

THE GOVERNMENT OF THE COMMONWEALTH OF THE BAHAMAS

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



PRIMARY SPANISH CURRICULUM GUIDELINES

GRADES 4 - 6

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
AUGUST 2017**

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MESSAGE FROM THE MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY

A curriculum is considered the “heart” of any learning institution, which means that schools or universities cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the “total learning experiences of individuals not only in school, but in society as well”
(Bilbao et al., 2008).

I have always believed in the transformative power of education, particularly in a developing country, and I strongly support the government’s commitment to sustainable development in education. Indeed, because of the role of the curriculum in the provision of quality education, I am honoured to sanction and present revised national curricula in several disciplines. Each curriculum document was developed by a team of intelligent, innovative and diligent education officers, who received invaluable input from teachers and lecturers; students and parents; as well as private and public stakeholders.

In keeping with the changing demands of education and life in the twenty-first century, revised curricula have moved away from a content-based, knowledge-focused approach. The new documents focus on higher-order thinking skills; cross-curricula understanding; collaboration; creativity and real world problem solving. With a view to strengthening national development activities, the new curriculum documents accommodate the United Nation’s Sustainable Development Goals (SGAs), ensuring that at each grade level there are clear processes and procedures which allow teachers to align instructional strategies and classroom-based assessments to agreed international standards and benchmarks.

The publication, dissemination and successful implementation of these curriculum guidelines will further unite us in our efforts to create citizens of character, who are committed to life-long learning and who are always willing to serve.

To the education officers, subject specialists and teachers, who are devoted to transforming the lives of students throughout The Bahamas, thank you for your continued contributions to the building of our country!



Hon. Jerome K. Fitzgerald
Minister of Education, Science and Technology

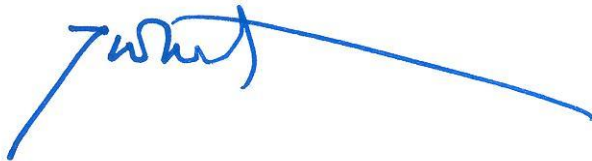
MESSAGE FROM THE DIRECTOR

The Commonwealth of The Bahamas is fast becoming home to a diverse student population. The Caribbean Community (CARICOM), in 2006, recognising our regional need for competence in Spanish, secured the assistance of the Organisation of States (OAS) for a project to enhance the teaching and learning of Spanish at the primary school level in all CARICOM Anglophone countries.

Given our geographical location, Bahamian citizens, in particular, need to develop competencies in Spanish language in order to cultivate positive partnerships with future allies, clients, co-workers and friends. This 2017 Primary Spanish Curriculum Guidelines document provides a clear vision of what students should know and be able to do in the target language. The document's Scope and Sequence and Scope of Work provide teachers with standards, objectives, activities, assessment tools and resources that will ensure that primary school students develop proficiency in the Spanish language, while at the same time developing cultural literacy.

The Bahamas Department of Education is pleased to present this Primary Spanish Curriculum Guidelines document, which is designed to promote the implementation of twenty-first century foreign language teaching.

Based on sound research, comparative analysis and best classroom practices, this third edition of the Primary Spanish Curriculum Guidelines will enable students, teachers, administrators and parents to strengthen the teaching and learning of Spanish in government and independent primary schools throughout the archipelago.



Lionel X. Sands (Mr.)

Director of Education

ACKNOWLEDGEMENTS

The revision of the 2017 Primary Spanish Curriculum Guidelines would not have been possible without the hard work and dedication of a number of committed teachers, officers and administrators. The Modern Languages Unit is especially grateful to the members of the Curriculum Committee for the successful revision of this document.

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Additionally, we wish to express special gratitude to stakeholders who provided the team with invaluable input.

We particularly appreciate the contributions of all of the primary school teachers of Spanish, in government as well as independent primary schools throughout the islands of The Bahamas, who so willingly gave of their time, knowledge and skills.

MINISTRY OF EDUCATION

MISSION STATEMENT

The mission of the Ministry / Department of Education is to provide all persons in The Bahamas with an opportunity to receive an education that will equip them with the necessary beliefs, attitudes and skills required for work and life in a democratic society, guided by Christian values.

MODERN LANGUAGES UNIT

VISION

We envision a Bahamas where students are linguistically, culturally and technologically equipped to communicate successfully in Spanish, which will inspire a life-long interest in and appreciation for Hispanic cultures, thereby creating windows of opportunity in our global village.

MISSION STATEMENT

To ensure student proficiency in the Spanish language, we will continue to enhance the learning environment by providing relevant curricula, producing indigenous materials and facilitating teacher development programmes.

BELIEF STATEMENTS

We believe that:

1. Language and culture are inseparable.
2. Modern Languages skills are necessary for global communication and 21st century citizenship.
3. Modern Languages instruction provides students with an improved awareness of their own language and culture.
4. Modern Languages programmes guide students into an increased awareness and appreciation of their traditions, customs, and values as well as those of Hispanic countries.
5. Teaching processes that help to reduce students' language performance anxiety and strengthen motivation will enhance learning opportunities.
6. Proficiency in Modern Languages enhances self-confidence, improves academic achievement, heightens creativity and sharpens mental flexibility.

RATIONALE

The reality of globalisation has placed The Bahamas in a position where, to survive economically, it has to be able to compete internationally. Our unique location places us in an enviable position at the crossroads between Europe and the Americas, including The Caribbean. Our geographical proximity to these diverse countries demands that, for survival, we forge social, economic and political partnerships with bodies such as CARICOM, WTO, NAFTA, FTAA, and OAS. It is incumbent upon all educators to prepare students for the multi-lingual world if they want to compete in any arena. Effective communication is of paramount importance because it is at the heart of the human experience.

To be linguistically challenged at this time in our development is a disadvantage. The Bahamas has come to realize that Spanish is the predominant second language in our region. It is therefore imperative that we develop language competency in Spanish as we advance our economy in tourism, international banking, trade and investment and other industries. The acquisition of a second language by our students would positively impact all areas of our society and permit our students and country to compete in the global arena.

In order to keep pace with the changing times, the Modern Language Unit, in the Curriculum Division of the Department of Education, has revised the Spanish curricula. The programme at the primary school level has laid the foundation for the high school and continues to build on this foundation. In fact, extensive research by linguists on second-language acquisition has shown that children at the primary school level (ages 6 – 11) are more receptive to foreign language studies than are older children. Furthermore, the Society of Neuroscience has found that: “Being bilingual from an early age – between ages 5 and 7 – significantly affects the brain’s structure” (2008).

These revised curricula will promote levels of attainment in the four language domains: listening, speaking, reading and writing, as our students prepare for the National Examinations. In so doing, we will be well on our way to becoming a multi-lingual nation. The new thrust is on communicative objectives in authentic situations, as opposed to topics in isolation. The curricula must cater to the diverse needs of students and are, therefore, student-centred. These integrated curricula reinforce links with other disciplines and promote an appreciation for cultural diversity.

It is hoped that students develop a positive attitude towards foreign language-learning and, in the process, develop a greater measure of their true potential as life-long learners and as citizens of the Commonwealth of The Bahamas.

DEFINITION OF TERMS

This document comprises several components: the Overarching Goal; Sub-Goals; Standards; Scope and Sequence; Scope of Work and the Appendices.

Overarching Goal	defines the ultimate outcome of foreign language learning, and outlines the intended purpose of the curriculum document.
Sub-Goals	form the major contextual framework for foreign language teaching: linguistic, interpersonal, environmental and cultural aspects.
Standards	show the progressive attainment levels. They define what students <i>should know</i> and <i>be able to do</i> upon completion of specific levels of instruction.
Scope and Sequence	is a map outlining the progression of the communicative objectives and presenting subject content to be accomplished at the end of each level/academic year. Scope refers to the content to be taught; sequence refers to the order in which the content should be taught.
Scope of Work	develops each communicative objective with suggested content, activities, assessment and resources to facilitate and enhance the teaching / learning process.

OVERARCHING GOAL

**COMMUNICATING IN SPANISH APPLYING THE LISTENING, SPEAKING, READING AND WRITING SKILLS
IN A CULTURAL CONTEXT AND WITHIN THE GRAMMATICAL FRAMEWORK OF THE SPANISH LANGUAGE**

SUB-GOALS

- 1. APPLYING THE CONVENTIONS OF THE SPOKEN AND WRITTEN LANGUAGE, AND CRITICAL THINKING SKILLS**
- 2. ESTABLISHING RELATIONSHIPS AND PROVIDING INFORMATION ABOUT THEMSELVES AND OTHERS**
- 3. ENQUIRING AND RESPONDING TO INFORMATION ABOUT THE WORLD AROUND THEM**
- 4. EXPRESSING FEELINGS, EMOTIONS AND PREFERENCES**
- 5. EXPLORING GEOGRAPHICAL FEATURES AND CULTURAL PRACTICES**

STANDARDS

SUB-GOAL 1 APPLYING THE CONVENTIONS OF THE SPOKEN AND WRITTEN LANGUAGE AND CRITICAL THINKING SKILLS

Standard 1 (Grades 4 & 5)

Students will be able to exchange very basic spoken and written information, using memorised single words or short familiar phrases and visual cues.

Standard 2 (Grades 5 & 6)

Students will be able to respond to and produce short, simple phrases and sentences using familiar vocabulary and structures, but sometimes substituting vocabulary or simple idioms.

Standard 3 (Grades 7 & 8)

Students will be able to engage in original and spontaneous oral and written communication demonstrating skills in comprehension of short texts and dialogues, and a manipulation of grammar and vocabulary.

NOTE:

Standard 4 – (Grades 9 & 10) and Standard 5 – (Grades 11 & 12) are written in the junior and senior high school documents respectively.

STANDARDS

SUB-GOAL 2 **ESTABLISHING RELATIONSHIPS AND / OR PROVIDING INFORMATION ABOUT THEMSELVES AND OTHERS**

Standard 1 **(Grades 4 & 5)**

Students will be able to answer and ask very basic questions and respond to and make basic requests and commands.

Standard 2 **(Grades 5 & 6)**

Students will be able to respond to and produce brief, familiar statements and questions.

Standard 3 **(Grades 7 & 8)**

Students will be able to engage in exchanges, using level appropriate vocabulary and structures to describe / narrate actions and events.

STANDARDS

SUB-GOAL 3

ENQUIRING ABOUT AND RESPONDING TO INFORMATION ABOUT THE WORLD AROUND THEM

Standard 1

(Grades 4 & 5)

Students will be able to identify conditions within their physical environment and make simple declarations.

Standard 2

(Grades 5 & 6)

Students will be able to ask general questions and relate basic information about their immediate environment.

Standard 3

(Grades 7 & 8)

Students will be able to demonstrate a greater level of accuracy to communicate information about their immediate world and daily activities.

STANDARDS

SUB-GOAL 4 EXPRESSING FEELINGS, EMOTIONS AND PREFERENCES

Standard 1 (Grades 4 & 5)

Students will be able to apply very basic verbal and non-verbal cues to interpret and express likes, dislikes and feelings.

Standard 2 (Grades 5 & 6)

Students will be able to apply basic structures to describe feelings and express personal preferences.

Standard 3 (Grades 7 & 8)

Students will be able to produce spontaneous exchanges and express, in writing, feelings and preferences.

