

# **PRIMARY SPANISH SYLLABUS**

**CLASS 4**

**MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT**

**BARBADOS**

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## ACKNOWLEDGEMENTS

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Mrs. Jeanette Allsopp	Head, Department of Foreign Languages, Erdiston Training College Consultant, Lexicographer
Mrs. Paulette Tohon	Education Officer, Foreign Languages (Ag) Head, Department of Foreign Languages, Springer Memorial School
Mrs. Carolina Alleyne-Cooke	Spanish Facilitator
Mrs. Eva Butcher	Spanish Facilitator
Mr. Manuel de Casas	Spanish Facilitator
Mrs. Yolanda Nelson-Springer	Spanish Facilitator
Ms. Peggy Agard	Education Officer, Foreign Languages

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Mrs. Malva Lewis

Peripatetic Teacher, Spanish (Ag)  
Head of Department, Foreign Languages, Louis  
Lynch Secondary School

Mrs. Yolanda Nelson-Springer

Spanish Facilitator

Mr. Manuel de Casas

Spanish Facilitator

Mrs. Carolina Alleyne-Cooke

Spanish Facilitator

Mr. Roberto Trotman-Brown

Spanish Facilitator

Mrs. Daymara Diaz-Fernandez

Spanish Facilitator

# **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 21<sup>st</sup> 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.

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

## SCOPE AND SEQUENCE FOR CLASSES 1 - 4

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

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

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

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

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

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

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

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

# ATTAINMENT TARGETS

## SPANISH PROGRAMME

### *CLASS 4*

**Pupils engage in multi-skill activities in an effort to consolidate their performance in specified language tasks. They listen, read, speak and write as they come to terms with the broad language functions of A) Socializing, B) Asking for and giving information, and C) expressing opinions, emotions and attitudes.**

*The pupil should be able to:*

- name parts of the body and say what specific parts are used for employing appropriate verbs;
- deliver phrases, sentences and words, in prose and in poetry, in the target language;
- read aloud and accurately short sentences, simple dialogues, etc., showing familiarity with the meaning, etc., of the language represented;
- use their knowledge of the sound system to write words, phrases or simple sentences they have heard;
- identify and distinguish some of the various rhythms of the Spanish-speaking world, one from the other;
- determine the occasions on which formal or informal language should be used and choose the appropriate form;
- choose the appropriate titles when addressing persons and apply;
- according to the occasion and the status of the person being addressed, greet and take leave of the company of others with an appropriate expression;

- exchange pleasantries with peers and adults;
- display good manners in a variety of social settings by using appropriate expressions, e.g. introductions, thanking, apologizing etc.;
- provide information about themselves in simple terms, in oral and written form;
- ask for the name age, address, nationality and origin of others;
- fill out a simple form that seeks personal information;
- say at what time events take place on the school timetable;
- provide numerical data re time, dates, scores, ages telephone numbers etc.;
- discuss the weather in major Spanish-speaking countries;
- express opinions simply and manipulate the language to seek response;
- state preferences for clothes, food, music etc.;
- use verbs to state what activities they generally enjoy in their spare time;
- describe their state of mind and that of others using an appropriate adjective of emotion.



## SUMMARY OF CONTENTS

CLASS 4			
NO.	TOPICS	FUNCTIONS AND SKILLS	CONTENTS
1	Una Visita al Médico	Asking for and providing information, identifying and describing	Parts of the body and pains
2	El Estado de Animo, Necesidades y Emociones	Expressing opinions, emotions and attitudes	Emotions and feelings
3	La Entrevista	Asking for & providing information (personal and other)	Daily activities, pastimes, likes and dislikes, personal information, invitations, professions
4	La Casa	Identifying, describing and giving directions	Locations & contents of home, domestic chores and other activities

**PRIMARY SCHOOL SPANISH PROGRAMME**

**CLASS 4 HIGH FREQUENCY**

**Use and revise during each Spanish lesson.**

FUNCTIONS	SETTINGS/ SITUATIONS	STRUCTURES & VOCABULARY			
		CLASS 1	CLASS 2	CLASS 3	CLASS 4
<b>Socializing:</b> 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	¿Qué alegría verte! ¿Cuánto tiempo sin verte!	
Saying Farewell:		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!	¡Mira! ¡Mire! ¡Ojo!
Asking permission:			Permiso, Me permite;	Me permiten	

<b>CLASS 4 HIGH FREQUENCY</b>		
<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>
Dramatisation	Responses to situations	Puppets and other toys
Role play, Dialogues	Questions and answers	Calendars
Questions and answers	Sentence completion	Invited guests
Games	Dramatisation	Tours (local and overseas
Songs	Dialogue completion	Pictures
Poems	Songs Poems	Flash cards
Miming	Obeying commands	Audio & Video cassettes
Carrying out orders	Making greeting cards	Overhead Projector
Responses to situations		CD's
Viewing films & documentaries		

