



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

**SECONDARY EDUCATION MODERNIZATION
PROGRAMME**

DRAFT

SECONDARY SCHOOL CURRICULUM

Form Three

Spanish

Curriculum Development Division

October 2003

TABLE OF CONTENTS

About This First Draft	i
A Note to Teachers	iii
Acknowledgements	v

PART ONE – CURRICULUM FOUNDATIONS

Introduction	1-1
The Curriculum Underpinnings	1-2
Philosophy of Education	1-3
The Goals of Education	1-5
The Essential Learning Outcomes	1-6
The Curriculum Design and Development Process	1-11

PART TWO: CURRICULUM CONTENT

Vision	2-1
Rationale	2-2
Goals of Programme	2-4
General Intended Outcomes for Form III	2-5
Connections to other Core Curriculum Areas	2-10
Applicable Learning Theories	2-13
Framework for year III: Content Organizers.....	2-17
Spanish Curriculum	2-28
Course Outline for Form III	2-29

PART THREE: STRATEGIES/METHODOLOGIES

The Teacher’s Role: Making it Happen.....	3-1
Modern Language Teaching Strategies	3-3
Activities	3-8
Suggested Resources	3-15
Hot Links	3-17

PART FOUR: EVALUATION

Elaboration of Assessment and Evaluation	4-1
Evaluation Tools and Strategies	4-8

ABOUT THIS DRAFT

Under the umbrella of the Secondary Education Modernization Programme (SEMP), since the latter part of 1999, new secondary school curricula in eight (8) subjects – Language Arts (English), Science, Mathematics, Social Studies, Spanish, Physical Education, Visual and Performing Arts and Technology Education – have been in development. In this publication you will find the first drafts of the Form III curriculum guide produced for each of the above identified subject areas.

These Curriculum Guides represent ‘a work in progress’. They are not the finished product. They intended to serve the following purposes:

- (i) provide clear guidance to teachers for implementing effectively the instructional programme for a particular subject area at a particular class/form level.
- (ii) present a sufficiently detailed learning plan for the respective subject areas and for the entire secondary school curriculum that would enable teachers, school administrators and other major stakeholders to give meaningful, constructive feedback on the draft curricula for the various subjects – that is, for them to be actively involved in the development process.
- (iii) contribute to the further revision and refinement, through the feedback received at (ii) above, of this draft curriculum guide for Form III.

Teachers and other users of these Curriculum Guides should also carefully note the following:

- Teachers’ Guides, Performance Standards, Assessment Manuals, Integration Matrices (linking content and essential learning outcomes in the relevant subject areas) are being developed and are in various stages of completion as companion documents to these Curriculum Guides. Accordingly, teachers and other users of these Draft Curricula can be assured that only certain areas, which may be interpreted as showing a lack of clarity, detail and/or adequate treatment, will be adequately addressed in the forthcoming above-mentioned companion documents.
- A series of orientation meetings and training workshops related to the effective implementation of the curriculum is being planned. At these workshops/meetings the concerns of teachers will be addressed and guidance given with respect to the interpretation/clarification of certain aspects of these draft Guides.
- These first draft publications of the respective Curriculum Guides have been issued in ring binders. This mode of presentation will facilitate correction of existing typographical errors, standardization of font sizes, formatting, layout etc, as well as the revision/refinement of the subsequent drafts – which will inevitably ensue from feedback/comments on these draft documents.

Finally, we hold the view that teachers, in particular, but other stakeholders as well, are key players in the curriculum development process. Teachers are integral to the development of curricula that are relevant and appropriate. The curriculum is the major vehicle for providing quality education which meets the needs of both the individual learner and the national development objectives of the Republic of Trinidad and Tobago. In this regard, we eagerly look forward to and indeed welcome the comments/suggestions of all stakeholders, especially teachers, which should be addressed to:

Director, Curriculum Development
Rudranath Capildeo Learning Resource Centre
Mc Bean, Couva

Tel/fax: 636-9296
e-mail: curriculum@tstt.net.tt

A Note to Teachers

The Ministry of Education through the Secondary Education Modernization Programme is seeking to reform the secondary education system. These draft National Curriculum Guides produced for eight subject areas are a key element in the current thrust to address the deficiencies identified in the system.

Draft curriculum guides have already been produced for years one and two of the secondary system. Implementation of the new curriculum began on a phased basis in September 2003. These draft guides for year three represent the conclusion of the first cycle of secondary school and together with those of years one and two prepare students for the National Certificate of Secondary Education, Part One.

The three sets of curriculum guides constitute the draft National Curriculum for the lower secondary school system. The National Curriculum is an important element of the School Curriculum which comprises all the learning and other experiences that each school plans for its pupils. It is expected that each school will undertake to develop the School Curriculum in alignment with the National Curriculum, fine tuning as necessary in response to the needs of their pupils and to the community.

Teachers too have curriculum functions to perform. Using the National Curriculum Guides they are expected to develop instructional programmes, determining the type and extent of curriculum integration and the teaching and assessment strategies to be employed to facilitate student success. They will also identify and develop appropriate learning materials and decide on how the curriculum will be individualized to suit students' capabilities, needs and interests.

The introduction of the new curriculum guides for forms one to three is being accompanied by several supporting initiatives. These include the

- phased technical upgrade of physical facilities
- provision of enhanced teaching and learning resources including textbooks
- increased use of educational technology
- introduction of a curriculum website at *www.curriculum.gov.tt*
- professional development opportunities for teachers, heads of departments, principals and vice-principals
- expanded schools transportation and meals programmes
- restructuring and decentralization of the education system.

As implementation proceeds, there will be careful monitoring to obtain feedback and to provide necessary support. Your comments and suggestions are most welcome and may be made on the website or in writing. Final revision of the draft guides is planned for the academic year 2005-2006.

We are confident that this new curriculum will significantly enhance teaching and learning experiences in our secondary schools and consequently the achievement of the national educational goals.

Sharon Mangroo

Director, Curriculum Development (Ag)

December, 2003

ACKNOWLEDGEMENTS

The Ministry of Education wishes to express its sincere appreciation to all those who contributed to the curriculum development process.

The Coordinating Unit of the Secondary Education Modernization Programme (SEMPCU) assisted in planning, facilitating, organizing and coordinating the various exercises in addition to providing technical assistance.

Special thanks to

- Mr. Maurice Chin Aleong, Programme Coordinator, Dr. Stephen Joseph, Assistant Programme Coordinator, Quality Improvement and Mrs. Patricia Sealy and Mrs. Renée Figuera, Education Specialists
- Mr. Lloyd Pujadas, Director, Curriculum Development and leader of the SEMP Curriculum Development sub-component who led the year three activities
- Dr. Robert Sargent, International Consultant of Mount St. Vincent University who guided the process
- The principals who generously released teachers to participate in the curriculum writing process
- The administrative staff of the Curriculum Development Division who typed and retyped the documents
- The Division of Educational Services which printed early drafts for circulation
- Mrs. Marie Abraham, Editor who contributed her time, energy and knowledge to the editing of these documents

The Curriculum Officers and members of the Curriculum Writing Teams brought their knowledge, skills and practical experience of teaching and learning to the curriculum development process. Members of the writing team for this subject are listed below.

The members of the Curriculum Writing Team for this subject are:

NAME	SCHOOL/INSTITUTION
1. Amerone Wajadally	Gasparillo Composite
2. Dhanpati Ramcharitar	Chaguanas Junior Secondary School
3. Ingrid Kemchand-Shah	Cunupia High School

4. Elspeth Salina	Arima Government Secondary
5. Wendy Bascombe	St. Francois Girls' College
6. Roslind Kanhai-Trotman	Team Leader

PART ONE
CURRICULUM FOUNDATIONS

INTRODUCTION

In its commitment to a comprehensive reform and expansion of the secondary school system, the Government of the Republic of Trinidad and Tobago in 1996, adopted the report of the National Task Force on Education as educational policy. The specific recommendations for the improvement of secondary education led to discussions with the Inter American Development Bank (IADB) for loan funding arrangements for a programme to modernise secondary education in Trinidad and Tobago. This programme, the Secondary Education Modernization Programme (SEMP) was formalized and has been designed to:

- address deficiencies identified in the education system;
- establish a firm secondary education foundation that would catapult Trinidad and Tobago into the 21st century assured of its ability to participate advantageously in the global economic village, smoothly traverse the information super highway and utilize cutting edge technology for the competitive advantage it provides;
- allow for adaptation to future demands; and
- produce good citizens.

The deficiencies identified include:

- an unacceptably low level of academic achievement;
- unsatisfactory personal and social development outcomes: and
- curricular arrangements whose major outcomes were linked to the attainment of a minimum of five General passes in the Caribbean Examinations Council (CXC) examination.

The Secondary Education Modernization Programme (SEMP) consists of four articulated components:

- (a) improved educational equity and quality
- (b) deshifting, rehabilitation, and upgrading of school infrastructure

- (c) institutional strengthening, and
- (d) studies and measures for improved sector performance.

This document is evidence of the effort to address component (a) under which curriculum development falls.

THE CURRICULUM UNDERPINNINGS

This curriculum has been informed by the wealth of available curriculum theories and processes. In the Final Report of the Curriculum Development Sub-Component submitted by J. Reece and K. Seepersad, the curriculum is defined, as a “plan for action” or a “written document that included strategies for achieving desired goals or ends.” This is the definition that is applied here. The curriculum is herein defined as the written document that is to be used by teachers to plan effective learning opportunities for students in secondary schools.

Macdonald (1976) declares,

‘Curriculum it would seem to me is the study of “what should constitute a world for learning and how to go about making this world”. As such it is a microcosm... the very questions that seem to me of foremost concern to all humanity, questions such as what is the good society, what is the good life and what is a good person are explicit in the curriculum question. Further, the moral question of how to relate to others or how best to live together is clearly a part of curriculum.’

In essence Macdonald’s statement establishes the basic forces that influence and shape the organization and content of the curriculum: the curriculum foundations. These are

- (a) The Philosophy and the Nature of Knowledge
- (b) Society and Culture
- (c) The Learner
- (d) Learning Theories

These foundations are at the heart or the centre of the dialogue essential to the development of a coherent, culturally focussed and dynamically evolving curriculum. Of course the prevailing philosophical concerns and educational goals provide the base.