STANDARDS

SUB-GOAL 5 EXPLORING GEOGRAPHICAL FEATURES AND CULTURAL PRACTICES

Standard 1 (Grades 4 & 5)

Students will be able to identify and describe Hispanic regions, countries and major cities in **Spain and the Caribbean**.

Standard 2 (Grades 5 & 6)

Students will be able to identify and describe Hispanic regions, countries and major cities in **Central America and Mexico**.

Standard 3 (Grades 7 & 8)

Students will be able to identify and describe Hispanic regions, countries and major cities in **South America and Africa**.

A GUIDE TO TEACHING FROM THE CURRICULUM DOCUMENT

REQUIREMENTS:

1. **A Mandatory Sequence for Teaching Communicative Objectives** can be found at the beginning of each Grade Level. To ensure standardisation, all teachers **MUST** teach these objectives as specified for each term. Activities and assessment may be adjusted to meet the needs of the students, but **the sequence of objectives is mandatory**.
2. The document is flexible; therefore instructional strategies / classroom activities should be designed for the diverse needs of students: low achievers as well as high-flyers.
3. Sub-goals 1.1 to 1.3 are not intended to be taught separately. They must be integrated into all **Communicative Objectives**.
4. Teachers must familiarise themselves with the **Standards** and **Scope and Sequence** for the attainment levels.
5. Teachers should refer to the **Scope of Work** for appropriate vocabulary, structures, **suggested** activities, **suggested** assessment and resources.
6. The four linguistic skills – **Listening, Speaking, Reading** and **Writing**, along with **Culture**, should be integrated into classroom instruction.
7. Grammar and Vocabulary **should be integrated into classroom instruction** and not be taught in isolation. Vocabulary should be constantly expanded upon from year to year.
8. Curriculum Links, including integrated technology, must be fostered. See **Appendices** for a few teaching ideas.
9. The methods used for assessing student achievement should reflect classroom teaching and learning strategies.
10. An **Assessment Weighting Guide** is included in the **Appendices**.

N. B.

Teachers should constantly build on students' previous knowledge, as outlined in the Scope of Work.

Time allotment for each communicative objective should not exceed two weeks.

SCOPE AND SEQUENCE

KEY:

I – Introduction of Skill D – Development of Skill R – Reinforcement of Skill

OVERARCHING GOAL: Communicating in Spanish Applying the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

SUB-GOAL 1: APPLYING THE CONVENTIONS OF THE SPOKEN AND WRITTEN LANGUAGE, AND CRITICAL THINKING SKILLS

COMMUNICATIVE OBJECTIVES 1.1 – 1.3 SHOULD BE INTEGRATED INTO THE TEACHING OF ALL OTHER OBJECTIVES.

	COMMUNICATIVE OBJECTIVES	GRADE 4	GRADE 5	GRADE 6
1.1	Applying the Spanish phonetic system	I	D	R
1.2	Expressing present actions and events	I	D	R
1.3	Expressing future actions and events (applying the simple future tense)			I

SCOPE AND SEQUENCE

KEY:

I – Introduction of Skill D – Development of Skill R – Reinforcement of Skill

OVERARCHING GOAL: Communicating in Spanish Applying the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

SUB-GOAL 2: ESTABLISHING RELATIONSHIPS AND / OR PROVIDING INFORMATION ABOUT THEMSELVES AND OTHERS

	COMMUNICATIVE OBJECTIVES	GRADE 4	GRADE 5	GRADE 6
2.1	Interacting socially with peers, adults and strangers	I	D	R
2.2	Exchanging information about origin and nationality	I	D	R
2.3	Responding to commands and making requests	I	D	R
2.4	Identifying and describing parts of the body	I	D	R
2.5	Describing physical characteristics and personality		I	D
2.6	Stating what people wear on different occasions	I	D	R
2.7	Providing information about entertainment, recreation and leisure time	I	D	R

SCOPE AND SEQUENCE

KEY:

I – Introduction of Skill D – Development of Skill R – Reinforcement of Skill

OVERARCHING GOAL: Communicating in Spanish Applying the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

SUB-GOAL 3: SEEKING AND RESPONDING TO INFORMATION ABOUT THE WORLD AROUND THEM

	COMMUNICATIVE OBJECTIVES	GRADE 4	GRADE 5	GRADE 6
3.1	Applying numbers, days and months when discussing everyday situations	I	D	R
3.2	Discussing school life	I	D	R
3.3	Describing the family	I	D	R
3.4	Providing information about home life	I	D	R
3.5	Identifying and comparing weather conditions and seasons of the year		I	D
3.6	Describing the natural environment	I	D	R
3.7	Discussing essential services and responding to emergencies	I	D	R

SCOPE AND SEQUENCE

KEY:

I – Introduction of Skill D – Development of Skill R – Reinforcement of Skill

OVERARCHING GOAL: Communicating in Spanish Applying the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

SUB-GOAL 4: EXPRESSING FEELINGS, EMOTIONS AND PREFERENCES

	COMMUNICATIVE OBJECTIVES	GRADE 4	GRADE 5	GRADE 6
4.1	Describing states and conditions (emotional and physical)	I	D	R
4.2	Explaining food preferences	I	D	R
4.3	Expressing health concerns			I

SCOPE AND SEQUENCE

KEY:

I – Introduction of Skill D – Development of Skill R – Reinforcement of Skill

OVERARCHING GOAL: Communicating in Spanish Applying the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

Sub-Goal 5: EXPLORING GEOGRAPHICAL FEATURES AND CULTURAL PRACTICES

	COMMUNICATIVE OBJECTIVES	GRADE 4	GRADE 5	GRADE 6
5.1	Identifying and describing Spanish-speaking countries and their capitals by region: Spain and the Caribbean	I	D	D
5.2	Identifying and describing Spanish-speaking countries and their capitals by region: Central America and Mexico		I	D
5.3	Identifying and describing Spanish-speaking countries and their capitals by region: South America and Africa			I

MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

GRADE 4 – TERM I

	COMMUNICATIVE OBJECTIVES	PAGE No.
2.1	Interacting socially with peers, adults and strangers	31
5.1	Identifying and describing Spanish-speaking countries and their capitals by region: Spain and the Caribbean	48
1.1	Applying the Spanish phonetic system	30
2.2	Exchanging information about origin and nationality	32
3.1	Applying numbers, days and months when discussing everyday situations	38
2.3	Responding to commands and making requests	33
3.2	Discussing school life	39

MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

GRADE 4 – TERM II

	COMMUNICATIVE OBJECTIVES	PAGE No.
3.3	Describing the family	40
3.7	Discussing essential services and responding to emergencies	44
3.4	Providing information about home life	41
2.4	Identifying and describing parts of the body	34
2.6	Stating what people wear on different occasions	36

MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

GRADE 4 – TERM III

	COMMUNICATIVE OBJECTIVES	PAGE No.
2.7	Providing information about entertainment, recreation and leisure time	37
3.6	Describing the natural environment	43
4.1	Describing states and conditions (emotional and physical)	45
4.2	Explaining food preferences	46

MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

GRADE 5 – TERM I

	COMMUNICATIVE OBJECTIVES	PAGE No.
2.1	Interacting socially with peers, adults and strangers	31
1.1	Applying the Spanish phonetic system	30
2.3	Responding to commands and making requests	33
5.2	Identifying and describing Spanish-speaking countries and their capitals by region: Central America and Mexico	49
2.2	Exchanging information about origin and nationality	32
3.1	Applying numbers, days and months when discussing everyday situations	38
3.3	Describing the family	40
2.5	Describing physical characteristics and personality	35

MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

GRADE 5 – TERM II

	COMMUNICATIVE OBJECTIVES	PAGE No.
3.2	Discussing school life	39
3.5	Identifying and comparing weather conditions and seasons of the year	42
4.1	Describing states and conditions (emotional and physical)	45
2.4	Identifying and describing parts of the body	34
2.6	Stating what people wear on different occasions	36
3.7	Discussing essential services and responding to emergencies	44

MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

GRADE 5 – TERM III

	COMMUNICATIVE OBJECTIVES	PAGE No.
3.4	Providing information about home life	41
4.2	Explaining food preferences	46
2.7	Providing information about entertainment, recreation and leisure time	37
3.6	Describing the natural environment	43

MANDATORY SEQUENCE OF COMMUNICATIVE OBJECTIVES

GRADE 6 – TERM I

	COMMUNICATIVE OBJECTIVES	PAGE No.
2.1	Interacting socially with peers, adults and strangers	31
1.1	Applying the Spanish phonetic system	30
2.3	Responding to commands and making requests	33
5.3	Identifying and describing Spanish-speaking countries and their capitals by region: South America and Africa	50
2.2	Exchanging information about origin and nationality	32
3.1	Applying numbers, days and months when discussing everyday situations	38
3.2	Discussing school life	39
4.1	Describing states and conditions (emotional and physical)	45

MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

GRADE 6 – TERM II

	COMMUNICATIVE OBJECTIVES	PAGE No.
3.3	Describing the family	40
2.5	Describing physical characteristics and personality	35
3.4	Providing information about home life	41
2.4	Identifying and describing parts of the body	34
4.3	Expressing health concerns	47
3.7	Discussing essential services and responding to emergencies	44

MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

GRADE 6 – TERM III

	COMMUNICATIVE OBJECTIVES	PAGE No.
2.7	Providing information about entertainment, recreation and leisure time	37
3.5	Identifying and comparing weather conditions and seasons of the year	42
4.2	Explaining food preferences	46
2.6	Stating what people wear on different occasions	36
3.6	Describing the natural environment	43

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 1.1 – APPLYING THE SPANISH PHONETIC SYSTEM

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>THE SPANISH PHONETIC SYSTEM:</p> <p>i) Spanish Vowels ii) Spanish Vowels and Consonants</p> <p>STRUCTURES:</p> <p>i) ¿Qué letra es? ii) ¿Cómo se pronuncia/deletrea? iii) Pronuncia/deletrea/escribe la palabra.</p> <p>CURRICULUM LINK (LANG. ARTS):</p> <p>i) Introduction of <i>la tilde, el acento</i> and Sounds of Letters: <i>h, j, ll, ñ, and rr</i></p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Vowel and Alphabet Songs ➤ Spelling names in Spanish ➤ Alphabet Pictionary ➤ Alphabet BINGO ➤ Letter Dictations 	<ul style="list-style-type: none"> ➤ Vowel / Alphabet Dictation ➤ Spelling Activities ➤ Alphabet BINGO ➤ Word Completion Exercises 	<ul style="list-style-type: none"> ➤ Chispas 1 Textbook and CD ➤ ¡Muy bien!! Level B Textbook ➤ Alphabet Bingo ➤ Bilingual Beginnings (Syllable Cards) ➤ Workshop Resources
5	<p>THE SPANISH PHONETIC SYSTEM:</p> <p>i) Spanish Vowels ii) Vowels and Consonants</p> <p>USE VOCABULARY FOR GRADE LEVEL.</p> <p>STRUCTURE:</p> <p>i) Spanish Syllabication</p> <p>CURRICULUM LINK (LANG. ARTS):</p> <p>i) Explanation that the letters k and w are only used in words of foreign origin</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Word Completion Exercises ➤ Spelling Drills ➤ Syllabication – Oral and Written ➤ Word Dictations 	<ul style="list-style-type: none"> ➤ Spelling Drills ➤ Word Completion Exercises ➤ Syllabication of Words ➤ Word Dictations 	<ul style="list-style-type: none"> ➤ Chispas 2 Textbook ➤ ¡Muy bien! Level B Evaluation Blackline Masters ➤ Alphabet Bingo ➤ Various Workshop Materials
6	<p>THE SPANISH PHONETIC SYSTEM:</p> <p>i) Spanish Vowels ii) Vowels and consonants</p> <p>USE VOCABULARY FOR GRADE LEVEL.</p> <p>STRUCTURE:</p> <p>i) Spanish Diphthongs: <u>cu</u>ando, <u>die</u>z, <u>bu</u>eno,</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Syllabication of Words with Diphthongs ➤ Sentence Dictations ➤ Cloze Passages (paragraphs with words omitted) 	<ul style="list-style-type: none"> ➤ Word Dictations – Identification of Spanish Diphthongs ➤ Sentence Dictations 	<ul style="list-style-type: none"> ➤ Chispas 3 Workbook ➤ ¡Muy bien! Level C Textbook and Workbook ➤ Cuentos Fonéticos ➤ Various Workshop Materials

