed may be too much for boys: be prepared for this.
- Boys respond to diagrams and flow charts. They can easily see patterns in grammar when presented as a table or a reference chart.

- Boys find it difficult to read your emotions from your facial expressions. A raised eyebrow may not be enough to tell a boy that his behaviour is inappropriate. You will get better results if you speak clearly and firmly in a low, non-threatening voice. Move close to him to give the instruction.
- Keep instructions simple and routine. Use the same sentence pattern for instructions. For example, use a direct infinitive form for instructions (“Fill in the chart”, “Move your chairs into a circle”, and not “If you move your chairs into a circle, we can do a numbers activity”. This gives too much information and the instruction is not clear.)
- Ensure that the instructions provided for all tasks (including assessment) are clear and concise so that boys can easily identify the procedure needed to ensure completion of the task
- Create models of structured lessons with an introductory activity followed by discussion in pairs
- Vary the partnering of boys and girls so that they all get an opportunity to work with each other as far as possible
- Elicit boys’ learning needs and preferences and act upon them
- Conduct action research with the boys in your classroom with regard to how they prefer to learn
- Provide opportunities for the use of information technology and computer-assisted learning to which boys tend to respond well

Teach Thought (2013) also suggests that in order to motivate boys, teachers may:

- design lessons that allow students to create a product
- consider structuring lessons as competitive games
- design and structure lessons that require movement
- permit boys to tackle unsolved problems
- use a combination of teamwork and competition
- encourage independent discovery and self-directed learning
- helping boys with homework

- offering single-gender learning environments where possible for groups of boys
- make connections with material to be learnt so that it is viewed as purposeful and relevant
- encourage boys by providing male role models

## **Part 5: Resources**

## Appendix A

### Cultural References

The following cultural references are mentioned in the Spanish curriculum for Forms 1–3. These details have been provided for ease of use by teachers. The list is not exhaustive, and should be used as the starting point for exploration of topics identified in the curriculum as students are exposed to various aspects of Hispanic culture.

#### 1. The Influence of Hispanic Culture in Trinidad and Tobago

**History:** When Christopher Columbus (Cristobal Colón) came to Trinidad and Tobago in 1498, he brought with him aspects of his cultural heritage that have remained with us up to today. However, aspects of our cultural expression as we know them today have also been influenced by contact with Spanish-speaking countries of Latin America. The following are some examples:

**Names of People:** (First names): Carlos, Pedro, Luis, Franco, Ricardo, Antonio, Enrique, Ana, Teresa, Maria, Linda, Carmen, Esperanza, Jacinta

**Names of People:** (Surnames): Gómez, Marcano, Hernández, Fernández, Gonzáles, López, García, Guevara, Navarro, Martínez, Llanos

**Names of Places:** Río Claro (Clear River); Sangre Grande (Great Blood); Mundo Nuevo (New World); Las Cuevas (The Caves); Diego Martín (The name of an admiral who travelled with Cristobal Colón); San Fernando (St. Ferdinand); Sangre Chiquito (Small Blood); Palo Seco (Dry Stick); Maracas (Shak-shaks); La Canoa (Canoe); Santa Cruz (Holy Cross); Toco (I touch); Manzanilla (Chamomile); Valencia (a city in Spain); Buenos Ayres (Good air); San Juan (St. John); Marabella (Beautiful sea); Vistabella (Beautiful view); San Pedro (Saint Peter); El Dorado (The Golden Place); Los Bajos (The Lowlands); Las Lomas (hillock – small hill); Los Iros (really Los Cirros – low clouds); Cedros (Cedars); Barataria (bargain); Savonetta (really Savanetta – small savannah)

**Names of Islands:** Monos (apes); Huevos (eggs); Chacachacare (el caracol – snail)

**Street Names:** The street names in Woodbrook are derived from the names of relatives of a former Venezuelan who owned large estates in the area. They include: Luis, Cornelio, Carlos, Alfredo, Alberto, Rosalino, Ana, Petra (an abbreviation of Petronilla), Gallus

**Food:** Pastelle, paime, polenta, arepa, empanada (use of corn flour – harina de maíz), paella (Spanish version of pelau/pilaf), tortillas, chile, jalapenos (pepper), cassava (yuca), plantain (plátano), sancocho (a kind of soup)

**Music and dance:** La parranda (parang), merengue, tango, cha-cha-cha, salsa

**Celebrations/festivities:** La Divina Pastora (Catholic celebration held in Siparia honouring the Blessed Virgin Mary. This celebration is also important to Hindus, who refer to it as Soparee Mai, in which honour is paid to a female deity of the Hindu religion); May fairs (adapted from the Venezuelan harvest time in May); Christmas; Corpus Christi; Easter

2. **Mis quinceaños/Las quinceañeras:** When a girl celebrates her 15<sup>th</sup> birthday, it is a big event in most Spanish-speaking countries. The day is celebrated with much pomp and ceremony. Normally, the day begins with a church service and the girl dresses up like a mini-bride in a white frilly dress. After the service, a big party, attended by male and female friends and members of the family, is held. At 15, she is considered as moving from girlhood to womanhood.
3. **El saludo:** (Spanish greeting): Darse la mano/El abrazo/el beso: In Hispanic culture, when men greet each other they normally exchange a handshake (darse la mano), especially when they meet each other for the first time and they say to each other *Mucho gusto*, *Encantado*, or *Es un placer*. If they are close friends or members of the same family, they normally exchange a hug (el abrazo). In Latin America, women exchange a kiss on one cheek. However, in Spain, two kisses on both cheeks is the normal greeting.

4. **El Día del Santo:** Because of the strong Roman Catholic tradition in many Spanish-speaking countries, children at birth are given saint names. The feast day of the Saint is an important day in the life of the child. The child receives gifts and there is a small family celebration at home, similar to a birthday celebration.
5. **El Día de la Raza/El Día de la Hispanidad:** Celebrated on the 12<sup>th</sup> October in many Latin American countries, this festival commemorates the discovery of the Americas by Christopher Columbus (Cristobal Colón) and the rich cultural and racial heritage of Latin American people. On this day, the Latin American people join together in many festivities to reaffirm their cultural and ethnic heritage. The mixture of the races (el mestizaje) in Latin American countries is very predominant. Mixed people (los mestizos) are a mixture of two or more indigenous, African, Spanish, or Caucasian peoples. Several indigenous groups are found throughout Latin America so that there are marked differences according to countries.
6. **La siesta:** This tradition of taking a midday rest from work has its roots in Spain. It comes from the Latin “hora sexta” (sixth hour), which is calculated from 6 a.m. In earlier times, it was a three-hour break starting from 12 noon, as during this time the sun was at its peak, producing sweltering heat. This practice has diminished and changed over time as the break is now a mere 30 minutes where it is still practised.



7. **El Día de San Valentín/El Día de los Enamorados:** This day is similar to the Valentine's Day celebrated in Anglophone countries. It takes place on the 14<sup>th</sup> February and is the day on which love, friendship, and kindness (el amor, la amistad, el cariño) take centre stage. Many gifts are exchanged among friends and between loved ones.
8. **El uniforme:** As happens in schools in the Caribbean, the students in most Spanish-speaking countries wear a uniform to school. Since most schools are religious and privately run, the uniforms are seen as a way of reducing costs and making the students easily identifiable. In Colombia, however, only primary school students wear a uniform. Those in secondary schools wear casual clothes.
9. **El Día de los Muertos:** Akin to our All Saints and All Souls Day, this festival also takes place on the 1<sup>st</sup> and 2<sup>nd</sup> November. The first day is dedicated to children, while the second is set aside for adults. During this period, many families visit the graves of their dearly departed (sus difuntos queridos), cleaning the sites and sprucing them up with lovely flowers, chocolates, and sweets. Other religious symbols and offerings adorn the gravesites. In Mexico, for example, families spend the day in the cemetery having a picnic, which includes a "pan de muerto" (bread of the dead – made from a type of egg-batter dough). It is felt that the souls of those who are dead are actually present around them and consequently the festivities are jovial and lively.

Some families construct a small altar at their homes, decorating it with flowers and other relics. Items belonging to the deceased are placed on the altars. Candles and incense are also burnt to guide the spirits of the dead back to their former homes. The meals that are provided are expected to sustain these spirits as they make their journeys around the world, only to return again the following year.

10. **La Navidad:** Christmas celebrations in Hispanic countries contain similar elements to those to which we in the Caribbean are accustomed. For example, La Navidad commemorates the birth of Jesus Christ (el nacimiento de Jesucristo) and the holiday is on 25<sup>th</sup> December. However, in these Spanish-speaking countries where the Roman Catholic tradition remains

strong up till today, the celebration of Christmas is not confined to one day but continues for several days before and after the 25<sup>th</sup> December.

The festivities of Christmas begin on the 16<sup>th</sup> of December, which is called the *Posadas* (inn), and ends on the Day of the Kings (el Día de los Reyes), the 6<sup>th</sup> of January. It re-enacts the event of the Virgin Mary (la Virgen María) and Joseph (San José) searching for accommodation on the way to Bethlehem. In Hispanic culture, they are referred to as *peregrinos* (or pilgrims). In many homes, families build what we commonly refer to as a crèche (un nacimiento/un pesebre/un belén), which depicts Jesus in the manger surrounded by the stable animals and the Three Wise Men (Los Tres Reyes Magos).

The cultural practice of people moving from house to house comes from the tradition of *los peregrinos*. People mimic the event of Jesus and Mary moving from inn to inn looking for accommodation. In the original custom, prayers were said and religious choruses, *aguinaldos*, were sung.

**11. Parang:** The word parang is derived from the word *parranda*, which is the act of merrymaking, generally by a group of carousers who go from house to house serenading their friends. In Spanish, the full expression is *andar de parranda*, which is akin to the Trinidad expression of “liming,” moving from place to place with no sense of time.

It is believed that Trinidad and Tobago’s proximity to Venezuela facilitated the spread of this aspect of our culture, which has remained with us since. Many Venezuelans came to Trinidad in earlier times to work on the cocoa plantations; hence the term *cocoa panyol/payol*.

Parang bands and music are associated with Christmas. The traditional bands usually consisted of four to six singers, along with musicians who played the guitar, cuatro, mandolin, bandol, box-bass, toc toc, tiple, scratchers (guiro), and maracas (shak-shak). The lyrics are sung in Spanish and usually recount the birth of Jesus Christ.

During the Christmas season, *los parranderos* (the band) go from house to house serenading and entertaining members of the community. An integral feature of this custom is the provision of food and drink for the *parranderos* and their followers at any house they choose to visit.

The fusion of the parang sound with the soca and chutney beats has been gaining ground within recent years.

**12. Las Pascuas (Easter):** For Roman Catholics in many Hispanic countries, Easter is in fact a combination of the Holy Week (*Semana Santa*) activities, starting with Palm Sunday and ending with Resurrection Sunday (*Pascua – el Domingo de la Resurrección*). Holy Week celebrates the final days of Jesus Christ on earth. Many Roman Catholic communities re-enact the Passion of Christ. Some men are selected to play Jesus and His disciples, and they re-enact the events of Jesus' Crucifixion and Resurrection.

**13. Words of Spanish Origin:** There are several Spanish words that have been corrupted and adapted to our dialect. Examples of such adaptations are listed below:

<i>Dialect</i>	<i>Spanish</i>
pico plat	pico de plata
cascadoo	cáscara dura
sapats	zapatos
parang	parranda
planass	planazo
mamaguy	mamagallos
poc a poc	poco a poco
lagniappe	la niapa de la vida
maljo	mal de ojo
warap	guarapo

**14. La bendición:** Blessings are an integral aspect of Hispanic culture. Whenever a child leaves his/her parents to go out, he/she says *Bendición mamá/papa*, asking for the blessing of his parents. In response, the parent makes the sign of the cross on the forehead of the child, at the same time saying *¡Qué Dios te bendiga!* or *Bendición*.

**15. Roman Catholicism:** Roman Catholicism is the most popular religion in Spanish- speaking countries, although within recent times other religions/beliefs have been gaining ground.

When Christopher Columbus came to the New World, he and the other Spaniards who journeyed with him encountered native civilized peoples with their own beliefs and system of deities. Regarding their practices as pagan, the Spaniards attempted to destroy all semblance of the natives' religion, including statues and places of worship. Consequently, with fervent proselytizing, Catholicism became the main religion. Many of those who opposed conversion met their demise, usually by painful means.

Nearly 500 years ago, many large churches (cathedrals) began adorning the villages and towns of these countries. Dioceses were also set up for easier governance and implementation of the Catholic way of life. In many former Spanish colonies, the influence of Catholicism is still visible in the education system, cultural and religious practices, and moral codes.

**16. La piñata:** The piñata is still a very popular element in Hispanic culture. Some historians believe that it was a tradition borrowed from the natives who existed before the arrival of Columbus and the other *conquistadores*. Previously, the indigenous peoples adorned clay pots with colourful feathers, filling them with tiny treasures. The Mayans, with their great affinity for sports, suspended a clay pot with a string and blindfolded the player's eyes, spurring him on to destroy the pot with his diminished or blocked vision.

In adapting the game, Spanish missionaries used to cover the pots with attractive paper, akin to the colours of the feathers used by the indigenous peoples. This was done in their process

of proselytizing and assimilation of New World peoples into Catholicism. Theological significance was given to the shape of the piñata: seven cones represented vices/sins that the convert needed to beat out of his life.

At present, however, the piñata has lost much of its religious importance. It is no longer a ball with seven cones around it but, rather, takes on the shape of a donkey or any other animal. Piñatas can now be found at children's parties, filled with lots of sweets and chocolate. Children, with their eyes covered, take turns in trying to destroy the piñata. In order to make it difficult, they are usually spun around and then spurred on to destroy the piñata, which is normally hung from the ceiling.

**17. Salutations to the teacher:** Students in primary and secondary schools in Spanish-speaking countries are expected to conform to high standards of behaviour. Whenever a teacher enters the classroom, they are expected to stand and formally greet the teacher saying: *Buenos días profesor/profesora*. The teacher then responds: *Buenos días alumnos*, and invites the students to sit. If a student passes a teacher in the corridor, he/she is expected to display courtesy at all times. A typical encounter may go as follows:

*Alumno: Buenos días, profesor.*

*Profesor: Buenos días, alumnos ¿Cómo estás?*

*Alumno: Muy bien gracias, ¿Y usted?*

*Profesor: Bien también. Adiós.*

*Alumno: Adiós profesor.*

**18. Bullfighting (la corrida de torros):** Bullfighting is a popular sport in Spain and some Hispanic countries, although it is subject to increasing controversy in recent times, with efforts by animal rights activists to have it banned. Many of these *corridos* are televised live. The sport involves the *matador* executing various moves with the aim of appearing confident and graceful, and at the same time maintaining control of the bull. The tools of the *matador* are a red cape and a sword. It is commonly believed that the red cape angers the bull; however, bulls are colour blind.

The elegance of the bullfighter and his eventual dominance over the bull provide delight to the on-looking crowds. If a bull is thought to have acted bravely and courageously he is given a pardon by the owner, or is killed in a final act by the bullfighter. The bull is not allowed to fight twice as it is believed that bulls have a keen memory.

Teachers may choose to have students research and discuss this practice, and compare with other sports involving animals, within the context of cultural comparison.

## **Appendix B**

### **Glossary**

#### **Assessment**

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

#### **Authentic Assessment**

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

#### **Authentic Material**

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

#### **Bloom's Taxonomy**

A classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding.

#### **Evaluation**

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

#### **Feedback**

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

#### **Functional Approach**

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

### **Learning Strategies**

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

1. *metacognitive* strategies, such as planning, evaluating, and monitoring language use
2. *cognitive* strategies used in actually “doing the learning,” such as guessing words, repeating, learning things by heart, and working out rules
3. *social* strategies, such as working with others, asking for help, and so on

### **Literacy**

The ability to encode and decode symbols and to synthesize and analyse messages.

### **Media**

Refers to all electronic or digital means and print or artistic visuals used to transmit messages.

### **Media Literacy**

The ability to encode and decode the symbols transmitted via media and the ability to synthesize analyse and produce mediated messages.

### **Media Education**

The study of media, including practical experiences and media production.

### **Media Literacy Education**

The teaching of the skills related to media literacy.



## **Multiple Intelligences**

This theory was proposed by Howard Gardner in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*. Gardner articulated seven criteria for behaviour to be considered intelligences or natural strengths as modes of learning.

## **Native Language/Culture**

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

## **Outcome**

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

## **Performance Assessment**

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

## **Performance Criteria**

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

## **Productive Skills**

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

## **Realia**

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

**Receptive Skills**

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

**Rubric**

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

**Structure**

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

**Target Language/Culture**

The language being learnt and its accompanying culture.