PHILOSOPHY OF EDUCATION

The following philosophical statements are at the foundation of the curriculum and are stated in the Education Policy Paper 1993-2003 as follows:

WE BELIEVE

That every child has an inherent right to an education which will enhance the development of maximum capability regardless of gender, ethnic, economic, social, or religious background.

That every child has the ability to learn, and that we must build on this positive assumption.

That every child has an inalienable right to an education which facilitates the achievement of personal goals and the fulfilment of obligations to society.

That education is fundamental to the overall development of Trinidad and Tobago.

That a system of 'heavily subsidised' and universal education up to age 16 is the greatest safeguard of the freedom of our people and is the best guarantee of their social, political, and economic well-being at this stage in our development.

That the educational system of Trinidad and Tobago must endeavour to develop a spiritually, morally, physically, intellectually and emotionally sound individual.

That ethical and moral concerns are central to human development and survival. Fundamental constructs such as "decency," "justice," "respect," "kindness," "equality," "love," "honesty," and "sensitivity," are major determinants of the survival of our multi-cultural society.

That the parent and the home have a major responsibility for the welfare of the child and that the well-being of the child can best be served by a strong partnership between the community and the school.

That the educational system must provide curricular arrangements and choices that ensure that cultural, ethnic, class and gender needs are appropriately addressed.

That students vary in natural ability, and that schools therefore should provide, for all students, programmes which are adapted to varying abilities, and which provide opportunities to develop differing personal and socially useful talents.

That we must be alert to new research and development in all fields of human learning and to the implications of these developments for more effective teaching and school improvement.

That the educational system must be served by professionals who share and are guided in their operations by a set of systematic and incisive understandings, beliefs and values about education in general and its relationship to the development of the national community of Trinidad and Tobago.

That there is a need to create and sustain a humanised and democratised system of education for the survival of our democracy.

That the democratisation and humanisation of the educational system are largely contingent on the degree to which the system is professionalised. The nature of educational problems are [sic] such that the professional core must be engaged in decision-making with respect to the problems that affect their expert delivery of the services to the clientele and ultimately to Trinidad and Tobago. Professionals must come to experience a real sense of 'control and ownership' of matters educational.

That from a psychological perspective, education is a means of looking out beyond the boundaries of the immediate. It can be the viable means which creates individuals with

the intellect and capacity to develop and lead societies, communities, villages, and/or neighbourhoods and families of the future. It should be responsive to and stimulate the searing human spirit and the emphatic quest for human communication, interaction, love and trust.

That learning is cumulative and that every stage in the educational process is as important and critical for the learner's development as what has gone before it and what is to come. As such we must view educational programming and development in the round, recognising the importance of every rung on the ladder of delivery by intensifying our efforts throughout the system.

THE GOALS OF EDUCATION

Coming out of the articulated philosophy, formal education in Trinidad and Tobago must aim to:

- provide opportunities for all students to develop spiritually, morally, emotionally, intellectually and physically;
- develop in all students attitudes of honesty, tolerance, integrity and efficiency;
- provide opportunities for self-directed and life-long learning;
- provide opportunities for all students to develop numeracy, literacy, scientific and technological skills;
- promote national development and economic sustainability;
- promote an understanding of the principles and practices of a democratic society;
- equip all students with basic life skills;
- promote the preservation and protection of the environment;

- develop in all students an understanding of the importance of a healthy lifestyle;
- help all students acquire the knowledge, skills and attitudes necessary to be intelligent consumers;
- provide opportunities for all students to develop an understanding and appreciation of the diversity of our culture; and
- provide opportunities for all students to develop an appreciation for beauty and human achievement in the visual and performing arts.

An analysis of the educational philosophy of the Ministry of Education's Policy Paper (1993 – 2003) and of the goals for education derived from it by the Curriculum Development Division (as outlined above), taken with the research conducted in developed nations, has led to the identification of six areas in which all secondary students must achieve. These are universally accepted goals that have been developed and underscored by other educational jurisdictions and have been described as essential learning outcomes. These outcomes help to define standards of attainment for all secondary school students.

THE ESSENTIAL LEARNING OUTCOMES

The six outcomes are in the areas of:

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

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

It is expected that by the end of the third year of secondary school students' achievement in all six areas will result in a solid foundation of knowledge, skills and attitudes which will constitute

the base for a platform for living in the Trinidad and Tobago society, and for making informed choices for further secondary education.

The essential learning outcomes are described more fully below.

Aesthetic Expression

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

Students should be able, for example, to:

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

Citizenship

Students should be able to situate themselves in a multicultural, multiethnic environment with a clear understanding of the contribution they must make to social, cultural, economic, and environmental development in the local and global context.

Students should be able, for example, to:

- demonstrate an understanding of sustainable development and its implications for the environment locally and globally;

- demonstrate an understanding of Trinidad and Tobago's political, social and economic systems in the global context;
- demonstrate understanding of the social, political and economic forces that have shaped the past and present, and apply those understandings to the process of planning for the future;
- examine issues of human rights and recognize and react against forms of discrimination, violence and anti-social behaviours;
- determine the principles and actions of a just, peaceful, pluralistic and democratic society, and act accordingly;
- demonstrate an understanding of their own cultural heritage, cultural identity and that of others and the contribution of multiculturalism to society.

Communication

Students should be able to, through the use of their bodies, language, tools, symbols and media, demonstrate their deeper understandings of synergies inherent in the exchange of ideas and information and thus communicate more effectively.

Students should be able, for example, to:

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

Personal Development

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

Students should be able, for example, to:

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

Problem Solving

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

Students should be able, for example, to:

- acquire, process and interpret information critically to make informed decisions;
- use a variety of strategies and perspectives with flexibility and creativity for solving problems;
- formulate tentative ideas, and question their own assumptions and those of others;
- solve problems individually and collaboratively;

- identify, describe, formulate and reformulate problems;
- frame and test hypotheses;
- ask questions, observe relationships, make inferences, and draw conclusions;
- identify, describe and interpret different points of view and distinguish fact from opinion.

Technological Competence

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

Students should be able, for example, to:

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

THE CURRICULUM DESIGN AND DEVELOPMENT PROCESS

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

CURRICULUM DESIGN

George A. Beauchamp (1983) says, “curriculum planning is a process of selecting and organizing culture content for transmission to students by the school. The process is very complex, involving input from many sources, but the organized end result of the process is the design of the curriculum.”

The varied perspectives as to the nature of knowledge, the nature of the learner, what should be learnt and how, and to what end, have resulted in three (3) major classifications of curriculum designs. Zais (1976, p.376) lists them as: subject-centered, learner-centered, and problem-centered designs. Also bringing influences to bear on the design is what Eisner and Vallance (1974) call the “orientations to curriculum.” These orientations aid in the comprehension of what the curriculum is geared towards in terms of the development of the individual.

This curriculum displays a learner-centered design. It is based primarily on ‘man-centered’ philosophical assumptions employing constructivist theory. Its major orientation is to curriculum as self-actualization. It is student-centered, seeks to provide personally satisfying experiences for each student, and is growth oriented. As the student moves from one level to another, the activities expand to allow him/her new insights and approaches to dealing with and integrating new knowledge.

The curriculum design is defined by two structures, the substantive and the syntactic.

The substantive structure reflects the “range of subject matters with which it is concerned”; the syntactic structure describes the “procedures of inquiry and practice that it follows”.

The substantive structure begins with a vision statement, a rationale, lists the general and specific outcomes of the programme, and establishes the nature of the connections with the other core subjects on the timetable. The syntactic structure is developed along a tabular format in which the intended outcomes are associated with activities making it easy to read and teacher friendly. The content finds coherence with Tyler's (1950) three criteria for the organization of learning activities: continuity, sequence and integration.

CURRICULUM DEVELOPMENT

The first stage of the curriculum development process consisted of stakeholder consultations held with a cross section of the community.

Consultations were held with primary and secondary school teachers, principals, members of denominational school boards, members of the business community, the executive of the TTUTA, representatives from the UWI, John S. Donaldson Technical Institute, San Fernando Technical Institute, Valsayn Teachers' College and Caribbean Union College, parents, librarians, guidance counsellors, students, curriculum officers and school supervisors. They were focused on the philosophy, goals and learning outcomes of education.

The results of these consultations were:

- agreement on the concept of a “core”, that is, essential learning outcomes consisting of skills, knowledge attitudes and values that students must acquire BY the end of five years of secondary schooling;
- agreement on the eight subjects to form the core;
- agreement on the desirable outcomes of secondary school education in Trinidad and Tobago.

THE CORE CURRICULUM SUBJECTS

These are subjects that every student is required to take in forms one to three. Students will be allowed to choose from a list of subject offerings thereafter.

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

The subjects and the time allocations are as follows

Subject	No. of Periods	Subject	No. of Periods
English	Six	Mathematics	Five
Science	Four	Physical Education	Two
Spanish	Four	Technology Education	Four
Social Studies	Four	Visual and Performing Arts	Four

In Stage Two of the process, the officers of the Curriculum Development Division studied the reports of the consultations, the Education Policy Paper, the reports of the Curriculum Task Force and of the Task Force for “Removal of Common Entrance” as well as newspaper articles and letters to the editor on education over the past five years.

The School Libraries Division and the Division of School Supervision assisted the Curriculum Development Division in this task. The result of the study was the identification and statement of a set of desirable outcomes and essential exit competencies to be had by all students on leaving school. All learning opportunities, all teaching and learning strategies, all instructional plans, are to contribute to the realization of these outcomes and competencies.

At Stage Three ten existing schools were identified to pilot the new curriculum. Teachers from eight subject areas were drawn from these schools to form Curriculum Writing Teams for each subject. Teachers with specific subject or curriculum development skills from other schools were also included in the teams. These teams met initially for three days, then for one day per week during April to July 2000, to conduct the writing phase of the curriculum development. In this phase learning outcomes specific to each subject, which contribute to the fulfilment of the

national outcomes were identified. Subject content, teaching and learning and assessment strategies to support these outcomes were developed.

The process of curriculum development for years two and three continued in a similar fashion. Curriculum Officers were assisted by teachers who were released from their teaching duties for varying periods of time.

The following curriculum document is the result of their efforts.

The International Consultant, for Curriculum Development, Dr. Robert Sargeant, (Associate Professor - Mount St. Vincent University, Nova Scotia, Canada) guided the curriculum design and development process.

