

PRIMARY SPANISH SYLLABUS

CLASS 2

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 the 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

LASS 2

Pupils assimilate some of the subsystems of the language. They interact in Spanish using basic expressions under the broad functions of A) Socializing and B) Giving and Seeking Personal Information at a slightly more advanced level than Class 1.

The pupil should be able to:

- identify the various basic sounds of the target language;
- reproduce the various sounds, words, phrases and sentences of the target language with some degree of fluency;
- understand and respond to common classroom commands;
- identify some aspects of the history and culture of the Spanish-speaking world;
- respond appropriately to the most common social conventions of the Hispanic people;
- identify some Latin rhythms;
- Sing some of the children's songs and say some tongue twisters associated with traditional Hispanic culture;
- greet others appropriately depending on the time of day;

- return greetings and ask about the well being of others using a form of address appropriate to their status;
- respond appropriately to an enquiry about their well being;
- say farewell to someone with an appropriate expression;
- accept and refuse with a polite expression;
- show gratitude and respond to such appropriately;
- politely attract someone's attention;
- make simple introductions of self and respond appropriately on being introduced;
- give basic information about themselves: name, age address, nationality, origin;
- ask for basic information about others;
- identify members of their own family and make simple statements about them;
- use basic adjectives to describe objects and people;
- understand and use numbers accurately from 1 – 60;
- identify basic food items stating which ones they like and do not like;

SUMMARY OF CONTENTS

CLASS 2			
NO.	TOPICS	FUNCTIONS AND SKILLS	CONTENTS
1	Conozca a Otros Miembros de Mi Familia	Providing and seeking more information (personal and other) describing persons	Extended members of the family, introductions and physical characteristics of persons
2	Bienvenido a Mi Casa	Identifying and describing	Types of houses, rooms in the houses, size and colours
3	Las Comidas del Día	Stating likes and dislikes	Meals, different types of foods, vegetables & fruits, likes and dislikes
4	En la Granja	Identifying and describing	Farm animals, noises, habits and descriptions
5	Una Visita al Parque Zoológico	Identifying and describing	Wild animals, their habits and descriptions
6	La Ropa Básica	Identifying and describing	Articles of clothing, school uniforms and their description
7	¿Qué Hora Tienes?	Providing and seeking information	Time

PRIMARY SPANISH PROGRAMME

CLASS 2 HIGH FREQUENCY

Use and revise during each Spanish lesson.			
FUNCTIONS	SETTINGS/ SITUATIONS	STRUCTURES & VOCABULARY	
		CLASS 1	CLASS 2
Socializing: Greeting:	family members, peers, teachers, adults, strangers 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
Saying Farewell:		adiós, hasta la vista, hasta luego, hasta mañana, chao;	Nos vemos, hasta pronto
Addressing Persons:		señor, señora, señorita, maestro/a, profesor/a, alumno/a;	niño, niña, muchacho, muchacha
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!
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
Calling Attention:		¿Puedo? Con permiso/ Con su permiso;	¡Oiga! ¡Oye! ¡Epa!
Asking permission:			Permiso, Me permite;

CLASS 2 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 2					
FUNCTIONS	TOPICS	SETTINGS/ SITUATIONS	STRUCTURES	VOCABULARY	
Providing and Seeking more information (personal and other) Introducing persons Identifying and Describing Stating likes and dislikes	1	<u>CONOZCA A OTROS MIEMBROS DE MI FAMILIA</u>	at home, at school, on the street, among peers, child to adult, adult to child, stranger to	¿Cómo es (tu mamá/papá etc.) ¿Cómo son? Este/Esta es Estos/Estas son Mucho gusto, Encantado/a ¿Cuál es su nombre? ¿Cuáles son sus nombres?	hijo, hija, nieto, nieta, tío, tía, sobrino, sobrina, bebé, primo, prima alto/a, bajo/a, gordo/a, delgado/a
	2	<u>BIENVENIDO A MI CASA</u>	stranger or any other appropriate setting	¿Con quién vives? Vivo con mi/s ¿Dónde vives? Vivo en una casa/apartamento. ¿Cuántos ... tiene? Tiene dos/tres ¿Cuántos/as ... hay? Hay ... ¿Cómo es ...? Es grande/pequeña ¿De qué color es? Es azul. Tiene	apartamento, pisos/plantas, moderna, antigua, grande, pequeña, habitación, cuarto, baño, cocina, comedor, sala, patio, jardín, dormitorio, garaje, porche, ventana, puerta mi/mis, tu/tus, su/sus
	3	<u>LAS COMIDAS DEL DIA</u>		¿Qué te gusta/, ¿Qué no te gusta? Me gusta/n... No me gusta/n ... ¿Qué te gusta comer/beber? ¿Qué desayunas? ¿Qué almuerzas? ¿Qué cenas?	desayuno, almuerzo, merienda, cena, bebidas: jugo, leche, agua, chocolate, refresco, limonada, café, té, agua postres: helado, torta/pastel, queso, carne, pescado, pollo, arroz, espaguetis sopa, ensalada, pan, galletas frutas: naranjas, manzanas, mango, banana, melón, piña legumbres/vegetales, tomate, lechuga, papas