**Task**

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

**Weighting**

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

## Appendix C

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DRAFT

## **Appendix D**

### **List of helpful ICT Websites**

[busuu.com the language learning community Learn Spanish, Learn German, Learn French](#)

<http://www.bitstrips.com/create/comic/>

<http://www.askmaps.com/en/index.php>

[www.makebeliefscomix.com/Comix](http://www.makebeliefscomix.com/Comix)

<https://maps.google.com/>

<http://www.dfilm.com/moviemaker/make.html>

<http://www.123teachme.com/>

<http://www.toolsforeducators.com/>

[Learn Spanish Free Online | 123TeachMe](#)

[Spanish Games from Spanish Online](#)

[ToonDoo - World's fastest way to create cartoons!](#)

[Tools for Educators - free worksheet templates, printable game templates, 100% customizable worksheet makers with images!](#)

<http://edu.glogster.com/>

[www.glogster.com/](http://www.glogster.com/)

## Appendix E

### Sample Lesson Plans

#### FORM 1

#### LESSON PLAN 1

**CLASS:** Form 1, Term 1

**TOPIC 2.0:** The Spanish Influence of the Spanish in Trinidad and Tobago

**CURRICULUM REFERENCES:** 2.1

**DURATION OF LESSON:** 90 mins

**LEARNING OBJECTIVES:** At the end of the lesson Students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. List some place names of Spanish origin in Trinidad and correctly pronounce them.	Cognitive	Knowledge
2. Locate, on a map of Trinidad, some places with names of Spanish origin.	Cognitive	Knowledge
3. Appreciate the cultural richness of T & T	Affective	Valuing

**PREVIOUS KNOWLEDGE:**

Grammar: N/A

Functions: N/A

Other: Familiarity with basic geography of Trinidad and location of places.

**.RESOURCES:**

Teacher: Laptop/desktop, projector, internet access  
PowerPoint giving a brief history of the Spanish presence of Trinidad and Tobago  
Large map of Trinidad and Tobago  
Word Search Document with 15 place names of Spanish origin  
Anagram Document with 15 place names of Spanish origin  
Create a document with a map of Trinidad and Tobago with place names of different origins

Student: Laptop, internet access  
 Copies of Word Search Document with place names of Spanish origin  
 Copies of Anagram Document with Place names of Spanish origin  
 Copies of Select the Spanish Place Names document

## CONTENT:

Structure: *Un pueblo de origen español es ..../ ...es un pueblo de origen español.*

Vocabulary: *Rio Claro, San Juan, La Brea, Toco, La Cuevas, Maracas, Los Bajos, Santa Flora, Diego Martin, San Fernando etc.*

Culture: Spanish names of places, Spanish food, Spanish music, Spanish celebrations, Spanish names of people

## METHOD:

Set Induction: Teacher engages students in brief discussion about the things that they enjoy in our culture and points to the influences that have lead to that item. The discussion is lead to the Spanish influence in Trinidad and aspects of Spanish influence (place names, food, music/dance, celebrations) of which students may be aware are elicited.

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
Listening / Speaking	1. Teacher presents a PowerPoint giving a synopsis of the Spanish presence in Trinidad and Tobago.  Teacher fills in the information gaps where necessary	Students point out the evidence of Spanish presence in Trinidad and Tobago – food, music, dance, names, place names, celebrations etc.	10 mins
Listening/ Speaking	2. Teacher asks students to locate the town where their school is situated on a large map of Trinidad and Tobago. Teacher then asks students to locate the places close to that town that are of Spanish origin. The teacher embarks on a ‘Know Your Country’ tour on the map, stating the names of those places by saying, for example : <i>Un pueblo de origen español es Sangre Grande.</i>	Students view a map of Trinidad. They follow teacher on the ‘Know Your Country’ tour of places that are of Spanish origin. Students identify the place names of Spanish origin and practice the pronunciation.	5mins
Reading	3. Teacher distributes the sheets with the word search of 15 place names to students.	Students find 15 Spanish place names in the word search.	10 mins

Listening	Teacher distributes sheets with 15 Anagrams of place names to students	Students decipher the anagrams to form 15 places in Trinidad with Spanish names.	10 mins
	Teacher calls the place names of Spanish origin.	Students take turns to locate on the map the place names called out by the teacher	10 mins
Writing	Teacher uploads and emails a map of Trinidad and Tobago to the students	E-dictionary – on a map of Trinidad and Tobago, students write in 15 place names of Spanish origin in their accurate location	20 mins
Listening	4. Teacher makes a statement about the names of different places in Trinidad and Tobago. For example: <i>Sangre Grande es un pueblo de origen español.</i> <i>Un pueblo de origen español es Point a Pierre</i>	Students listen to the statement and determine whether they are Verdadero (True) or Falso (False)	10 mins
Reading	5. Teacher distributes copies of Select the Spanish Place Names document	Students select the place names of Spanish origin	5 mins

**EVALUATION:** 1. Students take turns giving place names of Spanish origin. The teacher starts by saying: *Un pueblo de origen español es Palo Seco*. The first student repeats what the teacher said then adds a place to the list. Each student in turn repeats all that was given before, then adds another place name.

**CLOSURE:** Students brainstorm and list Spanish street names in their communities.



## LESSON PLAN 2

**CLASS:** Form 1, Term 1

**TOPIC 3.0:** The Spanish Sound System

**CURRICULUM REFERENCES:** 3.1, 3.2, 3.3

**DURATION OF LESSON:** 70 mins

**LEARNING OBJECTIVES:** At the end of the lesson Students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Reproduce, in speech, the authentic sounds of the Spanish vowel system in context.	Cognitive/ Psychomotor	Application
2. Reproduce, in speech, the authentic sounds of Spanish consonants in context.	Cognitive/Psychomotor	Application
3. Recognize the authentic sounds of Spanish vowels and consonants in context	Cognitive/ Psychomotor	Application

### PREVIOUS KNOWLEDGE:

Grammar: N/ A

Functions: Can recite the alphabet in Spanish

### RESOURCES:

Teacher: laptop/desktop, projector, internet access  
Song with vowel sounds  
Link to pronunciation of diphthong sounds

Student: laptop, internet access,  
Palette sticks with Spanish vowels written on small paper square  
Word sheets with missing vowel sounds.  
Link to pronunciation of diphthong sounds  
Words with different sounds on word cards.  
Word sheets with words missing different sounds

**CONTENT:**

Structures: Vowel sounds: a, e, i, o, u  
 Diphthongs: *ia, ie, io, iu, ai, ei, oi, ui, ua, ue, uo, au, eu, ou*  
 Consonants that differ from English:  
*c[e], j[a], g[a], g[e], ll[a], h [a], ch [a], fi [a], ñ, v [a], rr [a]*

Culture: The letters of the Spanish alphabet that do not exist in the English alphabet.

**METHOD:**

Set Induction: Teacher recites a tongue twister (trabalengua) and then has random students attempt to recite it accurately.

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
Listening Speaking	1. Teacher accesses a song teaching the Spanish vowels and plays the song for the students. Teacher also writes on the board the vowel sounds as they occur	Students listen and repeat the vowels as sung.	7 mins
	Teacher says words with different vowel sounds.	Students pronounce the words to practice the vowels.	3 mins
	Teacher points to vowel.	Students make the sound of the vowel indicated	5 mins
Listening Writing	2. Teacher says Spanish words – syllable by syllable	Students indicate the vowel sound of each syllable by raising their palette stick with the printed vowel.	10 mins
	Teacher distributes copies of words with vowel sounds omitted. Teacher says each word syllable by syllable.	Students write in the correct vowel sound for each syllable as the word is said.	10 mins
Listening / Speaking	3. Teacher lists the consonants of the Spanish alphabet and highlights the ones whose sounds are different from English.	Students listen and repeat the sounds of the	10mins

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
		consonants and then practice some words given by the teacher. <b>STEAL THE SOUND GAME</b> One student tries to steal a blindfolded student away from his/ her partner by whispering the same consonant sound as the partner.	5 mins
Listening / Speaking	4. Teacher guides students to access a link to practice the sounds of diphthongs. (Search pronunciation of Spanish diphthongs)	Students discuss the meaning of a diphthong and then access the link to practice the pronunciation of some diphthong examples.	10mins
Writing	5. Teacher spells words in Spanish.	Students write the letters called by the teacher to spell words.	5mins

**EVALUATION:** Students are put into groups. Each group is given a set of Spanish words cut out on individual word cards. A sheet with the same words spelt with missing sounds is given to each student. The students take turns pronouncing each word from the word cards. The other students fill in the missing sound on the word sheet.

**CLOSURE:** Students attempt the trabalengua once again and try to improve their pronunciation from their first attempt.

### LESSON PLAN 3

**CLASS:** Form 1, Term 1

**TOPIC 4.0:** The Spanish-Speaking World

**CURRICULUM REFERENCES:** Form 1 Term 1 4.1, 4.2, 4.3

**DURATION OF LESSON:** 90 mins

**LEARNING OBJECTIVES:** At the end of the lesson Students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Identify the Spanish-speaking countries of the world.	Cognitive	Knowledge
2. Identify the capitals of the Spanish-speaking countries of the world.	Cognitive	Knowledge
3. identify the flags of Spain and the Spanish-speaking countries of the Caribbean	Cognitive	Knowledge
4. Appreciate the diversity of the world and respect as well as value differences in other nations.	Affective	Valuing

#### PREVIOUS KNOWLEDGE:

Grammar: N/A

Functions: N/A

#### .RESOURCES:

Teacher: laptop/desktop, projector, internet access  
Create a PowerPoint slide show showing the Spanish speaking countries of the world.  
Search Interactive Map of the Caribbean, Central and South America in Spanish with audio of names, click and read names, and drag  
Create crossword with capitals of Spanish speaking countries  
Create a PowerPoint slide presentation showing pictures of the capital cities as well as the corresponding national flag.

Student: laptop, internet access  
Copies of crossword puzzle

## PREPARATION OF INSTRUCTIONAL ENVIRONMENT:

### CONTENT:

Structures: Se habla español en ....  
¿Cuál es la capital de...?  
La capital de ..... es...  
La bandera nacional de ...

Vocabulary: el país, la capital, de, es, la bandera nacional

### METHOD:

Set Induction: Teacher asks students to brainstorm the Spanish speaking countries of the world and lists these countries on the whiteboard/blackboard.

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
Listening	1. Teacher presents a slide show of the Spanish-speaking countries of the world. The word cards of the countries	Students view slide show and repeat the pronunciations of the Spanish countries	3mins
Listening/ Speaking	4. Teacher shares interactive map of the Caribbean, Central and South America with audio of names of Spanish speaking countries with students	Students learn Caribbean, South & Central American Geography by clicking on countries on an interactive map to find out their names.	5mins
Listening/ Reading	Teacher shares interactive map of the Caribbean, Central and South America with names of Spanish speaking countries	Students listen to and read the names of countries and match them to their geographical location on an interactive map.	5mins
Reading	Teacher shares interactive map of the Caribbean, Central and South America with names of Spanish speaking countries	Students drag countries to their correct location on an interactive map.	5mins
Listening/ Speaking/ Reading	Teacher presents PowerPoint slides with pictures of the capital cities of Spanish speaking countries. Teacher asks “¿Cuál es la capital de...?” (Additionally, teacher presents the flags of these countries stating: ‘La bandera nacional	Students also respond to the teacher’s questions “La capital de ... es...”.	10 mins

	<i>de ..')</i>		
Reading/ Writing	Teacher distributes crossword puzzles with countries and their capitals	Students solve crossword puzzles	10 mins
Speaking/ Listening/ Writing		Hangman Game – students play hangman of countries and capitals using Spanish alphabet	15 mins
Speaking		Parade of nations. Students are assigned countries. Students make sashes with names of assigned country, as well as miniature national flags carried on straws/ palette sticks. One student is the announcer calling the name of the country. When the country is called, the student with the name sash comes forward, says the name of the country where Spanish is spoken, the capital of the country and waves the flag. When all nations are called, students parade around the class.	20 mins

**EVALUATION:** 1. Students create an e-book of an assigned country. Slides in the e-book must include country, capital and flag.

**CLOSURE:** Students plan and discuss the making of a scrapbook entitled “El mundo hispanohablante”.

## LESSON PLAN 4

**CLASS:** Form 1, Term 1

**TOPIC 5.0:** Socializing

**CURRICULUM REFERENCES:** 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10

**DURATION OF LESSON:** 120 mins

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Greet each other and introduce themselves	Cognitive/ Affective	Application
2. Appropriately address people.	Cognitive/ Affective	Application
3. Ask politely		
4. Apologize to others.	Cognitive/ Affective	Application
5. Express gratitude.	Cognitive/ Affective	Application
6. Ask to be excused.	Cognitive/ Affective	Application
7. Say goodbye.	Cognitive/ Affective	Application

### PREVIOUS KNOWLEDGE:

Grammar: Adjectival agreement with “bienvenido”

Functions: Conduct basic social interactions

### RESOURCES:

Teacher: Laptop/desktop, projector, internet access, students  
Search songs using greetings

Student: Laptop, internet access, Microsoft Word  
Puppets

Links: [Formal & Informal Greetings.doc](#)  
[Las cortesías.docx](#)  
[Unscramble and match.doc](#)

## CONTENT:

Structures: ¿Qué tal? ¿Cómo estás? ¿Qué pasa? ¿Qué hay de nuevo?  
¿Cómo te llamas?...me llamo...  
Tú vs usted

Vocabulary: Buenos días, buenas tardes, buenas noches  
Hola,  
Bien gracias, muy bien, bastante bien, excelente, mal, regular, nada de nuevo  
Mucho gusto, el gusto/placer es mío, encantado, igualmente  
Lo siento, (con) permiso, perdón, disculpe  
Por favor, (muchas) gracias, de nada  
Adiós, chao, hasta luego, hasta la vista, hasta mañana, hasta pronto

Cultura: Darse la mano, darse un beso suave en la mejilla, darse un abrazo, darse palmaditas en la espalda

## METHOD:

Set Induction: Teacher calls four random students to the front of the class and greets each of them in a different way (handshake, kiss on the cheek, hug, pat on the back) and asks the class to identify the differences in each greeting.

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
Listening	1. Teacher explains the context of each of the four greetings. Teacher describes situations and asks students to state which greeting is used	Students give responses to situations. Students use puppets to present scenarios demonstrating greetings	10 mins
Listening/ Speaking	2. Teacher plays Greeting song	Student view video of basic Spanish greetings and practice the pronunciations.	10 mins
	3.	Students use puppets to present scenarios where friends meet and greet each other	10 mins
Reading/ Writing	4. Teacher uses scenarios to remind students of greetings. The greetings are written on the board.	Students add greetings to their e-dictionary Students work in groups to create cartoon showing greetings	20 mins
Reading/ Speaking	5. Teacher distributes handout of two mini dialogues introducing formal and informal greetings.  <a href="#">Formal &amp; Informal Greetings.doc</a>	Students read and pronounce the dialogues together as a class. In pairs, students read the roles of the characters in the dialogue. Students substitute alternative	15mins



SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
		expressions for the ones in italics, practice their own mini dialogues orally and present to the class.	
Reading/ Speaking/ Writing	6. Teacher guides students to the following link. <a href="#">Las cortesías.docx</a>	Students read and pronounce Spanish expressions of courtesy. Students respond orally and in writing to situational responses. Students add courtesies to their e-dictionary	5 mins
Writing	7.	Students are put in groups. Students search images showing courtesies. Students make a Courtesy chart with labels accompanying each image illustrating various courtesies.	20 mins
	8. <a href="#">Unscramble and match.doc</a>	a. Students decipher the anagrams to form Spanish expressions of greetings and courtesies. b. Students match Spanish expressions to their appropriate situations.	10 mins

**EVALUATION:** 1. In pairs, students dramatize as appropriate the different ways of greeting each other in the Spanish-speaking world and accompany each physical expression with appropriate verbal greetings and questions. The dramatizations will be video recorded and posted onto the class wiki.

**CLOSURE:** Students compare and contrast the greetings in Spanish-speaking countries and Trinidad and Tobago.

## LESSON PLAN 5

**CLASS:** Form 1, Term 1

**TOPIC 6.0:** Personal Identification

**CURRICULUM REFERENCES:** 6.1 to 6.15

**DURATION OF LESSON:** 90 minutes

**LEARNING OBJECTIVES:** At the end of the lesson Students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Introduce themselves to each other by name.	Cognitive/Affective	Application
2. Tell their age.	Cognitive	Application
3. State where they live	Cognitive	Application
4. State their phone number	Cognitive	Application
5. state their email address	Cognitive	Application
6. State their nationality and country of origin.	Cognitive	Application

### PREVIOUS KNOWLEDGE:

Grammar: Agreement of Adjectives

Functions: Exchange basic personal information

### .RESOURCES:

Teacher: Laptop/desktop, projector, internet access  
Source video of the national anthem of Venezuela  
Puppet  
Create Power Point slide show of nationalities listed below (include gender distinction)

Student: Laptop, internet access  
Copies of sheet with transcript of the puppet's personal information  
Copies of [id.doc](#)  
Copies of [Dialogue completion.doc](#)

## CONTENT:

Structures: ¿Cómo te llamas?...Me llamo  
Soy chico/ chica  
¿Cuántos años tienes?...Tengo...años  
¿Dónde vives? ... Vivo...  
¿Cuál es tu correo electrónico?...Mi correo electrónico es ...  
¿Cuál es tu número de teléfono/ celular?...Mi número de teléfono/teléfono celular es .../ No tengo teléfono celular  
¿De dónde eres?...Soy de...  
¿De qué nacionalidad eres?...Soy...