PART TWO
CURRICULUM CONTENT

VISION

We believe that:

- The process of learning Spanish enables students to break further boundaries, not only linguistic in nature but also geographical and cultural, thereby awakening in them a progressively deeper sense of global citizenship and partnership.
- The communicative and student-centered approach, allowing as it does for maximum student involvement and participation, will produce students who are functionally proficient in the Spanish language, and who will demonstrate a competence in the four skills of Listening, Speaking, Reading and Writing, consistent with their age, interests and the real life experiences relevant to their social and cultural milieu.
- This functional approach to language acquisition, taking place as it should in an environment that is risk-free and supportive of students' efforts to practice and acquire the requisite skills, will naturally make them cognizant of the omnipresent link between language and culture, and consequently enhance their capacity for sharing and caring on the way to embracing the finer qualities of ideal citizenship.

RATIONALE FOR TEACHING AND LEARNING A FOREIGN LANGUAGE

Learning a language is a specialized but multifunctional component of a well-rounded education. The acquisition of language proficiency is but a small part of the general intended learning outcomes of a well-designed and implemented programme of study.

Foreign Language learning contributes in no small measure to the intellectual, moral and emotional development of students. Its implicated and related tasks involve numerous strategies which take into account the “multiple intelligences” and varied learning styles (See *Teachers' Guide*) which are to be found in any classroom. Hence we find that the foreign language student very readily develops problem-solving skills, is more easily adaptable, socially adjusted and by virtue of “living the language” increases his/her awareness and sensitivity to his immediate and eventually the wider environment.

Certainly, the cross cultural sensitization to which the foreign language student is exposed by way of understanding and appreciating the values and traditions of other societies, provides a more fertile ground for increased tolerance and acceptance of differences, thereby enhancing co-operation both locally and internationally. Every student should be afforded an opportunity to learn a foreign language to develop the kind of skills and attitudes to learning that study of language provides.

Indeed in today's world where more than 326 million people cite Spanish as their first language and bearing in mind that it is the most spoken language in this hemisphere, it is self-evident that study of this language will not only provide further scope for the individual's marketability and professional advancement, but will undoubtedly redound to the benefit of our country.

In the Trinidad and Tobago context, the study of a foreign language must of a necessity involve Spanish. Spanish has been accorded Second National-Language status by the Government of Trinidad and Tobago. Factors such as our geographical location midway in the Spanish-speaking world; Trinidad's having been designated the site for the headquarters of Association of Caribbean States (ACS) with its concomitant socio-economic implications; its sharing of territorial waters with its nearest neighbour Venezuela and the attendant geo-political implications of that fact are all weighty factors in favour of the need for the teaching of Spanish across the nation.

The potential for the individual's intellectual, moral and emotional development, as shown above, together with currently emerging global economic trends, strategic trading blocks and alliances, competition for job-opportunities in this shrinking global village and the ever increasing need for international understanding and co-operation, all together present to us **an urgent imperative** for the study of Spanish by all nationals and especially our school population, who represent the future of Trinidad and Tobago.

GOALS OF THE PROGRAMME

The goals of the Spanish curriculum are:

1. to foster an appreciation for and love of the Spanish Language.
2. to create an awareness of the culture of the Spanish-speaking people as a stepping stone to developing global citizenship qualities.
3. to develop and enhance the potential for effective communication and positive interaction with the Spanish-speaking world.
4. to develop an awareness of the fundamental values common to all human societies and the importance of showing respect for these values.
5. to facilitate the acquisition of healthy and positive attitudes toward learning and develop in students the skills necessary to become life-long learners.

INTENDED LEARNING OUTCOMES FOR FORM THREE

At the end of Form III, students will be expected to function in Spanish, demonstrating their competence in the four skills of Listening, Speaking, Reading, Writing and Cultural Awareness on selected topics, viz. Shopping, Travel (including Public Facilities and Services, e.g. Hotels and Restaurants.

SPECIFICALLY for the **YEAR III LEVEL** of the programme, at the end of **TERM ONE**, students will be able to:

1. Ask the clerk for assistance.
2. Offer assistance to a customer.
3. Ask the price of an item.
4. State the price of an item.
5. Provide information about the quality of an item.
6. Express dissatisfaction about the price of an item.
7. Express the price in quantity per kilo/bottle/litre/pound/tin.
8. Ask for and provide information about clothing size.
9. Ask for and provide information about shoe size.
10. Ask to try on an article of clothing.
11. Ask to test a piece of sporting/musical equipment.
12. Reject an item suggested by the clerk.
13. Inquire and complain about the fit of clothing.

14. Inquire and complain about the fit of a pair of shoes/sandals/boots/slippers.
15. Express opinions about items on sale.
16. Compare items for purchase.
17. Discuss the suitability of an item.
18. Return an unsuitable item.
19. Return a non-functioning item.
20. Request a bill.
21. Inquire about payment in cash or by cheque.
22. Report on a shopping trip.
23. Report on a visit to a supermarket/market/specialist shop/pharmacy.

SPECIFICALLY for the Year III Level of the programme.

AT THE END OF TERM TWO, YEAR III

Students will be able to:

1. Identify different modes of transport on land.
2. Provide information about how one gets from one place to another.
3. Identify different modes of transport by land and sea.
4. Provide information about how one gets from one island to another.
5. Ask for direction to a specific place.

6. Give directions to a specific place.
7. Report on a journey made.
8. Enquire about time of departure of a flight.
9. State time and departure of flight.
10. Enquire about time and arrival of a flight.
11. State time and arrival of a flight.
12. Enquire about the duration of a trip of journey.
13. Enquire about the price of a round trip.
14. Provide information about the price of a round trip.
15. Enquire about the price of a one-way ticket.
16. Provide information about the price of a one-way ticket.
17. State the location of a specific public facility
18. Enquire about the distance from one point to another.
19. Provide information about the distance from one point to another.
20. Enquire about what documents are necessary for international travel.
21. State what documents are necessary for international travel.
22. Complete an immigration card.
23. Report on a visit made to a travel agency/bus depot/train station to purchase a ticket.

SPECIFICALLY for the Year III Level of the programme,

AT THE END OF TERM THREE, YEAR III,
STUDENTS WILL BE ABLE TO:

ABOUT A HOTEL

1. Reserve a room at a hotel.
2. Enquire about the type of rooms available.
3. Enquire whether payment is to be made in advance.
4. Enquire about the services and facilities available at a hotel.
5. Fill out a registration form
6. Ask where to sign in a document.
7. Request taxi/bank/laundry services from a hotel.
8. Identify key personnel and key areas in a hotel.
9. Ask a porter for help with the luggage.
10. Check out of a hotel.
11. Offer to pay in cash/traveller's cheque.
12. Fill out a service evaluation form.
13. Create a brochure highlighting hotel services.
14. Report on stay at a hotel.

AT THE RESTAURANT

15. Attract the waiter's attention.
16. Request a table.
17. Request and read a menu card/restaurant flyer.
18. Greet and offer service to customers.
19. Express hunger and thirst.
20. Enquire about specific items on the menu.
21. Enquire about what's for desert.
22. Express approval/disapproval about a meal/service.
23. Order a meal.
24. Apologize to customers for lack of specific food items or drinks.
25. Express a wish for enjoyment of a meal.
26. Offer a tip to the waiter.
27. Describe a visit made to a restaurant.

CONNECTIONS TO OTHER CORE CURRICULUM AREAS

A language is a tool used in almost every aspect of our lives. It facilitates, and in many cases enables, the many activities that characterize life at home, school, work and places of leisure. Spanish is the proposed official second language in Trinidad and Tobago, and is now being taught at the primary school level on a pilot basis. The development of the primary and secondary Spanish curriculum documents and guides will be followed in a carefully monitored design process that ensures appropriate articulation.

Spanish is also linked with the other core subject areas in the secondary school curriculum. These links are important because they facilitate an integrated approach to teaching the whole child in a well developed and purposeful education system.

The approach to teaching Spanish (in itself, one of the Language Arts) for the modernized secondary curriculum is communicative, focusing on the four skills of Listening, Reading, Speaking and Writing. The teaching and learning of Language Arts in general reflect a similar emphasis, so that there is a complementary relationship between the two areas of Spanish and English.

A similar relationship exists with Social Studies, given the fact that an appreciation and understanding of culture in a general context is an integral part of both subjects. In Social Studies, culture is an important organizing concept, and the study of Spanish is built on the understanding of Hispanic culture.

Language is a powerful medium of expression of culture. The Spanish class, of a necessity, when relevant or applicable to the age and interests of the students, provides a basis for comparison and contrast vis-a-vis the norms, values, mores, traditions and institutions of our local culture and those of the culture of the Spanish-speaking people. Topics such as Family, Socialization, Leisure, Religion, Patriotism, Values and Attitudes are all integral to Foreign Language learning. As a consequence there will be meaningful opportunities for further development and a reinforcement in the Social Studies class.

Elements of the Visual and Performing Arts curriculum, which includes Art, Music, Dance and Drama, are essential components of the teaching strategies employed by the teacher in the Spanish classroom. The process of modern language acquisition involves the aesthetics and indeed, the achievement of many of the learning outcomes of the Spanish curriculum are dependent on using the tools of the visual and performing arts, including the use of songs, the creation of art, production of illustrations, and the development of an appreciation of the Hispanic cultural forms of dance and drama.

Some of the strategies and games used in the Spanish class link up with and reinforce the goal of Mathematics in the sense of developing logic, problem-solving and reasoning-strong skills.

Games such as juggling with a sentence order, picture sequencing and dialogue involve asking questions, observing relationships, making inferences and drawing conclusions. These types of activities are necessarily used for all the topics and functions outlined in the Spanish curriculum.

Topics such as the human body, weather, environment, colours, and the basic flora and fauna are introduced in small measures in the Spanish programmes for Year I and Year III. These links can be further developed in the Science areas.

In terms of technological literacy the modernized Spanish curriculum is linked to Technology Education and more specifically Computer and Internet Literacy. The students in the Spanish programme have the opportunity to visit appropriate sites on the Internet to study, play games and acquaint themselves with other interactive strategies (guided and supervised by the teacher, naturally) which would reinforce the concepts learnt in class (see **Part three: Strategies/Methodologies - *HOT LINKS.***)

In addition, the processes involved in developing language proficiencies can be enhanced by the applications of particular technologies and appropriate software. The availability and use of various computer programmes ranging from elementary to advanced levels, in the learning of Spanish, provide a link with the areas of Technology Education, Computer Studies, and Science.

