

# **PRIMARY SPANISH SYLLABUS**

**CLASS I**

**MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT**

**BARBADOS**

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## ACKNOWLEDGEMENTS

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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 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>
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	<b>Expressing Opinions, Emotions and Attitudes</b>				
5.1	Expressing likes and dislikes		■	✓	✓
5.2	Expressing preference			■	✓

# ATTAINMENT TARGETS

## SPANISH PROGRAMME

### *CLASS 1*

**Pupils are introduced to the phonetic system, the social conventions, culture and history of the Spanish-speaking community. They are exposed to two (2) broad language functions: (A) Socializing and (B) Giving and Seeking information.**

*The pupil should be able to:*

- recognize the various sounds of the target language;
- reproduce the various sounds, words, phrases and sentences of the target language;
- understand and respond to simple classroom commands;
- give the names of at least four Spanish-speaking countries in the region;
- identify some aspect of the culture of at least one Spanish-speaking country in the region;
- respond appropriately to the most common social conventions of the Hispanic people;
- identify some Latin rhythms;
- sing songs of a didactic nature in the target language that focus on the assimilation of sound and the internalization of basic functions, e.g. greetings and farewells;

- greet others appropriately depending on the time of day;
- respond appropriately to everyday greetings;
- say goodbye to someone using a simple expression;
- enquire about the well being of others;
- respond to an enquiry about their own well being;
- accept and refuse politely;
- respond appropriately when shown gratitude;
- apply appropriate titles to persons when addressing them;
- apologize and say, “excuse me” appropriately;
- make simple introduction of self;
- extend wishes according to the occasion or season;
- give basic personal information (name, age, address);
- identify members of the family;
- identify objects in the classroom

- use basic adjectives to describe objects;
- understand and use numbers from 1 – 30;
- say what day it is;
- give the date;
- name the parts of the body;
- identify objects and express ownership;

## SUMMARY OF CONTENTS

CLASS 1			
NO.	TOPICS	FUNCTIONS AND SKILLS	CONTENTS
1	Saludos de mi Familia y Yo	Greeting people, providing and seeking information (personal and other)	Greetings. Family members. Age, name, place of birth, address, the alphabet & nationality
2	La Fecha	Asking and giving information	Days, months, numbers 1-30
3	Las Partes del Cuerpo	Identifying and describing	Main parts of the body and the verbs associated with them
4	En el Aula/Salón de Clase	Identifying and describing	Classroom objects and colours
5	Nuestros Vecinos del Caribe	Providing and seeking information	Spanish-speaking countries in the Caribbean and their nationalities, flags and capitals

## PRIMARY SPANISH PROGRAMME

<b>CLASS 1 HIGH FREQUENCY</b>		
<b>Use and revise during each Spanish lesson.</b>		
<b>FUNCTIONS</b>	<b>SETTINGS/ SITUATIONS</b>	<b>STRUCTURES &amp; VOCABULARY</b>
<b>Socializing:</b> Greeting:	At home, at school, in the street, or public places, on special occasions eg. Birthday, Christmas, etc.  family members, peers, teachers, adults, strangers	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
Saying Farewell:		adiós, hasta la vista, hasta luego, hasta mañana, chao;
Addressing Persons:		señor, señora, señorita, maestro/a, profesor/a, alumno/a;
Expressing Courtesy and Apologizing:		gracias, de nada, por favor, con (su) permiso, perdón, adelante ...; pase, siga;
Ordering/Commanding:		Escucha/ Escuchen, Repite/Repitan, Levántate/Levántense, Siéntate/Siéntense, Silencio, Ven, Ve (ir), Vamos a ----;
Expressing Needs		Quiero
Asking Permission:		¿Puedo ....? Con permiso/ Con su permiso;

<b>CLASS 1 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 and Songs, Miming	Dramatisation	Tours (local and overseas
Carrying out orders	Dialogue completion	Pictures
Responses to situations	Songs	Flash cards
Viewing films & documentaries	Obeying commands	Audio & Video cassettes
	Making greeting cards	Overhead Projector
		CD's