Vocabulary: cubano/a, dominicano/a, mexicano/a, puertorriqueño/a, venezolano/a, español/a, trinitario/a, tobaguense, jamaicano/a, barbadense, estadounidense, americano, canadiense

Culture:

Other:

## METHOD:

Set Induction: Teacher plays a video of the National Anthem of Venezuela

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
Listening/ Speaking	1. Teacher introduces puppet to students, giving its name, sex, address, email, phone number and nationality. Teacher presents the information in parts, asking students to give their information. For example, <i>'Vivo en San Juan, y tú, ¿dónde vives?</i>	(a) Students read the dialogue and discuss.  (b) Students match questions from the dialogue to their appropriate responses.	10 mins
Reading Writing	Teacher distributes copies of transcript of puppet's personal information and corresponding questions	Students read transcript and enter questions and answers in their e-dictionaries	10 mins
Listening	2. Teacher presents slide show of some countries of the world and their nationalities.	Students view slide show and pronounce the nationalities.	5 mins
Speaking	4. Teacher provides the following link to students. <a href="#">id.doc</a>	In pairs, students practice similar mini dialogues and video record them. The	10 mins

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
		recordings will then be viewed by the class.	
Writing	5. <a href="#">Dialogue completion.doc</a>	Students complete a dialogue.	5 mins
Speaking	6. Teacher maintains order as students go around the classroom asking each other their ages.	Students go around the classroom asking each other about and stating their ages. Students then create a spreadsheet of the similarity in ages within the class and insert an appropriate chart to illustrate the data.	15 mins
Listening Speaking Reading Writing		Celebrity Interviews - Students are paired off for an interview. One is the journalist who has his/ her list of questions, the other is a celebrity from one of the countries listed above. The journalist interviews the celebrity, using his/ her question list. The interview can be recorded and presented to the class.	20 mins

**EVALUATION:** 1. Students create a voki/ vlog which describes himself/herself in Spanish (name, age, address, email, phone number, place of origin, nationality) and present them to the class.

**CLOSURE:** Teacher and class listen to the National Anthem of another Spanish-speaking country of consensus.

## LESSON PLAN 6

**CLASS:** Form 1, Term 2

**TOPIC 7.0:** Home, Family and Friends

**CURRICULUM REFERENCES:** 7.1, 7.3, 7.3, 7.4, 7.5, 7.6, 7.7

**DURATION OF LESSON:** 90 minutes

**LEARNING OBJECTIVES:** At the end of the lesson Students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. identify members of the family	Cognitive	Knowledge, Comprehension, Application
2. ask someone how many people are in his/ her family	Cognitive	Knowledge, Comprehension, Application
3. state the number of persons in their family	Cognitive	Knowledge, Comprehension, Application
4. state who are the members of their family	Cognitive	Knowledge, Comprehension, Application, Analysis
5. appreciate the composition of their family	Affective	Analysis, Synthesis, Evaluation

### PREVIOUS KNOWLEDGE:

Grammar: Possessive Adjective *mi, mis, tu* and *tus* ;

Functions: Introducing others

### RESOURCES:

Teacher: Laptop/desktop, projector, internet access  
Power Point Presentation showing/ identifying family members  
Family tree graphic presenting family members  
Rhyme: Mi Familia

Student: Laptop, internet Access  
Photocopies of family tree graphic  
Video camera  
Access to Microsoft PowerPoint, Excel, Word

### CONTENT:

Structures: ¿Cómo se llama?...Se llama  
¿Cómo se llaman?...Se llaman  
¿Quién es ..?  
Es .../ Son ....  
¿Cuánto(a)s hermano(a)s tienes?...  
Tengo...hermano(a)s. No tengo hermano(a)s  
¿Cuántas personas hay en tu familia?  
Somos ... en mi familia. En mi familia hay .... personas.

Vocabulary: mi padre, mi papá, mi madre, mi mamá, mis padres, mi hermano (mayor/ menor); mi hermana (mayor/ menor), mis hermanos, mi abuelo, mi abuela, mi tío, mi tía, mi primo/a, mi sobrino/a, mi padrastro, mi madrastra, mi hermanastro/a

### METHOD:

Set Induction: Teacher shows a photo of his/ her family and says: *Esta es mi familia – la familia Charles.*

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
Listening Speaking	Teacher presents each member of his/ her family using PowerPoint slides. Teacher may use voice on slides or may use live presentation. E.g. <i>Ésta es mi madre. Se llama Beatriz.</i>	Students repeat	5 mins
Reading Writing	Teacher represents the family presented in a family tree graphic (Search Google images). The relationships between members and the teacher are stated and written on the whiteboard E.g. <i>mi madre, Beatriz</i> etc. Teacher supplies words for family members as required.	Photocopies of a similar graphic (with blank spaces) are given to students. They create their own family tree with labels in Spanish	20 mins
Reading/ Writing	Teacher highlights the vocabulary re: <i>Mi familia</i>	Students add new vocabulary re: <i>Mi familia</i> to their e-dictionary. The	20 mins
Listening/ Speaking	Teacher presents his/ her family members then asks the students about their family. E.g. <i>Mi hermana se llama Sandra. ¿Cómo se</i>	Students take turns to answer the questions posed by the teacher. Students	10 mins

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
	<i>llama tu hermana?</i> This is repeated for different family members	then pair off and orally present their family to each other. Students ask questions like <i>¿Cómo se llama tu abuela? ¿Quién es?</i>	
Writing Speaking Listening	Teacher conducts a survey of the class enquiring about number of family members, number of brothers, number of sisters	Students work in groups to present the result of the survey in a pictogram, pie chart etc.	20 mins

**EVALUATION:**

1. Students create an e-album presenting their family members.
2. Students create a documentary video presenting their family members.
3. Students write an e-mail/ letter to an e-pal/ pen-pal telling them of their different family members.

**CLOSURE:** Teacher and class put music to or chant rhyme on family

#### RHYME – MI FAMILIA

1. My father is *mi padre, mi padre, mi padre*  
My father is *mi padre en mi familia*.
2. My mother is *mi madre, mi madre, mi madre*  
My mother is *mi madre en mi familia*.
3. My brother is *mi hermano, hermano, hermano* etc.
4. My sister is *mi hermana, hermana, hermana* etc.
5. My granpa is *mi abuelo, mi abuelo, mi abuelo* etc.
6. My granny is *mi abuela, mi abuela, mi abuela* etc.
7. My uncle is *mi tío, mi tío, mi tío* etc.
8. My aunty is *mi tía, mi tía, mi tía* etc.

## LESSON PLAN 7

**CLASS:** Form 1, Term 2

**TOPIC 8.0:** Descriptions of Persons

**SEXUALITY & SEXUAL EDUCATION:** Body Image – Students learn to appreciate themselves and that everyone is important, no matter what they look like

**CURRICULUM REFERENCES:** 8.1, 8.2, 8.3, 8.4

**DURATION OF LESSON:** 90 mins

**LEARNING OBJECTIVES:** At the end of the lesson Students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Ask for a description of someone.	Cognitive	Application
2. Describe physical attributes of self and others	Cognitive	Application
3. Describe their basic facial features		Application
3. Describe basic facial features of others		Application
4. Appreciate a range of physical attributes as Beautiful	Affective	Valuing

### PREVIOUS KNOWLEDGE:

Grammar: Verbs 'Ser' and 'Tener': 1<sup>st</sup>. & 3<sup>rd</sup>. persons

Functions : Expressing that they are a boy/ girl

### RESOURCES:

Teacher: Laptop/Desktop with internet access and speakers

Projector

Create a PowerPoint Slide Show showing various physical descriptions

Student: Laptop

Digital Camera



Links:

<http://www.voki.com/php/viewmessage/?chsm=f5889b8fc306613ad19db5f5cd8efa71&mId=816549>

## CONTENT:

Estructuras: ¿Cómo eres? Soy...  
Tengo...  
¿Cómo es/ son? Es/ Somos/ Son...  
Tiene/ Tenemos/ Tienen...  
Me gusta a mí mismo.

Vocabulario: alto, bajo, mediano, delgado, gordo, guapo/bonito/lindo, feo, joven, viejo  
el pelo: castaño / pelirrojo / negro / rubio / largo / corto / liso / rizado /  
ondulado / trenzas / rapado,  
los ojos: pequeños / grandes / negros / marrones / verdes / azules / grises  
la nariz; las orejas  
ENRICHMENT: los labios, la frente, la mejilla, el hoyuelo

## METHOD:

Set Induction: Teacher presents slides 1 – 4 of Powerpoint ‘Las Descripciones Físicas’ and students are asked to identify the differences between the two persons presented in each slide. The class then engages in a discussion about which physical characteristics are attractive, thus leading to the idea that a range of different characteristics are beautiful to different persons.

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
Listening	1. Teacher presents the essential Spanish vocabulary along with visual stimuli as the meanings are elicited from the students (slides 5 – 8).	Students repeat the Spanish words and guess the meanings.	5 mins
Listening/ Reading	2. Teacher presents four voki who introduce and describe themselves in Spanish (slides 9 – 12) and also distributes a handout of the transcripts to the students. . Teacher poses oral questions about each voki.	Students listen and read the descriptions of the voki.  Students answer some oral questions about each voki.	10 mins
Writing/ Listening/ /Speaking	3. Teacher orally poses the question	Students use the model used by the voki (height, size, hair, colour of eyes) to write a description of themselves. Students orally present the	20mins

<b>SKILL</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>TIME (mins)</b>
	<p>‘¿Cómo eres?’ to each student.</p> <p>Teacher affirms each student by complimenting the students after each presentation with expressions like <i>Eres muy bella/ bonita/ linda/ guapo.</i></p>	<p>description of themselves in response to the teacher’s question.</p> <p>At the end of each presentation each student affirms <i>Me gusta (mucho) a mí mismo.</i></p>	
Listening	4. Teacher presents four images of celebrities along with an oral description of each in Spanish (slide 13).	Students match the images to their appropriate description.	10mins
Reading OR Writing	5. Teacher presents four images along with a description written in Spanish (handout).	Students match the images to their appropriate description. OR Students choose 2 celebrities from the handout and write a description in Spanish.	5 mins
Reading/ Writing	6. Teacher presents an image along with a description written in Spanish. However there are some errors in the description.	Students rewrite the description so that it matches the image.	5 mins
Speaking	7.	<p>In pairs students will orally describe themselves to each other.</p> <p>In pairs, students will orally describe each other to the class.</p>	5 mins
Writing	8. Teacher assists with photo taking and uploading where necessary.	Students will work in pairs to take photos of each other, upload them onto both laptops, create a document with the photo inserted and type descriptions of themselves and their partner in Spanish.	15mins

**EVALUATION:**

1. Students will present oral descriptions of themselves to the class.
2. Students will find an image of their favourite celebrity and type a description of him/her in Spanish.

**CLOSURE:** On their Face book status, students will write a description of themselves in Spanish.

## LESSON PLAN 8

**CLASS:** Form 1, Term 2

**TOPIC 9.0:** Dates and Time

**CURRICULUM REFERENCES:** 9.1, 9.2, 9.5, 9.12

**DURATION OF LESSON:** 90 mins

**LEARNING OBJECTIVES:** At the end of the lesson Students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Enquire about which day of the week it is and state the current day.	Cognitive	Application
2. Enquire about which month of the year it is and state the current month.	Cognitive	Application
3. Enquire about the current date and state the same.	Cognitive	Application
4. Identify days of celebration	Cognitive	Evaluation
5. Greet someone on Valentine's Day	Affective	Application

### PREVIOUS KNOWLEDGE:

Grammar: Ser; pluralization of articles 'el' and 'la'

Functions: Identify family members and friends

### .RESOURCES:

Teacher: The celebration of Valentine's Day (El Día de los Enamorados) in Spanish speaking countries, Vocabulary for Valentine's Day

Student: Laptop with Microsoft Word Publisher/ Alternatively material to make a postcard (paper, markers glitter, paints, stickers etc.)

Links: Search for video/ song teaching the Days of the Week in Spanish

### CONTENT:

Estructuras: ¿Cuál es la fecha? / ¿Qué fecha es hoy? / ¿A cuántos estamos?  
...hoy/mañana es...  
Mamá/ Papá/ Tía Ana etc., eres mi amor/ vida.

Vocabulario: los días de la semana son: lunes, martes, miércoles, jueves, viernes, sábado, domingo  
 los meses del año son: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre  
 ¡Feliz Día de los Enamorados!

Culture: In Hispanic culture the week begins on a Monday; In Spanish orthography days of the week and months of the year are not capitalized as other Proper Nouns; Celebration of Valentine's Day in a Spanish speaking country

Other:

### METHOD:

Set Induction: Teacher asks students about their favourite day(s) of the week. 1 min

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
Listening	1. Teacher accesses a video/song of the Spanish days of the week.	Students view video/ listen to song and practice the pronunciations of the days of the week in Spanish.	5 mins
Listening/ Speaking	2. Teacher lists and pronounces the Spanish days...slide 3	Students repeat the pronunciation of the Spanish days and class discusses some characteristics of the Spanish week.	5 mins
Listening	3. Teacher presents a calendar image of a particular month and calls out specific dates of that month (slide 4), eg. "Es el veinte de septiembre. ¿Qué día es?"	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"	5 mins
Writing	4. Teacher e-mails a work sheet to all students. <a href="#">Activity 4- Days worksheet.docx</a>	Students access the work sheet that was emailed by the teacher prior to the class, download and complete the activity and reply to the teacher with the completed activity as an attachment.	10 mins
Listening/ Speaking	5. Teacher presents the months of the year (slide 7)	Students listen and repeat the months of the year in Spanish.	5 mins

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIM E (mins )
Listening	6. Teacher accesses the following recording which is played for the students. <a href="#">Activity 6.wav</a>	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.	10 mins
Writing	7. Teacher provides students with a list of celebrations.	Students find images of the listed celebrations using the internet, save them and email them to their partner (assigned by teacher).  Students use their partners' images to id in writing the month in which it is celebrated.	10 mins  5 mins
Listening	8. Teacher plays the recording at the following link. <a href="#">Activity 8 Listening.Reading.doc</a>	Students listen and read the dates.	5mins
	9. Teacher shows slide 8	Students read and discuss.	5 min
Reading / Writing	10. Teacher provides a list of dates in Spanish. <a href="#">Activity 11 &amp; 12- Dates.docx</a>	Students list the dates in calendar order.	5 mins
Writing	11. Teacher provides students with the following link: <a href="http://www.languagesonline.org.uk/">www.languagesonline.org.uk/</a> (Camino 1: Unidad 2 - #10)	Students use the link to access an online quiz on writing dates in Spanish.	5 mins
	12.	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	10 mins
	13. Teacher shares with students the traditions associated with the celebration of Valentine's Day ( <i>El Día de los Enamorados</i> ) in Hispanic countries. Teacher greets students with greeting for Valentine's Day: <i>¡Feliz Día de los Enamorados!</i> . The greeting is written on the whiteboard. Teacher invites students to	Students repeat the greeting <i>¡Feliz Día de los Enamorados!</i> . They create a card (using material or Microsoft Publisher) for the person whom they have selected. Students use vocabulary appropriate to the	25 mins

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
	choose one person whom they love (family member, friend) to create a Valentine's Day card for them	person for whom the card is created ( <i>Mamá/ Papá/ Tía Ana etc., eres mi amor/ vida.</i> , or Vocabulary for Valentine's day).	

**EVALUATION:** 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. 15mins

**CLOSURE:** Each student creates anagrams of 10 different days of the week or months of the year. These anagrams are given to each other to solve.

## LESSON PLAN 9

**CLASS:** Form 1, Term 3

**TOPIC 11.0:** In the Classroom

**CURRICULUM REFERENCES:** 11.1, 11.7

**DURATION OF LESSON:** 90 mins

**LEARNING OBJECTIVES:** At the end of the lesson Students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Name the objects and persons in their classroom in Spanish.	Cognitive	Knowledge
2. Respond orally and in writing to questions in Spanish about their classroom.	Cognitive	Comprehension
3. Describe the objects in their classroom, both orally and in writing.	Cognitive	Application
4. Design their ideal classroom.	Cognitive/Affective	Synthesis
5. Talk about what they have to care for in their classroom	Cognitive/ Affective	Application of knowledge

### PREVIOUS KNOWLEDGE:

Grammar: Es...  
¿Qué hay ..? Hay....  
¿Cuántos/ Cuántas?

