

PRIMARY SPANISH SYLLABUS

CLASS 3

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

BARBADOS

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MINISTRY OF EDUCATION PRIMARY SPANISH PROGRAMME RATIONALE

The inclusion of Conversational Spanish in the National Curriculum for primary schools presents a wonderful and exciting opportunity for students to enter a world, which in some cases, is quite different from their own. Knowledge of the language, music, dance, history and social conventions of our Spanish-speaking neighbours should enliven our students and encourage an understanding, appreciation and respect for the Hispanophone community. This initiative shown by the Ministry of Education provides students with an educational programme which should help to shape their behaviour in a positive way and serve to foster in them the values necessary to function in a global environment.

There are four major languages spoken in the region and, in our efforts to integrate a multilingual community, it has become almost obligatory that we seek to equip our children from an early age with oral competence in one of these. Indeed, for the sake of our business, hospitality and tourist sectors, and our ability to participate in the exchange of cultural, scientific and technological knowledge, both regionally

and internationally, we have no choice but to create the kinds of curricula that would provide for our pupils the opportunity to learn about and respect other linguistic communities.

The Ministry of Education has accepted the challenge of preparing our nation to deal effectively with this rapidly shrinking society. It has chosen in its Communication, Literacy and Language Development curriculum, a programme of Conversational Spanish to be delivered by native speakers of the target language to the nation's primary school pupils.

This Conversational Spanish programme is an essential component of a curriculum that focuses on:

- developing the nation's human resources. It is essential that Barbados' workforce be easily trainable to meet the demands of the 21st Century;
- the creation of culturally appropriate programmes which foster appreciation for diversity and respect for the challenges and excitement of growing up in a multilingual society;

- producing citizens who are appreciative of local and regional musical, artistic and cultural heritage social and emotional learning programmes which place emphasis on social attitudes and values about self and others;
- making school life more meaningful and enjoyable with individuals recognizing that they have an important role to play.

The delivery of the Spanish programme gives full support to the idea that it is educationally relevant for pupils to become aware that there are modes of life and experience different from their own, both within and outside their country.

GENERAL OBJECTIVES FOR THE PRIMARY SPANISH SYLLABUS

The general objectives for the primary Spanish syllabus are to:

- increase the students' awareness of Spanish as one of the major languages spoken in the region;
- provide the students with a sound basic knowledge of Spanish by developing their ability to understand, speak and read the language;
- promote foreign language learning as an enjoyable and rewarding activity;
- motivate the students to pursue further foreign language study;
- develop the students' understanding and appreciation of the culture of Spanish-speaking people.

FORMAT OF THE SYLLABUS

This document contains syllabuses for Classes 1 – 4, Scope and Sequence, Attainment targets and Suggested Activities. In the Scope and Sequence, when a topic/skill/ concept is first introduced it is indicated by a ■, a ✓ indicates in which future class or classes the topic/skill/concept has to be reinforced and developed.

The Scope and Sequence briefly outlines the broad functions at each level. The Attainment Targets indicate in a more detailed way what each pupil should be able to achieve at the end of each school year.

The Suggested Activities are practical and engaging exercises that focus on the affective domain. It is expected that these activities will be richly complemented by the ability of the native-speakers to share experiences that are unique to their own linguistic community.

There is scope in this Spanish programme for integration across the wider curriculum. Though not overtly stated, integration is possible in Visual Arts, Music, Geography, History, Social Studies and even Mathematics. Additionally, the integration of technology is key to bringing the programme alive and will be encouraged at every level. The activities outlined require, among other things, the use of the tape recorder, television and video recorder, overhead projector and computer.

KEY TO ABBREVIATIONS USED

The following abbreviations are used to indicate the various subject areas where integration is possible.

SUBJECT	Abbreviation	SUBJECT	Abbreviation
Business Studies	BS	Drama	D
Foreign Languages	FL	Geography	G
Health and Family Life Education	HFLE	History	H
Home Economics	HE	Industrial Arts	IA
Information Technology	IT	Language Arts	LA
Mathematics	M	Music	MU
Physical Education	PE	Religious and Moral Education	RE
Science	SC	Social and Emotional Learning	SEL
Social Studies	SS	Visual Arts	VA

SCOPE AND SEQUENCE FOR CLASSES 1 - 4

- Begin teaching aspect of target language
- ✓ Aspect to be reinforced and developed