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 2.1 – INTERACTING SOCIALLY WITH PEERS, ADULTS AND STRANGERS

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – SALUTATIONS:</p> <p>i) Hola; Buenos días; Buenas tardes; Buenas noches; Adiós; Chao; ¿Qué tal?</p> <p>ii) ¡Muy bien!; regular; mal; así, así; gracias</p> <p>iii) niño(a); alumno(a); maestro(a)</p> <p>STRUCTURES:</p> <p>i) ¿Cómo estás tú / está usted?</p> <p>ii) Estoy... ¡Muy bien! / regular / mal</p> <p>iii) ¿Cómo te llamas? → Me llamo_____.</p> <p>CULTURE:</p> <p>i) The Spanish custom of Applying a familiar and a formal ‘you’ form</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Songs: Buenos días / Buenos días a ti ➤ Role Playing (using tú and usted, with teacher and classmates) ➤ Cloze Passages (filling in missing words) 	<ul style="list-style-type: none"> ➤ Role Playing ➤ Sentence Completion Exercises ➤ Dialogue Writing 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level B Textbook ➤ Chispas 1 Textbook and Audio CD ➤ Rock and Learn Spanish (Audio CD)
5	<p>VOCABULARY – SALUTATIONS:</p> <p>i) Bienvenidos; Hasta luego / pronto / mañana / la vista / el lunes ...</p> <p>ii) señor(a); señorita; chico(a)</p> <p>STRUCTURES:</p> <p>i) ¿Cómo se llama? → Se llama_____.</p> <p>CULTURE:</p> <p>i) The Hispanic Custom of Cheek-Kissing as a Greeting</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Song: Saludos ➤ Cloze Passages (writing in words missing from sentences, passages or dialogues) 	<ul style="list-style-type: none"> ➤ Dictation Exercises ➤ Sequencing (rewriting dialogues that have been jumbled) ➤ Sentence Completion Exercises 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level B Audio CD – Song: Saludos
6	<p>VOCABULARY – SALUTATIONS:</p> <p>i) Mucho gusto; Encantado/ El gusto es mio.</p> <p>ii) Muchacho(a), hombre, mujer</p> <p>STRUCTURES:</p> <p>ii) ¿Cómo están ellos(as)? → Están _____.</p> <p>iii) ¿Cómo están ustedes → Estamos _____.</p> <p>iv) ¿Cómo se llaman? → Se llaman_____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Song: Los Saludos y Las Despedidas ➤ Role Playing ➤ Sequencing (dialogues that have been jumbled) 	<ul style="list-style-type: none"> ➤ Reading Comprehension Passages (answering questions in Spanish and English) 	<ul style="list-style-type: none"> ➤ Aprende el español Audio CD – Song: Los Saludos y Las Despedidas

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 2.2 – EXCHANGING INFORMATION ABOUT ORIGIN AND NATIONALITY

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – ORIGIN:</p> <p>i) Spanish Names: Carlos, Juan, Ana, Rosa,</p> <p>ii) Las Bahamas; España; Cuba, Puerto Rico, República Dominicana</p> <p>iii) país, isla</p> <p>STRUCTURES:</p> <p>i) ¿De dónde eres tú? Soy de _____.</p> <p>ii) ¿De dónde es? Es de _____.</p> <p>iii) <u>Me gusta</u> mi país.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Role Playing: Using tú and usted ➤ Cloze Passages (filling in missing words) 	<ul style="list-style-type: none"> ➤ Role Playing ➤ Word Completion Exercises ➤ Dialogue Writing 	<ul style="list-style-type: none"> ➤ Chispas 1 Textbook and CD ➤ ¡Muy bien! Level B Textbook and Audio CD ➤ Puppets ➤ Name Tags ➤ Maps
5	<p>VOCABULARY – NATIONALITY:</p> <p>i) nacionalidad; dirección; calle; avenida</p> <p>STRUCTURES:</p> <p>i) ¿Cuál es tu nacionalidad?</p> <p>ii) Soy <u>bahameño(a)</u> / panameño(a).</p> <p>iii) ¿Cuál es su nacionalidad? → Es_____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Role Playing (asking and stating nationality) ➤ Dialogue Writing ➤ Reading Comprehension 	<ul style="list-style-type: none"> ➤ Sequencing (rewriting dialogues) ➤ Reading Comprehension Exercises ➤ Sentence and Paragraph Writing 	<ul style="list-style-type: none"> ➤ Chispas 2 Textbook and Audio CD ➤ Puppets ➤ Maps ➤ GeoPuzzles
6	<p>VOCABULARY – NATIONALITY:</p> <p>i) el profesor – la profesora; señor(a); señorita</p> <p>ii) Venezuela, Colombia, Ecuador;</p> <p>STRUCTURES:</p> <p>i) ¿De dónde son ellos(as)? Son de_____.</p> <p>ii) ¿De dónde son ustedes? Somos de_____.</p> <p>iii) ¿De qué país es él / ella? Es de_____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Field Trips ➤ Role Playing (asking and stating origins / nationality – using pictures of celebrities / family / friends) ➤ Creating Dialogues 	<ul style="list-style-type: none"> ➤ Completing Passport Forms ➤ Listening Comprehension Exercises ➤ Reading Comprehension Passages ➤ Sentence and Paragraph Writing 	<ul style="list-style-type: none"> ➤ Chispas 2 Textbook and Audio CD ➤ Maps ➤ GeoPuzzles

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 2.3 – RESPONDING TO COMMANDS AND MAKING REQUESTS

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – COMMANDS AND REQUESTS:</p> <p>i) Sí; No; ¡Silencio!</p> <p>ii) Por favor; Gracias; Con permiso;</p> <p>iii) Perdóname; Perdón; Disculpa</p> <p>iv) ¡Escucha / Escuchen!</p> <p>v) ¡Abre / Abran! and ¡Cierra / Cierren!</p> <p>vi) ¡Mira! / ¡Miren!; ¡Toca / ¡Toquen!</p> <p>vii) ¡Circula!; Escribe; Lee; Une</p> <p>STRUCTURES:</p> <p>i) ¿Puedo ir <u>al baño / a la oficina?</u></p> <p>CURRICULUM LINK (HFLE): The Use of <i>por favor</i> with Commands</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Role Playing ➤ Charadas (Miming Activity) ➤ ‘Simón dice...’ 	<ul style="list-style-type: none"> ➤ Matching Exercise (matching pictures with spoken and / or written words) ➤ Total Physical Response Activities 	<ul style="list-style-type: none"> ➤ Chispas 1 Textbook and Audio CD
5	<p>VOCABULARY – COMMANDS AND REQUESTS:</p> <p>i) ¡Toma! / ¡Tomen!</p> <p>ii) ¡Subraya! ;</p> <p>iii) ¡Repita / ¡Repitan!</p> <p>iv) ¡Siéntense! / ¡Levántense!</p> <p>STRUCTURES:</p> <p>i) ¿Puede(s)...? / ¿Quieres...?</p> <p>CULTURE:</p> <p>i) The Spanish Custom of Using Familiar and Formal (tú / usted) ‘you’ Forms.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Classroom Instructions ➤ Reading Comprehension Exercises ➤ Sentence Translations (from and into Spanish) 	<ul style="list-style-type: none"> ➤ Total Physical Response Activities ➤ Reading Comprehension Exercises ➤ Multiple Choice Exercises 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level B Textbook ➤ Chispas 1 Textbook and Audio CD ➤ Chispas 3 Textbook and Audio CD
6	<p>VOCABULARY – COMMANDS AND REQUESTS:</p> <p>i) ¡Pónganse de pie!</p> <p>ii) ¡Repita / ¡Repitan!</p> <p>iii) ¡Siéntense! / ¡Levántense!</p> <p>iv) ¡Ven / Vengan!</p> <p>v) ¡Ve / Vayan!</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Reading Comprehension ➤ Paragraph Translations 	<ul style="list-style-type: none"> ➤ Reading Comprehension ➤ Dialogue Writing ➤ Cloze Passages 	<ul style="list-style-type: none"> ➤ Chispas 3 textbooks and Audio CD

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 2.4 – IDENTIFYING AND DESCRIBING PARTS OF THE BODY

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – PARTS OF THE HEAD:</p> <p>i) cabeza; cara, pelo, cejas, ojos, nariz, boca, orejas</p> <p>STRUCTURES:</p> <p>i) ¿Qué es? → Es el / la _____.</p> <p>ii) ¿Qué son? → Son los /las _____.</p> <p>iii) ¿Qué tienes? → Tengo _____.</p> <p>iv) ¿Qué tiene él / ella? → Tiene _____.</p> <p>v) Definite and Indefinite Articles: el, la, los, las; un, una, unos, unas</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Creating Face Masks ➤ ‘Parts of the Face’ Song ➤ ‘Simón dice’... ➤ Role Playing (Applying masks) ➤ Spelling Activities 	<ul style="list-style-type: none"> ➤ Labelling a diagram of the face ➤ Matching Exercises ➤ Spelling Activities 	<ul style="list-style-type: none"> ➤ Puppets ➤ ¡Muy bien! Level A Kit ➤ ¡Muy bien! Level A Blackline Masters
5	<p>VOCABULARY – PARTS OF THE BODY:</p> <p>i) cuello, hombros, brazos, manos, pies, dedos (de las manos y los pies), rodillas, piernas</p> <p>STRUCTURES:</p> <p>i) ¿Qué es esto? / ¿Qué son estos?</p> <p>ii) Esto es _____. / Estos son _____.</p> <p>iii) ¿Cuántos(as) _____ tienes?</p> <p>iv) Tengo _____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ ‘Parts of the Body’ Song ➤ ‘Parts of the Body’ BINGO ➤ Labelling Parts of the Body (people, pets and monsters) 	<ul style="list-style-type: none"> ➤ Labelling parts of the body ➤ Reading Comprehension Exercises ➤ Sentence Completion 	<ul style="list-style-type: none"> ➤ Chispas 2 Textbook and Audio CD ➤ BINGO Cards (Parts of the Body)
6	<p>VOCABULARY – PARTS OF THE BODY:</p> <p>i) frente, lengua, garganta, dientes, oídos, labios, estómago, espalda, tobillo, muñeca, codo</p> <p>STRUCTURES:</p> <p>i) ¿Qué te duele? /</p> <p>ii) ¿Qué le duele a _____?</p> <p>iii) Me duele(n) _____. / Le duele(n) _____.</p> <p>iv) No me duele(n) _____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Songs ➤ Role Playing ➤ Reading Comprehension Exercises ➤ Dialogue Writing 	<ul style="list-style-type: none"> ➤ Role Playing ➤ Reading Comprehension Exercises ➤ Dialogue Writing 	<ul style="list-style-type: none"> ➤ Chispas 3 Textbook and Audio CD ➤ ¡Muy bien! Level C Textbook, Workbook and Picture Cards