Functions: State the time

### RESOURCES:

Teacher: Multimedia projector, laptop, handouts

Student: Laptops, classroom, classroom objects, teacher, students

Links: [Act 1 Photostory .wmv](#)  
[Act 2 oral questions.doc](#)  
[Act 3 Miguel's classroom.ppt](#)  
[Activity 5 juego de palabras.doc](#)

Link which allows students to a classroom architect and design their own classroom

## CONTENT:

Estructuras: ¿Qué hay en la clase? / Hay...  
Debo cuidar mi/ mis ...

Vocabulario: la clase/el aula, la puerta, la ventana, el reloj, la pizarra, el mapa, el profesor/la profesora, el escritorio, el pupitre, la silla, el alumno/el estudiante, la alumna/la estudiante, la papelera.

Cultura:

Otro:

## METHOD:

Set Induction: Teacher engages the students in discussion about some aspects of their classroom that they appreciate and others which they would like to change. 2 mins

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
Listening	1. Teacher presents the Spanish names of the objects and persons within a photo story. <a href="#">Act 1 Photostory .wmv</a>	Students listen and repeat aloud the Spanish names of the classroom objects and persons.	5 mins
Speaking	2. Teacher questions the students orally about some aspects of their classroom. <a href="#">Act 2 oral questions.doc</a>	Students respond orally in Spanish to the questions.	5 mins
Reading/ Writing	3. Teacher presents Miguel's description of his classroom (ppt). <a href="#">Act 3 Miguel's classroom.ppt</a>	Students read Miguel's classroom description and answer questions on it in writing.	5 mins
Writing	4.	Using Miguel's classroom description as a model, students type their own classroom description in Spanish as a word document.	5 mins
Speaking	5. "Juego de palabras" (word association game): Teacher shows images of objects. <a href="#">Activity 5 juego de palabras.doc</a>	Students try to associate Spanish words orally with images given by the teacher.	3 mins
	6.	In groups students discuss and list the +ve's and -'s of their classroom.	2 mins



SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
	7. Teacher provides a link which allows the students to design their ideal classroom model.	In groups students will digitally design and label their ideal classroom using the link provided by the teacher.	20mins
	8. Teacher asks the students: <i>¿Qué debes cuidar en la clase?</i> Teacher writes students' responses on the whiteboard.	Students identify the items in their classroom that they have to care for. They state <i>Debo cuidar mi pupitre/ mi clase etc.</i> They are put in groups to make posters stating that depict what they need to care for in their classroom.	30 mins

**EVALUATION:** 1. Students will create photo story entitled: “¿Qué hay en mi clase?” with the new classroom vocabulary learnt.

**CLOSURE:** Students will discuss several aspects of their actual classroom which they believe need improvement and select one which they will plan to change.

## LESSON PLAN 10

**CLASS:** Form 1, Term 3

**TOPIC 12.0:** Snack Time

**HEALTH & WELLNESS:** Students differentiate between healthy and unhealthy snacks

**CURRICULUM REFERENCES:** 12.2, 12.5, 12.6

**DURATION OF LESSON:** 140 mins

**LEARNING OBJECTIVES:** At the end of the lesson Students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Identify snacks in Spanish	Cognitive	Knowledge
2. State what snack they like/ do not like	Cognitive, Affective	Comprehension, Application
3. State why they like/ do not like a snack	Cognitive, Affective	Comprehension, Application, Evaluation, Synthesis
4. Prepare a <i>batido</i> made from local fruit as a healthy drink	Psychomotor, Affective	Comprehension, Application, Synthesis

### PREVIOUS KNOWLEDGE:

Grammar: Singular, Plural, definite article, indefinite article

Functions: Asking about and stating likes/ dislikes  
Giving a reason for a like/ dislike

### RESOURCES:

Teacher: Computer, multimedia projector, whiteboard, marker, appendices, recipe for a *batido*

Student: Computer, Internet, die, ingredients for a *batido* made with local fruit

Links: Search a link of a video in Spanish describing liking food  
Search information about the Spanish drink *batido*

## CONTENT:

Structures:

Vocabulary: Food and drink including but not limited to *pan, un bocadillo, arepa, empanada, tacos, tortillas, paella, frutas, un paquete de galletas, una botella de agua, un refresco, jugo de..., helado de..., batido de*  
Reasons for liking snacks – *es rico/a, dulce, picante, sano/a, malsano/a*

Culture: Batidos, Local fruits – la guayaba, el limón, el mango, la naranja, la toronja, la papaya, la piña, el tamarindo, la sandía

## METHOD:

Set Induction: Teacher shows video (Appendix A) found at  
<http://www.youtube.com/watch?v=iNC9eMhLXe8>

He/She uses it to initiate a brief discussion with students with regard to their favourite foods. (3 mins)

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIM E (mins )
Speaking/ Reading	1. Teacher presents vocabulary on food/drink items using Flashcards and Powerpoint (Appendix A)	Students repeat each expression. (Following this they may also review the material on their own.	15 mins
Writing	2. Teacher presents sample food chart (Appendix B)	Students use sample food chart as a guide to create their own electronic food charts. (Sample pictures are provided in Appendix C)	15 mins
Writing	3. Teacher then presents likes and dislikes using Microsoft Powerpoint & Photostory. (Appendix D)	Students use the food charts that they created to state their likes and dislikes.	30 mins
Speaking	4. Teacher presents different snacks, expresses his/ her like or dislike for each and gives a reason	Students are paired and interview each other on like or dislike of snack as well as reason for choice.	15 mins
Speaking	5. Teacher uses Appendix E as a guide for students to create a 'Chutes and Ladders' game using the snacks that they learnt. Appendix F may be used to help with pictures but students are free to download or create their own images	In groups students create the 'Chutes and Ladders' Snack game. To play the game they throw the die, count the number, identify the snack, and say how they feel about it. Only if all this is done accurately can they proceed. The student who is first to reach 'FIN'	30 mins

		is the winner.	
Culture/ Speaking	6. Teacher presents information about about the <b>'batido'</b> drink that is typical of Spanish speaking countries. Teacher emphasises that this is a healthy drink made from fresh fruit and that it can be made without milk (encouraging sensitivity to students whose diet does not include milk)	Students work in groups to follow a recipe and prepare a <b>'batido'</b> made out of a local fruit. When they sample the drink they express how they feel about the drink and give a reason.	30 mins

### EVALUATION:

1. Students practise Adjective Agreement with snacks using Appendix G. The template is e-mailed to students and they can substitute the snacks given to customize their worksheet.
2. Students are put in groups to create a collage or art project representing which snacks are healthy (*sano*) or unhealthy (*malsano*).
3. Students use Microsoft Photostory to create a photostory depicting a conversation between two friends indicating what they like and do not like as a snack.

**CLOSURE:** Teacher uses Powerpoint presentation and flashcards to summarize the lesson.

**(5 mins)**

## LESSON PLAN 11

**CLASS:** Form 1, Term 3

**TOPIC 13.0:** Enjoying the Outdoors

**CURRICULUM REFERENCES:** 13.1, 13.2

**DURATION OF LESSON:** 60 mins

**LEARNING OBJECTIVES:** At the end of the lesson Students will be able to:

Objetivo	Clasificación (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Enquire about what the weather is like.	Cognitive	Application
2. Identify different weather conditions.	Cognitive	Knowledge
3. Describe weather conditions during the different seasons.	Cognitive	Application

### PREVIOUS KNOWLEDGE:

Grammar: está ... ; hay ...  
En

Functions: Stating what month of the year it is

### .RESOURCES:

Teacher: laptop, multimedia projector, create slide show of the weather in different parts of the Hispanic world

Student: laptop,

Links:

### CONTENT:

Structures: ¿Qué tiempo hace?  
Hace (muy) buen/mal tiempo  
Hace (mucho) fresco/calor/frío/sol/viento  
Está lloviendo/nevando/nublado  
Llueve/nieva  
Hay huracán/tormenta/niebla

Vocabulary: las estaciones: la estación seca, la estación de lluvias, el invierno, la

primavera, el verano, el otoño

Culture: Tropical versus temperate weather conditions

Other:

# **METHOD:**

Set Induction: Teacher walks in classroom fanning him/herself and asks “¿Qué tiempo hace?” and responds to his/her question by saying “Hoy hace mucho calor” (or as is appropriate).  
1 min

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME (mins)
Listening	1. Teacher presents slides (1 – 11) of Appendix I depicting weather expressions in Spanish and giving appropriate pronunciations.	Students listen and repeat weather conditions in Spanish while viewing picture stimuli.	5mins
Speaking	2. Teacher shows slide 12 (Appendix I) depicting the different seasons in both temperate and tropical climates.	(a) Students orally describe the weather during the various seasons.	5 mins
Writing		(b) Students describe the weather conditions during the various seasons in writing.	5mins
Speaking	3. Teacher directs the students to Appendix II _ Speaking	In pairs, students ask each other and respond appropriately about the weather conditions in the images.	5mins
Writing	4. Teacher directs the students to the following Appendix III -Writing activity.	Students use a summary of the weather report to write a description of the weather in Spanish.	10 mins
Writing	5.	Students use MS Word to create descriptions of weather for that week using illustrations from the Clipart Application.	10mins
	7. Teacher guides students to links to access online quizzes on weather conditions.	Students access the links and attempt the activities in groups.	15mins

**EVALUATION:**

1. Students will decipher some anagrams (slides 13 – 20, Appendix I) to form the descriptions of the weather conditions in Spanish.
2. Students will be put in groups to create e-books of the weather at different times of the day, in different seasons and in different months of the year in their country.

**CLOSURE:**

Students are shown slides of different countries of the Hispanic world and are asked to describe the weather there.

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## FORM 2

### LESSON PLAN 12

**CLASS:** Form 2, Term 1

**TOPIC 17.0:** My Home Life

**SEXUALITY & SEXUAL EDUCATION:** Gender Roles - An appreciation of gender roles in the allocation of household tasks

**CURRICULUM REFERENCE:** 17.1, 17.2, 17.3

**DURATION OF LESSON:** 45 minutes

<b>Objective</b> At the end of the lesson students will be able to:	<b>Classification</b> (Cognitive/ Affective/ Psychomotor)	<b>Level of Difficulty</b> (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
✓ ask someone about his/her habitual weekend activities and the chores they do at home	Cognitive	Knowledge
✓ provide information about what household chores and weekend activities they habitually do (orally and in writing)	Cognitive	Comprehension, Application
✓ demonstrate an appreciation of gender roles regarding household chores and weekend activities	Affective	Comprehension, Valuing

#### PREVIOUS KNOWLEDGE:

Grammar: Present Tense of Regular verbs

Present Tense of some common irregular verbs

Functions: Asking someone about their evening routine

Providing information about one's evening routine

#### RESOURCES:



Teacher: Computer, Internet, Microsoft Powerpoint, Multimedia projector, Screen, Handout, (Optional: Worksheets, e-mail)

Student: Internet, computer, (Optional: e-mail)

Links: <http://www.proprofs.com/games/create-game/>

## CONTENT:

Structures: *a + el, ayudar a + person*

Vocabulary: *Normalmente/Generalmente, Usualmente/Por lo general...*

*arreglar, ayudar (a mi mamá/papá), barrer el suelo, cama, compras, deberes/tareas, habitación, hacer, ir al mercado/supermercado/centro comercial, lavar la ropa/mis zapatos/el carro, lavar los platos, limpiar la casa/mi habitación, mirar las noticias, pasar la aspiradora, planchar la ropa, poner la mesa, quitar el polvo, trapear/pasar el trapo, ver la televisión*

Culture: N/A

Other: Use of Digital resources for the creation of a Photo Story, Slide Show, Video Diary etc.

## METHOD:

Set Induction: The teacher asks students what they usually do to help out at home OR what they do on weekends.

TEACHER ACTIVITY	STUDENT ACTIVITY
<p>1. <u>Speaking</u></p> <p>The teacher uses Microsoft Powerpoint to introduce household chores and weekend activities. Teacher also provides students with vocabulary list. (<a href="#">Cf. Appendix A</a>)</p>	<p>Students repeat each expression identifying each activity.</p>
<p>2. <u>Listening comprehension</u></p> <p>The teacher reads a transcription of your penpal's e-mail indicating what chores he/she does. (<a href="#">Cf. Appendix B</a>)</p>	<p>Your Spanish penpal is complaining that he/she has too many chores and not enough time on weekends for other activities. You make a comparison of his/her list of chores</p>

	<p>and what chores you are required to do each week and what you do on weekends.</p> <p>Students transcribe the e-mail read to them.</p> <p>(This transcription can be corrected using Google docs where all students can simultaneously participate in the process)</p>
<p>3. <u>Reading (for comprehension)</u></p> <p>Using the Multimedia projector the teacher projects the transcription on the screen so that students can make necessary corrections. This passage is now used as the basis for a reading comprehension. (<a href="#">Cf. Appendix B</a>)</p> <p>(NB This passage can also be e-mailed to students or a handout may be used)</p>	<p>You send some correspondence (digital format) to your Spanish penpal letting him/her know some of your household chores/activities for the week/weekend ahead.</p> <p>Students respond either orally or in writing to the questions asked.</p>
<p>4. Teacher engages class in a discussion on the types of household chores allocated to the males and females in their families. Students are asked to converse with each other about the chores they do, their respective parents do, their brothers/male cousins do, their sisters/female cousins do.</p>	<p>Students indicate the household chores and activities that the males and females in their families do. They compare their experiences with each other by conversing in Spanish using model expressions –</p> <p><i>Mi papá normalmente corta el césped y mi hermana mayor tiene la responsabilidad de planchar para toda la familia.</i></p>
<p>5. <u>Homework</u></p> <p>Teacher outlines a homework assignment encouraging students to include household chores and weekend activities that the different members (males and females) of their family engage in.</p>	<p><u>Writing &amp; use of ICT</u></p> <p>Students create a Slide Show presentation, video diary, Photo Story etc. depicting 4 or 5 household chores/weekend activities that they and different members of their family normally carry out. Each representation must be accompanied by an appropriate</p>

	caption. ( <b>NB</b> With students' permission, some of these may be used with subsequent classes as teaching aids)
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Alternate suggested activities (for longer periods/reinforcement):

TEACHER ACTIVITY	STUDENT ACTIVITY
*	<u><i>Student generated Reinforcement activities</i></u> Students use the link below (or any other they might find on their own) to create their own games online (Hangman, crosswords, word searches) and practice vocabulary/structures with classmates. <a href="http://www.propfans.com/games/create-game/">http://www.propfans.com/games/create-game/</a>
<u><i>Listening Comprehension</i></u> <b>BINGO</b> – All resources are provided. (Cf. <a href="#">Appendix C</a> )	Students reinforce vocabulary and structures learnt while playing BINGO.
<u><i>Charades</i></u> The teacher divides the class into two teams.	Students act out scenes depicting certain household chores. Their team members try to guess each activity.
<b>Online games and quizzes are fun!</b> <b>They also serve as a means of reinforcement of vocabulary learnt and provide additional relevant vocabulary.</b> The teacher may direct students to free online links to games and puzzles created by teachers/educators across the globe. An example of such a link is provided below. <a href="http://www.quia.com/jg/274888.html">http://www.quia.com/jg/274888.html</a>	Students access the link/s provided by the teacher and attempt the activities available.

**EVALUATION:**

Selected students go to the front of the class. The class asks either: *¿Qué haces los fines de semana?* or *¿Ayudas en casa?* Each student responds indicating what activities they do on weekends or what they do to help out at home. **(5 mins)**

**CLOSURE:**

Students summarize what they have learnt. **(1 – 2 mins)**

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## LESSON PLAN 13

**CLASS:** Form 2, Term 2

**TOPIC 19.0:** School Life

**CURRICULUM REFERENCE:** 19.1 – 19.6

**DURATION OF LESSON:** 35 minutes

<b>Objective</b> At the end of the lesson students will be able to:	<b>Classification</b> (Cognitive/ Affective/ Psychomotor)	<b>Level of Difficulty</b> (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
✓ inquire and state the time at which specific subjects are done	Cognitive	Application
✓ provide information orally about their timetable	Cognitive	Application
✓ read and respond to information about someone else's school routine	Cognitive	Comprehension
✓ listen to and ask for information about someone else's school timetable	Cognitive	Comprehension
✓ understand basic differences in education systems of Latin America	Affective	Understanding

**PREVIOUS KNOWLEDGE:**

Grammar: Present tense of 'ser' (3<sup>rd</sup> person singular and plural), definite articles (plural)

Functions: identify subjects on the timetable  
ask someone for information about his/her routine at school  
provide information about one's own routine at school

**RESOURCES:**

Teacher: Microsoft Photo Story 3, Timetable, Multimedia Projector,

¿Qué Hay? Bk. 2 (if applicable)

Student: Microsoft Photo Story 3, Timetable, Digital Cameras, ¿Qué Hay? Bk. 2 (if applicable)

Links: <http://microsoft-photo-story.en.softonic.com/>  
<http://www.discoveryeducation.com/free-puzzlemaker/>  
<http://superteachertools.net>

### CONTENT:

Structures: *el lunes, los lunes, ¿A qué hora... ?, hay*

Vocabulary: *después, empezar, terminar, tener, el recreo, el almuerzo, usualmente, normalmente, finalmente, por/cada semana*

Culture: (a) Different ways of expressing time (Cf. ¿Qué Hay? Bk. 2, p. 35)  
(b) Education system (salutations to teacher, school uniforms in Spanish-speaking countries, e.g. Venezuela, Colombia, Cuba, etc.)