	FUNCTIONS/SKILLS	CLASS 1	CLASS 2	CLASS 3	CLASS 4
1	Assimilating the Subsystems of the language:				
1.1	Phonology	■	✓	✓	✓
1.2	Lexicon	■	✓	✓	✓
1.3	Syntax	■	✓	✓	✓
1.4	Semantics	■	✓	✓	✓
1.5	Phonetics	■	✓	✓	✓
1.6	Culture	■	✓	✓	✓

- Begin teaching aspect of target language
- ✓ Aspect to be reinforced and developed

	HIGH FREQUENCY (Used during each lesson) FUNCTIONS/SKILLS	CLASS 1	CLASS 2	CLASS 3	CLASS 4
2	Establishing and Maintaining Social Relationships				
2.1	Greetings, farewells and responses	■	✓	✓	✓
2.2	Addressing persons	■	✓	✓	✓
2.3	Introductions		■	✓	✓
2.4	Expressing good wishes	■	✓	✓	✓
2.5	Expressing thanks	■	✓	✓	✓
2.6	Apologizing and Expressing courtesy	■	✓	✓	✓
2.7	Ordering and Commanding	■	✓	✓	✓
2.8	Calling attention		■	✓	✓
2.9	Seasons Greetings	■	✓	✓	✓
2.10	Asking permission	■	✓	✓	✓
2.11	Expressing needs	■	✓	✓	✓

- **Begin teaching aspect of target language**
- ✓ **Aspect to be reinforced and developed**

	FUNCTIONS/SKILLS	CLASS 1	CLASS 2	CLASS 3	CLASS 4
3	Giving, Seeking and Responding to Information				
3.1	Identifying self and others	■	✓	✓	✓
3.2	Identifying objects in the classroom	■	✓	✓	✓
3.3	Identifying parts of the body	■	✓	✓	✓
3.4	Asking for and giving personal information	■	✓	✓	✓
4	Describing		✓	✓	✓
4.1	Describing objects	■	✓	✓	✓

- **Begin teaching aspect of target language**
- ✓ **Aspect to be reinforced and developed**

	FUNCTIONS/SKILLS	CLASS 1	CLASS 2	CLASS 3	CLASS 4
4.2	Describing persons		■	✓	✓
4.3	Describing weather and seasons			■	✓
4.5	Identifying and describing animals		■	✓	✓
4.6	Giving dates	■	✓	✓	✓
4.7	Telling time		■	✓	✓
5	Expressing Opinions, Emotions and Attitudes				
5.1	Expressing likes and dislikes		■	✓	✓
5.2	Expressing preference			■	✓

ATTAINMENT TARGETS

SPANISH PROGRAMME

CLASS 3

Pupils display some measure of communicative efficiency in the areas of (A) Socializing and (B) Asking for and providing basic information. They continue to build vocabulary in the aforementioned areas and are exposed to a third function: Expressing Opinions, Emotions and Attitudes.

The pupil should be able to:

- read simple words, phrases and sentences;
- understand, respond to and reproduce basic classroom commands;
- identify some of the Spanish-speaking countries of the Caribbean, Central and South America;
- recognize the music of the Latin American world;
- sing some traditional songs and recite some of the poetry of various countries of Latin America;
- identify and recite the work of some Spanish-speaking authors eg. Nicolás Guillén;
- exchange pleasantries in the target language with a certain degree of spontaneity and facility;

- respond appropriately in everyday social situations: (express gratitude, respond to a show of gratitude, apologize, extend greetings, etc.);
- identify places in and around the school and give directions;
- express ownership by using the appropriate structures and possessive adjectives;
- give basic description of the weather;
- identify major Latin American, Central and South American cities and describe the climate in simple terms;
- use numbers 1 – 100 to quantify, give information re bus numbers, age, addresses, telephone numbers etc.;
- ask for and give the time;
- make simple suggestions;
- identify basic food items expressing likes and dislikes;
- display knowledge of mealtimes in the Spanish-speaking world and make comparisons;
- identify some dishes typical of some Spanish-speaking countries; compare with local dishes;

SUMMARY OF CONTENTS

CLASS 3			
NO.	TOPICS	FUNCTIONS AND SKILLS	CONTENTS
1	La Hora	Asking for and providing information	The time by the clock and other expressions relating to time
2	En la Escuela	Identifying, describing and giving directions	Locations/positions, school rooms, grounds and facilities
3	El Horario	Asking for and providing information	Time periods, subjects and other school activities
4	De Compras	Asking for & providing information, stating preferences	At the shops, preferences, prices, units of measurement and currencies
5	En el Restaurante	Ordering food and drink, expressing good wishes	Eating out: food and beverages
6	El Tiempo y las Estaciones	Asking for and providing information	The seasons and different types of weather
7	Otros Países de Habla Hispana	Asking for and providing information, identifying and describing	Capitals, flags and locations of Spanish- speaking countries and currencies