Given the fact that language is a tool, albeit an essential tool, that can be used in all spheres of human activity, Spanish can quite easily be used in the areas of Science, Mathematics, and Physical Education. Teachers in all subject areas can be encouraged to use Spanish as part of their own classroom procedures and communications.

APPLICABLE LEARNING THEORIES AND LANGUAGE ACQUISITION

Learning is facilitated when students are actively involved in various experiences (refer to John Dewey's Learning by Doing Theory) and understand why they are required to participate in any particular teaching and learning interaction. For example, constructing and role playing, dialogues and interviews, preparing activities and displays for "Spanish Day", provide meaningful student-centred activities that advance the acquisition of the target language.

When learning is made fun it is facilitated (consider Maria Montessori's theories on learning through play) by the involvement of all students in the process of language acquisition through play. For example, activities could include "Bingo", "Simon Says" and other instructional games/activities.

The use of various concrete props as teaching aids concretizes materials to be learnt and facilitates the process, particularly in pre- and early teenage years (consider Jean Piaget's development theories). For example, the making of greeting cards, pictures, murals, charts, and other instructional fun activities could be integral parts of the language learning process.

Language proficiency is developed when language is used as a habit, and even basic acquisition of the target language requires repetition. The laws of frequency and recency are, therefore, quite applicable to the process of language learning and are central to this curriculum design. For example, regularly inquiring about one another's health in the target language provides repeatable opportunities to practice listening and speaking skills, including vocabulary development and pronunciation. Making regular use of structures and expressions in Spanish and, wherever possible, the exclusive use of Spanish for classroom communication should help all students develop appropriate skills. Asking and telling the time, regularly used classroom instructions, greetings and other repeatable conversational items, help students acquire the target language.

Language is a living and dynamic process and foreign language acquisition must reflect that dynamism. It is learnt in context. It must be lived. The old adage “live it or lose it” is essentially linguistic in flavour. Every child can learn. It is just a matter of identifying his/her learning style. Is his/her style cognitive? Does he/she respond more to the affective domain? Is she/he showing more signs of manageability in the psycho-motor area? Having this type of generalized idea helps us to adopt suitable strategies and devise relevant activities to facilitate their learning process.

Even more specifically though, every child can learn to speak a foreign language, unless of course the person is so severely speech impaired that she/he is unable to reproduce sounds.

What is necessary is that proper and realistic environments and opportunities for language acquisition be provided/created. It is useful here to note that Howard Gardener’s theory of “multiple intelligence’s” in the classroom is almost tailor-made for applicability in terms of foreign language acquisition. He has identified more than eight “intelligences”. Each of us has many intelligences but that we differ in which ones we favour and which ones we excel in. This reinforces one of the fundamental operatives of the modernized Spanish curriculum, i.e., that as long as the activities and teaching strategies are appropriate for the learner, the desired learning outcomes will be achieved.

The section of the modernized curriculum which describes a selection of suggested teaching and learning activities tries to provide teachers with the basic tools for success. The teaching and learning of Spanish as part of the core curriculum should be pursued with energy, enthusiasm and with the needs of students in mind. A student-centered curriculum which involves a great deal of learning by doing in a fun, risk-free environment, will be realised. Effective teaching and learning for the Spanish classroom therefore, must involve students in all aspects of the living language and culture including songs, rhymes, music and games.

Finally, in order for the curriculum to be effectively implemented and to maximize learning experiences for every student in a very realistic and meaningful, communicative way, it is necessary to bear in mind at all times that it is necessary to:

listen, speak, /read and write in Spanish.

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
ONE	<p><i>Students will be able to:</i></p> <p>Listen to and understand an educated native speaker speaking at a moderate pace on topics related to shopping, in past time</p>	<p>LISTENING for comprehension of spoken selections/dialogues/short narratives/songs/advertisements about e.g.</p> <ul style="list-style-type: none"> • A sale and bargains available at a supermarket/market/specialist shop • The quality of merchandise available • The size and suitability of clothing items and shoes • Inquiries and complaints about the fit of clothes and shoes • Inquiries and complaints about sporting and musical equipment • Opinions about items being sold • Comparisons about items on sale • Requesting the bill and enquiries about modes of payment • Returning unsuitable/non functioning item/s • Trying on/testing merchandise.

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
ONE	<p><i>Students will be able to:</i></p> <p>Speak in the target language in a manner that can be understood by a native speaker accustomed to dealing with foreigners on topics related to shopping in past time.</p>	<p>SPEAKING in sentences in the past time about e.g.</p> <ul style="list-style-type: none"> • A sale and bargains available at a supermarket/market/specialist shop • The quality of merchandise available • The size and suitability of clothing items and shoes • Inquiries and complaints about the fit of clothes and shoes • Inquiries and complaints about sporting and musical equipment • Opinions about items being sold • Comparisons about items on sale • Requesting the bill and enquiries about modes of payment • Returning unsuitable/non functioning item/s • Trying on/testing merchandise

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
ONE	<p><i>Students will be able to:</i></p> <p>Read and understand in Spanish Highly contextualized dialogues/short passages on topics related to shopping in past time</p>	<p>READING for comprehension [individually/silently/aloud] narratives, dialogues, brochures, advertisements about e.g.</p> <ul style="list-style-type: none"> • A sale and bargains available at a supermarket/market/specialist shop • The quality of merchandise available • The size and suitability of clothing items and shoes • Inquiries and complaints about the fit of clothes and shoes • Inquiries and complaints about sporting and musical equipment • Opinions about items being sold • Comparisons about items on sale • Requesting the bill and enquiries about modes of payment • Returning unsuitable/non functioning item/s • Trying on/testing merchandise

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
ONE	<p><i>Students will be able to:</i></p> <p>Write brief responses in Spanish to situations/simple dialogues/very short passages on topics related to shopping in past time.</p>	<p>WRITING sentences, paragraphs, dialogues, brochures, advertisements about e.g.</p> <ul style="list-style-type: none"> • A sale and bargains available at a supermarket/market/specialist shop • The quality of merchandise available • The size and suitability of clothing items and shoes • Inquiries and complaints about the fit of clothes and shoes • Inquiries and complaints about sporting and musical equipment • Opinions about items being sold • Comparisons about items on sale • Requesting the bill and enquiries about modes of payment • Returning unsuitable/non functioning item/s • Trying on/testing merchandise

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
TWO	<p><i>Students will be able to:</i></p> <p>Listen to and understand an educated native speaker speaking at a moderate pace asking for and providing information about topics related to travel in present and past time</p>	<p>LISTENING for comprehension of spoken selections/dialogues/short narratives/songs about e.g.</p> <ul style="list-style-type: none"> • Directions for getting from one place to another. • Modes of transport on land, by sea, by air. • Purchasing a one way/round ticket for bus/train/airline • Inquiring about flight times, departure/arrival • Locations of specific facilities • Documents for travel, visa/passport • Data on an immigration card • A specific journey made

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
TWO	<p><i>Students will be able to:</i></p> <p>Speak in the target language in a manner that can be understood by a native speaker accustomed to dealing with foreigners on topics related to travel in present and past time</p>	<p>SPEAKING sentences about e.g.</p> <ul style="list-style-type: none"> • Directions for getting from one place to another • Modes of transport on land, by sea, by air • Purchasing a one way/return ticket for bus/train/airline • Inquiring about flight times, departure/arrival • Locations of specific facilities • Documents for travel, visa/passport • Data on an immigration card • A specific journey made

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
TWO	<p><i>Students will be able to:</i></p> <p>Read and understand in Spanish highly contextualized dialogues/short passages/brochures on topics related to shopping in present and past time</p>	<p>READING for comprehension [individually/silently/aloud] about e.g.</p> <ul style="list-style-type: none"> • Directions for getting from one place to another • Modes of transport on land, by sea, by air • Purchasing a one way/return ticket for bus/train/airline • Inquiring about flight times, departure/arrival • Locations of specific facilities • Documents for travel, visa/passport • Data on an immigration card • A specific journey made

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
TWO	<p><i>Students will be able to:</i></p> <p>Write brief responses in Spanish to situation/simple dialogues/short passages/brochures/advertisements on topics related to travel in present and past time.</p>	<p>WRITING sentences, dialogues, narratives about e.g.</p> <ul style="list-style-type: none"> • Directions for getting from one place to another • Modes of transport on land, by sea, by air • Purchasing a one way/return ticket for bus/train/airline • Inquiring about flight times, departure/arrival • Locations of specific facilities • Documents for travel, visa/passport • Data on an immigration card • A specific journey made

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
THREE	<p><i>Students will be able to:</i></p> <p>Listen to and understand an educated Native speaker speaking at a moderate pace asking for and providing information about topics related to hotel and restaurant services in present and past time</p>	<p>LISTENING for comprehension of spoken selections/dialogues/short narratives/songs about e.g.</p> <ul style="list-style-type: none"> • Greeting and offering assistance • Making a reservation • Services and facilities available • Key personnel • Key areas • Types of room available • Hotel amenities • Registration form data requirements • Service evaluation forms • Service at a restaurant • Service to customers • Ordering a meal • Menu card/restaurant flyer • Inquiring about special items not listed • Apologizing to customers for lack of specific foods • Responding to the meal and service given • Offering a tip to the waiter

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
THREE	<p><i>Students will be able to:</i></p> <p>Speak in the target language in a manner that can be understood by a native speaker accustomed to dealing with foreigners on topics related to hotel and restaurant services in present and past time.</p>	<p>SPEAKING sentences about e.g.</p> <ul style="list-style-type: none"> • Greeting and offering assistance • Making a reservation • Services and facilities available • Key personnel • Key areas • Types of room available • Hotel amenities • Registration form data requirements • Service evaluation forms • Service at a restaurant • Service to customers • Ordering a meal • Menu card/restaurant flyer • Inquiring about special items not listed • Apologizing to customers for lack of specific foods • Responding to the meal and service given • Offering a tip to the waiter