Other: Use of ICT to create a Photo Story

### METHOD:

Set Induction: Students watch video/Photo Story depicting one's school routine. (Cf. Appendix A)

TEACHER ACTIVITY	STUDENT ACTIVITY	CONTEXT
6. <i>Speaking</i> Using the photo story presented in the set induction, the teacher introduces “ <i>A qué hora...</i> ” by asking what time various subjects/break/lunch are during the day. (Cf. Appendix A)	Students repeat each expression. Using their current timetable (or one which they created digitally), students work in pairs/groups to practise asking/responding to each other about the time(s) of various subjects.	There has been a change in your school schedule. You try to determine the times of some of your classes with your seatmate.
7. The teacher presents a series of statements indicating when one has various subjects/activities, inclusive of how often they occur. ( <i>e.g.</i>		

TEACHER ACTIVITY	STUDENT ACTIVITY	CONTEXT
<i>Tengo/Tenemos historia <u>tres veces</u> cada semana)</i>		
<p>8. <u>Listening comprehension</u></p> <p>Teacher creates a dialogue on school routine.</p> <p style="text-align: center;"><b>OR</b></p> <p>Teacher instructs students to complete exercise 3 from ¿Qué Hay? Bk. 2 (p. 34).</p>	<p>Students respond to questions asked orally or in writing.</p> <p>Students listen to a dialogue on students talking about their favourite day of the week taken from ¿Qué Hay? Bk. 2 (p. 34). They answer the questions which follow.</p>	<p>Your friend Martina does not want to go to school today because she has two of her least favourite subjects.</p>
<p>9. <u>Reading (for comprehension)</u></p> <p>Teacher presents students with a timetable in Spanish indicating the days and times of various subjects.</p>	<p>Students read a series of phrases and indicate whether the phrases are true or false.</p>	<p>Paco is comparing Martina's schedule with his own.</p>
<p>10. <u>Homework</u></p> <p>(NB Where the duration of the class is more than 35 minutes, this activity can be done as a classroom activity and also used as part of the evaluation for the lesson)</p>	<p>Students take photographs of themselves and others at work. They upload photographs taken to Microsoft Photo Story to create a photo story depicting their school routine. (Cf. Appendix A)</p>	<p>As a means of comparing your schedule, you upload a brief photo story for Paco and Martina to indicate what a typical Monday (or your favourite school day) is like at your school.</p>

Alternate suggested activities:

TEACHER ACTIVITY	STUDENT ACTIVITY
1. Teacher uses a puzzle making site (e.g. puzzlemaker.com to	Students complete search and find puzzle with words associated with their school routine. (Cf. Appendix

create puzzles associated with daily school routines.) She may e-mail same to students. (Cf. Appendix B)	B)
2. Teacher instructs students to use digital cameras to take photographs of each other at work in order to create a Photo Story depicting their school routine	Students take photographs of themselves and others at work. They upload photographs taken to Microsoft Photo Story 3 to create a photo story depicting their school routine. They create an accompanying audio and written narrative to accompany the pictures. (e.g. Appendix A)
<p><b>Online games and quizzes are fun! They also serve as a means of reinforcement of vocabulary learnt and provide additional relevant vocabulary.</b></p> <p>The teacher may direct students to free online links to games and puzzles created by teachers/educators across the globe. An example of such a link is provided below.</p> <p><a href="http://www.quia.com/cb/84237.html">http://www.quia.com/cb/84237.html</a></p> <p>Alternatively, the teacher may opt to create his/her own Jeopardy by following the guidelines provided on sites such as:</p> <p><b>www.superteachertools.net</b></p> <p>Teacher <b>EITHER</b> divides the class into two teams <b>OR</b> has students work in pairs to play Jeopardy (The game is projected using the multimedia projector if it is a</p>	<p><b>Jeopardy</b> (reinforcement of verbs associated with school, ordinal numbers, backpack items, numbers, pronouns)</p> <p>(One Player or Two Player activity)</p>



whole class activity). The teacher may also instruct students to work individually.	
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**EVALUATION:**

Selected students state what subjects they have on a particular day. Students then take turns asking each other at what times they have selected subjects. They respond accordingly.

**CLOSURE:**

Students summarize what they have learnt.

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## LESSON PLAN 14

**CLASS:** Form 2, Term 2

**TOPIC 20.0:** School Layout and Personnel

**CURRICULUM REFERENCES:** 20.1 – 20.4

**DURATION OF LESSON:** 45 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Identify (orally and in writing) the different areas found on a school compound	Cognitive, affective	Knowledge, comprehension, application
Create a labeled site plan of a typical school using Microsoft word application	Cognitive, psychomotor	Knowledge, comprehension, application, synthesis, evaluation

### PREVIOUS KNOWLEDGE:

Grammar: verbal structures and expressions related to school routine, subjects studies, personnel and rooms found at the school

Functions: Microsoft word application, Image search via the internet

### RESOURCES:

Teacher: Multimedia projector, laptop computer, Resource A

Student: Multimedia projector, laptop computer

### CONTENT:

Structures: verbal structures and expressions related to school routine and the layout of the school

Vocabulary: vocabulary related to the different rooms/facilities found at a school

Culture: Photos of typical Latin American schools (provided by the teacher)

## **METHOD:**

Set Induction:

¿Cuál es la diferencia? Teacher projects images of types of schools in Latin American countries and initiates discussion on how they differ and/or are similar from those in Trinidad and Tobago.

<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>
1. Pair and share – Teacher directs students to pair up and identify the names of the different rooms/facilities found at their school	1. Pair and share – students pair up and identify the names of the different rooms/facilities found at their school
2. Discussion – Teacher generates a discussion asking key questions about the types of facilities found at schools and prompts students to contribute more possibilities ¿Cuáles facilidades quieres en una escuela? ¿Un gimnasio, una piscina, un campo de deportes, un laboratorio de idiomas...?	2. Discussion – Students engage in a discussion about the types of facilities found at schools and indicate what they would like in an ideal school Un gimnasio, una piscina, un campo de deportes, un laboratorio de idiomas, una sala de computadoras...
3. Site plan of school – Teacher shows slide (Resource A) of a site plan of a school with labels in Spanish and directs students to create a similar site plan of their ideal school using Microsoft Word or Power Point with labels in Spanish	3. Site plan of school – Using their laptops, students create a site plan of their ideal school with labels in Spanish

**EVALUATION:**

A representative from each group presents their site plan of the ideal school to the rest of the class using the multimedia projector. Students compare what facilities they want/need in an ideal learning environment. Teacher allocates groups to label different parts of the school in Spanish.

**CLOSURE:**

Teacher modifies Resource A to create an image of his/her ideal school

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## LESSON PLAN 15

**CLASS:** Form 2, Term 3  
**TOPIC 22.0:** Things I Like To Do  
**CURRICULUM REFERENCES:** 22.1 – 22.3  
**DURATION OF LESSON:** 70 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Express deep passion for leisure time activities.	Cognitive/ Affective	Comprehension, Application, Analysis, Evaluation
Express dislike for leisure time activities.	Cognitive/ Affective	Comprehension, Application, Analysis, Evaluation
Demonstrate an appreciation how others feel about leisure time activities	Affective, psychomotor	Analysis, Synthesis, Evaluation

### PREVIOUS KNOWLEDGE:

Grammar: Verb *ir a* ...(& Infinitive)...

Functions: Expressing simple likes – *me gusta* ...(singular item).../ *me gustan* ...(plural item) ...Expressing preference – *prefiero* & Infinitive; *prefiero el/ la/ los/ las* ...; Expressing simple dislikes – *no me gusta* ...(singular item).../ *no me gustan* ...(plural item)...; Listing indoor/ outdoor leisure time activities; indoor games/ pastimes; Listing verbs of leisure time activities

### RESOURCES:

Teacher: Multimedia projector.  
Laptop with Internet access  
PowerPoint Presentation  
Appendices I - IV  
Student: Laptop with Internet access

Appendix I – Passion about activities (loaded unto laptops)  
 Appendix II – Writing about passions (loaded unto laptops)  
 Appendix III – Survey  
 Appendix IV – Guidelines for Poster (loaded unto laptops)

Links: <http://edu.glogster.com/>  
<http://images.google.com/>  
<http://spanish.typeit.org/>

## CONTENT:

Structures: Expressing intense like:  
*me encanta* & Infinitive; *me encanta el/ la .....*; *me encantan los/ las ...*;  
*me fascina* & Infinitive; *me fascina el/ la .....*; *me fascinan los/ las ...*; *me interesa* & Infinitive; *me interesa el/ la .....*; *me interesan los/ las ...*  
 Expressing deep dislike:  
*no aguanto* & Infinitive; *no aguanto el/ la/ los/ las ...*  
 Vocabulary: *ir al parque acuático, chatear en Facebook, enviar un BBM, los parientes, ir a la pista de patinaje, jugar a naipes, navegar por Internet*

## METHOD:

Set Induction: Teacher shows Slide 1 of the Power point presentation (pre-recorded video of teacher or older students talking about their preferences for leisure time). The teacher draws two columns on the board '*me/les gusta*' and '*No me/les gusta*', replays the slide, and asks students to identify in Spanish which activities go under each of the columns.

(10 minutes)

#	SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME
1.	Listening, Speaking, Reading	Teacher shows Slide 2, using gestures, facial expression to explain <i>me encanta ...</i> and <i>me encantan</i> . The teacher invites students to repeat these expressions, and gives examples in Spanish of activities that he/she really loves. Example - <i>Me encanta ir de compras/jugar al baloncesto/viajar al extranjero</i> The teacher then asks individual students <i>¿Qué actividad te encanta?</i>	Students repeat the new expressions, and answer appropriately when question is posed to them.	3 minutes
2.	Listening, Speaking, Reading	The same procedure is repeated for Slides 3, 4 and using gestures, facial expression to explain <i>me interesa</i> and <i>me interesan</i> ; <i>me fascina</i> and <i>me fascinan</i> ; as well as <i>no aguanto</i>	Students repeat the new expressions, and answer appropriately when question is posed to them.	10 minutes

		<p>The teacher invites students to repeat these expressions, and gives examples in Spanish of activities that he/she really loves.</p> <p>The teacher then selects individual students to answer <i>¿Qué actividad te fascina/ te interesa/ no aguantas?</i></p>		
3	Reading, Speaking, Writing	<p>Teacher directs students to complete worksheet one (Appendix A) on their laptops. Students are then directed to compare responses with their partner, expressing their likes and dislikes of the activities presented in the worksheet.</p>	<p>Students complete worksheet activity individually (Appendix A). Students then work in pairs to compare lists, orally expressing which activities they like and which they do not.</p>	10 minutes
4.	Writing	<p>Teacher directs students to worksheet 2 and asks them to type their preferences and dislikes beneath each picture provided (Appendix B).</p>	<p>Using worksheet 2 on their laptops, students express in written Spanish how they feel about activities suggested by the pictures (Appendix B).</p>	10 minutes
5.	Reading/ Writing	<p>Teacher distributes copies of “Encuesta” (Appendix C) to students, and directs them to complete the activity first individually and then in groups.</p>	<p>Students complete “Encuesta” individually (Appendix C), then work in groups of four compile data to present in a graph or chart. All words must be in Spanish (use Microsoft word or Type it for Spanish accents <a href="http://spanish.typeit.org/">http://spanish.typeit.org/</a>)</p>	10 minutes

**EVALUATION:** Individual students create Power Point/ Glogster/ Publisher (Appendix D) to express their personal preferences

**CLOSURE:** Students randomly selected to answer orally *¿Qué actividad te encanta?* and *¿Qué actividad no aguantas?*

## LESSON PLAN 16

**CLASS:** Form 2, Term 3

**TOPIC 23.0:** Free Time

**CURRICULUM REFERENCE:** 23.1 – 23.6

**DURATION OF LESSON:** 40 minutes (each)

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

<b>Objective</b> At the end of both lessons students will be able to:	<b>Classification</b> (Cognitive/ Affective/ Psychomotor)	<b>Level of Difficulty</b> (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
✓ Ask someone about his/her indoor leisure activities	Cognitive	Application
✓ Provide information about their own indoor leisure activities orally	Cognitive	Application
✓ Provide information about their own indoor leisure activities in writing	Cognitive	Application
✓ Ask about someone else's leisure activities	Cognitive	Application
✓ Understand information about others' leisure activities	Cognitive	Comprehension

**PREVIOUS KNOWLEDGE:**

Grammar: 1<sup>st</sup> person singular or regular 'ar' verbs and 'ar' verb with spelling change (*jugar*)

Functions: Creation of Digital presentation (e.g. video diary); Use of graphical data

**RESOURCES:**

Teacher: Microsoft PowerPoint, Multimedia Projector, Computer, Handouts, Internet

Student: Computer, internet, digital/video camera (if necessary)



Links:

<http://www.superteachertools.com/jeopardy/usergames/Nov201146/game1321733102.php>

## CONTENT:

Structures: *llamar a...por teléfono*

Vocabulary: *tiempo libre, ratos libres, naipes, videojuegos, juegos de mesa, juegos de computadores, descansar, escuchar la música, leer, dibujar, estudiar, navegar el Internet, cocinar, tomar la siesta*

*bailar, chatear con los amigos, coleccionar monedas, coleccionar sellos, enviar mensajes por celular, escuchar la emisora..., revisar el correo electrónico, tocar el steel pan, tocar la guitarra, tocar los tambores africanos/de tassa*

Culture: *La siesta, music/dance of the Spanish-speaking world*

Other: N/A

## METHOD:

Set Induction: Teacher tells students what indoor activities she engages in and asks students what indoor activities they do. **(1 – 2 mins)**

TEACHER ACTIVITY	STUDENT ACTIVITY
Teacher presents vocabulary dealing with indoor leisure activities. (See Appendix A – Vocabulary list) <b>(12 – 15 mins.)</b>	Students repeat each activity as necessary. Students then work in pairs to practise talking about indoor leisure activities.
	<u>Curriculum integration (Mathematics)</u> Students conduct a survey among their classmates to determine how many participate in certain activities. The data collected is represented in the form of pie charts, bar graphs, etc. <b>(10 mins.)</b>
	<u>Vocabulary reinforcement</u> Students play hangman online on indoor leisure activities. (Appendix B – Hangman) <b>(10 mins.)</b>
	<u>Homework</u>

	Students create a video diary (or any other digital presentation of themselves portraying/ representative of indoor leisure activities. This is accompanied by captions/dialogue for each activity. E.g. <i>Miro la televisión*</i>
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### ***Follow-up lesson activities***

<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>
Teacher presents additional vocabulary dealing with indoor leisure activities. (See Appendix C – Vocabulary list)	Students repeat each activity as necessary.
<u>Speaking</u>	Selected students state what indoor leisure activities they do. Using the 3 <sup>rd</sup> person singular the class then indicates what each student says. For example, if a student states: “ <i>Miro la televisión.</i> ” The class will then indicate: “ <i>(El/Ella) Mira la television.</i> ”
<u>Listening</u> Activity from School text or approved text (E.g. ¿Qué Hay? Bk. 2, p. 118, Exercise 2)	Students listen to young people talking about their favourite hobbies. They note in English what they like to do.
<u>Writing</u> Activities from School text or approved text (E.g. ¿Qué Hay? Bk. 2, p. 119, Exercise 3) (E.g. ¿Qué Hay? Bk. 2, p. 119, Exercise 4)	Using the pictures as a guide, students write what activities are done in their free time. Students complete the e-mail substituting suitable words for each picture.
<u>Jeopardy (Vocabulary reinforcement)</u>	In order to play Jeopardy offline, go to Appendix

<p>This game can be played online by clicking on the following link</p> <p><a href="http://www.superteachertools.com/jeopardy/usergames/Nov201146/game1321733102.php">http://www.superteachertools.com/jeopardy/usergames/Nov201146/game1321733102.php</a></p> <p>In order to play this Jeopardy game offline follow the instructions in the column on the right</p>	<p>D and extract all files. Double click on Adobe Flash Player. Copy and paste the game name below in the space provided.</p> <p><a href="#">jeopardyoffline1321733102</a></p> <p>Select your game options (e.g. number of players etc. and start playing)</p>
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### **EVALUATION:**

Using Google Docs each student writes at least one example of an indoor leisure activity in which they participate. **(2 mins.)**

\*The video diary or digital presentation can form part of the student assessment for the term with regard to the use of ICT, oral presentation skills, and the use of the target language.

