

Commonwealth of The Bahamas

Ministry of Education



SPANISH CURRICULUM GUIDELINES **Grades 10 – 12**

DEPARTMENT OF EDUCATION
MAY 2017

Table of Contents

Acknowledgements.....	2
Message from the Minister of Education	3
Ministry / Department Mission Statement.....	4
Modern Language Unit	
Mission Statement	4
Vision Statement.....	4
Belief Statements.....	4
Rationale	5
A Guide to Teaching from the Document	6
A Note about Developing the Four Linguistic Skills	7
Definition of Terms	8
Overarching Goal & Sub-Goals	9
Standards for Sub-Goal 1	10
Standards for Sub-Goal 2	11
Standards for Sub-Goal 3	12
Standards for Sub-Goal 4	13
Standards for Sub-Goal 5	14
Scope and Sequence - Junior & Senior High, Grades 7-12	15
Scope of Work:	
Grade 10/Level 7, Sub-Goals 1-5.....	21
Suggested Assessment Techniques & Suggested Resources	30
Grade 11/Level 8, Sub-Goals 1-5.....	31
Suggested Assessment Techniques & Suggested Resources	42
Grade 12/Level 9, Sub-Goals 1-5.....	43
Suggested Assessment Techniques & Suggested Resources	55
References for Resources.....	56
Appendices	
Formative and Summative Assessments – Senior High	59
Suggested Lesson Plan Format.....	61
Prayers in Spanish	62
Common Spanish Proverbs	63
Suggested Websites	64

ACKNOWLEDGEMENTS

The development and production of the revised Bahamas Ministry of Education High School Spanish Curriculum Guidelines were made possible through the collaborative efforts of a number of persons:

- **Ms. Donella M. Davis**, Senior Education Officer, High School Modern Languages
- **The Curriculum Development Team:**
 - Ms. Abigail Armbrister**, Spanish Teacher at Sister Mary Patricia Russell Junior High School, Freeport, Bahamas
 - Ms. Ebony Johnson**, Spanish Teacher at L. W. Young Junior High School, New Providence, Bahamas and Clerical Expert
 - Ms. Shantell Moxey-Kuik**, Spanish Teacher at North Andros High School, North Andros, Bahamas
 - Mr. Errol Pitterson**, Spanish Teacher at D. W. Davis Junior High School, New Providence, Bahamas

The following are also commended for their input and recommendations:-

- **Mr. Alvaro Bonilla**, Assistant Professor, University of The Bahamas, New Providence, Bahamas
- **Mrs. Pamela Collins**, Assistant Professor, University of The Bahamas, New Providence, Bahamas
- **Mrs. Josephine Giraud Kumar**, Administrator, Catholic Education System

We acknowledge all of the Spanish teachers who assisted in any way in the development of this document.

We also acknowledge the use of the following documents as resource materials for the development of the curriculum guidelines:

- World Language Curriculum, Arkansas, U.S.A.
- Modern Foreign Languages in the National Curriculum (HMSO Publications, Britain)
- Curriculum and Teachers Guide Grades 7-9 Spanish, Ministry of Education and Culture, Kingston, Jamaica

Message from the Minister of Education

A curriculum is considered the “heart” of any learning institution, which means that schools or universities cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the “total learning experiences of individuals not only in school, but in society as well” (Bilbao et al., 2008).

I have always believed in the transformative power of education, particularly in a developing country, and I strongly support the government’s commitment to sustainable development in education. Indeed, because of the role of the curriculum in the provision of quality education, I am honoured to sanction and present revised national curricula in several disciplines. Each curriculum document was developed by a team of intelligent, innovative and diligent education officers, who received invaluable input from teachers and lecturers; students and parents; as well as private and public stakeholders.

In keeping with the changing demands of education and life in the twenty-first century, revised curricula have moved away from a content-based, knowledge-focused approach. The new documents focus on higher-order thinking skills; cross-curricula understanding; collaboration; creativity and real-world problem solving. With a view to strengthening national development activities, the new curriculum documents accommodate the United Nation’s Sustainable Development Goals (SGAs), ensuring that at each grade level there are clear processes and procedures which allow teachers to align instructional strategies and classroom-based assessments to agreed international standards and benchmarks.

The publication, dissemination and successful implementation of these curriculum guidelines will further unite us in our efforts to create citizens of character, who are committed to life-long learning and who are always willing to serve.

To the education officers, subject specialists and teachers, who are devoted to transforming the lives of students throughout The Bahamas, thank you for your continued contributions to the building of our country!

Hon. Jerome K. Fitzgerald
Minister of Education, Science and Technology
May 2017

Ministry of Education Mission Statement

The Mission of the Ministry/Department is to provide opportunities for all persons in The Bahamas to receive the education and training that will equip them with the necessary beliefs, attitudes, knowledge and skills required for work and life in an interdependent, ever changing world.

Modern Languages Unit:

Vision

We envision a Bahamas where students are linguistically, culturally and technologically equipped to communicate successfully in the target language, which will inspire a life-long interest in and develop an appreciation for diverse cultures, thereby creating windows of opportunity in our global village.

Mission Statement

To ensure student proficiency in the target language we will continue to enhance the learning environment by providing relevant curricula, producing indigenous materials and facilitating teacher development programs.