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
THREE	<p><i>Students will be able to:</i></p> <p>Read and understand in Spanish highly contextualized dialogues/short passages/brochures on topics related to hotel and restaurant services in present and past time.</p>	<p>READING comprehension [individually/silently/aloud] about e.g.</p> <ul style="list-style-type: none"> • Greeting and offering assistance • Making a reservation • Services and facilities available • Key personnel • Key areas • Types of room available • Hotel amenities • Registration form data requirements • Service evaluation forms • Service at a restaurant • Service to customers • Ordering a meal • Menu card/restaurant flyer • Inquiring about special items not listed • Apologizing to customers for lack of specific foods • Responding to the meal and service given • Offering a tip to the waiter

YEAR THREE - CONTENT ORGANISERS AND GENERAL LEARNING OUTCOMES

TERM	LEARNING OUTCOMES	CONTENT ORGANISERS
THREE	<p><i>Students will be able to:</i></p> <p>Write brief responses in Spanish to situations/simple dialogues/short passages/brochures/advertisements on topics related to hotel and restaurant services in present and past time</p>	<p>Writing sentences, dialogues, narratives about e.g.</p> <ul style="list-style-type: none"> • Greeting and offering assistance • Making a reservation • Services and facilities available • Key personnel • Key areas • Types of room available • Hotel amenities • Registration form data requirements • Service evaluation forms • Service at a restaurant • Service to customers • Ordering a meal • Menu card/restaurant flyer • Inquiring about special items not listed • Apologizing to customers for lack of specific foods • Responding to the meal and service given • Offering a tip to the waiter

SPANISH CURRICULUM

The following curriculum details have been designed to provide the maximum learning opportunities for all students entering secondary education. The curriculum is student-centred and constructed to utilize the fundamental principles of language acquisition. Spanish is the fastest growing language in the world, and is currently spoken by more people than any other language. It is an important part of the global village community, and contributes a fascinating cultural component to the global diversity that is part of the rich and varied human experience.

Language acquisition itself is a learning process and can teach all students how to learn and gain significant skills. The process of education for life-long learning is an essential part of language acquisition, and should be emphasized as part of the students' experience. Learning a language should also provide one with real-life purpose and meaning, and this curriculum has been specifically designed to reflect the real world needs of the young people in the secondary school system.

CURRICULUM OUTLINE YEAR III TERM I

TOPICS/THEMES/CULTURE	FUNCTIONAL OBJECTIVES	STRUCTURES RELATED VOCABULARY	STRATEGIES/ACTIVITIES AND CURRICULUM LINKS	EVALUATION
<p>1. SHOPPING</p> <ul style="list-style-type: none"> - types of shops - money and bills - clothing, shoes, food, jewelry, music - sports equipment <p>CULTURE FRAMES</p> <p>(i) Traditional and Contemporary dress In Latin America</p> <p>(ii) bargaining for items that do not have a fixed price</p>	<p>Students will be able to:</p> <p>(i) identify different types of shops</p> <p>(ii) ask for assistance from a clerk</p> <p>(iii) offer assistance to customers</p> <p>(iv) ask and state the price per item/per quantity</p>	<ul style="list-style-type: none"> • types of shops: <i>ería</i> ending e.g. <i>joyería</i>, <i>zapatería</i>; <i>almacén</i>, <i>mercado</i>, <i>farmacia</i>, <i>supermercado</i>; <i>de compras</i>, <i>regatear</i>; • <i>¿En qué puedo servirle?/ a la orden/</i> • <i>¿Cuánto cuesta/n? Nos. 1 – 1,000,000</i> • <i>¿Qué tamaño llevas? ¿Qué número es?</i> • <i>¿Te queda bien? Me queda/n bien/mal</i> <i>Me aprieta/n. ¿Cuánto mides tú?</i> <i>Yo mido de cintura/estatura -;</i> <i>La etiqueta; sucre, bolívar, dolar, etc</i> 	<ul style="list-style-type: none"> • Use of visual aids and realia; create an activity corner e.g. setting up a mini-grocery or other type of shop in classroom • Organize Spanish sales day • Make scrap book with Spanish labels of food and other consumer items. Report to class on their prices and ingredients. • Prepare a budget for Saturday shopping and discuss prices with class member. (Group Work) 	<p>1) Present an oral report to the class about a visit you made to a music shop [speaking]</p> <p>2) Compose and role play a market scene [writing and speaking]</p> <p>3) Complete cartoon speech bubbles of scenes at a store /grocery/ shop [writing]</p>

SPANISH CURRICULUM OUTLINE YEAR III TERM I

TOPICS/THEMES/CULTURE	FUNCTIONAL OBJECTIVES	STRUCTURES RELATED VOCABULARY	STRATEGIES/ACTIVITIES AND CURRICULUM LINKS	EVALUATION
	<p>(v) state the suitability or unsuitability of an item or commodity</p> <p>(vi) negotiate a bargain/haggle</p> <p>(vii) close a sale/purchase</p> <p>(viii) request a bill</p> <p>(ix) narrate/report in the past tense</p>	<ul style="list-style-type: none"> • demasiado caro/barato – a; ropa al día, muy de moda, pasado de moda; • joyas, pendientes, reloj etc; • Rebajar, es una ganga; no funciona, no anda, no sirve; • La cuenta por favor, pagar en efectivo, pagar por cheque. • Object pronouns (direct and indirect) • Me parece bien, creo que, pienso que; no se preocupe • ¿Quiere algo más? • Zapatillas deportivas, juegos electrónicos • Aquí se vende/n • Necesito ayuda, me gustaría 	<ul style="list-style-type: none"> • Organize a Fashion show with commentary in Spanish. <p>CURRICULUM LINKS:</p> <ul style="list-style-type: none"> • Drama • Social Studies • Mathematics • Technology (Clothing and Textile, Home Economics) • Art 	<p>4) Write about a shopping trip you made [writing]</p> <p>5) Listening comprehension [listening and writing]</p>

SPANISH CURRICULUM OUTLINE YEAR III TERM II

TOPICS/THEMES/CULTURE	FUNCTIONAL OBJECTIVES	STRUCTURES RELATED VOCABULARY	STRATEGIES/ACTIVITIES AND CURRICULUM LINKS	EVALUATION
<p>2. TRAVEL</p> <p>(i) Within country</p> <p>(ii) To and within another country</p> <p>Expressing distances</p>	<p>Students will be able to:</p> <p>Identify different modes of transport.</p> <p>Students will be able to ask each other as well as state how they travel to different places</p> <p>Students will be able to enquire about and state distance from one point to another</p>	<p>Ir en: carro/coche, taxi, maxi taxi/ camioneta, bicicleta, autobús, moto ciclata, barco, avión, tren, ir a pie</p> <ul style="list-style-type: none"> • A la tienda, escuela, iglesia, casa, playa • Al banco, estadio, supermercado, mercado, museo, restaurante <p>Verbs: viajar, caminar, pasear, andar, correr, volar, nadar, navegar, montar, manejar, ir, doblar, regresar.</p> <p>¿A qué distancia está Couva de Arima?</p> <p>Couva está a 30 km de Arima</p>	<p>Dialogues, visuals, realia (bus tickets).</p> <p>Researching modes of transport in a neighbouring country, e.g. Venezuela.</p> <p>¿Cómo vas a/a la/al _____?</p> <p>Voy a/a la/al _____ en _____ / a pie.</p> <p>¿En dónde se compra un boleto/billete de _____?</p> <p>La taquilla, el/la taquillero/a</p> <p>¿Cuánto cuesta?</p>	<p>Students create a 'lamina' titled ¿Cómo Vas? Voy en/la _____.</p> <p>(Group activity)</p>

SPANISH CURRICULUM OUTLINE YEAR III TERM II

TOPICS/THEMES/CULTURE	FUNCTIONAL OBJECTIVES	STRUCTURES RELATED VOCABULARY	STRATEGIES/ACTIVITIES AND CURRICULUM LINKS	EVALUATION
At the travel agency	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Enquire about flights/air lines/ticket prices, dates and times of departures and arrivals, documents required for international travel, duration of flight • Narrate in the past. • Wish someone a pleasant trip. 	<p>Vuelo, línea aérea, cuesta, llegada Salida, dura, visa/visado, pasaporte, cheques de viajero, ¿Cuánto, tiempo dura el vuelo? El vuelo dura dos horas. ¿A qué hora sale el vuelo? El vuelo sale a las ____.</p> <p>¿Se necesita visado? Sí/no se necesita visado</p> <ul style="list-style-type: none"> • La semana pasada, el año pasado, hace dos meses. El año pasado Fui a Margarita. Visité muchos lugares de interés y compré regalos para mi familia. BWIA, Aerpostal/Avensa • Buen viaje, agencia de viajes 	<p>Students role play situation in a travel agency between a prospective passenger and the travel agent.</p> <p>Students fill out different forms – visa, passport application, immigration</p> <p>Students collect brochures written in Spanish and read for specific information</p>	<p>Students fill out an immigration form.</p> <p>Sentence completion in cartoon form.</p>

SPANISH CURRICULUM OUTLINE YEAR III TERM II

TOPICS/THEMES/CULTURE	FUNCTIONAL OBJECTIVES	STRUCTURES RELATED VOCABULARY	STRATEGIES/ACTIVITIES AND CURRICULUM LINKS	EVALUATION
Getting around	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask for and give directions • Use familiar and polite commands 	<p>¿Dónde está/se halla/se queda _____? Siga derecho/todo derecho, tuerza a la izquierda/derecha, doble la esquina, está a dos cuadras de aquí Tome un taxi, autobús</p>		<p>Writing an account of a trip in the past tense</p> <p>Listening comprehension Students listen to a narration in Spanish, in the past tense and answer questions in English</p>

SPANISH CURRICULUM OUTLINE YEAR III TERM III

TOPICS/THEMES/CULTURE	FUNCTIONAL OBJECTIVES	STRUCTURES RELATED VOCABULARY	STRATEGIES/ACTIVITIES AND CURRICULUM LINKS	EVALUATION
	<p>Request services/use of facilities</p> <p>Check out of a hotel</p> <p>Identify key personnel in the hotel</p>	<p>¿En dónde se puede hallar .../agarrar un taxi ...?</p> <p>¿A qué hora se abre/cierra el/la ...?</p> <p>El hotel se dispone de ...</p> <p>Puedo tener la llave por habitación número, utilizar el/la ...</p> <p>Necesito hacer una llamada telefónica</p> <p>Salgo hoy/mañana a las</p> <p>Quisiera pagar por tarjeta de crédito/cheques de viajero; en efectivo</p> <p>¿Puedo tener mi cuenta/un recibo?</p> <p>El/la gerente, el/la empleado/a, el mozo, la camarera, el/la recepcionista, el/la bedel, el/la cliente/huesped</p>	<p>CURRICULUM LINKS</p> <p>Social Studies, Mathematics, Drama, Visual Arts</p>	