PRIMARY SCHOOL SPANISH PROGRAMME

CLASS 3 HIGH FREQUENCY				
Use and revise during each Spanish lesson.				
FUNCTIONS	SETTINGS/ SITUATIONS	STRUCTURES & VOCABULARY		
		CLASS 1	CLASS 2	CLASS 3
Socializing: Greeting:	In public places, at home, at school, in social settings	Hola, Buenos días, Buenas tardes, Buenas noches, ¿Cómo estás?, ¿Cómo está/n usted/es?, Muy bien, gracias, ¿Y tú/ y usted?; Special occasions: Cumpleaños, Navidad, Año Nuevo, Día de la Madre, Día del Padre	¿Qué tal?, ¿Qué hay de nuevo?, ¡Qué alegría verte! Special occasions: Día de la Independencia de Barbados y de los cuatro países de habla hispana de clase 1	¡Qué alegría verte! ¡Cuánto tiempo sin verte!
Saying Farewell:	family members, peers, teachers, adults, strangers	adiós, hasta la vista, hasta luego, hasta mañana, chao;	nos vemos, hasta pronto	hasta la próxima vez
Addressing Persons:		señor, señora, señorita, maestro/a, profesor/a, alumno/a;	niño, niña, muchacho, muchacha	chico, chica
Expressing Courtesy and Apologizing:		gracias, de nada, por favor, con (su) permiso, perdón, adelante ..., pase, siga;	Lo siento (mucho), ¡Qué pena! ¡Bienvenido!, ¡Salud! ¡Disculpa! ¡Disculpe!, ¡Perdón!	¡Disculpa! ¡Discúlpeme!
Ordering/ Commanding:		Escucha/ Escuchen, Repite/Repitan, Levántate/Levántense, Siéntate/Siéntense, Silencio, Ven, Ve (ir), Vamos a ----;	¡Entra! ¡Sal! ¡Rápido!	
Expressing Needs:		Quiero	Quiero, Deme, Dame	Necesito, Deseo
Calling Attention:		¿Puedo? Con permiso/ Con su permiso;	¡Oiga! ¡Oye! ¡Epa!	¡Atención! ¡Cuidado!
Asking permission:			Permiso, Me permite;	Me permite, Me permiten

CLASS 3 HIGH FREQUENCY		
SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
Dramatisation	Responses to situations	Puppets and other toys
Role play, Dialogues	Questions and answers	Calendars
Questions and answers	Sentence completion	Invited guests
Games and Songs, Miming	Dramatisation	Tours (local and overseas)
Poems	Dialogue completion	Pictures
Carrying out orders	Songs	Flash cards
Responses to situations	Obeying commands	Audio & Video cassettes
Viewing films & documentaries	Making greeting cards	Overhead Projector
		CD's

CLASS 3					
FUNCTIONS		TOPICS	SETTINGS	STRUCTURES	VOCABULARY
Asking for and providing information	1	<u>LA HORA</u>	At school, at home, in the street and in public places In social settings, in the classroom, among friends	Es la ... y cuarto/media/ diez/quince/ cincuenta etc. Son las ... y cuarto /media/veinte/ cuarenta etc.	hora, minuto, segundo, mediodía, medianoche, por la mañana, por la tarde, horas, por la noche,
Giving directions	2 (a)	<u>LA ESCUELA</u> <u>Un paseo por la escuela</u>	In formal and informal settings	¿Dónde está? Está a la , al lado de, delante de , debajo de, detrás de, arriba, entre, abajo, a la derecha, a la izquierda,	izquierda, derecho, abajo, oficina, lavamanos, patio, enfermería, salón de maestros, baños, pasillo, aula, campo deportivo, patio, escaleras etc.
Expressing preferences, Expressing opinion, making simple suggestions	3	<u>El horario</u>		¿A qué hora es la clase de ...? ¿A qué hora comienza/ termina? ¿Qué asignatura tienes antes de/después de/ por la mañana, por la tarde, estudio, escribo, leo, juego, estoy aburrido/a es hora de almorzar	asignatura, español, lengua inglesa, las ciencias, estudios sociales, matemática, educación física, educación religiosa, arte, música, los deportes, etc. recreo, almuerzo, oraciones/rezos,
		<u>DE COMPRAS</u> <u>En las tiendas/</u> <u>En el centro comercial</u>		¿Cuánto cuesta/n? Cuesta/n ¿Qué desea/quiere? Quiero/deseo comprar.... ¿Qué te parece? Me parece bien/mal, excelente Prefiero/Me gusta más, , ¡Buena suerte! ¡Buen día!	chaqueta, suéter, sandalias, corbata, traje de baño, juguetes, lentes, cartera zanahorias, coliflor, pepino, remolachas, repollo, cebollas, sal, azúcar, aceite, dinero, dólares, centavos litro, kilo, libra