### **CLOSURE:**

Students summarize what they have learnt. **(1 min.)**

## LESSON PLAN 17

**CLASS:** Form 2, Term 3

**TOPIC 24.0:** Modern and traditional sports in the Spanish-speaking world

**HEALTH & WELLNESS:** Sports & Exercise -The importance of exercise and sports for young people.

**CURRICULUM REFERENCES:** 24.1, 24.2, 24.3, 24.4

**DURATION OF LESSON:** 40 mins

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Provide information about sporting activities in Latin America	Cognitive, affective	Knowledge, comprehension, application, analysis
Demonstrate an appreciation for the modern and traditional sports/sporting personalities in the Spanish-speaking world and in Trinidad y Tobago	Affective	Valuing

### PREVIOUS KNOWLEDGE:

Grammar: Students are familiar with expressions associated with leisure activities, sports

Functions: Students can express the activities they enjoy as well as enquire from others their preferences for leisure activities.

### RESOURCES:

Teacher: Appendices A – D, laptop, multimedia projector, speakers, Internet connectivity

Student: Appendix C, laptop, Internet connectivity, Microsoft word or Publisher

**CONTENT:**

- Structures: Phrases and structures related to sport in Latin America and their preferences for outdoor activities
- Vocabulary: Vocabulary associated with sports in Latin America (including not limited to football, baseball, bullfighting)
- Culture: Universality of sports across Latin America and the Caribbean region

**METHOD:**

Set Induction:

Teacher plays video soundtrack of the World Cup 2014 song. (Appendix A) and asks students if they know the song and for what occasion it was played. She encourages a class discussion on the importance and universality of sport.

TEACHER ACTIVITY	STUDENT ACTIVITY
1. Teacher shows a slideshow (Appendix B) with some popular sports in Latin American countries. Students are asked to observe and comment on the pictures they see on the slides.	Students engage in a classroom discussion offering suggestions for the types of sports they see displayed in the images on the slides.
2. Teacher sends students on a “Research race” using the Internet to look for information, images and videos of sporting activities in identified Latin American countries. They are asked to download the information onto their laptops.	Students start a “Research race” using the Internet to look for information, images and videos of sporting activities in identified Latin American countries. Students download the information onto their laptops.
3. Teacher leads a discussion on the	Students are put in groups to create e-posters

importance of sport and sporting activities for young people.	showing why they play sports. They build sentences from this stimulus <i><b>Practicar los deportes/ Jugar al fútbol etc. es bueno para ..... (la salud, el cuerpo, el cerebro, la sociedad, la comunidad, hacer amigos, la familia etc.)</b></i> Students use appropriate images to illustrate the words.
3. Teacher directs students to create a sporting brochure (Appendix C) for an identified Latin American country. They work in groups of four to design and create the brochure using Microsoft Word or Publisher.	Students create a sporting brochure for an identified Latin American country. They work in groups of four to design and create the brochure using Microsoft Word or Publisher.

**EVALUATION:** Students present their sporting brochures for the rest of the class and discuss their findings.

**CLOSURE:** Teacher presents slideshow of famous sporting personalities in Latin America, and Trinidad and Tobago (Appendix D). S/he highlights the importance of sports as a healthy option as a leisure activity.

## LESSON PLAN 18

**CLASS:** Form 2, Term 3

**TOPIC 25.0: Related Weather Conditions**

**CURRICULUM REFERENCES:** 25.1 – 25.2

**DURATION OF LESSON:** 45 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Identify (both orally and in writing) the different seasons of the year in North and South America	Cognitive, affective	Knowledge, comprehension, application, synthesis
Indicate what the weather will be like ( <i>ir a +</i> Infinitive) in an identified South American Spanish-speaking country	Cognitive, affective, psychomotor	Knowledge, comprehension, application, synthesis, evaluation

### PREVIOUS KNOWLEDGE:

Grammar: basic expression of weather, numbers

Functions: power point software, internet search

### RESOURCES:

Teacher: Internet connectivity, laptop, multimedia projector, Microsoft Power point software

Student: Internet connectivity, laptop, multimedia projector, Microsoft Power point software

Links: <http://www.infoclima.com/> , <http://espanol.weather.com/> ,  
<http://office.microsoft.com/en-us/images/>, <http://clipart.com/>

**CONTENT:**

Structures: expressions of weather including temperature

Vocabulary: review of numbers and vocabulary associated with weather

Culture: weather types in South American countries as opposed to the North American region

**METHOD:**

Set Induction:

Teacher directs students' attention to the screen as he/she navigates the website <http://espanol.weather.com/>. He/she clicks on the "Tiempo" tab and goes to "Información América del Norte" and asks the class what the weather is like in any preferred state/city in North America. Students are asked to respond using basic weather expressions "Hace sol en Miami/Llueve en Seattle". Expressions are noted on the board

TEACHER ACTIVITY	STUDENT ACTIVITY
1. Group Activity – Teacher directs students to form groups of 4 – 6 and to access <a href="http://espanol.weather.com/">http://espanol.weather.com/</a> on their laptops, but this time clicking on the link "Información Regional América del Sur". They are asked to use the information available any South American Spanish speaking country as they create a weather report (using Microsoft power point) for three days. Images from <a href="http://www.clipart.com/">www.clipart.com/</a> or <a href="http://office.microsoft.com/en-us/images/">http://office.microsoft.com/en-us/images/</a> are recommended for their presentations.	1. Group Activity – Students form groups of 4 and access the link "Información Regional América del Sur" on <a href="http://espanol.weather.com/">http://espanol.weather.com/</a> using their laptops. They are asked to use the information available any South American Spanish speaking country as they create a weather report (using Microsoft power point) for three days. They use images from <a href="http://www.clipart.com/">www.clipart.com/</a> or <a href="http://office.microsoft.com/en-us/images/">http://office.microsoft.com/en-us/images/</a> for their presentations.
2. Group Presentations – Groups are asked to volunteer to present their Weather report to the rest of the class using the multimedia projector	2. Group Presentations – Groups present their Weather report to the rest of the class using the multimedia projector



**EVALUATION:**

Students are asked to complete a short worksheet with a weather matching activity (See Resource A5)

**CLOSURE:**

Teacher accesses <http://www.infoclima.com/> and highlights the interactive map of Argentina on the front page. She selects students to identify what the weather is like in Rio Gallegos, Viedma, Buenos Aires, San Luis

DRAFT

**FORM 3**  
**LESSON PLAN 19**

**CLASS:** Form 3, Term 1

**TOPIC 26.0:** Getting Around

**CURRICULUM REFERENCES:** 26.1 – 26.8

**DURATION OF LESSON:** 35 mins

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Ask for directions	Cognitive	Knowledge, Comprehension, Application
Give simple directions to a specific place	Cognitive, affective, psychomotor	Application, Analysis, Evaluation

**PREVIOUS KNOWLEDGE:**

Grammar: *¿A qué distancia? Está cerca de... Me gustaría ir, se encuentra*

Functions: Calculating distances, Knowing location, expressing a desire to go somewhere

**RESOURCES:**

Teacher: Laptop, Internet connectivity, appendices A, B, C

Student: Laptop, appendices A, B, C

Links: <http://www.askmaps.com/en/index.php>

**CONTENT:**

Structures: *¿Dónde está/se halla/se encuentra...? Se halla, Se encuentra, está a...*

Vocabulary: *Siga todo derecho/recto, tuerza a la izquierda/derecha, doble la esquina, está a dos cuadras de aquí, está muy cerca. Tome un taxi..., estoy perdido, cruce la calle.*

Culture: Cities and towns in Latin American countries

### METHOD:

Set Induction: Teacher and colleague do short skit in which one person is a lost tourist and one is a police officer. The tourist asks the police officer how to get to places of interest in a city in Caracas Venezuela.

TEACHER ACTIVITY	STUDENT ACTIVITY
<p>1. Teacher gives out worksheet in pairs with phrases on asking and giving simple directions. Students complete the activity individually (Appendix A).</p> <p>The worksheet is corrected as a class and new vocabulary are highlighted.</p>	<p>Students are asked to match given phrases with the correct response on a worksheet (Appendix A)</p> <p>They offer their responses and note new vocabulary in their notebooks.</p>
<p>2. Teacher directs students to get into groups of three or four. S/he then gives students a street map of Caracas Venezuela (Appendix B).</p> <p>Students are asked to pretend to be tourists and find at least three places of interest on the map, and explore the directions they must take to get from one place to the other.</p>	<p>In groups students find three places of interest on the map (Appendix B) and then figure out the best way to get there.</p>
<p>3. Teacher asks groups to develop a quick roleplay (both written and orally) where one student is the tourist asking for directions and the other two are locals who give the directions.</p>	<p>Students write a short dialogue for a skit in which they ask for and give simple directions.</p>

**EVALUATION:** Students present their skits for class evaluation and engage in a class discussion on the accuracy of phrases used.

**CLOSURE:** Students complete a crossword puzzle based on giving directions (Appendix C)

## LESSON PLAN 20

**CLASS:** Form 3, Term 1

**TOPIC 27.0:** Preparing To See The World Out There

**SEXUALITY & SEXUAL EDUCATION:** Socialization - Looks at the types of socializing activities male and female teenagers may engage in when they go out

**CURRICULUM REFERENCES:** 27.1, 27.2, 27.3

**DURATION OF LESSON:** 40 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Ask and state their travel destination	Cognitive	Comprehension/ Application/ Analysis
Ask and state places of interest to socialize with other teenagers	Cognitive, Affective	Comprehension, Application, Valuing

### PREVIOUS KNOWLEDGE:

Functions: Stating and asking dates, time, cost.

### RESOURCES:

Teacher: Multimedia Projector  
Laptop  
Realia to create travel agency simulation  
Internet connectivity  
Video recorder  
Student: Laptop with Internet access

### CONTENT:

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary
Ask and state their travel destination	<i>En la agencia de viajes: ¿Cuál país quiere visitar? Me gusta visitar...</i>

	<i>Quiero viajar/ir de vacaciones a ... Los adolescentes pasan tiempo juntos en la plaza/van a la discoteca/meriendan en los parques</i>
Ask and state places of interest to socialize with other teenagers	<i>¿Cuáles son los lugares de interés que visitan los jóvenes?</i>

# **METHOD:**

Set Induction:

Teacher creates simulated travel agency in the classroom displaying posters, pamphlets etc about Hispanic travel destinations. Students are invited to explore the environment.  
(8 minutes)

#	TEACHER ACTIVITY	STUDENT ACTIVITY
1.	Teacher informs students that s/he is interested in travelling during the vacation. S/He tells them where he wants to visit. S/He engages them in a conversation about which Spanish speaking countries they would like to visit someday.	After exploring the information displayed in the classroom about Spanish speaking countries, the students engage in whole class discussion of which ones they may wish to visit.
2.	S/He then reads a conversation in a travel agency in which the travelers ask about and state the place/s they want to travel to.	Students listen and repeat new phrases and give oral suggestions for their meaning. They note new phrases in their notebook.
3.	Teacher engages the class in a discussion on some places young Hispanic persons spend their free time socializing (la plaza, la discoteca, los parques). S/he asks students to compare these places to local socializing activities among teenage girls and boys in their local context.	Students participate in a class discussion on places Hispanic teenagers visit to socialize and compare those to their local scenario.
4.	Teacher directs students to pair up to create and enact a brief conversation in the travel agency where they state their travel destination. They are encouraged to enquire and identify places of interest where they can socialize with Hispanic teenagers.	Students work together to complete the written conversation and enact it. These are recorded.

**EVALUATION:** Students present their scenarios and are given grades in the four skill areas.

**CLOSURE:** Class looks at clip of best scenario. Any misconceptions are clarified.  
(10 minutes)

## LESSON PLAN 21

**CLASS:** Form 3, Term 2

**TOPIC 28.0:** Shopping - Types of shops

**CURRICULUM REFERENCES:** 28.1 – 28.9

**DURATION OF LESSON:** 60 mins

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Identify different types of shops in Spanish	Cognitive, psychomotor	Knowledge, comprehension, application, synthesis
Share their preferences in types of shops in Spanish	Cognitive, Affective, Psychomotor	Valuing, Application, Evaluation

### PREVIOUS KNOWLEDGE:

Grammar: structures associated with location, preferences

Functions: Basic shopping vocabulary structures

### RESOURCES:

Teacher: Appendices A - E, laptop computer, multimedia projector, Internet connectivity, digital camera/camcorder

Student: Appendices C - D, student laptop computer, Microsoft word, Internet connectivity, digital camera/camcorder

Links:

[http://www.picturescolourlibrary.co.uk/hybrid/data.svt?viewpage=picture\\_details\\_np.jsp&pclref=1965216&se=yes](http://www.picturescolourlibrary.co.uk/hybrid/data.svt?viewpage=picture_details_np.jsp&pclref=1965216&se=yes)  
<http://lastiendas.pbworks.com/>

### CONTENT:

Structures: me gusta, prefiero, estar + location

Vocabulary: vocabulary associated with the different types of shops, shopping, location

within a town

Culture: shops ending in 'ía'

### METHOD:

Set Induction:

Teacher presents an image (Appendix A) of a typical Hispanic shopping area. Students are encouraged to identify the shops they see and suggest what might be sold in them.

TEACHER ACTIVITY	STUDENT ACTIVITY
1. Teachers uses same picture (Appendix A). Several key terms are presented and students are encouraged to repeat the vocabulary terms.	Students view the picture with several vocabulary items relating to types of shops. They listen to the teachers say the words and repeat the names of the shops.
2. Pair and share – Teacher directs students to share their personal preferences for stores when shopping. They are given a vocabulary handout (Appendix B) with key vocabulary and are asked to create mini dialogues to discuss these preferences and to highlight one important experience they had when shopping in their favourite store. <i>These videos can be recorded using digital cameras/camcorders and presented in class for review and class discussion</i>	Students share their personal preferences when shopping. They use a vocabulary handout (Appendix B) as they prepare mini dialogues on their preferences, highlighting one important experience they had when shopping in their favourite store
3. Class presentation – Teacher directs students to present their mini dialogues and engage in a class discussion on their preferences in shopping areas <i>If video capture was done, these could be presented at this time for class discussion and review of essential phrases</i>	3. Students present their mini dialogues and engage in a class discussion on their preferences in shopping areas  <i>Students view the videos of their mini dialogues and engage in a classroom discussion and review essential phrases</i>

**EVALUATION:** Crossword completion – Teacher directs students to the *Crucigrama* (Appendix C) to test vocabulary acquisition. Teacher then reviews correct completion of *Crucigrama* (Appendix D)

### CLOSURE:

Teacher engages the class in a discussion on students' preferences for types of stores and the reasons for their choice

## LESSON PLAN 22

**CLASS:** Form 3, Term 2

**TOPIC 28.0:** Shopping – Spanish Currency

**CURRICULUM REFERENCES:** 28.1 – 28.9

**DURATION OF LESSON:** 70 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Identify various currency used in Hispanic world.	Cognitive	Knowledge
Ask for appropriate currency at a 'Cambio'	Cognitive	Knowledge, Comprehension, Application

### PREVIOUS KNOWLEDGE:

Grammar: ¿Cuánto cuesta/n? and basic shopping terms and structures  
Functions: Asking for items at a store.

### RESOURCES:

Teacher: Multimedia projector, laptops, Internet connectivity authentic currency from any Hispanic country  
Student: Laptop, Internet connectivity, appendices  
Links: <http://edu.glogster.com/>  
<http://images.google.com/>

### CONTENT:

Structures: **se paga, se usa, se compra**  
Vocabulary: **pagar, usar, ir de compras, hoy día**  
Culture: **La moneda de los países hispánicos.**

### METHOD:



**Set Induction:** Teacher shows the currency to the class, identifies the country of origin and states that he/ she is going to travel to that country and has just bought the currency at the **Cambio** at the airport. He/ She asks if any student has travelled to a Hispanic country and asks to tell the class what currency is used when shopping.

(2 minutes)

#	SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME
1.	Reading/ Speaking/ Writing	Teacher shows PowerPoint presentation showing currency (Similar images can be found through an online search). Each slide is read aloud to the students and they are asked to repeat to encourage accurate pronunciation. Teacher selects individual students to read aloud and encourages the class to make relevant notes in their books	Students repeat after teacher. Individual students are given the opportunity to read aloud. New vocabulary is copied into vocabulary copybook.	8 minutes
2.	Listening	Teacher reads the script from Listening Comprehension exercise and asks the students to fill in the currency to match the country. (Appendix B, C)	Students fill in the currency on a worksheet (Appendix C) to match the country based on the passage read by the teacher.	10 minutes
3	Reading/ Writing	Teacher distributes copies of a Crossword puzzle (Appendix D, E) and direct students to a handout on currency (Appendix F) to help solve crossword.	Students solve crossword puzzle (Appendix D) using support material given by the teacher (Appendix F).	10 minutes
4.	Reading	Teacher places students in pairs, have them select a slip of paper with the name of a Hispanic country. S/he then directs them to complete a dialogues using the currency of the country they have selected (Appendix G)	Students work in pairs and complete the dialogue (Appendix G) using the currency that corresponds to the country they have chosen.	20 minutes.