SPANISH CURRICULUM OUTLINE YEAR III TERM III

TOPICS/THEMES/CULTURE	FUNCTIONAL OBJECTIVES	STRUCTURES RELATED VOCABULARY	STRATEGIES/ACTIVITIES AND CURRICULUM LINKS	EVALUATION
<p>4. At the Restaurant</p> <ul style="list-style-type: none"> - Restaurant courtesies - types of food - types of drink 	<p>Identify key areas in the hotel</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -attract the waiter's attention -request a table/menu card -express hunger/thirst -greet and serve customers -enquire about specific items on the menu -express like/dislike/a preference for different types of food and drink -order a meal (food and drink) in a restaurant 	<p>El vestíbulo/la recepción, la habitación, la tasca, el bar, el asensor, la escalera, la oficina, el restaurante, el kiosko de información, la casa de cambio, la piscina, el gimnasio</p> <p>¡Oiga, mesonero!</p> <p>Una mesa para tres personas por favor; la carta por favor;</p> <p>¡Ay, qué hambre/sed! tengo (mucha) hambre/sed;</p> <p>Buenos días/buenas tardes (noches) señores;</p> <p>A la orden, por aquí por favor;</p> <p>Aquí tiene (n) señores;</p> <p>Vuelvo en cinco minutos;</p> <p>¿Qué quiere (n) tomar?</p> <p>Buen provecho; ¿algo más?</p> <p>No gracias; nada más, gracias;</p> <p>¿Qué voy (vamos) a tomar/des ayunar/Almorzar/cenar? ¿Hay?</p> <p>Me gusta (n) me gusta (n) muchísimo/ me encanta (n); no me gusta (n)/ odio/prefiero;</p>	<ul style="list-style-type: none"> - role play - use of realia to create a restaurant setting in the classroom <ul style="list-style-type: none"> - make and design a menu card/restaurant flyer - organise a scrapbook with labeled pictures and recipes of the typical foods of specified Spanish-speaking countries 	<p>Listen to a conversation which takes place in a restaurant and answer questions based on it (L)</p> <p>Compose and role play a restaurant scene (W/S)</p> <p>Crucigrama (Cross word puzzle)</p> <p>Fill out a crossword puzzle dealing with different types of food and drink</p>

SPANISH CURRICULUM OUTLINE YEAR III TERM III

TOPICS/THEMES/CULTURE	FUNCTIONAL OBJECTIVES	STRUCTURES RELATED VOCABULARY	STRATEGIES/ACTIVITIES AND CURRICULUM LINKS	EVALUATION
<p>CULTURE FRAME</p> <ul style="list-style-type: none"> - typical food/dishes of some Spanish Speaking countries - Venezuela – arepa/empanada pabellón criollo - México – Tortilla, tacos, burritos, enchiladas, quesadilla, chile con carne, tostadas, tamales - Spain - paella 	<p>Express approval/disapproval about a meal/service -apologise to customers for inconveniences -ask for the bill/pay for a meal -describe a visit made to a restaurant</p>	<p>Quiero; para mí; voy a pedir; un plato de; una ración de; una taza de; un vaso de; una botella de; la sopa del día, el arroz blanco/ frito; una hamburguesa; Legumbres; guisantes; pollo; carne; pescado; camarones; varios tipos de bebida; y ¿ para beber? un refresco; una coca-cola, un jugo de naranja/ ¿de postre? ¿qué hay de postre? helado de chocolate/ el bizcocho; la fruta fresca; Es muy sabroso (a); ¡qué rico (a)! No es muy bueno (a); ¡Qué servicio tan bueno/malo excelente! lo siento, ya no hay; La cuenta, por favor; ¿Cuánto es/son por ...?; en total; tome usted; el cambio; aquí tiene una propina; preterite tense.</p>	<p>CURRICULUM LINKS: Drama Art Social Studies Food and Nutrition Mathematics</p>	<p>Respond to situations orally and in writing (S/W)</p>

PART THREE
STRATEGIES/METHODOLOGIES

THE TEACHER'S ROLE: MAKING IT HAPPEN

The teacher is a facilitator in the learning process. He/She is the intermediary between the students and the content being taught. Thus, the teacher is expected to facilitate the connections between the way in which the students are acquiring language and the kind of structures, related vocabulary and skills that are most appropriate to the situation.

The curriculum guide is a frame of reference; a fundamental organizer. It has been designed to enhance communications and the process of effective classroom implementation. It uses the functional approach to language learning and is also in accordance with communicative based teaching. The goal, simply put, is to enable the student to speak and understand the Spanish language in real life contexts and in an enjoyable way.

Books and materials are important resources, and the teacher should always select the best available resources to enable student learning. The content and/or sequence of the materials or textbook must not determine the pace or sequence of the lessons. The teacher must try to complement and reinforce the structure of learning, and unfold the learning potential of all his/her students. Lesson designs should always ensure that the sequence of learning is at its highest potential, always building on themselves.

Every child can learn. The teacher must therefore of a necessity, be alert and observant in order to identify the learning style of each student and build on it.

Some students respond to cognitive learning styles, some to the affective and others are more psycho-motor oriented. Howard Gardener's beautiful "Multiple Intelligences" in the Classroom theory actually identifies more than eight different learning styles. These are detailed in our accompanying Teacher's Guide showing their relationship to the various types of suggested activities.

Teachers need to be creative. The strategies, activities and evaluation exercises suggested in these guides can be used to enrich the learning environment. Teachers are definitely encouraged to add best practices to these suggestions, and share successful lessons with others. Teachers are

further encouraged to expand, improvise, amend and indeed, create their own activities and evaluation instruments.

Classroom implementation is the professional domain of teachers. In this way it may be seen that all teachers are actively involved in the design and development of curriculum through the lesson planning process. Teachers must therefore use this initiative in collecting resources, designing materials, and developing appropriate, relevant, interesting, challenging lessons. 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.

The classrooms in the modernized secondary schools in Trinidad and Tobago will cover the topics in the curriculum in the context of Hispanic cultures represented in Venezuela, Cuba, Colombia, and Spain. These cultural lessons must be delivered in an integrated form which recognizes the needs of the whole child in a core curriculum structure that has purpose and function, transcending any single subject.

MODERN LANGUAGE TEACHING STRATEGIES

The Functional Approach to Modern Language Teaching aims at equipping the student with skills and knowledge which will enable him/her to function effectively in the target culture in accordance with the level of the language to which he/she has been exposed. Language teaching must be approached by focusing on developing each of the four skills necessary for language acquisition listening, speaking, reading, writing as well as using them in a combined form, which approximates a realistic setting as closely as possible. The culture component forms an integral part of the programme of work to be delivered. Here are some general guidelines to be considered in the planning of lessons, (Refer to Teachers Guide for more details).

- 1) Teaching must be activity-based instead of chalk and talk, Drama, Music, games etc. are effective tools in the Foreign Language Classroom.
- 2) Realia and visual stimuli complement and optimize the process of language acquisition.
- 3) Listening to authentic material rendered at an appropriate pace and level is key to the development of the Listening Skill. When such material is lacking the teacher may substitute taped material done by someone who has a good command of Spanish as a second language.
- 4) Any authentic and relevant Spanish material can be creatively integrated at any level into the lesson – brochures, newspapers, songs, etc.
The teacher can clearly direct the focus to one word, phrase, etc. out of the whole, according to the level and needs of the students.
- 5) The Foreign Language class must be conducted in Spanish as far as possible once the students can understand and respond to basic classroom phrases e.g. abran los cuadernos, divídanse en grupos de cuatro, etc.

- 6) The content/structures must be presented to the students in an oral form initially, followed by ample but varied precise activities for

reinforcement. This must be carefully planned and guided by the teacher.

- 7) The teacher must distinguish between activities which are:
Receptive – Listening only/Reading for comprehension only. These require the student to understand the content/structures presented

OR

Productive Speaking/Writing. These require the student to create or produce the content/structures required. This must be done after sufficient practice of the receptive skills have taken place.

Cultural awareness arouses students' interest and desire to learn, and also lends itself to values education in an effective and meaningful way. It can be achieved in a variety of ways:

- Use of aesthetic activities
- Discussion which arises through student interest or teacher's initiative
- Parallels with local customs
- Use of cultural material which may be available e.g. Latin music, video-clips of dance, landscape, practices.
- Resources personnel with knowledge and experience of the target culture.

Following is a repeat of some of the types of activities suggested for use in the skills of Listening, Speaking, Reading and Writing at the Form I level of the Spanish Programme. They can be modified, adapted and re-created using the structures/related vocabulary of the new Topics/Themes introduced in Year III.

The following is an example of an elaborated teaching strategy.

STRATEGIES Year 1

Topic 1 - Description of Physical Attributes

Students look at picture of a boy with a blank speech bubble. Teacher reads what he is supposedly saying: - Hola, soy Ernesto. Soy alto, flaco y muy lindo.

At the third reading the teacher makes actions to indicate height when the word ‘alto’ is mentioned, slimness for ‘flaco’ and good looking for ‘lindo’. Teacher says the words alto, flaco, lindo – students repeat.

Procedure is repeated with picture of a girl. Teacher reads – Hola, Soy Patricia. Soy alta, flaca y muy linda.

After readings teacher says alto/ alta, flaco/ flaca, lindo/ linda. Students listen and repeat after each pair.

Students are asked what they think the persons are saying and whether they detect any differences in the presentations. Texts could be re-read if necessary.

Students who have similar features follow the pattern and describe themselves. Teacher guides.

Other words – bajo/ baja, gordo, gorda, - are introduced via line drawings. Teacher says them, students repeat. Words are used by students who have these features to describe themselves.