CLASS 1					
FUNCTIONS/ SKILLS	TOPICS	SETTINGS/ SITUATIONS	STRUCTURES	VOCABULARY	
<b>Greeting people</b>  <b>Providing and Seeking information</b> (personal and other)  <b>Identifying and Describing</b>	1	<u>SALUDOS DE MI FAMILIA Y YO</u> Saludos Datos personales Los miembros de la familia  El Alfabeto	Among peers, at home, at school, on the street, or any other appropriate setting	Hola, ¿Cómo te llamas? Me llamo ... ¿Cuántos años tienes? Tengo ... años. ¿Dónde vives? Vivo en .... ¿De dónde eres? Soy de .... ¿Quién es? Es mi .... ¿Quiénes son? Son mis .... ¿Quién es (él/ella)? (El/ella) es .... ¿Cuál es tu nacionalidad? Soy venezolano/a. ¿Cuál es su nacionalidad? (él/ella) Es cubano/a. ¿Cómo se escribe ...? ¡Deletrea ...! /Letra por letra.	mamá, papá, hermano, hermana, abuelo, abuela, madrastra, padrastro números 1 - 10
	2	<u>LA FECHA</u> Los números Los días de la semana Los meses del año		¿Qué día es hoy? Hoy es .... ¿Qué fecha es hoy? Hoy es .... No sé, No entiendo/comprendo, No recuerdo ¿Entienden?/ ¿Comprenden?	Días de la semana Meses del año Números 1 – 30, Símbolos: +, -, =
	3	<u>LAS PARTES DEL CUERPO</u>		¡Tócate!/ ¡Tóquense ...! ¿Cómo se llama esta parte del cuerpo?	pelo, cabeza, cara, ojos, nariz, boca, orejas, brazos, manos, rodillas, piernas, pies, cintura, rodillas

<b>CLASS 1</b>			
<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>	<b>INTEGRATION</b>
<u>MI FAMILIA Y YO</u> Role play, drawing and labelling, Pupils present their family trees, Pupils listen to talks and observe and compare family life in Hispanic countries with Barbados. Word games, songs, Matching names of family members with pictures	Questions and answers related to topic, Sentence completion, Songs, Solving simple mathematical problems orally, Matching words with numbers, Stating and writing dates	audio and video cassettes, CD's , computer generated materials, calendars, Birthday charts, flash cards, pictures, songs,	<b>SS</b>
<u>LA FECHA</u> Questions and answers related to the calendar and important dates, Bingo game, Simple addition of numbers, Singing songs related to topics, Rhymes, Discussing important dates eg. Birthdays, Christmas day etc. Sentence completion related to the topic, Puzzles and a variety of word games, Matching words with numbers	Making a family album, Creating a family tree, Identifying family members, Matching words with pictures, Singing songs and saying poems related to the family, Short oral presentations about one's family	photographs of family members, flash cards, pictures, songs related to topic, toys, puppets, map of Caribbean countries, puppets, poems	<b>M</b>
<u>LAS PARTES DEL CUERPO</u> Pupils draw and label parts of the body, Matching words with pictures, Singing songs related to the topic, Games eg Simón dice: "Tócate la boca", aerobic exercises	Matching words with pictures, Games, Labelling and identifying parts of the body, Singing appropriate songs	charts, puppets, toys, songs, poems	<b>HFLE &amp; PE</b>

CLASS 1 CONT'D					
FUNCTIONS		TOPICS	SETTING/ SITUATIONS	STRUCTURES	VOCABULARY
<b>Providing and Seeking information</b> (personal and other)  <b>Identifying and Describing</b>	4	<u>EN EL AULA/SALON DE CLASE</u>	Among peers, at home, at school, on the street, or any other appropriate setting	¿Qué es esto? Es un/una .... ¿Cómo se dice....? ... se dice .... ¿De qué color es? Es de color rojo/verde. ¿De qué color son? Son de color azul/blanco. ¿De quién es? Es mi libro./Es tu libro/Es su libro ¿De quién son? Son mis gomas de borrar./Son tus gomas de borrar. Son sus gomas de borrar.	lápiz, cuaderno, libro, sacapuntas, mochila/morral, pizarra, silla, pupitre, goma, estuche, blanco, negro, rojo, azul, amarillo, verde, marrón, anaranjado
	5	<u>NUESTROS VECINOS DEL CARIBE</u> Cuba Puerto Rico República Dominicana Venezuela		¿Cuáles son los países de habla hispana del Caribe?	Cuba, Puerto Rico, República Dominicana, Venezuela

**Notas culturales:**

**Fechas Importantes de Países Hispanos: Día de Reyes, Carnavales, Semana Santa, Día de San Valentín, el Día del Árbol.**

**Aspectos culturales: La música, las comidas, los trajes típicos.**

**Proyecto:**

**El Calendario, La Familia, En el Aula, La Navidad.**

<b>CLASS 1 CONT'D</b>			
<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>RESOURCES</b>	<b>INTEGRATION</b>
<u>EN EL AULA/SALON DE CLASE</u> Matching words with pictures, Drawing and labeling, Game: “¿Qué hay dentro de ...?” Word searches and other word puzzles, Word completion	Vocabulary quizzes, Word searches, Matching words with pictures, Word completion, Questions and answers	flash cards, pictures, classroom objects, songs, flannelgraph,	
<u>NUESTROS VECINOS DEL CARIBE</u> Matching words with pictures, Viewing documentaries related to topic, , Locating countries on map, Presentations featuring cultural differences	Matching words with pictures, Questions and answers, Making scrapbooks, Responding orally to true and false statements	map of the Caribbean, flags, music, photographs, pictures and food of the countries, Power Point presentations	<b>SS</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.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://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)