CLASS 3			
SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES	INTEGRA-TION
<u>LA HORA</u> Pupils state time as shown by clocks, Questions and answers, Pupils match pictures of persons doing activities with the appropriate times, Games eg. “¿Qué hora es, señor Lobo/ León/ Tigre?” Guessing the time, matching times with selected t.v. and radio shows	Setting the time on clocks as instructed by teacher, Pupils state time as shown by clocks, Questions and answers	Clocks Pictures T.V. Guides	M
<u>LA ESCUELA</u> <u>Las direcciones</u> Role play, Dramatisation, Pupils do aerobic exercises involving the terms: arriba, abajo, a la derecha etc. Give brief directions where to find different places in the school, Exercises involving giving and following directions in and outside of the classroom, Games which involve following and giving directions eg. “Tesoro escondido”	Role play, Dramatisation, Questions and answers relating to the location of various places in the school, Following written and oral instructions to find places, True or false statements, Sentence completion, Multiple choice questions relating to places at school,	Plan of the school and surroundings Flash cards	SS
<u>El horario</u> Pupils state time as shown by clocks, Matching appropriate times with activities on timetable, Pupils mime activities as teacher says the time, Creating daily timetables,	Pupils ask and respond to questions about the timetable such as at what time certain activities take place/begin and end, Pupils describe orally their daily routine, Pupils rewrite their timetables in Spanish,	Clocks Time tables Pictures	SS
<u>DE COMPRAS</u> Role play, Dramatisation, Dialogues, Making shopping lists, Making brochures, Matching words with pictures, Labelling articles of food and clothing, Giving brief oral descriptions of articles,	Dialogue completion, Reading and listening comprehension, Questions and answers, Writing shopping lists, Labelling articles of food, clothing, etc. Giving brief oral descriptions of articles,	flash cards, charts with advertisements, pictures, realia, (clothing, toys & foodstuffs) magazines	SS & M

CLASS 3 CONT'D

Use and revise during each Spanish lesson.

FUNCTIONS	TOPICS	SETTINGS/ SITUATIONS	STRUCTURES	VOCABULARY	
Ordering food and drinks Expressing good wishes identifying and describing	4	At school, at home, in the street and in public places In social settings, in the classroom, among friends In formal and informal settings	¿Qué desea/quiere comer/beber? Quiero/deseo un/una ... ¡Qué sabroso/a! ¡Buen apetito! / ¡Buen provecho! La cuenta, por favor	camarero/a/ mesonero/a, platos típicos, pollo, pescado, papas, fritos/as, huevos, postre: helado de vainilla, de fresa y de chocolate, jamón, perros calientes, hamburguesas, sandwiches: de jamón, de queso, sabroso, beber, tomar,	
	5				<u>EN EL RESTAURANTE</u> <u>Vamos a comer</u>
	6				<u>EL TIEMPO Y LAS ESTACIONES</u>
Asking for and providing information	6	<u>OTROS PAISES DE HABLA HISPANA</u>	¿Cómo está el tiempo? El tiempo está: caluroso/ frío/ nublado/ soleado, Está lloviendo, ¿Qué tiempo hace? Hace/sol/ viento/calor/ frío, buen/mal tiempo, nieva, llueve, Tengo frío, calor,	las estaciones, la primavera, el verano, el otoño, el invierno, la estación seca, la estación de lluvia, los meses del año, el mar, la playa, la nieve, el cielo, el sol, la luna, la lluvia, las estrellas, las nubes	
			Las capitales, las banderas la moneda y la música de los países	España: euro, México: peso, Guatemala: quetzal, Costa Rica: colón, Panamá: balboa, Colombia: peso, Argentina: austral	