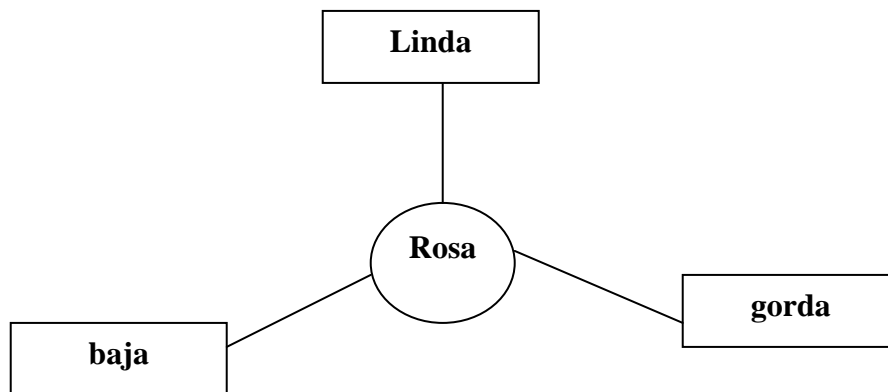
Teacher promotes descriptions by asking ¿Cómo eres? Later students do both question and answer.

The teacher describes individual students using words presented. - Sandra es baja, flaca y Linda. José es alto y gordo. She continues by saying ¿Cómo es Luisa? Luisa es alta y linda. Students listen and repeat answers (couple times for each example).

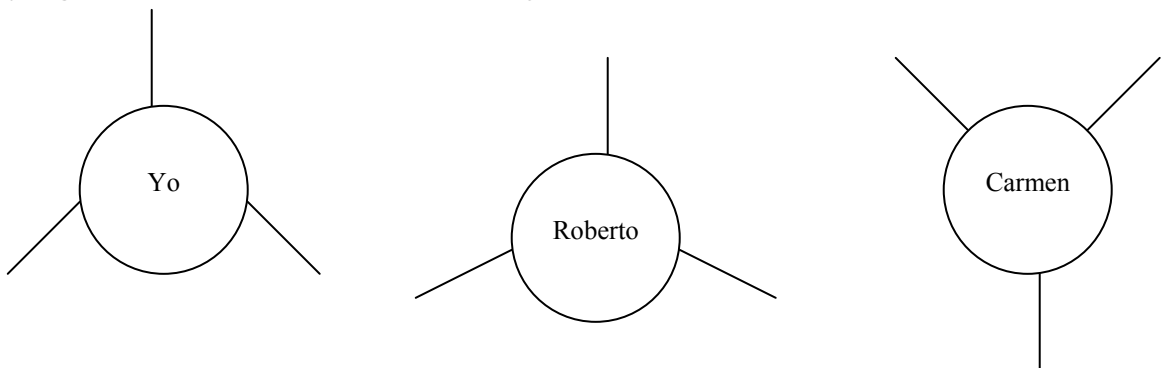
Teacher asks ¿Cómo es name of student? A student replies giving description, class repeats. After several samples, students do question and answer.

Students copy words – alto/a, bajo/a, flaco/a, lindo/a, gordo/a.

ACTIVITY. Students write descriptions (of named persons) on blackboard e.g.:



They then do the same about themselves, one male, one female student paying attention to the form of the adjective.



OTHER SUGGESTIONS

- Pictures of various named persons are presented on chart or blackboard:
Teacher reads descriptions, students identify
Students read, teacher or other students identify

- Students listen to a short passage then answer questions in English:

En la familia Medrano, hay tres personas. Marina es alta y gorda.
Juan es alto y lindo y el papá es bajo y flaco.

Questions:

Who is tall and good looking?

Is Marian short and slim?

Describe the father.

The passage is read once – students listen. Questions are written on the board and passage is read a second time (students listen for specific information). After third reading, students write their answers.

- Students bring dolls, pictures, cartoon characters, puppets etc. to do descriptions.

Other adjectives could be added. This topic is to be done over several sessions.

ACTIVITIES

Various types of activities are suggested in the Course Outline for use by teachers. These activities are designed to facilitate the learning outcomes. They provide valuable opportunities for reinforcement.

Following are some of the suggested activities, which are found to be useful for developing competence in the four skills of speaking, listening, reading and writing.

- Dialogues, monologues, interview and reporting
- Drama, miming, role-play
- Songs, Rhymes
- Games, e.g. Show and tell, charades, Simón Dice
- Story-mapping, picture-sequencing
- Crossword puzzles, Word Sleuth, Word Matching

They are by no means exhaustive but a detailed listing and elaboration is outlined in the Teacher's Guide.

Teachers need to use varied activities in order to accommodate the different learning styles of the students in the classroom. The selected activities take into account the Word Strong, The Math/Reasoning Strong, the Space Strong, the Body Strong, the Music Strong, the People Strong, the Self Strong and the Natural Strong types of Intelligences.

Here is an example of how different activities can be used to achieve a specific Learning Outcome.

SAMPLE ACTIVITIES

TOPIC: PERSONAL IDENTIFICATION

Following is a repeat of some of the types of activities suggested for use in the skills of Listening, Speaking, Reading and Writing at the Form I level of the Spanish Programme. They can be modified, adapted and re-created using the structures/related vocabulary of the new Topics/Themes introduced in Year III.

LISTENING - TRUE/FALSE ACTIVITY

Learning Outcome:

Students will be able to listen to and understand basic biographical information about someone.

In English, the teacher gives the students an idea about the purpose of the activity.

“We are going to listen to a passage in which a girl gives personal information about herself.”

The teacher reads a very short passage through once, at a slow pace. The students are told to listen. Before the second reading, the students are given a True/False worksheet which the teacher reads through with them. They are then told to listen for specific information about Alicia’s age, address and family.

The passage is then read a second time after which the students are asked to tick in the appropriate box True or False, indicating whether the statements made are true or false.

The passage is read a third time and the students are asked to check and complete their worksheets. The passage may be read again as needed for the student’s comprehension of the information.

LISTENING COMPREHENSION PASSAGE

Hola. Me llamo Alicia Gonzáles. Tengo once años. Soy trinitario. Vivo en Sangre Grande con mi familia. Hay cinco personas en mi familia. Son mi mamá, mi papá, mis hermanos. Antonio y Luis, y yo. Yo soy la menor.

SAMPLE WORKSHEET

	VERDADERO	FALSO
	TRUE	FALSE
1. Alicia is twelve years old		√
2. Alicia is from Trinidad	√	
3. Alicia lives in the capital city		√
4. There are five persons in Alicia's family	√	
5. Alicia has two brothers	√	
6. Alicia is the oldest child in the family		√

According to the level of the students, the teacher may adjust the number of items on the worksheet.

SPEAKING - CHAIN ACTIVITY

Learning Outcome:

Students will be able to:

1. Ask someone else his/her name
2. Introduce oneself

The teacher begins by introducing himself/herself to the class, using structures already learnt.

e.g. Hola soy el señor/la señora García
(Me llamo ...)

Turning to the student closest to him/her the teacher then asks the question:

¿Cómo te llamas?

The student responds using the structure:

Soy Rosa/Antonio
(Me llamo ...)

The same student is then asked to direct the question ¿Cómo te llamas? to the person next to him/her, in order to elicit a response.

This continues as a chain activity around the class until each student is asked the question and responds accordingly.

The teacher should make appropriate corrections without disrupting the flow of the activity.

READING

Learning Outcome:

Students will be able to read and understand a simple passage with basic biographical information, and answer questions in ENGLISH, based on the passage.

The students are given a sample letter (incorporating structures already learnt) in which a Venezuelan penpal Carlos introduces himself.

Students are required to read the letter and answer some questions in ENGLISH.

Letter

Hola Jason,

Me llamo Carlos Hernández y soy de Venezuela. Soy venezolano. Tengo doce años. Vivo en Caracas en un apartamento. Hay cuatro personas en mi familia, mi mamá, mi papá, mi hermano y yo. No tengo hermanas. Mi mamá se llama Carmen y mi papá se llama Juan. Mi hermano José tiene seis años.

Hasta pronto,

Abrazos,
Carlos

Questions - Preguntas

1. Where is Carlos from?
2. Where does he live?
3. How many persons are there in his family?
4. What is his mother's name?
5. How old is his brother?

WRITING:

Students will be able to write basic biographical information.

Working in pairs, students are asked to fill in speech bubbles in a cartoon consisting of five frames, in which they:

1. Meet and greet each other
2. Identify themselves
3. State age and find out about the other person's age
4. State address and find out about the other person's address
5. Say goodbye to each other

This cartoon can be previously created by the students themselves during an art class.

SUGGESTED RESOURCES

Resource material and instructional aids are crucial to the Teaching/Learning process. There is a correlation between availability of resources and improved student performance. Equipment such as cassette recorder, VCR, videos, overhead projections, are almost like the sine qua non of successful modern language teaching. A language laboratory, portable or stationary, is essential.

Apart from the electronic equipment, everyday material can be collected and creatively manipulated to become effective teaching resources and teaching aids. It is therefore in the interest of school, teachers and students to start their own resource bank or maybe even join with other schools/colleagues in the venture.

However, while having a multiplicity of resources at hand may appear ideal and seem very appetizing to the teacher's palette, it must be borne in mind that quantity must not be sacrificed for quality. The most important consideration is "can this resource accomplish the task? Will it help achieve the desired outcome"? Resources are useful if they are relevant and stimulate/keep the interest of the learner.

The teacher may therefore use any resource that will enable the student to comprehend structures being taught and to engage in interesting, meaningful activities. Just remember:

- Be selective
- Choose relevant material
- Choose recyclable material/resources
- Choose material/resources that would address different learner styles. Using a few resources wisely is more beneficial to the student than using a wide range of resources with not much applicability or relevance.

Some resources with multiple uses are:

- Realia – e.g. Food, Money, Sports Apparatus
- Pictures
- Flashcards
- Bristol Board
- Markers/Coloured pencils
- Stamps
- Puppets
- Newspapers
- Comic Books/Strips
- Audio/Video Tapes/Film Strips
- Word Games
- Colouring Books
- Story Books
- Clock
- Toiletry items
- Timetable
- Personal Information Form
- Toy Microphone
- Telephone
- Food Wrappers/labels
- Flyers/Brochures
- Advertisements
- Clothing

This is by no means an exhaustive list [Refer to Teacher's Guide for further elaboration and usage]

HOT LINKS

The Internet can be a powerful tool for the teacher who accesses ready to use classroom resources, ideas which can be adapted to the specific needs of the classroom, contacts with professional organizations and other practitioners internationally, as well as opportunities for keeping in contact with the language for personal development. These all provide the invaluable opportunity for constant professional development and a varied and interesting classroom practice.

The following are some Hotlinks which can be the start of an exploration of these available resources.