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 2.5 – DESCRIBING PHYSICAL CHARACTERISTICS AND PERSONALITY

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4				
5	<p>VOCABULARY – PHYSICAL CHARACTERISTICS & PERSONALITY:</p> <p>i) pequeño(a), mediano(a), grande; alto(a), bajo(a); corto(a), largo(a); bonito(a), feo(a)</p> <p>ii) inteligente, tonto(a);</p> <p>STRUCTURES:</p> <p>i) ¿Cómo eres tú? → Soy / No soy _____.</p> <p>ii) ¿Cómo es él/ella/usted?</p> <p>iii) Es / No es _____.</p> <p>CULTURE & CURRICULUM LINK (SOCIAL STUDIES):</p> <p>i) Terms Used To Describe the Black Race: de la raza negra, moreno(a)</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Oral Descriptions of Self ➤ Role Playing ➤ Matching Exercises (words with graphics) 	<ul style="list-style-type: none"> ➤ Listening Exercises ➤ Matching Exercises (words with graphics) ➤ Word Completion 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level A Workbook and Audio CD ➤ Chispas 2 Textbook and Audio CD
6	<p>VOCABULARY – PHYSICAL CHARACTERISTICS & PERSONALITY:</p> <p>i) gordo(a), delgado(a); guapo(a), feo(a); trabajador(a), perezoso(a); divertido(a), aburrido(a); rubio(a), moreno(a); fuerte, débil; serio(a), cómico(a)</p> <p>STRUCTURES:</p> <p>i) ¿Cómo son ellos(as)? → Son _____.</p> <p>¿Cómo son ustedes? → Somos _____.</p> <p>ii) Son / No son _____.</p> <p>iii) Somos / No somos _____.</p> <p>iv) Tengo / Tiene _____.</p> <p>CULTURE / CURRICULUM LINK (SOCIAL STUDIES):</p> <p>i) Use of Terms: <i>la raza negra, moreno(a)</i></p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ BINGO (Parts of the Body) ➤ Sentence Writing: Descriptions of People 	<ul style="list-style-type: none"> ➤ Sentence Completion Exercises ➤ Writing a Description of a Person (using a picture or drawing) 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level C Textbook ➤ Chispas 3 Textbook, Workbook and Audio CD

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 2.6 – STATING WHAT PEOPLE WEAR ON DIFFERENT OCCASIONS

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – CLOTHING:</p> <p>i) falda, blusa, vestido, pantalones, camisa, medias / calcetines, zapatos, uniforme</p> <p>ii) largo(a), corto(a)</p> <p>STRUCTURES:</p> <p>i) ¿Qué es? / ¿Qué son? → Es / Son_____.</p> <p>ii) ¿Qué llevas puesto? Llevo_____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Dress-up Game ➤ Matching Exercises ➤ Surprise Box Game - ‘Name the Object’ 	<ul style="list-style-type: none"> ➤ Listening Exercises ➤ Matching Exercises 	<ul style="list-style-type: none"> ➤ Flashcards ➤ Chispas 1 Textbook and Audio CD ➤ ¡Muy bien! A Workbook
5	<p>VOCABULARY – CLOTHING:</p> <p>i) chaqueta, camiseta, sombrero, gorra, traje de baño / trusa, pijamas</p> <p>ii) nuevo(a); viejo(a);</p> <p>iii) peso; dólar; centavo</p> <p>STRUCTURES:</p> <p>i) ¿De qué color es_____? → Es _____.</p> <p>ii) ¿Cómo es /son? → Es / Son <u>grande/s</u></p> <p>iii) ¿Cuánto cuesta(n)? → Cuesta(n)_____.</p> <p>CULTURE: Use of <i>paraguas</i> vs <i>sombrillas</i></p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Game: ‘La tienda de ropa’ ➤ Song: ‘La Lavadora’ ➤ Role Playing : Asking and Giving the Cost of Items of Clothing 	<ul style="list-style-type: none"> ➤ Listening Exercises ➤ Role Playing (between vendor and shopper) ➤ Matching Exercises ➤ Dialogue Writing 	<ul style="list-style-type: none"> ➤ Chispas 1 Textbook and Audio CD ➤ ¡Muy bien! B Textbook and Audio CD ➤ Items of Clothing ➤ Flashcards
6	<p>VOCABULARY – CLOTHING:</p> <p>i) abrigo, suéter, bufanda, guantes, botas, sandalias, bata, tenis</p> <p>ii) grande, mediano(a), pequeño(a) / chico(a), talla, limpio(a), sucio(a),</p> <p>STRUCTURES:</p> <p>i) ¿Cómo es /son? → Es / Son <u>grande/s</u></p> <p>ii) ¿Qué vas a comprar / llevar puesto?</p> <p>iii) Voy a comprar / llevar_____.</p> <p>CURRICULUM LINK(MATHS):</p> <p>i) Metric System for the Size of Clothing</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Skits (about shopping for clothing) ➤ Reading Comprehension Exercises ➤ Paragraph Writing 	<ul style="list-style-type: none"> ➤ Listening Exercises ➤ Oral Descriptions of Clothing ➤ Sentence Translations ➤ Paragraph / Dialogue Writing 	<ul style="list-style-type: none"> ➤ ¡Muy bien! B Workbook ➤ Chispas 3 Textbook and Audio CD ➤ Flashcards ➤ Items of Clothing

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 2.7 – PROVIDING INFORMATION ABOUT ENTERTAINMENT, RECREATION AND LEISURE TIME

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – MUSICAL INSTRUMENTS: i) banda / orquesta, música; el músico instrumento/s, maracas, tambor, flauta, el piano, guitarra, violín</p> <p>STRUCTURES: i) ¿Qué es esto? → Es el / la _____. ii) ¿Qué instrumento te gusta? iii) Me gusta _____.</p> <p>CULTURE: Folkloric Music and Dance: los mariachis, la salsa, el merengue; el flamenco</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Songs ➤ Dances ➤ Matching Exercises (e.g. words with drawings) 	<ul style="list-style-type: none"> ➤ Listening Exercises (listening to music to identify instruments) ➤ Word Translations 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level A Workbook ➤ Musical Instruments ➤ Flashcards
5	<p>VOCABULARY – SPORTS: i) Los deportes: fútbol, tenis, natación, atletismo, basquetbol / baloncesto, vóleibol, béisbol, ciclismo ii) jugar, correr, nadar, montar en bicicleta,</p> <p>STRUCTURES: i) ¿Qué deporte te gusta? / ii) ¿Qué te gusta hacer?</p> <p>CULTURE: Soccer (el fútbol)</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Song: Me gusta el fútbol ➤ Reading Comprehension Exercises ➤ Sentence Writing 	<ul style="list-style-type: none"> ➤ Listening Exercise ➤ Reading Comprehension Exercises ➤ Sentence Writing 	<ul style="list-style-type: none"> ➤ Chispas 2 Textbook and Audio CD ➤ Flashcards
6	<p>VOCABULARY – PASTIMES: i) bailar, cantar, escuchar música, tocar ii) el cine, la playa, el parque, la tienda, el saxofón, la trompeta; la pandereta</p> <p>STRUCTURES: i) ¿Adónde vas? → Voy a / a la / al _____. ii) ¿Qué vas a hacer? → Voy a _____. iii) Verb Conjugation: E.g: bailo, bailas, baila</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Classroom Interviews ➤ Role Playing ➤ Reading Comprehension Exercises ➤ Paragraph Writing 	<ul style="list-style-type: none"> ➤ Listening Exercise (completion of grid / chart) ➤ Reading Comprehension Exercises ➤ Paragraph Writing 	<ul style="list-style-type: none"> ➤ Chispas 2 and 3 Textbooks and Audio CDs ➤ ¡Muy bien! Level C Kit

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 3.1 – APPLYING NUMBERS, DAYS AND MONTHS IN EVERYDAY SITUATIONS

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	VOCABULARY – NUMBERS AND DAYS: i) Numbers 0-31 ii) Days of the Week: lunes...domingo STRUCTURES: i) ¿Qué día es hoy? Hoy es _____. ii) ¿Cuántos años tienes? iii) Tengo ____ años. CULTURE: Non-Capitalisation of Days and Months in Spanish	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Numbers Rap Song ‘¡Cuenta!’ ➤ Maths Calculations ➤ Numbers BINGO ➤ ‘Days of the Week’ Song ➤ Interviews 	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Solving Maths Problems ➤ Completing Calendars ➤ Word Translations 	<ul style="list-style-type: none"> ➤ Chispas 1 Textbook and Audio CD ➤ ¡Muy bien! Level A Workbook ➤ Sing, Dance, Laugh and Eat Tacos 1 Audio CD and Lyrics Booklet
5	VOCABULARY – NUMBERS, CALENDAR AND CLOCK TIME: i) Numbers 32-100 ii) El reloj, la hora, el calendario iii) Months of the Year: enero a diciembre STRUCTURES: i) ¿Qué hora es? (to the hour only) ii) Es la _____. / Son las _____. iii) ¿Cuándo es tu cumpleaños? iv) Mi cumpleaños es _____. v) ¿Qué fecha es/Cuál es la fecha?	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Creating clocks ➤ ‘Months of the Year’ Song ➤ Preparing schedules / timetables ➤ Telling Time to the Hour ➤ Maths Calculations 	<ul style="list-style-type: none"> ➤ Listening Exercises (completing timetable grids) ➤ Matching Exercises (matching clocks with written time) ➤ Solving Maths Problems 	<ul style="list-style-type: none"> ➤ Chispas 2 Textbook and Audio CD ➤ ¡Muy bien! Level B Textbook and Kit
6	VOCABULARY – NUMBERS AND TIME: i) Numbers 100 – 1000 ii) el reloj, la hora, el minuto iii) el horario, el recreo, el almuerzo iv) Ordinal Numbers: primero a sexto STRUCTURES: i) ¿Qué hora es? (past the hour) ii) Es la _____. / Son las _____. iii) ¿A qué hora _____? A las _____.	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Creating Timetables ➤ Sequencing Numbers ➤ Telling Time Past the Hour ➤ Applying Ordinal Numbers To Sequence Events 	<ul style="list-style-type: none"> ➤ Creating or Completing Timetables ➤ Writing Numbers in Sequence ➤ Writing Sentences / Paragraphs Incorporating Time Phrases 	<ul style="list-style-type: none"> ➤ Chispas 3 Textbook and Audio CD ➤ ¡Muy bien! Level C Textbook and Kit