CLASS 2			
SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES	INTEGRATION
<u>CONOZCA A OTROS MIEMBROS DE LA FAMILIA</u> Monologues, Dramatisation, Pupils draw or construct a house, Drawing and labeling, Children give oral presentations of family members, Interviews, Role play, Arranging words to make sentences, Matching sentences with words, Arranging words to make sentences	Pupils present brief monologues orally, Questions and answers, Sentence completion, Matching words and pictures, Making family albums, Puzzles, Word games, Matching sentences with pictures, Arranging words to make sentences	pictures, labels, flash cards, photographs, toys, puppets,	SS
<u>BIENVENIDO A MI CASA</u> Singing appropriate songs, Questions and answers, Role play, Monologues, Pupils draw pictures of houses and identify the rooms, Match houses with oral and written descriptions, Filling in blanks in short passages and sentences, Picture composition, Picture comprehension, Repetition games	Pupils sing songs, Questions and answers, Role play, Monologues, Pupils match pictures with words, Pupils match houses with oral and written descriptions, Pupils fill in blanks in short passages and sentences, Picture composition, Picture comprehension, repetition games	pictures, photographs, flash cards, labels, songs, poems	VA
<u>LAS COMIDAS DEL DIA</u> Pupils prepare a food chart, Menus, Role play, Dramatisation, Matching pictures with words, Word puzzles and games, Making salads, Games, Guessing games	Making food lists, Questions & answers, Matching pictures with words, Word puzzles and games,	flash cards, pictures, fruits, large containers, cups, plates & cutlery	SS & HFLE

CLASS 2 CONT'D					
FUNCTIONS	TOPICS	SETTINGS/ SITUATIONS	STRUCTURES	VOCABULARY	
Providing and Seeking information Identifying and Describing	4	<u>EN LA GRANJA</u>	at home, at school, on the street, among peers, child to adult, adult to child, stranger to stranger At the farm or any other appropriate setting	¿Qué come/toma (el animal)? ¿Qué sonido hace (el animal)? ¿Cómo se mueve (el animal)? ¿Cómo es (el animal)? Es grande/pequeño/blanco/negro/marrón/gris Salta, corre, brinca, trepa	Animales domésticos: perro: ladra, gato: maulla, cordero: bea, cerdo: gruñe, conejo, burro: rebuzna, caballo: relincha, pollito: pía, gallina: cloa, gallo: canta, vaca: muge, hierba, paja, maíz, leche
	5	<u>UNA VISITA AL PARQUE ZOOLOGICO</u>		Same as above	Animales salvajes: león, tigre, elefante, jirafa, mono, oso, cebrá, pájaros, serpiente, peces

CLASS 2 CONT'D			
SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES	INTEGRATION
<u>EN LA GRANJA & UNA VISITA AL PARQUE ZO-OLOGICO</u> Pupils make model of farm/zoo with animals, Drawing, colouring and labelling animals, pupils identify the animals by the noises they make, Dramatisation, Miming, Crossword puzzles, Matching names of animals with descriptions, Singing songs about animals, Reciting poems about animals	Questions and answers, Matching names of animals with pictures, Word searches, Sentence completion, Word bingo, Brief oral presentations about animals, Making a scrap book, Vocabulary quiz, Matching names of animals with written and oral descriptions	toys visit to a farm pictures & photographs internet, audio & video tapes magazines & newspapers songs, poems	SC

CLASS 2 CONT'D					
FUNCTIONS	TOPICS	SETTINGS/ SITUATIONS	STRUCTURES	VOCABULARY	
Identifying and Describing Providing and Seeking information	6	<u>LA ROPA BASICA</u>	at home, at school, on the street, among peers, child to adult, adult to child, stranger to stranger	¿Qué llevas? Llevo ¿Qué lleva? Lleva ¿De qué color es? Es blanco/a. El ... es blanco. La ... es blanca ¿Qué es esto?. Es un/una, son unos/as	Ropa y accesorios: blusa, falda, pantalón, camisa, vestido, zapatos, medias, gorra/cachucha, sombrero, uniforme, cinturón/correa,
	7	<u>¿QUE HORA TIENES?</u>	At the farm or any other appropriate setting	La hora, el cuarto de hora, la media hora ¿Qué hora es? Es la una. Son las dos. etc. Es la una y media. Son las dos/ tres etc.y media. Es la una y treinta cinco. Son las nueve y cuarenta y cinco.	El reloj Los números 30-60

Notas culturales: La familia latina: la bendición, el nacimiento de un bebé.
 Los animales típicos de algunos países de América Latina.
 Ropa típica: el poncho/la ruana, alpargatas.

Proyecto: La Granja/ El Parque Zoológico, El Aula/Salón de Clase.

CLASS 2 CONT'D			
SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES	INTEGRATION
<p><u>LA ROPA BASICA</u> Pupils label articles of clothing, Pupils identify and label articles of clothing, Pupils dress dolls and other toys eg. (Barbie doll & Superman), Matching sentences with pictures, Word searches, Game: “¿Qué hay dentro de ...?”), Pupils colour articles of clothing according to given instructions,</p>	<p>Vocabulary quizzes, Word searches, Matching words with pictures, Matching sentences/phrases with pictures, Word completion, Sentence completion, Questions and answers, Brief oral descriptions of articles of clothing, Pupils colour articles of clothing according to given instructions</p>	<p>flash cards charts pictures songs flannelgraph realia internet magazines & newspapers</p>	
<p><u>¿QUE HORA TIENES?</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</p> <p><u>Los números 30 - 60</u> Solving simple mathematical problems orally, Bingo and other number games,</p>	<p>Setting the time on clocks as instructed by teacher, Pupils state time as shown by clocks, Questions and answers</p> <p>Writing numbers dictated in Spanish, Solving simple mathematical problems orally</p>	<p>clocks pictures</p> <p>flash cards with numbers flash cards with sums</p>	M

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.experia.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)