<http://www.altavista.com/r/ck>

sm=14C267A5&ref=20080&r=http://www.teachspanish.com/

Free resources including lesson ideas and lesson plans as well as activities of benefit to both teachers and students.

<http://www.altavista.com/r/ck>

sm=14caf67670&ref=20080&r=http://www.teachers.net/languages/Spanish

Useful ideas and chatboards to share and discuss with other teachers of Spanish as a second language.

<http://www.altavista.com/r/ck>

sm=c8957735&ref=20080&r=http://eleaston.com/Spanish.html.

Quizzes, games and a range of other resources ready to be used in the classroom.

<http://spanish.about.com/mbody.htm>

Teaching aids and resources as well as useful links to other sites of interest to the Spanish Teacher.

<http://Spanish.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.actfl.org%2F>

Join the American Council on the Teaching of Foreign languages or find out about resources and ideas on the latest in the field of Foreign Language education.

<http://Spanish.about.com/gi/dynamic/offiste.htm?site=http%3A%2F%2Fwww.ieslanguages.org%2F>

Activities for enrichment of the curriculum provided including songs and other ideas.

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

Lesson ideas, a discussion board to share thoughts with other teachers as well as links to teachers, music and sites for other resources.

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

A variety of links for both teachers and students for authentic language practice, chats, cultural information and other resources such as maps, newspapers, etc.

<http://www.fhsu.edu/ire/spanish/spanish.html>

Free lesson plans and resources to be used in the classroom

<http://quepasa.com/>

PART FOUR EVALUATION

ELABORATION OF ASSESSMENT AND EVALUATION

Evaluation is an inevitable accompaniment to any teaching/learning situation. Basically it asks and answers the question “How do we know whether we have achieved our objectives?” As a subset of this, it also gives important feedback to the teacher as to the effectiveness of the strategies and tools she/he used in delivering the curriculum. This interacting pair of ‘objective and evaluation’ is by nature dynamic in process and thus effects change.

This Spanish curriculum is skill-driven and “continuous evaluation” is integral to the process. It shares D.H. Wheeler’s view that “.....Moment to moment evaluation has great force in the teaching/learning situation – almost certainly greater than the effect of formal evaluation procedures, however elaborate.”

The teaching/learning strategies and activities [monologuing, dialoguing, conducting interviews and reporting role – play etc., [Refer to Part Three: Strategies/methodologies (a) & (b)] in the Spanish programme are in themselves also evaluation instruments. They provide on-going evaluation on the basis of what the students can do.

The student-centred approach and focus on developing the four major skills: listening, speaking, reading and writing, lend themselves readily to having continuous informal assessment take place during practice activities. Controlled observations, questioning, reviewing, listening to students’ interactions by the teacher, these all provide important performance indicators which the teacher can use to guide further instruction or to monitor their progress.

It is the teacher’s job to ensure that all learning outcomes are achieved. The evaluation tools she/he selects must be accurate, efficient and suitable for the purpose. Evaluation must take place bearing in mind that, to a large extent, “the method by which learning is evaluated influences the way in which the learning takes place for both the teacher and the learner”.

See Teachers Guide for a more comprehensive look at:

- Evaluation and its purpose
- Evaluation strategies – formal vs informal, assessment techniques – diagnostic, formative and summative and their application to the Spanish Programme.
- Guidelines for determining which objectives to assess formally, and which informally
- Elaboration of assessment process
- Selecting appropriate activities for assessment
- Selecting the most appropriate criteria for evaluation
- Criterion based assessment
- Defining assessment criteria and scoring rubric
- Record keeping

Following is a repeat of some of the types of activities suggested for use in evaluating mastery of the skills of Listening, Speaking, Reading and Writing at the Form I level of the Spanish Programme. They can be modified, adapted and re-created using the structures/related vocabulary of the new Topics/Themes introduced in Year III.

EVALUATION ACTIVITIES - DESCRIPTION OF TYPES OF ACTIVITIES

Listening

a) SEQUENCING/NUMBERING/PICTURES

- 1) Students are given pictures depicting activities – e.g different sports/pastimes.
- 2) Teacher reads numbered sentences/short selections describing individual pictures.
- 3) Students identify which pictures correspond to selections read by numbering/sequencing pictures.

b) TRUE OR FALSE LISTENING COMPREHENSION

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

c) MULTIPLE CHOICE LISTENING COMPREHENSION

- 1) Teacher reads short sentence in English or Spanish requiring Spanish response e.g.:
 - i) “How do you ask someone’s name” or
 - ii) ¿Cómo estás?
- 2) Teacher then reads Multiple Choice options
- 3) Students select best response

Speaking

a) *GUIDED/CUED DIALOGUES*

- 1) Teacher prepares flashcards with numbered cues for each person engaging in dialogue
- 2) Students in groups/pairs create dialogue using cues e.g.

Student 1	Student 2
1) Ask his name	1) Reply to question
2) State your name	2) Ask where he lives
3) Reply to question	3) Tell him where you live, etc.

b) *EACH GROUP/PAIR PRESENTS DIALOGUE TO CLASS INTERVIEWS (Pairs/Large Groups)*

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

c) *CHAIN ACTIVITY (Providing Information/class or Large groups activity)*

- 1) Teacher specifies format in which information is to be stated, e.g. Me gusta cantar
- 2) Students each state in turn his/her input
- 3) Variation includes a build-up where each piece of previous information is repeated, then added to. e.g. A María le gusta bailar, A Juan le gusta escuchar música y me gusta bailar

d) *MIMING*

- 1) Teacher student mimes activity/feeling, etc.
- 2) Class guesses relevant language used to express what is mimed e.g. hace calor

e) *GUIDED MONOLOGUE*

- 1) Teacher provides context and cues and as guide for monologue
- 2) Students construct and present monologue based on given cues
e.g. Age, Favourite sport

Written activity can follow.

Reading

- a) *PASSAGE/ADVERTISEMENTS/SENTENCES/ANY SUITABLE WRITTEN MATERIAL IS TO BE GIVEN TO INDIVIDUAL STUDENTS/PAIRS/GROUPS*
- b) *A VARIETY OF TAPES OF QUESTIONS CAN BE USED TO TEST COMPREHENSION*
 - Questions in English/True or False/ one word fill-ins/sentence completion/grid fill-in/bio-data sheets to fill-in/selection of graphic representations/labeling according to description/matching items/oral questions.

Writing

a) *WRITING WITH PICTORIAL/GRAPHIC STIMULUS*

Labeling, filling out forms/grids/timetables, etc.

b) *PARAGRAPH COMPLETION WITH GRAPHIC STIMULUS*

- 1) Teacher constructs paragraph with items to be tested represented by a graphic/symbol, etc.



- e.g. Yo voy a
- 2) Students replace graphic/symbol with words

c) *WRITING FROM CUES*

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

d) *STORY MAP*

- 1) Teacher provides sequence of pictures/questions to depict short narrative e.g. ¿Qué tiempo hace? ¿Dónde está Juan? ¿Qué hace?
- 2) Students construct story following guide provided.

e) *CARTOON FILL-INS*

- 1) Teacher provides cartoon/comic with clear situation depicted
- 2) Students fill in speech bubbles as required by the pictures
- 3) Students/class compare(s) difference interpretation.

f) *DRAMATIZATION*

- 1) Teacher gives outline of activity to be dramatized based on material to be tested e.g.
 - i. personal introductions with nationality – Ms./Mr. Universe contest.
 - ii. Sports/comparisons/preferences, Sports awards, Home scene, Daily routine
- 2) Students compose/construct dialogue then enact
- 3) Teacher, evaluates and comments/corrects

- g) *DISCUSSION GROUP/CLASS TOPICS WHICH LEND THEMSELVES TO OPPOSITE POINTS OF VIEWS E.G. PREFERENCES*
- 1) Teacher divides class into groups/sections
 - 2) Teacher provides format for discussion (allowing for maximum participation).
e.g. Students of opposite points of view present preferences.
Me gusta el fútbol porque es interesante/No me gusta el fútbol porque es aburrido.
- h) *GAMES, E.G. HANGMAN/DICTIONARY*
- 1) Teacher explains rules of games and defines the unit of words to be used e.g. items of food/morning activities
 - 2) Teacher divides class into groups and establishes scoring system
 - 3) Teacher ensures that maximum Spanish is spoken-letters/words/sentences/expressions as required

EVALUATION TOOLS AND STRATEGIES

Term Breakdown/Benchmarks/Guides

Obviously proper evaluation identifies whether learning has taken place. Continuous assessment must inevitably then be a feature of all teaching/learning strategies. Assessment should be done both formally and informally.

The teacher together with the members of the Department must determine which of the numerous objectives should be assessed formally and which informally. Whether an assessment is to be done formally or informally, at all times students must be evaluated in all the four language skills.

It is advisable to do a formal assessment at the end of each Unit/Topic. The very nature of the activities suggested for students in the four skills lend themselves readily to informal assessment.

Following is a Term by term breakdown at the Form III level by topics, mark, allocation per skill and Grading.

(See Teacher's Guide) for further details on

- Rationale of mark allocation per specific skill
- Evaluation tools consistent with learning objectives
- Samples of rubric scoring per specific objective.

Coverage of content is based on an average of 32 teaching weeks per year.

TERM 1	TOPICS
(13 weeks)	1. Shopping

TERM 2	
(9 weeks)	2. Travel

TERM 3	
(11 weeks)	3. Hotel
	4. En El Restaurante

In each of the above Topics, it is expected that:

LISTENING

Students will be able to listen to and understand an educated native speaker of Spanish, speaking at a moderate pace about his/her shopping, travelling, eating out, hotel facilities and related behaviours.

(30% of Final Total)

SPEAKING

The students will be able to seek out information from others and provide information about shopping, travelling, eating out, hotel facilities and related behaviours.

(30% of Final Total)

READING

The students will be able to read and understand written material in Spanish related to their shopping, travelling, eating out, hotel facilities and related behaviours.

(15% of Final Total)

WRITING

The students will be able to write short passages in Spanish related to shopping, travelling, eating out, hotel facilities and other related behaviours.

(15% of Final Total)

10% - Participation/Attitude/Behaviour

85 – 100	A	Excellent
70 – 84	B	Very Good
60 – 69	C	Good
50 – 59	D	Pass
49 and below	E	Unsatisfactory