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 3.2 - DISCUSSING SCHOOL LIFE

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – SCHOOL, COLOURS, SHAPES:</p> <p>i) La escuela: clase, aula, mochila, lápiz, libro, papel, creyón, cuaderno, goma (de pegar), sacapuntas, tijeras</p> <p>ii) azul, blanco, rojo, morado, amarillo, gris, anaranjado, verde, rosado, café, negro,</p> <p>STRUCTURES:</p> <p>i) ¿Qué es / son? → Es _____. / Son _____.</p> <p>ii) ¿Tienes _____? → Sí, / No, no tengo ____.</p> <p>iii) ¿De qué color es?</p> <p>iv) Definite and Indefinite Articles</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Songs ➤ Guessing Game: ‘Estoy pensando en una cosa’ ➤ BINGO ➤ Labelling Classroom Items 	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Matching Exercises (objects with words) ➤ Describing School Supplies ➤ Article and Noun Agreement Exercises 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level A Workbook and Kit ➤ Chispas 1 Textbook and Audio CD ➤ Sing, Dance, Laugh and Eat Tacos Audio CD and Lyrics Booklet (Colours song) ➤ BINGO
5	<p>VOCABULARY – AROUND THE SCHOOL:</p> <p>i) pizarra, ventana, puerta, regla, libreta, mesa, silla, escritorio, pupitre</p> <p>ii) maestro(a), alumno(a), director(a)</p> <p>iii) en, sobre, arriba, debajo de, al lado de, detrás de, enfrente de, delante de</p> <p>STRUCTURES:</p> <p>i) ¿Dónde está(n)? → Está(n) _____.</p> <p>ii) ¿Quién es? → Es _____.</p> <p>iii) Present Tense Forms of ser and estar</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Song: ‘La escuela’ ➤ Guessing Game: ‘Estoy pensando en una cosa’ ➤ Reading Comprehension Exercises 	<ul style="list-style-type: none"> ➤ Listening Exercises ➤ Sentence Writing ➤ Reading Comprehension 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level B Textbook and Kit ➤ Chispas 2 Textbook and Audio CD ➤ Canciones Hispano-bahameñas – Audio CD and Lyrics Booklet
6	<p>VOCABULARY – SCHOOL SUBJECTS:</p> <p>i) horario, clase de español, inglés, matemáticas, estudios sociales, ciencias</p> <p>ii) fácil, difícil, aburrido(a), divertido(a)</p> <p>STRUCTURES:</p> <p>i) ¿Adónde vas? → Voy a _____.</p> <p>ii) Singular Present Tense Forms of: cantar, estudiar, enseñar, hablar, pintar, tocar</p>	<ul style="list-style-type: none"> ➤ Listening, Speaking and Reading Exercises ➤ Creating School Timetables ➤ Conjugating Verbs in Sentences (Canto en la clase de música.) 	<ul style="list-style-type: none"> ➤ Listening Exercise ➤ Reading Comprehension ➤ Paragraph Writing 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level C Textbook, CD and Blackline Masters ➤ Chispas 2 Textbook and Audio CD

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 3.3 – DESCRIBING THE FAMILY

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – FAMILY:</p> <p>i) familia, mamá, papá, hermano(a), bebé, abuelo(a), perro, gato</p> <p>ii) pequeño(a), mediano(a), grande, mi, tu</p> <p>STRUCTURES:</p> <p>i) ¿Cómo es tu familia?</p> <p>ii) Mi familia es _____.</p> <p>iii) ¿Cómo se llama tu mamá / papá?</p> <p>iv) Mi mamá / papá se llama _____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Matching Exercises ➤ Reading and Writing Spanish Sentences (about families) 	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Reading and Writing Exercises ➤ Using Possessive Pronouns ‘mi’ and ‘tu’ with Spanish Family Words 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level A Workbook and Kit ➤ Chispas 1 Textbook and Audio CD ➤ Projects
5	<p>VOCABULARY – FAMILY:</p> <p>i) madre, padre, primo(a), hijo(a) tío(a),</p> <p>ii) guapo(a), bonito(a), viejo(a), joven, alto(a), bajo(a), flaco(a), gordo(a)</p> <p>STRUCTURES:</p> <p>i) ¿Cómo es tu _____? → Mi _____ es _____.</p> <p>ii) Noun-Adjective Agreement:</p> <p>a. Mi mamá es flaca y bonita.</p> <p>b. Mi papá es bajo y simpático.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Oral Presentations (about one’s family) ➤ Creating Photo Albums with Written Descriptions ➤ Reading and Writing Spanish Sentences 	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Reading Comprehension Exercises ➤ Paragraph Writing ➤ Projects 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level B Textbook ➤ ¡Muy bien! Level B Audio CD ➤ ¡Muy bien! Level B Flashcards
6	<p>VOCABULARY – FAMILY:</p> <p>i) esposo(a), nieto(a), sobrino(a),</p> <p>STRUCTURES:</p> <p>i) Possessives with ‘de’</p> <p>a. ¿Cómo se llama la madre de José?</p> <p>b. El padre de mi madre es mi abuelo.</p> <p>ii) Possessive Adjectives: mi(s), tu(s), su(s), nuestro(a), nuestros(as)</p> <p>iii) mayor que / menor que</p> <p>iv) Present Tense Forms of ‘tener’ and ‘ser’</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Reading Comprehension ➤ Writing Sentences (Applying ‘tener’ and ‘ser’ verb forms) 	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Reading Comprehension ➤ Writing Paragraphs (about one’s family) 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level C Textbook ➤ ¡Muy bien! Level C Audio CD ➤ Sing, Dance, Laugh and Eat Tacos – Audio CD and Booklet

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 3.4 – PROVIDING INFORMATION ABOUT HOME LIFE

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – ROOMS IN THE HOUSE:</p> <p>i) La casa: sala, comedor, cocina, baño, dormitorio</p> <p>STRUCTURES:</p> <p>i) ¿Qué es / son? → Es / Son _____.</p> <p>ii) ¿Dónde está _____? → Está _____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Reading and Writing Sentences (Using family and home vocabulary) 	<ul style="list-style-type: none"> ➤ Role Playing ➤ Matching Exercises ➤ Labelling pictures in Spanish ➤ Completing Spanish Dialogues 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level A Kit
5	<p>VOCABULARY – THE HOME:</p> <p>i) casa, apartamento</p> <p>ii) escalera, patio, ventana, puerta, jardín, garaje, balcón, techo, calle, avenida</p> <p>iii) círculo, triángulo, cuadrado, rectángulo</p> <p>STRUCTURES:</p> <p>i) ¿Dónde vives? → Vivo en _____.</p> <p>ii) ¿Cómo es tu casa? → Es pequeña.</p> <p>iii) ¿Cuántos cuartos tiene? → Tiene _____.</p> <p>iv) ¿De qué forma es <i>la ventana</i>?</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Reading and Writing Spanish Sentences 	<ul style="list-style-type: none"> ➤ Labelling Pictures in Spanish ➤ Constructing Spanish Sentences (to describe one's home / room) ➤ Projects – Integration of Shapes with House Construction 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level B Kit ➤ ¡Muy bien! Level B Textbook ➤ Chispas 2 Textbook and Audio CD
6	<p>VOCABULARY – HOME / HOUSEHOLD DUTIES:</p> <p>i) La sala: sofá, lámpara, televisor</p> <p>ii) El dormitorio: cama, cómoda, espejo</p> <p>iii) La cocina: refrigerador, estufa, horno</p> <p>iv) El comedor: vaso, plato, cuchara, tenedor, cuchillo,</p> <p>v) El baño: inodoro, ducha, lavamanos</p> <p>vi) planchar, lavar, cocinar, limpiar, barrer</p> <p>STRUCTURES:</p> <p>i) Subject Pronouns yo, tú, él/ella, usted with Present Tense Forms of Regular 'ar', 'er' and 'ir' Ending Verbs: <u>o</u>, <u>as</u>, <u>a</u> and <u>o</u>, <u>es</u>, <u>e</u></p>	<ul style="list-style-type: none"> ➤ Role Playing ➤ Creating Dialogues in Spanish ➤ Reading Comprehension Exercises ➤ Paragraph Writing 	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Reading Comprehension Exercises ➤ Paragraph Writing ➤ Projects 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level B Kit ➤ ¡Muy bien! Level B Textbook ➤ Chispas 2 Textbook and Audio CD ➤ Chispas 3 Textbook and Audio CD

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 3.5 – IDENTIFYING AND COMPARING WEATHER CONDITIONS AND SEASONS OF THE YEAR

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4				
5	<p>VOCABULARY – SEASONS AND THE WEATHER:</p> <p>i) Los meses del año: enero – diciembre</p> <p>ii) Las estaciones: invierno, primavera, verano, otoño</p> <p>iii) calor, frío, fresco, sol, viento</p> <p>iv) cielo, lluvia, nubes, huracán, tormenta, relámpago</p> <p>STRUCTURES:</p> <p>i) ¿Qué estación es? → Es _____.</p> <p>ii) ¿Qué tiempo hace? → Hace _____.</p> <p>iii) ¿En qué estación hace _____?</p> <p>CULTURE / CURRICULUM LINK (SOCIAL STUDIES):</p> <p>i) Comparison of the Weather in the Southern and Northern Hemispheres</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Oral Presentations of Weather Reports ➤ Making a Weather Chart / Wheel ➤ Labelling Pictures of Weather Conditions ➤ Matching Months with Seasons 	<ul style="list-style-type: none"> ➤ Labelling Weather Conditions (using picture cards) ➤ Matching Spanish Weather Phrases with Pictures / Drawings ➤ Listening and Reading Comprehension Exercises ➤ Writing Sentences 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level B Textbook ➤ Chispas 2 Textbook and Audio CD ➤ Sing, Dance, Laugh and Eat Tacos – Audio CD and Booklet ➤ Paper Plates ➤ Picture Cards
6	<p>VOCABULARY- WEATHER CONDITIONS:</p> <p>i) Las estaciones: invierno, primavera, verano, otoño</p> <p>ii) capa, botas, gafas, impermeable</p> <p>STRUCTURES:</p> <p>i) ¿Cuál estación te gusta más?</p> <p>ii) ¿Qué tiempo hace ahora / hoy?</p> <p>iii) ¿Qué tiempo hizo ayer _____?</p> <p>iv) ¿Qué llevas puesto en el /la _____?</p> <p>v) Está nublado/lloviendo /soleado/nevando.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Oral Presentations (of weather reports for news broadcasts) ➤ Reading Comprehension Exercises ➤ Writing Sentences 	<ul style="list-style-type: none"> ➤ Listening and Speaking and Reading Exercises ➤ Writing Paragraphs (describing activities suitable for the different seasons) ➤ Sentence Completion Exercises ➤ Writing Paragraphs 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level B Kit ➤ ¡Muy bien! Level B Audio CD ➤ Chispas 2 Textbook and Audio CD ➤ Weather Charts ➤ Maps (of The Bahamas and of the Americas)

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 3.6 – DESCRIBING THE NATURAL ENVIRONMENT