CLASS 4					
FUNCTIONS	TOPICS	SETTINGS/ SITUATIONS	STRUCTURES	VOCABULARY	
<b>Identifying and describing</b>  <b>Expressing opinions, emotions and attitudes</b>  <b>Making simple suggestions</b>  <b>Inviting someone to do something</b>  <b>Asking for and providing information</b>	1	<u>UNA VISITA AL MEDICO</u> <u>Otras partes del cuerpo</u>	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 te pasa? Me siento mal. ¿Qué le pasa? Se siente mal. ¿Qué te duele? Me duele/n, Tengo dolor de ....	Cuello, pierna, hombros, estómago, barriga, dientes, muelas, garganta, cabeza, doctor/a, médico, enfermera, dentista, medicina, inyección, farmacia, ambulancia, hospital
	2	<u>ESTADOS DE ANIMO</u> <u>Necesidades y emociones</u>		Estoy triste / contento / sorprendido/ enojado, molesto/ aburrido/ tengo sed/hambre, prisa, sueño, miedo	
	3	<u>LA ENTREVISTA</u>		¿Qué te gusta hacer? Me gusta + verbo infinitive ¿Cuáles son tus ...? Me encanta ¿Dónde naciste? Nací en _____ Te invito a ... ¿Qué quieres ser? Quiero ser _____.	fin de semana, por la mañana/ tarde/ noche, tiempo libre, tus vacaciones, los sábados, los domingos, las días de fiestas, la navidad, bailar nadar, estudiar, mirar la televisión, radio, ir al cine/teatro/museo/ a la playa etc. maestro/a, policía, bombero, doctor/a, médico, cocinero/a, chofer. abogado/a, mesonero/a, carpintero
	4	<u>LA CASA</u>		¿Qué hay en ...? ¿Cuántos/as hay? ¿Dónde está? Está al lado de/ enfrente de/ lejos de/ cerca de, enfrente de, ¿Qué haces...? Me baño, Me lavo, etc.	muebles la sala, comedor, cocina, el dormitorio, el cuarto de baño, el balcón, objetos de la casa y utensilios, los quehaceres domésticos, limpiar, barrer, lavar, cocinar, planchar etc el jardín, flores, árboles, leer, mirar, dormir, charlar, escuchar
	5	REPASO DE LOS TOPICOS VISTOS EN CLASES 1, 2 & 3			

**Notas culturales:** La casa latina: el porche, el techo de tejas, el patio, el corral, la hamaca.

**Proyecto:** Mis Actividades/ Alimentos

<b>CLASS 4</b>			
<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>	<b>INTEGRATION</b>
<u>UNA VISITA AL MEDICO</u> Dramatization/ role play Pupils practise dialogues Questions & answers Pupils mime various situations as described by the teacher Game: “Simón dice” eg; ¡Tócate la cabeza! Pupils fill out medical forms	Responses to situations Questions & answers Sentence completion Dramatization Matching sentences with pictures Label parts of the body Complete medical checklist Songs	first aid kit songs pictures audio and video tapes internet charts forms	<b>SC, HFLE &amp; PE</b>
<u>ESTADOS DE ANIMO</u> <u>Necesidades y emociones</u> Dramatisation, Role play, pupils practise dialogues, Miming situations as directed by teacher,	Questions & answers, Dramatisation, Sentence completion, Matching sentences with pictures,	flash cards, pictures, charts, audio & video tapes,	<b>HFLE</b>
<u>LA ENTREVISTA</u> Pupils do interviews Dramatisation Role play Fill out forms with personal data	Questions and answers Role play Fill out forms with personal data Matching pictures with words Match pictures with sentences	forms audio & video tapes	<b>SS &amp; HFLE</b>
<u>LA CASA</u> Pupils make model of a house Labelling rooms, furniture and household items Crossword puzzles, word searches and other word games Matching various houses with given descriptions; oral and written Making scrap books Arranging words to make sentences	Matching pictures with words Matching pictures with sentences Matching pictures with brief descriptions Filling in blanks in sentences and short passages Brief monologues Questions and answers Picture composition Reading and listening comprehension	pictures & photographs labels flash cards magazines internet	<b>SS &amp; HFLE</b>

## WEB PAGES FOR TEACHERS AND CHILDREN

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

<http://anacleta.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.literacycenter.net/lessonview_es.htm#)

[http://www.une.edu.ve/kids/aprendo\\_numeros.htm](http://www.une.edu.ve/kids/aprendo_numeros.htm)

[http://www.une.edu.ve/kids/aprendo\\_poesia.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](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://cvc.cervantes.es/aula/pasatiempos/pasatiempos2/inicial/lexico/13022001_01.htm)

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

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

<http://www.primeraesuela.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)