**EVALUATION:** Students create a poster on Microsoft Power Point, Microsoft Publisher or a Glog (<http://edu.glogster.com/>) using guidelines from given by the teacher (Appendix H). They present these to the rest of the class.  
(20 minutes)

**CLOSURE:** Teacher reviews currency as s/he selects students randomly and asks them - “¿Cuál es la moneda de .....?”. Students volunteer their responses orally.

## LESSON PLAN 23

**CLASS:** Form 3, Term 2

**TOPIC 28.0:** Shopping – Shopping in Various Stores

**CURRICULUM REFERENCES:** 28.1 – 28.9

**DURATION OF LESSON:** 60 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
3.3 ask for assistance from a clerk	Cognitive	Comprehension/Application
3.4 offer assistance to customers	Cognitive	Comprehension/ Application
3.5 ask for and provide information about item/clothing/shoe size	Cognitive	Comprehension/ Application
3.6 ask and state the price per item/per quantity in various stores	Cognitive	Comprehension/ Application
3.7 ask for a discount	Cognitive	Comprehension/Application
3.8 explore aspects of shopping in various Spanish speaking countries	Cognitive	Comprehension/Application/Analysis

### PREVIOUS KNOWLEDGE:

Functions: Numbers 1 – 1000s

### RESOURCES:

Teacher: Multimedia Projector  
Laptop  
Realia to create shopping simulation  
Internet connectivity

Student: Laptop with Internet access

### CONTENT:

Functions/ Skills <i>Students will be able to:</i>	Structures/ Related Vocabulary
3.3 ask for assistance from a clerk	<i>Señor/ita necesito ayuda, por favor</i>
3.4 offer assistance to	<i>¿A la orden?</i>

customers	<p><i>¿Puedo ayudarle?</i></p> <p><i>¿Qué tamaño quiere?/¿Qué talla lleva?/¿Qué número calza?</i></p> <p><i>Llevo la talla/el número... Pequeño/chico/mediano/grande</i></p> <p><i>¿Puedo probarme...?</i></p> <p><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, No funciona, no anda, no sirve</i>  <i>Es barato(a)/demasiado caro(a)</i></p> <p><i>¿Va a llevar...?</i>  <i>Voy a llevar(lo/la) (los/las)</i></p> <p><i>¿Cómo va a pagar?</i>  <i>Voy a pagar en efectivo, pagar por cheque/tarjeta de crédito/débito.</i></p> <p><i>¿Quiere algo más?</i>  <i>¿Cuánto es en total?</i>  <i>Es un buen precio.</i>  <i>Eso es todo.</i></p> <p><i>Comprar electrónicamente:</i>  <i>Haz clic, ver cesta, pagar con tarjeta de crédito, dirección dirección de envío, domicilio fiscal</i></p> <p><i>La cuenta, por favor.</i>  <i>Quiero/Puedo pagar la cuenta.</i></p>
3.5 ask for and provide information about item/clothing/shoe size	
3.6 ask and state the price per item/per quantity in various	<p><i>¿Cuánto cuesta(n)...?</i>  <i>Cuesta(n)...</i></p>

stores	<i>Un kilo/litro, una docena/libra/lata/ botella de..., etc. Nos. 100 – 1,000,000</i>
3.7 ask for a discount	<i>¿Hay descuento? Sí, diez por ciento. Lo siento, no hay descuento.</i>
3.8 explore aspects of shopping in various Spanish speaking countries	<i>Mercados de pulgas en Margarita y Panamá</i>

# **METHOD:**

Set Induction:

Teacher creates simulation of various stores in the classroom displaying posters, pamphlets, realia etc. Students are invited to explore the environment as they will be learning to shop.  
(5 minutes)

#	SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME
1.	Listening/Speaking/ Writing  (Same activity can be repeated with other stores.)	Teacher takes students on a visit to the supermarket simulation. There they learn how to offer assistance to customers, ask for assistance, identify items and ask the prices. Teacher reads a dialogue for them containing these items.	Students listen and repeat new phrases and give oral suggestions for their meaning. They note new phrases in their notebook.	10 minutes
2.	Listening/Speaking	Teacher instructs students to create a scenario of their favourite store using key phrases met.	Students now enact their own shopping scene in their chosen store type. Scenarios are recorded.	20 minutes.

# **EVALUATION:**

Students present their recorded scenarios and are given grades in the four skill areas. The teacher clarifies any misconceptions. (15 minutes)

**CLOSURE:** Teacher engages students in a discussion on shopping in various Spanish - speaking countries (*Mercados de pulgas en Margarita y Panamá*).

(10 minutes)

## LESSON PLAN 24

**CLASS:** Form 3, Term 2

**TOPIC 29.0:** At the restaurant - Types of food and drink

**HEALTH & WELLNESS:** Dietary & Behavioral Factors that Contribute to a Healthy Lifestyle

- A consideration of lifestyle diseases and the subsequent need to select healthy food options.

**CURRICULUM REFERENCE:** 29.6, 29.7, 29.11

**DURATION OF LESSON:** 90 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Demonstrate an appreciation for Hispanic cuisine	Cognitive, affective	Comprehension, valuing
Explore and create restaurant menus featuring Hispanic cuisine	Cognitive, affective, psychomotor	Knowledge, comprehension, application, valuing
Identify and demonstrate an appreciation of the need to select healthy food options to cater for persons with lifestyle diseases (e.g.: Diabetes, Hypertension)	Cognitive, affective	Knowledge, application, valuing

### PREVIOUS KNOWLEDGE:

Grammar: verbal structures associated with shopping, cuisine, expressions of preferences

Functions: shopping, types of cuisine, restaurant related expressions, expressions of preferences

## RESOURCES:

Teacher: Appendices A-D, laptop, multimedia projector, speakers, Internet connectivity, Microsoft word or Microsoft Publisher

Student: Appendices C - D, laptop, Internet connectivity, Microsoft word or Microsoft Publisher

Links: <http://www.youtube.com/watch?v=uvQkmHQ-Xts>  
<http://www.lateral.com/carta/spanish.html>

## CONTENT:

Structures: Verbal expressions related to preferences (*Quiero/para mí/voy a pedir, me gustaría*), sale and purchase of food, formal commands (singular and plural forms)

Vocabulary: Vocabulary associated to Hispanic food and drink including but not limited to:- *Quiero/para mí/voy a pedir, me gustaría.... 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*

Culture: Cross cultural connections between Hispanic and Trinidad and Tobago cuisine

## METHOD:

### Set Induction:

Teacher directs students' attention to a television advertisement for "El Rancho" a Mexican restaurant (Appendix A). S/he asks students to note the names of new foods they see/hear. A class discussion follows with teacher and students talking about the types of foods they saw in the advertisement.

TEACHER ACTIVITY	STUDENT ACTIVITY
1. Teacher presents a slideshow (Appendix B) with a variety of typical Hispanic food and drink. S/he asks students whether they have	Students view a slideshow with a variety of typical Hispanic food and drink. They indicate in a class discussion whether they have tasted

<p>tried any Hispanic foods or drink identified. A class discussion is encouraged on the peculiar tastes of Hispanic cuisine compared to local foods – spicy but not peppery, lots of milk based drinks, use of corn as a base for several dishes</p>	<p>any Hispanic foods or drinks identified. A class discussion is encouraged on the peculiar tastes of Hispanic cuisine compared to local foods</p>
<p>2. Teacher engages the class in a discussion on the need to choose food options that are in keeping with healthy lifestyle practices. S/he indicates that certain lifestyle diseases exist which impact eating habits (diabetes, hypertension, obesity). A class discussion on selecting appropriate foods for Diabetics and Hypertensive individuals is encouraged using the slideshow (Appendix B).</p>	<p>Students indicate in a class discussion whether they are aware of Diabetes, Obesity and Hypertension as lifestyle diseases and the need to choose appropriate food options (Less salt for Hypertensive persons, less sugar for Diabetics etc.). They select food options from the slideshow (Appendix B) and propose other choices that may be appropriate for individuals with these lifestyle diseases.</p>
<p>3. Teacher directs students to a worksheet (Appendix C) and ask them to find the website identified and complete the task of finding special dishes and exploring the various links as outlined in the worksheet. The teacher then asks students to contribute their responses in a class discussion.</p>	<p>Students use worksheet (Appendix C) to locate the website identified. They complete the task of finding special dishes and exploring the various links as outlined in the worksheet. Students then contribute their responses in a class discussion.</p>
<p>4. Teacher then directs students (in groups of 3 or 4) to create a menu using Microsoft word or Publisher for a restaurant (from an identified Hispanic country) with the names of dishes and the prices in the authentic currency of the country identified. (Appendix D can be used as an example). They are encouraged to include healthy food options (sugar-free desserts, low-salt entrées etc.).</p>	<p>In groups of 3 or 4, students create a menu using Microsoft word or Publisher for a restaurant (from an identified Hispanic country) with the names of dishes and the prices in the authentic currency of the country identified. They include healthy food options (sugar-free desserts, low-salt entrées etc.).</p>

**EVALUATION:** Menu display – Students present their menus to the rest of the class and give suggestions for the dishes that should be tasted at their restaurant.

**CLOSURE:** Teacher leads a discussion on Hispanic restaurants in Trinidad and Tobago and whether anyone has tried authentic Hispanic cuisine before.

**SUPPORT ACTIVITIES:**

- Students can be encouraged to have a Hispanic food and drink day where they prepare and taste traditional Hispanic foods
- Teacher can arrange a visit to a restaurant that serves traditional Hispanic foods so that students can sample



## Sample Culture Frames

### CULTURE FRAME 1

**CLASS:** Form 1, Term 2

**TOPIC:** Piñata Celebrations

**DURATION OF LESSON:** 70 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Talk about the history of the piñata.	Cognitive	Comprehension/ Knowledge
2. Identify the similarities and differences in the cultural use of the piñata.	Cognitive	Knowledge/ Analysis
3. Sing a traditional song about the piñata.	Affective	Valuing
4. Construct a piñata.	Cognitive/Psychomotor	Application
5. Talk about and demonstrate appreciation and respect for the traditions of other peoples.	Affective	Valuing

### PREVIOUS KNOWLEDGE:

Grammar: Ser, dates, days of the week, months of the year.

Functions: Saying date of birthday, using ser

### RESOURCES:

Teacher: Internet, laptop/multimedia projector, kite paper/crepe paper balloons, newspaper, flour, water, appendices A-H

Student: Internet, laptop, kite paper, balloons, newspaper, flour, water

Links: <http://www.youtube.com/watch?v=i-HHRKHd13k>

### CONTENT:

Structures: Mi cumpleaños es el..., celebrar.

Vocabulary: Piñata, palo de madera, canción, grande, pequeño, tradición, cumpleaños.

Culture: The importance of the piñata in birthday celebrations

### METHOD:

Set Induction: Teacher shows students a clip of a child's birthday party (Appendix A). They talk about what happens in the short video. The students talk about what stood out in the clip. Students and teacher talk about what was familiar and different to their own birthday celebrations.

SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME
	<p>1. Teacher displays images of piñatas on laptops or through the multimedia projector (Appendix B). Teacher guides the conversation to how different students celebrate their birthday. (Have they ever used a piñata in their birthday celebrations?) Teacher guides the conversation to birthday celebrations in Spanish speaking countries.</p>	<p>Students look for relevant images on the piñata</p> <p>Students discuss their birthday celebration traditions.</p> <p>Students give their ideas on where they think the tradition of the piñata came from.</p>	
	<p>2. Teacher divides the class into small</p>	<p>In groups students access</p>	

	<p>groups.</p> <p>A link to a website/page (Appendix C) giving information about the history and tradition of the piñata is given to each group of students. Teacher asks the groups to read about the piñata and create a short presentation.</p>	<p>information about the history of the piñata. Each group must prepare a short power point / photo story for presentation on the role and importance of the piñata in birthday celebrations, using images and info from given site/ worksheet.</p>	
	<p>3. Teacher evaluates each presentation with simple rubric. (Appendix D)</p>	<p>Students present to the class.</p>	
	<p>4. Teacher introduces piñata song, encourages class to sing the song. (Shares words of songs with students) (Appendix E)</p>	<p>Students sing along using the lyrics provided</p>	
	<p>5. Teacher directs student to create piñatas to use in their own birthday celebrations, and gives instructions and worksheet for making a simple piñata. (Appendices F, G)</p>	<p>In groups students decide which kind of piñatas to make, put in relevant information on worksheet about how they will construct their piñata, including what materials are needed and then commence creation of the piñatas</p>	
	<p>6. Teacher evaluates piñatas (using submitted student worksheets). (Appendix F)</p>	<p>In groups, students submit their completed worksheets and present piñatas to class</p>	

**EVALUATION:** Teacher asks students to do a journal entry (Appendix H) about how they felt about the activity and what they learned about the piñata.

**CLOSURE:** Teacher asks class to talk about what they learnt about the role of the piñata in birthday celebrations in Hispanic culture.

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## CULTURE FRAME 2

**CLASS:** Form 2, Term 1

**TOPIC:** El día de los santos/muertos

**DURATION OF LESSON:** 35 minutes

<b>Objective</b> At the end of the lesson students will be able to:	<b>Classification</b> (Cognitive/ Affective/ Psychomotor)	<b>Level of Difficulty</b> (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Have a basic understanding of <i>El día de los santos</i> and <i>El día de los muertos</i> .	Cognitive	Knowledge
Provide information about the cultural similarities and differences between <i>El día de los santos/muertos</i> and its counterpart in Trinidad and Tobago.	Cognitive Affective	Analysis

### PREVIOUS KNOWLEDGE:

Grammar: N/A

Functions: N/A

### RESOURCES:

Teacher: Computer, Multimedia projector, screen, internet

Student: Computer, Spanish-English Dictionary, internet

Links: [http://www.showoffbook.com/files/SMK\\_cutfestivepapelpicado\\_Download.pdf](http://www.showoffbook.com/files/SMK_cutfestivepapelpicado_Download.pdf)

### CONTENT:

Structures:

Vocabulary: *adorno, altar, banderas, bebida, calavera (de azúcar), celebración, comida, difuntos, espíritus, esqueletos, flores, honrar, juguetes, muertos, muñecas pequeñas, ofrendas, olor, pan de muerto, papel picado, santos*

Culture: Religious celebrations

Other: Nil

## METHOD:

Set Induction: Teacher could encourage students to watch the **Global Wonders: Mexico "Day of the Dead"**. This may be located by simply doing a browser search for the title.

TEACHER ACTIVITY	STUDENT ACTIVITY
<p>1. Teacher streams Youtube video on <i>El día de los muertos</i></p> <p>(A search for the title <i>El día de los muertos</i> will yield numerous videos which the teacher may use.)</p> <p>Sample questions that may guide the selection of video/s are provided in <u>Appendix A</u>.</p>	<p>Students watch Youtube videos depicting <i>El día de los muertos</i>.</p> <p>Students respond orally or in writing to questions on <i>El día de los muertos</i>.</p>
<p>2. Teacher streams Youtube video on <i>El día de los santos</i></p> <p>Teacher guides students to discover similarities between Day of Dead and All Saints' Day</p>	<p>Students watch Youtube videos in Spanish depicting <i>El día de los santos</i>.</p> <p>Students discuss the similarities of <i>El día de los santos</i> with <i>El día de los muertos</i>.</p> <p><b><u>Guided discussion:</u></b></p> <p>Identify the similarities that you note between <i>El día de los Muertos</i> and <i>El día de los Santos</i>.</p> <p>Celebration of the dead</p> <p>Flowers</p> <p>Decoration of grave</p>

	<p>Food and drink</p> <p><i>Papel picado</i></p> <p>Other aspects</p> <p>Prayers</p> <p>Family time</p> <p>Kite flying etc.</p>
<p>3. Teacher instructs students to conduct research on <u>either</u> <i>El día de los santos</i> <b>OR</b> <i>El día de los muertos</i> in Mexico.</p> <p>(The teacher may opt to assign specific celebrations to different students or have the students themselves choose which one they would like to research.)</p>	<p>Using the internet students conduct research on different aspects of <u>either</u> <i>El día de los Santos</i> <u>or</u> <i>El día de los Muertos</i> in Mexico. (e.g. <i>flores, calaveras, velas, pan de muerto, calaveras de azúcar</i>)</p>
<p>4. Teacher instructs students to conduct research on Either All Saints Day <u>or</u> All Souls Day in Trinidad and Tobago.</p>	<p>Using the internet students conduct research on specified aspects of <u>either</u> All Saints Day <u>or</u> All Souls Day in Trinidad and Tobago. (e.g. <i>flores, calaveras, velas, pan de muerto, calaveras de azúcar</i>). They list the cultural similarities and differences of <i>El día de los santos/muertos</i> and its counterpart in Trinidad and Tobago.</p>
<b>ALTERNATE SUGGESTED ACTIVITIES:</b>	
<p>5. Digital Portfolio</p>	<p>Students create a digital portfolio in which they include the research conducted on each celebration.</p>
<p>6. VAPA – Craft</p>	<p>Students research <i>papel picado</i> and then create their own examples of same. The following website from SHOW OFF</p>

	<a href="http://www.showoffbook.com/files/SMK_cutfestivepapelpicado_Download.pdf">http://www.showoffbook.com/files/SMK_cutfestivepapelpicado_Download.pdf</a> which provides instructions and templates on how students may create their own papel picado.
7. Visual Arts	Students create a piece of artwork as a representation of either celebration
8. English Language Arts	In the digital portfolio created (Activity #5) students include an essay on the similarities and differences of these festivals in Mexico and their counterparts in Trinidad and Tobago.
9. History	Students create blogs about the history of <i>El día de los Santos</i> <u>or</u> <i>El día de los Muertos</i> .
10. Other	Students complete criss-cross puzzle on <i>El día de los santos/muertos</i> ( <a href="#">Cf. Appendix B</a> )

#### **EVALUATION & CLOSURE:**

Students make individual 1-minute oral presentations highlighting the cultural similarities and differences of *El día de los santos/muertos* and its counterpart in Trinidad and Tobago.