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – PETS AND FARM ANIMALS:</p> <p>i) Las mascotas: perro, gato, tortuga, pez</p> <p>ii) Los animales de la granja: caballo, vaca, gallo, gallina, pollito, oveja, cerdo, pato, conejo</p> <p>STRUCTURES:</p> <p>i) ¿Qué animal es? → Es _____.</p> <p>ii) ¿Cuántos animales hay? → Hay _____.</p> <p>iii) ¿Cuál es tu animal favorito?</p> <p>iv) Mi animal favorito es _____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Role Playing ➤ Word Completion Exercises ➤ Matching Exercises ➤ Interviewing Classmates 	<ul style="list-style-type: none"> ➤ Labelling (pictures with words) ➤ Sentence Completion Exercises ➤ Reading Comprehension Exercises ➤ Writing Short Sentences (about pets or farm animals) 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level A Workbook and Audio CD ➤ Sing, Dance, Laugh and Eat Tacos – CD and Booklet ➤ Puppets ➤ Flannel Board ➤ Animal and Family Cut-outs
5	<p>VOCABULARY – MARINE AND WILD ANIMALS:</p> <p>i) Parque zoológico: flamenco, tigre, león, elefante, serpiente, delfín, tiburón, concha, caracol, estrella de mar</p> <p>STRUCTURES:</p> <p>i) ¿Cómo es _____?</p> <p>ii) Placement and Agreement of Adjectives</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Role Playing ➤ Reading Comprehension Exercises ➤ Writing Sentences 	<ul style="list-style-type: none"> ➤ Sentence Completion Exercises ➤ Reading Comprehension Exercises ➤ Writing Paragraphs 	<ul style="list-style-type: none"> ➤ Chispas 1 Textbook and Audio CD ➤ ¡Muy bien! B Kit ➤ Puppets
6	<p>VOCABULARY – GEOGRAPHICAL FEATURES</p> <p>i) paisajes, archipiélago, isla, cayo, mar, playa, lago, río, montaña, selva, desierto</p> <p>ii) animales, árboles, plantas, flores</p> <p>iii) conservar</p> <p>STRUCTURES:</p> <p>i) ¿Adónde quieres ir? → Quiero ir a / al ____.</p> <p>ii) ‘a’, ‘a la’, ‘al’, ‘a los’, ‘a las’</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Reading Exercises ➤ Labelling of Flora and Fauna of The Bahamas (Field Trips) ➤ Creating Posters 	<ul style="list-style-type: none"> ➤ Listening and Reading Comprehension Exercises ➤ Projects (based on Field Trips) ➤ Video Presentations 	<ul style="list-style-type: none"> ➤ Chispas 2 Textbook and Audio CD ➤ ¡Muy bien! C Kit

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COMMUNICATIVE OBJECTIVE 3.7 – DISCUSSING ESSENTIAL SERVICES AND RESPONDING TO EMERGENCIES

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	VOCABULARY – TRANSPORTATION: i) El transporte: autobús, carro/coche/auto barco, crucero, bicicleta, a pie, avión STRUCTURES: i) ¿Cómo vienes _____? → Vengo_____ ii) ¿Cómo vas _____? → Voy_____	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Role Playing ➤ Matching Exercises ➤ Map Exercises 	<ul style="list-style-type: none"> ➤ Matching Exercises (pictures with phrases / sentences) ➤ Word Completion Exercises ➤ Map Exercises 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level C Kit ➤ Toy Vehicles ➤ Regional and World Maps
5	VOCABULARY – ESSENTIAL SERVICES: i) banco, clínica, hospital, iglesia, supermercado ii) dinero, medicina, Biblia, alimentos iii) ahorrar, rezar / orar, comprar STRUCTURES: i) ¿Dónde está _____? → Está _____ ii) Subject Pronouns: yo, tú, él/ella, usted with Present Tense Forms of verbs	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Role Playing ➤ Reading Comprehension Exercises 	<ul style="list-style-type: none"> ➤ Listening and Matching Exercises ➤ Sentence Writing ➤ Completing Dialogues 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level C Kit ➤ Picture Cards ➤ Community Maps
6	VOCABULARY – EMERGENCIES: i) el / la policía, médico(a), enfermero(a), bombero(a), herido(a), ladrón / ladrona ii) estación de policía, estación de bomberos, cárcel iii) dolor, accidente, fuego iv) ¡Auxilio!; ¡Socorro! v) ayudar, apagar, curar, llamar, trabajar, robar, proteger STRUCTURES: i) Subject Pronouns: nosotros(as), ellos(as) with Present Tense Forms of verbs above	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Matching Exercises ➤ Role Playing ➤ Reading Comprehension Exercises ➤ Dialogue Writing 	<ul style="list-style-type: none"> ➤ Listening Comprehension Exercises ➤ Reading Comprehension Exercises ➤ Dialogue Completion ➤ Paragraph Writing 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level C Kit ➤ Picture Cards ➤ Community Maps

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 4.1 – DESCRIBING STATES AND CONDITIONS (EMOTIONAL AND PHYSICAL)

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – FEELINGS AND CONDITIONS:</p> <p>i) bien, mal, regular, así, así</p> <p>ii) contento(a), triste</p> <p>iii) frío(a), calor, hambre, sed, sueño, miedo</p> <p>STRUCTURES:</p> <p>i) ¿Cómo estás? → Estoy_____.</p> <p>ii) ¿Qué tal?</p> <p>iii) Tengo_____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Role Playing ➤ Miming (Charadas) ➤ Matching Exercises 	<ul style="list-style-type: none"> ➤ Matching Exercises (pictures with phrases / sentences) ➤ Word Completion Exercises 	<ul style="list-style-type: none"> ➤ Chispas 1 Textbook and Audio CD ➤ ¡Muy bien! Level B Textbook ➤ Puppets ➤ Flashcards ➤ Canciones hispano-bahameñas Audio CD
5	<p>VOCABULARY – PHYSICAL AILMENTS & STATES:</p> <p>i) estómago, garganta, oído, dientes, muelas</p> <p>ii) catarro, dolor, sueño, miedo</p> <p>STRUCTURES:</p> <p>i) ¿Qué te duele? → Me duele(n) _____.</p> <p>ii) Tengo dolor de_____.</p> <p>iii) ¿Qué tienes? → Tengo_____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Role Playing ➤ Reading Comprehension Exercises 	<ul style="list-style-type: none"> ➤ Listening and Matching Exercises ➤ Sentence Writing ➤ Completing Dialogues 	<ul style="list-style-type: none"> ➤ Canciones hispano-bahameñas Vol.1 – Audio CD ➤ Chispas 3 Textbook, Workbook and Audio CD ➤
6	<p>VOCABULARY – EMOTIONS:</p> <p>i) asustado(a), sorprendido(a), enojado(a), preocupado(a), enfermo(a), cansado(a), triste, aburrido(a)</p> <p>STRUCTURES:</p> <p>i) ¿Cómo está él / ella?</p> <p>ii) ¿Cómo te sientes? → Me siento_____.</p> <p>iii) ¿Cómo se sienten? → Se sienten_____.</p> <p>iv) Negative Clauses and Sentences:</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Role Playing (how one feels) ➤ Sentence Completion Exercises ➤ Constructing Sentences 	<ul style="list-style-type: none"> ➤ Listening and Matching Exercises ➤ Reading Exercises ➤ Writing Dialogues 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level C Textbook and Workbook ➤ Chispas 3 and 4 Textbooks, Workbooks and Audio CDs

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 4.2 – EXPLAINING FOOD PREFERENCES

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – FOODS AND DRINKS:</p> <p>i) Las comidas: desayuno, almuerzo, cena, merienda</p> <p>ii) Los alimentos: pan, carne, pollo, papas, queso, maíz, manzana, banana, piña, mango, uva, naranja, sandía, coco</p> <p>iii) Las bebidas: té, café, agua, jugo, leche</p> <p>STRUCTURES:</p> <p>i) ¿Qué quieres tomar/comer? → Quiero_____.</p>	<ul style="list-style-type: none"> ➤ Listening and Labelling Food (realia or graphics) ➤ Role Playing ➤ Reading Comprehension Exercises ➤ Word Completion Exercises 	<ul style="list-style-type: none"> ➤ Listening Comprehension Exercises ➤ Matching Exercises (pictures with phrases / sentences) ➤ Word Completion Exercises 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level A Kit ➤ Chispas 1 Textbook and Audio CD ➤ Flashcards ➤ Realia
5	<p>VOCABULARY:</p> <p>i) Los alimentos: sopa, arroz, pasta, hamburguesa, papas fritas, sándwich, jamón, mayonesa, mostaza, mantequilla, jalea, nuez (nueces), frutas, fresa, melón, melocotón, mandarina, tomate</p> <p>STRUCTURES:</p> <p>i) ¿Qué vas a comer? → Voy a comer_____.</p> <p>ii) ¿Qué te gusta? → Me gusta_____.</p> <p>iii) <i>Ir a</i> + Infinitive in Sentences</p> <p>CURRICULUM LINK (HFLE):</p> <p>i) The Food Drum – <i>comida sana</i></p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Creating a Food Pyramid / Food Drum ➤ Role Playing ➤ Reading Comprehension Exercises ➤ Writing Dialogues 	<ul style="list-style-type: none"> ➤ Listening Exercises ➤ Reading Comprehension Exercises ➤ Writing Dialogues 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level C Kit ➤ Chispas 3 Textbook and Audio CD
6	<p>VOCABULARY:</p> <p>i) vegetales, lechuga, zanahoria, pescado, huevos (fritos/ revueltos), tocineta, salchicha, sirope, panqueque</p> <p>ii) Los postres: torta, pastel, pudín de pan, chocolate, helado</p> <p>STRUCTURES:</p> <p>i) <i>Ir a</i> + Infinitive in Sentences</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercise (restaurant scenes) ➤ Reading Comprehension Exercises ➤ Writing Dialogues 	<ul style="list-style-type: none"> ➤ Listening Exercises ➤ Reading Comprehension Exercises ➤ Writing Dialogues 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level C Kit ➤ Chispas 3 Textbook and Audio CD

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE 4.3 – EXPRESSING HEALTH CONCERNS

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4				
5				
6	<p>VOCABULARY – HEALTH CONCERNS:</p> <p>i) el médico, la doctora, el / la dentista, el /la enfermero(a), el /la paciente</p> <p>ii) la clínica dental, el consultorio, la farmacia, el hospital, la clínica</p> <p>iii) medicina, receta, dolor, tos, fiebre, enfermo(a)</p> <p>iv) trabajar, sacar dientes, curar</p> <p>STRUCTURES:</p> <p>i) ¿Quién es? → Es_____.</p> <p>ii) ¿Dónde trabaja? → Trabaja_____.</p> <p>iii) ¿Qué te duele?</p> <p>iv) Me duele(n)_____.</p> <p>v) No me duele(n)_____.</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Matching Exercises (words and phrases with graphics) ➤ Role Playing ➤ Reading Comprehension Exercises ➤ Completing Dialogues 	<ul style="list-style-type: none"> ➤ Listening Comprehension Exercises ➤ Reading Comprehension Exercises ➤ Writing Dialogues 	<ul style="list-style-type: none"> ➤ ¡Muy bien! Level C Textbook, Workbook and Audio CD