Notas culturales: La comida latina: platos típicos de los pueblos latinoamericanos

La Siesta

Proyecto: El Tiempo y las Estaciones, La Escuela

CLASS 3 CONT'D			
SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES	INTEGRATION
<u>EN EL RESTAURANTE</u> Reading menus, Dramatisation, Role play and dialogues involving restaurant scenes, Identifying food items based on simple oral or written descriptions, Matching words with pictures of food items, Responses to situations	Responses to situations, Dramatisation, Role play and dialogues involving restaurant scenes, Matching words with pictures of food items, Sentence completion, Writing menus,	Magazines Menus Internet Charts Advertisements Posters	HFLE
<u>EL TIEMPO Y LAS ESTACIONES</u> Making scrap books, Outdoor trips where teacher describes weather in Spanish, Matching appropriately, activities with seasons & weather, Observing different types of weather, Identifying seasons with months, Comparing the weather in different Spanish speaking countries, Keeping daily records of types of weather experienced in Barbados over a week,	Questions and answers related to the weather, Matching words, phrases and sentences with pictures, Sentence completion (oral & written): eg: En el verano tengo _____. Selecting activities according to the different types of weather, True or false statements,	Audio & video tapes Photographs& pictures Charts Magazines & newspapers Map of the Caribbean and Central & South America Satellite generated maps	SC & SS
<u>OTROS PAISES DE HABLA HISPANA</u> Pupils identify capitals, flags and music of the Spanish speaking countries identified, Matching activities, Songs, Dance, Drawing, colouring and labelling flags flags,	Matching activities, Questions and answers,	Map of the Caribbean and Central & South America Audio & video tapes Photographs& pictures Audio & Video tapes Internet C.D.'s	SS

WEB PAGES FOR TEACHERS AND CHILDREN

<http://www.knm.fi/babelnet/index.htm>

<http://anaclea.homestead.com/parentchild.html>

<http://members.tripod.com/spanishflashcards/> (Flash cards interactivas, alfabeto, animales, ropa, el cuerpo, etc.)

http://www.literacycenter.net/lessonview_es.htm#

http://www.une.edu.ve/kids/aprendo_numeros.htm

http://www.une.edu.ve/kids/aprendo_poesia.htm (Excellent for Poetry)

<http://www.une.edu.ve/kids/juego.htm>

<http://thinkdesign.com/spanish/buenos.html>

<http://thinkdesign.com/spanish/juego1.html> (Frutas con sonido)

<http://staff.cvsd.net/spanish/>

http://es.geocities.com/ishar20/canciones_para_jugar.htm (Excelente para Canciones, Trabalenguas, Adivinanzas y Poemas)

<http://cpeip.mineduc.cl/usuarios/pponce/doc/200402021602060.9independencia.pdf> (Ideas para una clase sobre la Independencia)

<http://www.pdictionary.com/spanish/> (clip arts variados)

<http://www.enchantedlearning.com/> y

<http://www.enchantedlearning.com/Spanish/>

<http://alacat.org/servicios/monedasmundiales/> (Monedas del mundo y convertidor)

<http://www.expedia.com/pub/agent.dll> (Mapas del mundo)

<http://www.worldtimeserver.com/> (La hora en el mundo)

<http://www.banderas-del-mundo.com/> (Banderas animadas de todo el mundo)

<http://icarito.tercera.cl/icarito/2001/804/index.htm> (El Cuerpo Humano)

<http://www.angelfire.com/de/cuento/inicial.html> (Alfabeto, colores, gramática etc.)

<http://www.sgci.mec.es/usa/deparenpar/index.shtml> (Consejería de Educación de España en EE.UU. y Canadá - Cuentos para Niños)

<http://home.coqui.net/sendero/> (Página para educación infantil de Puerto Rico / buenas ideas y material)

http://cvc.cervantes.es/aula/pasatiempos/pasatiempos2/inicial/lexico/13022001_01.htm

<http://www.niehs.nih.gov/kidspan/kidcolor.htm#later> (Para imprimir y colorear o colorear online)

<http://www.primeraescuela.com/> (Excelente, con dibujos para imprimir y colorear en diferentes tópicos)

<http://www.primeraescuela.com/themesp/colorear.htm>

<http://www.columbia.edu/~ljl17/espanol.html>

<http://puzzles.about.com/od/sopadeletras/> (Sopas de letras - interactivo/online)

<http://www.niehs.nih.gov/kidspan/home.htm> (Dibujos y Música)