**OR**

Students make 2 – 3 minutes GROUP oral presentations highlighting the cultural similarities and differences of *El día de los santos/muertos* and its counterpart in Trinidad and Tobago.



### CULTURE FRAME 3

**CLASS:** Form 2, Term 1

**TOPIC:** La Bendición

**DURATION OF LESSON:** 40 minutes

Objective At the end of the lesson students will be able to:	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
✓ Discuss the Latin American custom of asking for <i>La Bendición</i>	Affective/Cognitive	
✓ Demonstrate an appreciation for this Latin American custom.	Affective	
✓ Demonstrate comprehension of written material about asking for <i>La Bendición</i>	Cognitive	
✓ Provide information in writing about La Bendición	Cognitive	

#### PREVIOUS KNOWLEDGE:

Grammar: N/A

Functions: Use of blogs

#### .RESOURCES:

Teacher: Computer, Internet, Multi-media projector, handouts

Student: Computer, Internet, handout

Links: <http://askingforlabendicion.blogspot.com/>

#### CONTENT:

Structures: *pedir a*

Vocabulary: *la Bendición, ¡Dios te bendiga!, costumbre, pedir, obligatorio, protección divina, tíos, abuelos, padrinos, padrastros, de hecho, el respeto y consideración a las personas mayores, familiares, actualmente, una práctica, parientes*

Culture: Latin American custom of asking for *La Bendición*

Other: N/A

# **METHOD:**

Set Induction: Teacher initiates a discussion with students with regard to any customs or traditions they may observe in their respective families. S/he then shows a picture representative of a mother blessing her child (NB Such a picture can be located by doing a specified search on the Internet). S/he asks students what they think the picture is demonstrating. (2 – 3 minutes)

TEACHER ACTIVITY	STUDENT ACTIVITY
1. _____ →	Students read blog about the custom of asking for <i>La Bendición</i> . (Appendix A)
2. After students have read the blog, the teacher engages them in a discussion about this Latin American custom.	Students post a comment at the following website on <i>La Bendición</i> <a href="http://askingforlabendicion.blogspot.com/">http://askingforlabendicion.blogspot.com/</a>
3. <u>Reading Comprehension</u> (Appendix B) (Note: Instead of printing this activity for students the teacher may opt to e-mail the passage for students to complete it electronically.)  <b><u>OR</u></b>  <u>Listening Comprehension</u> The teacher may also opt to use this passage as a listening comprehension instead.	Students respond to questions in English based on the passage presented.
4. <u>Assignment &amp; Evaluation</u>	Students submit a brief typewritten summary of what they have learnt about this Latin American custom.

**EVALUATION:** See Activity #4 above

**CLOSURE:** Students watch video about other Latin American customs/traditions.  
(Teachers/Students can do a search for “Spanish customs and traditions” in the Yahoo Search bar.)

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## CULTURE FRAME 4

**CLASS:** Form 2, Term 3

**TOPIC:** La Siesta

**DURATION OF LESSON:** 35 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Provide information about someone else's leisure activities	Cognitive, affective, psychomotor	Knowledge, comprehension, application, synthesis
Demonstrate an appreciation for "Siesta" time in Hispanic communities	Cognitive, affective	Comprehension, valuing

### PREVIOUS KNOWLEDGE:

Grammar: Students have met structures associated with indoor leisure activities, the verb hacer (¿Qué hace tu hermano(a)/amigo(a)/ María en su tiempo libre?

Functions: Students can enquire and respond to questions on leisure activities

### RESOURCES:

Teacher: Appendices A - D, laptop, multimedia projector, speakers

Student: Laptop, notebook, appendix C

Links: <http://www.youtube.com/watch?v=-QuFKwjtlow>

### CONTENT:

Structures: ¿Qué hace ... en su tiempo libre? ¿Cómo pasa Andrés una tarde típica?

Vocabulary: vocabulary associated with indoor activities including Hispanic afternoon traditions such as siesta.

Culture: Hispanic afternoon routine of la siesta

## **METHOD:**

Set Induction:

Teacher enters an afternoon class and looks at her watch...she yawns and exclaims..."¡Ay! ¡Qué cansancio! Mira la hora...necesito una siesta". She starts a classroom discussion on the concept of "la siesta" and asks students to contribute their understanding of the hispanic tradition.

<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>
1. Voice note (Appendix A) from Mexican friend, Mercedes, talking about her favourite indoor leisure activity.	Students listen to the voice note (Appendix A) sent by Mercedes and comment on what they understand.
2. Teacher directs students to a listening comprehension exercise (Appendix B) in which the check <i>Verdadero</i> or <i>Falso</i> as they listen to the Voice note again. The responses are then evaluated together	Students open the listening comprehension worksheet (Appendix C) and check <i>Verdadero</i> or <i>Falso</i> as they listen to the Voice note again.
3. Teacher asks students to brainstorm and create a script to respond to Mercedes' voice note. Using the sound recorder in Microsoft PowerPoint, students create a slide for their voice note, insert a picture of themselves (which they can take using the web camera on their laptops) and record their response to Mercedes.	Students create a script to respond to Mercedes' voice note. Using the sound recorder in Microsoft PowerPoint, they create a slide for their voice note, insert a picture of themselves (which they can take using the web camera on their laptops) and record (using the sound recorder) their response to Mercedes outlining their favourite indoor activities

**EVALUATION:** Students present their voice notes to the rest of the class and the teacher highlights important terms used.

**CLOSURE:** Teacher shows a short informative clip (Appendix D) on the benefits of siesta (she asks students to note what they understand). Teacher then outlines the main ideas proposed by the video clip.

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## CULTURE FRAME 5

**CLASS:** Form 2, Term 3

**TOPIC:** Music of the Spanish-Speaking World

**DURATION OF LESSON:** 45 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Identify their preference for types of music and different artist orally and in writing	Cognitive, affective	Knowledge, comprehension, application

### PREVIOUS KNOWLEDGE:

Grammar: expressions and structures re: likes/dislikes, leisure activities and preferences

Functions: familiarity with navigating the Internet, accessing a given website

### RESOURCES:

Teacher: Internet access, laptop computer, multimedia projector, speakers

Student: laptop computer with wireless Internet connectivity, headsets

Links: [www.musicalatina.pbworks.com/](http://www.musicalatina.pbworks.com/)

### CONTENT:

Structures: Me gusta/me encanta/ me divierto bien

Vocabulary: tiempo libre, música pop, salsa, merengue, normalmente

Culture: reference to renowned Latin american artists – Célia Cruz

### METHOD:

Set Induction:

Teacher enters classroom singing the chorus from Waka Waka in Spanish (Resource A4) and asks students what type of music they like. They respond orally.

TEACHER ACTIVITY	STUDENT ACTIVITY
1. Wiki activity – teacher directs students to find the wiki <a href="http://www.musicalatina.pbworks.com/">www.musicalatina.pbworks.com/</a> as she demonstrates using her laptop and the multimedia projector. They are asked to listen to the avatar Profesora Rosa and respond to her questions	1. Wiki activity – Students search for the wiki <a href="http://www.musicalatina.pbworks.com/">www.musicalatina.pbworks.com/</a> and peruse the page “Charlemos de la música”. They listen to the avatar Profesora Rosa and respond to her questions
2. Teacher directs students to the wiki page “Artistas famosos de Latino América” where they are asked to view the slideshow and post their preference of artist in Spanish in the discussion forum	2. Students are directed to the wiki page “Artistas famosos de Latino América” where they are asked to view the slideshow and post their preference of artist in Spanish in the discussion forum

#### **EVALUATION:**

Students view a music video of Célia Cruz’s song “Rie y Lloro” on the wiki page “Videos de música latina” and are asked to indicate their preference on type of music in the discussion forum.

#### **CLOSURE:**

Students engage in a brief pair and share activity as they talk about their like/dislike for Latin American music



## CULTURE FRAME 6

**CLASS:** Form 2, Term 1

**TOPIC:** Las Oraciones

**DURATION OF LESSON:** 70 minutes

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
Ask and state what is their religion	Cognitive	Comprehension, Application
Demonstrate appreciation and respect other's religion	Affective	Evaluation
Ask and state when they pray	Cognitive	Application
Express simple prayers in Spanish	Cognitive	Comprehension
Demonstrate an appreciation of the Catholic influence in the Hispanic world.	Affective, Cognitive	Knowledge, Evaluation

### PREVIOUS KNOWLEDGE:

Functions: Expressing time; Adverbs of time **por la mañana, por la noche** and .....  
**veces el día;**

### RESOURCES:

Teacher: Set Induction - Power point Presentation.  
Appendix I - List of English equivalent of adjectives of religion.  
Appendix II – Teacher's Script – Prayers  
Voki Links 1 & 2

Student: Appendix III-Sign of the cross activity (loaded unto laptop)  
Appendix IV - Our Father Activity (loaded unto laptop)

Appendix V – Map with towns with Saint names (loaded unto laptop)  
 Appendix VI – Children Praying Cloze Test (Copies)

Links: Prayer Voki 1  
<http://www.voki.com/php/viewmessage/?chsm=f1645c7c4aa051c3d246c82a04e0a2d7&mId=1364805>  
 Prayer Voki 2  
<http://www.voki.com/php/viewmessage/?chsm=60a2415903141a7886effc5573132b1d&mId=1364804>

## CONTENT:

Structures: **¿Cuál es tu religión?** **Soy \_(*Adjective of religión*)\_.  
 ¿Cuándo rezas?** **Rezo por la mañana./ Rezo por la noche.**

Vocabulary: Adjectives of religion – **católico(a); cristiano(a); anglicano(a); presbiteriano(a); bautista; hindú; musulmán (musulmana); adventista; de Pentecostés; testigo(a) de Jehová; judío(a)**

Culture: Catholic Prayers in Spanish; **Señal de la cruz; El Padre Nuestro**  
 Towns in Trinidad with Spanish Saint names **San Fernando; San Juan; Santa Flora; San Rafael, Santa Rosa; San Pedro**

## METHOD:

Set Induction: Teacher shows Slide 1 of Power Point Presentation and asks students  
 “¿Cuál es tu religión?” (2 minutes)

#	SKILL	TEACHER ACTIVITY	STUDENT ACTIVITY	TIME
1.	Reading/ Speaking/	Teacher shows Slide 2 of the Power Point Presentation. S/he then pronounces the Spanish adjectives of religion.	Students repeat the Spanish adjectives of religion.	5 minutes
2.	Reading/ Writing	The teacher asks students to identify the Spanish adjective of religion (cognate meaning) on Slide 2.  Students are then given a handout to confirm the meanings (Appendix I)	Students identify the meaning of the words presented on Slide 2 (cognates).  They then reaffirm the vocabulary terms using the handout (Appendix I)	5 minutes
3	Listening/	The teacher states his/ her	Students reply “ <b>Soy</b>	10

	Speaking	religion in Spanish “ <b>Soy</b> _( <i>Adjective of religion</i> )_.” The teacher then goes around the class and asks individual students, “ <b>¿Cuál es tu religión?</b> ”	_( <i>Adjective of religion</i> ), using the appropriate adjective.  Students listen to the responses of their classmates.	minutes
4.	Listening/ Speaking	Teacher then explains that prayers ( <b>las oraciones</b> - <i>prayers</i> ) are an integral part of any religion, and that religions teach their followers to pray ( <b>rezar</b> – <i>to pray</i> ) daily. The teacher shows Slide 3 of the Power Point, and says “ <b>Rezo por la mañana./ Rezo por la noche.</b> ” The teacher then goes around the class and asks individual students, “ <b>¿Cuándo rezas?</b> ”	Students volunteer their responses...“ <b>Rezo por la mañana./ Rezo por la noche.</b> ” using the appropriate adverb of time.	5 minutes
5.	Listening/ Reading/ Writing	Teacher plays Prayer Voki 1 (Link 1) which introduces students to Spanish Prayers.  Teacher then reads the ‘ <b>Señal de la Cruz</b> ’ to the students (Appendix II).	Students listen to Voki 1 and engage in a class discussion  They then to ‘ <b>Señal de la Cruz</b> ’ which is read by the teacher and Students complete a Cloze Test (Appendix III)	5 minutes
6	Listening/ Reading/ Writing	Teacher explains that they are about to listen to a typical Spanish prayer that is based on	Students listen to ‘ <b>Padre Nuestro</b> ’ and complete an aural word arranging activity	10 minutes

		the Catholic faith. Teacher then reads the ' <b>Padre Nuestro</b> ' to the students (Appendix II).	(Appendix IV)	
7	Listening/ Reading/ Writing	Teacher plays Voki 2 (Link 2) highlighting the naming of towns in Hispanic countries after saints Catholic tradition. Teacher directs students to complete map activity (Appendix V)	Students complete map activity (Appendix V).	10 minutes

**EVALUATION:** Teacher distributes Appendix VI to students, then plays Slide 4 of the Power Point Presentation with the Listening activity. Students complete Listening Activity with Cloze Test (Appendix VI).

(15  
minutes)

**CLOSURE:** Students are asked volunteer to state the religion of their classmate orally.

## CULTURE FRAME 7

**CLASS:** Form 3, Term 1

**TOPIC:** Modes of Transport in Spain & LA

**DURATION OF LESSON:** 40 mins

**LEARNING OBJECTIVES:** At the end of the lesson students will be able to:

Objective	Classification (Cognitive/ Affective/ Psychomotor)	Level of Difficulty (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)
1. Identify and describe modes of transport in Spain and Latin America from research links provided.	Cognitive	Knowledge, comprehension, application, synthesis
2. Compare modes of transport in Hispanic countries with those used in Trinidad and Tobago	Cognitive, affective, psychomotor	Analysis, synthesis
3. Demonstrate and appreciation of the types of transport available in Hispanic countries and those available in Trinidad and Tobago	Affective	Valuing

### PREVIOUS KNOWLEDGE:

Grammar: Subject–verb agreement  
Verbs expressing preferences  
Functions: Express opinion on cultural differences.

### RESOURCES:

Teacher: Laptop, multimedia projector, speakers, Internet access, Moviemaker software, Microsoft PowerPoint software, Appendix A

Student: Laptop, multimedia projector, Internet access, Moviemaker software  
Microsoft PowerPoint programme, appendix A

### CONTENT:

Structures: En \_\_\_\_\_ se utiliza (n)/ \_\_\_\_\_

Vocabulary: verbs and nouns associated with transport, movement, travel, vehicles, roadways

Culture: Modes of transport differ according to cultural and geographical characteristics

Other: Development of research and technology skills

## **METHOD:**

Set Induction: Teacher tells students about an episode experienced whilst using transportation in a Latin American country s/he visited. S/he invites students to share similar experiences that may have occurred to them within or outside of Trinidad and Tobago.

<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>
1. Teacher directs students to divide themselves into groups of four (4). Teacher instructs students to perform an Internet search for modes of transport in Latin America. Teacher informs students to choose one person to act as presenter.	Students form groups of four (4). Students to perform an Internet search for modes of transport in Latin America. Students choose one person to act as presenter
2. Teacher monitors and assists in the search activity when required. S/he then instructs students to create a presentation or movie using images they have downloaded with the relevant information (Appendix A folder is given as support)	Students work collaboratively to create a presentation or movie using images they have downloaded with the relevant information (Appendix A folder is used as support)
3. Teacher directs the various groups to display their presentations or movies on transport in Latin America. Teacher asks students to share any observations on what was learned and about preferred mode of transport.	The various groups to display their presentations or movies on transport in Latin America. Students share opinions on what they learned.

**EVALUATION:** The teacher assesses the group presentation for accuracy of sentences, appropriateness of images, quality of presentation and teamwork.

**CLOSURE:** Teacher asks students to think about the types of transport available in Trinidad and Tobago and how they compare to those they have just met in the student presentations.