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COMMUNICATIVE OBJECTIVE 5.1 – IDENTIFYING AND DESCRIBING SPANISH-SPEAKING COUNTRIES AND THEIR CAPITALS BY REGION: SPAIN AND THE CARIBBEAN

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
4	<p>VOCABULARY – SPAIN AND THE CARIBBEAN:</p> <p>i) España – Madrid ii) Cuba – La Habana iii) República Dominicana – Santo Domingo iv) Puerto Rico – San Juan v) El Caribe, El Mar Caribe vi) país, isla, cayo, mar, arena vii) capital</p> <p>STRUCTURES:</p> <p>i) ¿Cuál es la capital de (<u>Caribbean Spanish-speaking country</u>)? ii) La capital es_____.</p> <p>CURRICULUM LINKS (SOCIAL STUDIES & MATHS):</p> <p>i) Determining Geographical Relationships between Spanish-speaking Caribbean Countries (listed above) ii) Completing Mathematical Calculations of Distances between The Bahamas and each Spanish-speaking Country in the Caribbean iii) Retracing Christopher Columbus’ Journey from Spain to The Bahamas</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Identifying Countries and their Capitals on Maps ➤ Matching Countries with their Capitals ➤ Locating Countries, (using puzzles, maps, etc) ➤ Role Playing 	<ul style="list-style-type: none"> ➤ Listening Exercises ➤ Locating countries (using puzzles, maps, etc.) ➤ Work Sheets ➤ Matching Exercises ➤ Projects 	<ul style="list-style-type: none"> ➤ Regional and World Maps ➤ Work Sheets ➤ GeoPuzzles ➤ Sing, Dance, Laugh and Eat Tacos

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE: 5.2 – IDENTIFYING AND DESCRIBING SPANISH-SPEAKING COUNTRIES AND THEIR CAPITALS BY REGION: CENTRAL AMERICA AND MEXICO

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
5	<p>VOCABULARY – CENTRAL AMERICA:</p> <p>i) Panamá – Ciudad de Panamá</p> <p>ii) Costa Rica – San José</p> <p>iii) Nicaragua – Managua</p> <p>iv) Honduras – Tegucigalpa</p> <p>v) El Salvador – San Salvador</p> <p>vi) Guatemala – Ciudad de Guatemala</p> <p>vii) México – Ciudad de México</p> <p>viii) América Central, El Caribe, El Mar Caribe, mar, capital, ciudad</p> <p>ix) bandera (y los colores)</p> <p>STRUCTURES:</p> <p>i) ¿Dónde está <u>(Central American Spanish-speaking country)?</u></p> <p>ii) Está en _____.</p> <p>iii) ¿Cuál es la capital de _____?</p> <p>iv) La capital es _____.</p> <p>v) ¿De qué color es la bandera de _____?</p> <p>vi) La bandera de _____ es _____.</p> <p>CURRICULUM LINKS (SOCIAL STUDIES & MATHS):</p> <p>i) Determining Geographical Relationships between Central American Countries</p> <p>ii) Completing Mathematical Calculations of Distances between The Bahamas and each Spanish-speaking Country in Central America</p>	<ul style="list-style-type: none"> ➤ Listening and Speaking Exercises ➤ Identifying Countries and their Capitals on Maps ➤ Matching Countries with their Capitals ➤ Responding to Questions Concerning Location 	<ul style="list-style-type: none"> ➤ Listening Exercises ➤ Locating Countries (using maps, puzzles, etc.) ➤ Work Sheets ➤ Role Playing ➤ Sentence Completion Exercises ➤ Projects 	<ul style="list-style-type: none"> ➤ Chispas 1 Textbook ➤ Chispas 2 Textbook ➤ Regional and World Maps ➤ GeoPuzzles ➤ Transparencies ➤ Work Sheets ➤ Sing, Dance, Laugh and Eat Tacos

SCOPE OF WORK FOR PRIMARY SPANISH

COMMUNICATIVE OBJECTIVE: 5.3 – IDENTIFYING AND DESCRIBING SPANISH-SPEAKING COUNTRIES AND THEIR CAPITALS BY REGION: SOUTH AMERICA AND AFRICA

GRADE	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS	RESOURCES
6	<p>VOCABULARY SOUTH AMERICA AND AFRICA:</p> <p>i) Venezuela – Caracas ii) Colombia – Bogotá iii) Ecuador – Quito iv) Perú – Lima v) Bolivia – La Paz / Sucre vi) Chile – Santiago vii) Argentina – Buenos Aires viii) Paraguay – Asunción ix) Uruguay – Montevideo x) Guinea Ecuatorial - Malabo xi) Océano Atlántico, Océano Pacífico, xii) Sudamérica; América del Sur xiii) océano, ciudad, escudo</p> <p>STRUCTURES:</p> <p>i) ¿Dónde está (<u>South American Spanish-speaking country</u>)? ii) Está en _____. vii) ¿Cuál es la capital de _____?</p> <p>CURRICULUM LINKS (SOCIAL STUDIES & MATHS):</p> <p>i) Determining Distances between the South American Countries, and between South American Countries and The Bahamas ii) Determining the Geographical Relationship between The Bahamas and Guinea Ecuatorial</p>	<ul style="list-style-type: none"> ➤ Identifying Countries and their Capitals on Maps ➤ Matching Countries with their Capitals ➤ Responding to Questions About Location ➤ Asking Questions About Location ➤ Writing Sentences in Spanish 	<ul style="list-style-type: none"> ➤ Locating Countries and Capitals on Maps ➤ Work Sheets ➤ Role Playing ➤ Writing Sentences in Spanish ➤ Projects 	<ul style="list-style-type: none"> ➤ Chispas 1 Textbook ➤ Chispas 2 Textbook ➤ Regional and World Maps ➤ Transparencies ➤ Work Sheets ➤ Sing, Dance, Laugh and Eat Tacos 2

APPENDICES

ORAL COMMUNICATIVE COMPETENCY

GRADE 4

Grade 4 students are expected to be able to ask and respond to these questions by the end of the year. They should be competent in asking and responding to at least four questions per term.

1. ¿Cómo te llamas?
2. ¿Cómo estás?
3. ¿De dónde eres?
4. ¿Dónde vives?
5. ¿Cómo se llama tu mamá / papá / hermano(a), maestro(a) / director(a)?
6. ¿Cuál es tu número de teléfono?
7. ¿Cuándo es tu cumpleaños?
8. ¿Qué día es hoy?
9. ¿Cuántos años tienes tú?
10. ¿Cómo vienes a la escuela?

ORAL COMMUNICATIVE COMPETENCY

GRADE 5

Grade 5 students are expected to be able to ask and respond to these questions by the end of the year. They should be competent in asking and responding to at least five questions per term. Note that some of the Grade 4 questions are included.

1. ¿Cómo te llamas?
2. ¿Dónde vives?
3. ¿Cómo estás? / ¿Qué tal?
4. ¿Cuál es tu número de teléfono?
5. ¿De dónde eres?
6. ¿Cómo se llama _____?
7. ¿Cuántos años tienes tú?
8. ¿Cómo te sientes?
9. ¿Cuándo es tu cumpleaños?
10. ¿Qué día es hoy?
11. ¿De qué color es _____?
12. ¿Cómo eres tú?
13. ¿Cómo es tu mamá / maestra?
14. ¿Te gusta _____?
15. ¿Cuál es tu nacionalidad?
16. ¿Qué tiempo hace hoy?

ORAL COMMUNICATIVE COMPETENCY

GRADE 6

Grade 6 students are expected to be able to ask and respond to these questions by the end of the year. They should be competent in asking and responding to at least six questions per term. Grade 4 and Grade 5 questions are included.

1. ¿Cómo te llamas? / ¿Cuál es tu nombre? / ¿Cuál es tu apellido?
2. ¿Dónde vives?
3. ¿Cómo estás? / ¿Qué tal?
4. ¿De dónde eres?
5. ¿Cómo se llama _____?
6. ¿Cuál es tu número de teléfono?
7. ¿Cuántos años tienes tú?
8. ¿Cuándo es tu cumpleaños?
9. ¿Qué día es hoy?
10. ¿De qué color es _____?
11. ¿Cómo es _____?
12. ¿Qué _____ te gusta?
13. ¿Cuál es tu nacionalidad?
14. ¿De qué color es la bandera de Las Bahamas?
15. ¿Cómo es tu país?
16. ¿Cómo se llama el Primer Ministro de Las Bahamas / el Ministro de Educación?
17. ¿Cuál es tu _____ favorito?
18. ¿Qué te gusta hacer?
19. ¿Adónde vas de vacaciones?
20. ¿Cómo te sientes?
21. ¿Hablas español?

SUGGESTED WEIGHTING FOR FORMATIVE AND SUMMATIVE ASSESSMENT

SKILL	WEIGHTING	ASSESSMENT PERIOD	ASSESSMENT INSTRUMENTS
LISTENING	25%	10 – 15 MINUTES	<ol style="list-style-type: none"> 1. Matching Exercises 2. Multiple Choice Exercises 3. Dictation
SPEAKING	25%	CONTINUOUS	<ol style="list-style-type: none"> 1. Memorised Presentations 2. Guided / Prepared Responses 3. Role Plays 4. Impromptu Presentations
READING	25%	20 – 40 MINUTES	<ol style="list-style-type: none"> 1. Multiple Choice Exercises 2. Sequencing Exercises 3. Question and Answer Exercises – in Spanish and English
WRITING	25%	20 – 40 MINUTES	<ol style="list-style-type: none"> 1. Sentence Completion 2. Postcard and Letter Writing 3. Guided Writing (Sentences and Paragraphs) 4. Independent Writing

ADDITIONAL CURRICULUM LINKS

COMMUNICATIVE OBJECTIVE 2.4 – IDENTIFYING AND DESCRIBING PARTS OF THE BODY

MUSIC

Sing songs about parts of the body, using a TPR (Total Physical Response) activity.

ART

Make masks from templates. **N.B. For projects and homework assignments only!**

SCIENCE

Identify and label body parts and discuss hygiene. E.g. *Tenemos que lavar las manos antes de comer.* (We must wash our hands before eating.)

COMMUNICATIVE OBJECTIVE 2.7 – DISCUSSING ENTERTAINMENT, RECREATION AND LEISURE TIME

SOCIAL STUDIES

Draw and label a map of the community to show where various activities take place.

LANGUAGE ARTS

Interview classmates about favourite pastimes and give a report.

HEALTH AND FAMILY LIFE EDUCATION

Compare and contrast recreational activities in The Bahamas and some Hispanic countries.

PRAYERS / ORACIONES

MORNING PRAYERS

Te damos gracias, O Señor,
Por este día.

Amén

(Submitted by Mrs. Virginia Grimes-Idah)

Niñito Jesús,
Hoy quiero ser mejor que ayer.
Como tú, quiero ser,
niñito Jesús.

Amén.

(Submitted by Ms. Cynthia Brown)

Padre nuestro, que estás en el cielo,
Te damos gracias por este día.

Te damos gracias por la vida,
Por mis padres,

Por mis maestros.

Ayúdanos a ser mejores cada día.

Amén.

(Submitted by Ms. Rosa Bailón)

Gracias Señor,
Por este día.

Ayúdanos,

Cúidanos,

Jesús.

Amén.

(Submitted by Mrs. Renea Pennerman)

PRAYERS / ORACIONES

LUNCHTIME PRAYERS

Con las manitos juntas,
Y el corazón contento,
Te damos gracias, Señor,
Por estos alimentos.
Amén.

(Submitted by Mrs. Vielka Vanhorn-Wood)

Gracias, Señor!
Por el alimento que nos das hoy.
Bendice las manos
que los han preparado.
Y dales de comer
A los que no tienen.
En el nombre de Jesús.
Amén.

(Submitted by Ms Kathia Barley Anderson)

END OF SCHOOL DAY PRAYERS

Niño Jesucito,
Dulce compañía,
No me desampares,
Ni de noche ni de día.
Amén.

(Submitted by Rosa Bailón)

Que la gracia del Señor, Jesucristo,
Quede con nosotros
Ahora y por siempre.
Amén.

(Submitted by Dulcie Armbrister)

SONGS / CANCIONES

ALELÚ

Alelú, alelú, alelú, aleluya, Gloria a Dios.
Alelú, alelú, alelú, aleluya, Gloria a Dios.
Gloria a Dios, aleluya.
Gloria a Dios, aleluya
Gloria a Dios, aleluya.
Glo--- ria a Dios.

CRISTO AMA A LOS NIÑOS

Cristo ama a los niños como yo, yo, yo.
Cristo ama a los niños como yo, yo, yo.
Niños como yo ama mi Jesús.
Cristo ama a los niños como yo, yo, yo.

ESTA LUCECITA

Esta lucecita mía, la dejaré brillar.
Esta lucecita mía, la dejaré brillar.
brillará, brillará, brillará.
No me la apague Satanás, la dejaré brillar
No me la apague Satanás, la dejaré brillar
Brillará, brillará, brillará.

(Song Lyrics Submitted by Vielka Wood)

ESTE ES EL DÍA

Este es el día,
Este es el día,
Que hizo el Señor,
Que hizo el Señor.

Día de alegría,
Día de alegría
Y de gozo,
Y de gozo.
¡Este es el día que hizo el Señor!
Día de alegría y de gozo.
Este es el día,
Este es el día,
Que hizo el Señor.

(Submitted by Rosa Bailón)

SONG / CANCIÓN
ÉSTA ES MI TIERRA

VERSO 1

Ésta es mi tierra,
Ésta es mi tierra,
Desde Gran Bahama
Hasta Inagua.

VERSO 2

Porciones de tierra,
Hasta Mayaguana,
Ésta tierra
Es para ti y para mí.

VERSO 3

Lo exploraremos
Protegeremos
Presevaremos
El Commonwealth.

VERSO 4

Sus bellas playas,
Vida Silvestre,
Ésta tierra
Es para ti y para mí.

(Translated and submitted by:
Ms. Kathia Barley-Anderson)

TEMPLATE FOR DETAILED SPANISH LESSON PLAN

NAME OF SCHOOL AND NAME OF TEACHER

DETAILED LESSON PLAN – SPANISH

Date: _____

Duration of Lesson: _____

Grade Level: _____

Ability Level: _____

Topic / Communicative Objective: _____

Behavioural Objectives:

- i.
- ii.
- iii.

Instructional Resources:

Content:

Vocabulary:

Structures / Grammar:

Culture:

Introduction:

Development – Teacher and Student Activities:

Conclusion:

Follow-up Activity / Homework:

Evaluation:

SAMPLE SPANISH LESSON PLAN – GRADE 4

NAME OF SCHOOL AND NAME OF TEACHER

DETAILED LESSON PLAN – SPANISH

Date: _____

Duration of Lesson: _____

Grade Level: _____

Ability Level: _____

Topic / Communicative Objective 3.3: Describing the Family

Resources:

CD and CD Player, LCD Projector, **Chispas 1** Textbook (page 22), Pictures of Family Members, Copies of Worksheets

Content:

Vocabulary: See Scope of Work, Communicative Objective 3.3, Grade 4.

Structures: See Scope of Work, Communicative Objective 3.3, Grade 4.

Behavioural Objectives:

Having provided the students with illustrations, listening and reading activities about the family, students will be able to:

- i. Give Spanish pronunciation of vocabulary (family members).
- ii. Describe the size of their family, orally and in writing.
- iii. Respond in Spanish to the questions, ¿Cómo se llama tu papá / mamá/ hermana? [What is your father's / mother's / sister's name?] and then ask the names of family members – also in Spanish.

Introduction:

- i. The teacher will advise students that last week's lesson on the family will be continued, with an oral review of the Spanish words for immediate members of the family.
- ii. Students will complete pronunciation drills of each word.
- iii. Students will listen to a song about the family.

The song is deliberately repetitive, as repetition is of the utmost importance for learning a new language / developing listening and speaking skills. Also, Spanish is a phonetic language and the song contains all of the vowel sounds

SAMPLE SPANISH LESSON PLAN – GRADE 4 (CONTINUED)

Development:

Teacher’s Activities	Students’ Activities
1. Using pictures that she has brought to class, the teacher will call students to the front of the classroom, one at a time, to display a picture of a family member or pet, say the word in Spanish and form a sentence telling the proper name. For example: Mi papá se llama _____.	1. As called, students will move to the front of the classroom, display a picture of a family member or pet, say the word in Spanish and form a sentence telling the proper name. For example: Mi papá se llama _____.
2. The teacher will direct students to listen to a song related to the family and then repeat the lyrics.	2. Students will listen to the song and repeat the lyrics, as directed by the teacher.
3. The teacher will distribute copies of worksheets and instruct students to circle the correct answer as they listen to the third recording.	3. Students will circle the correct answer for each question, after listening to the song a third time.
4. After dividing the class into groups, the teacher will choose volunteers from one group to read, in Spanish, questions such as: “Cómo se llama tu madre?” (What is your)mother’s name? Volunteers from another group will be chosen to respond to the question.	Guided by the teacher, volunteer students will engage in short conversational exchanges, in Spanish.

Conclusion:

Students will be instructed to sing the song presented in the introductory activity. The teacher will then select pairs of students to role play asking and giving the names of family members and pets.

Evaluation:

SAMPLE SPANISH LESSON PLAN – GRADE 5

NAME OF SCHOOL AND NAME OF TEACHER

DETAILED LESSON PLAN – SPANISH

Date: _____

Duration of Lesson: _____

Grade Level: _____

Ability Level: _____

Topic / Communicative Objective 3.3: Describing the Family

Resources:

Whiteboard, LCD Projector, Laptop, Finger Puppets

Content:

Vocabulary: See Scope of Work, Communicative Objective 3.3, Grade 5.

Structures: See Scope of Work, Communicative Objective 3.3, Grade 5.

Behavioural Objectives:

Having provided the students with a PowerPoint presentation and the recording of a song describing a family, students will be able to:

- i. Identify vocabulary for extended family members.
- ii. Name family members.
- iii. Describe family members' physical appearance and personality traits, applying previous and new vocabulary.

Introduction:

- i. The teacher will play a Spanish song and utilize finger puppets to introduce new vocabulary.
- ii. Students will listen first and then sing along with the recording.
- iii. Students will identify family vocabulary heard in the song.

SAMPLE SPANISH LESSON PLAN – GRADE 5 (CONTINUED)

Development:

Teacher's Activities	Students' Activities
1. Using PowerPoint, the teacher will present vocabulary to students.	1. The students will listen as the teacher pronounces the words. Students will then repeat the words after the teacher.
2. The teacher will lead students in singing a song about the family.	2. Students will sing a song about the family, reading the lyrics from the PowerPoint presentation.
3. The teacher will present PowerPoint illustrations of family members, with descriptive sentences accompanying each illustration. The teacher will explain the ¿Cómo es _____? structure, as well as Spanish noun-adjective agreement.	3. As directed by the teacher, students will read the descriptive sentences that accompany each illustration.
4. The class will watch a video clip of Spanish students describing a family member (physical appearance and personality traits).	
5. The teacher will ask questions about the video clip – in English and then in Spanish – to test comprehension.	5. Students will answer questions in English and then in Spanish.
6. The teacher will model the use of finger puppets to role play talking about family members of different races.	6. Students will use finger puppets to role play talking about family members of different races, using Spanish structures correctly.
7. The teacher will instruct students to conduct surveys about their classmates' family members.	7. Divided into groups by the teacher, students will conduct surveys about their classmates' family members.
8. The teacher will call three volunteer students to describe a family member, using the vocabulary and structures practised during the lesson.	

Conclusion:

Students will be instructed to complete a worksheet exercise, requiring them to write a guided paragraph describing family members.

Evaluation:

SAMPLE SPANISH LESSON PLAN – GRADE 6

NAME OF SCHOOL AND NAME OF TEACHER

DETAILED LESSON PLAN – SPANISH

Date: _____

Duration of Lesson: _____

Grade Level: _____

Ability Level: _____

TOPIC / COMMUNICATIVE OBJECTIVE 3.3: DESCRIBING THE FAMILY

Resources: Overhead Projector and Transparencies, CD Player and Audio CD, Picture Cards, Puppets, Worksheets

Content:

Vocabulary: See Scope of Work, Communicative Objective 3.3, Grade 6.

Structures: See Scope of Work, Communicative Objective 3.3, Grade 6.

Behavioural Objectives:

Having provided the students with illustrations, listening and reading activities about the family, students will be able to:

- i. Use appropriate possessive adjectives when referring to family members and family relationships.
- ii. Compare and contrast family members' age – using the comparative adjectival phrases (mayor que / menor que).

Introduction:

- i. The teacher will advise students of the lesson's objectives.
- ii. Students will be guided in a brief review of the previous lesson.
- iii. Volunteer students will role play asking and giving the names of family members.

SAMPLE SPANISH LESSON PLAN – GRADE 6 (CONTINUED)

Development:

Teacher and Student Activities	
1. The teacher will present new vocabulary and structures (illustrated), instructing students to listen carefully to her pronunciation.	1. Students will listen carefully to the teacher’s pronunciation of the new vocabulary and structures.
2. The teacher will pronounce words or structures a second time, instructing students to repeat after her.	2. The students will listen and then repeat the words and /or phrases after the teacher, chorally and then in small groups.
3. Using a transparency with a family tree diagrammed on it, the teacher will question students in Spanish.	3. Students will respond in Spanish, applying Spanish possessive adjectives correctly.
4. The teacher will lead students in present tense conjugation and subject-verb agreement oral drills for the verb ‘tener’.	4. Students will practise present tense conjugation and subject-verb agreement oral drills for the verb ‘tener’.
5. The teacher will show students five picture cards, each depicting a group of family members and elicit oral descriptions of the people pictured on the cards.	5. Students will provide oral descriptions of the people pictured on the cards.

Conclusion:

The teacher will display, on a transparency, an incomplete dialogue between two young people discussing their family members. Volunteer students will be called to complete the dialogue by providing the missing words.

Follow-up Activity:

The teacher will distribute a worksheet that will instruct students to write a postcard response to a pen-pal who has asked him /her to describe himself / herself and his / her family.

Evaluation:

SOURCES

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Also consulted were the following Bahamas Ministry of Education curriculum documents:

Primary Health and Family Life Education Curriculum Guidelines 2012

Primary Language Arts Scope and Sequence Pilot Document – September 2010

Primary Science Curriculum Guidelines 2010