Belief Statements

We believe:

- 1.** skills in more than one language are necessary for global communication and 21st century citizenship.
- 2.** proficiency in a foreign language enhances self-confidence, improves one's sense of academic achievement, heightens creativity and sharpens mental flexibility.
- 3.** foreign language instruction provides students with an improved awareness of their own language and culture.
- 4.** language and culture are inseparable and are best taught in an integrated manner.
- 5.** foreign language programmes guide students into an increased awareness and appreciation of their traditions, customs, and values as well as those of Hispanic countries.
- 6.** best teaching practices will enhance learning opportunities, increase motivation and reduce performance anxiety.

RATIONALE

The reality of globalization has put The Bahamas in a position where to survive economically it has to be able to compete internationally. Our unique location places us in an enviable position at the crossroads between Europe and the Americas, including The Caribbean. Our geographical proximity to these diverse countries demands that, for survival, we forge social, economic and political partnerships with bodies such as CARICOM, WTO, NAFTA, FTAA, and OAS. It is incumbent upon all educators to prepare students for the multi-lingual world if they want to compete in any arena. Effective communication is of paramount importance as it is at the heart of the human experience.

To be linguistically challenged at this time in our development is not an option. The Bahamas has come to realize that Spanish is the predominant second language in our region, followed by French. It is therefore imperative that we develop language competency in Spanish as we develop our economy in Tourism, International Banking, Trade and Investment and other industries.

In order to keep pace with these changing times, the Department of Education has revised the Spanish curricula. Since studies show that language-learning is more effective at an early age, the programme at the primary school level will lay the foundation for the secondary level.

These revised curricula will promote levels of attainment in the four language domains: listening, speaking, reading, and writing, as our students prepare for the national examinations. In so doing, we will be well on our way to becoming a multi-lingual nation. The new thrust is on communicative objectives in authentic situations as opposed to topics in isolation. Teaching strategies must incorporate functional language skills. The curricula must cater to the diverse needs of students and are therefore student-centered. These integrated curricula reinforce links with other disciplines and promote an appreciation for cultural diversity.

It is hoped that students will develop a positive attitude towards foreign language learning, and in the process, develop a greater measure of their true potential as life-long learners.

A GUIDE TO TEACHING FROM THE DOCUMENT

Points to consider:

- This revised document includes topics which are affiliated with the relevant communicative objectives. This makes use of the communicative objectives more effective. More than one communicative objective may be affiliated with the same topic(s). Therefore, no suggested sequence for the teaching of the communicative objectives is provided. In addition, more than one topic may be affiliated with one communicative objective. In such cases the vocabulary and suggested activities will not incorporate all of the topics.
- Instructional strategies must be designed for the diverse needs of students.
- Teachers must familiarize themselves with the **Standards** and **Scope and Sequence** for the attainment level
- The communicative objectives for the primary school grades are not always the same as those for the junior high grades.
- Sub-Goals 1.1 – 1.5 are not intended to be taught separately. They should be integrated in all communicative objectives. These Sub-Goals will not be presented at each level of the Scope of Work. Where they do appear, they are examples and content may overlap with other areas of the Scope of Work.
- Once the communicative objectives have been decided, teachers can refer to the Scope of Work for suggested vocabulary, structures, activities, assessment and resources. Teachers are not limited to using the suggested textbooks/resources. They must beware of unnecessary repetition and adapt to meet the needs of the students.
- CULTURE must be integrated.
- Interdisciplinary links, including integrated technology, must be fostered.
- An Assessment Weighting Guide is included in the appendices.

Teachers should build on previous knowledge as outlined in the Scope of Work. Teachers should note that although Curriculum Levels are aligned to Grade Levels, they should meet the needs of their students. Feeder schools should provide receiving schools with accurate information regarding students' attainment levels.

Incidental teaching is not reflected in the Scope of Work. From the Scope and Sequence, teachers can determine when these teachable moments occur, across the levels, and need to be addressed.

DEVELOPING THE FOUR LINGUISTIC SKILLS

The FOUR Linguistic Skills should be integrated in the communicative objectives so that students can develop varying levels of proficiency and critical thinking skills in the target language.

1. SPEAKING

Students should be able to:

Communicate effectively in the target language

- using appropriate vocabulary and phrases
- using idioms and responses in a variety of situations to express thoughts, ideas and opinions at all levels.

2. LISTENING

Students should be able to:

Develop their listening comprehension skills in the target language in order to:

- make selections
- identify specific objects
- recognize different points of view
- assimilate information and draw conclusions

3. READING

Students should be able to:

- Read orally and for comprehension
- Identify main points and extract details and information
- Analyze thoughts and ideas
- Summarize information
- Make comparisons, deductions and inferences
- Identify and present different points of view

4. WRITING

Students should be able to:

- Communicate using a variety of genres (words, phrases, forms and questionnaires, sentences, paragraphs and compositions) in the target language at all levels.

DEFINITION OF TERMS

This document has a number of vital components. They are: the **Overarching Goal**, **Sub-Goals**, **Standards**, **Scope and Sequence**, **Scope of Work** and the **Appendices**.

Overarching Goal

- Defines the ultimate outcome of foreign language learning. It outlines the intended purpose of the Curriculum Document.

Sub-Goals

- Form the major contextual framework for foreign language teaching: linguistic, interpersonal, environmental and cultural aspects.

Standards

- Show the progressive attainment level. They define what students should know and be able to do upon completion of specific levels of instruction.

Scope and Sequence

- Is a map outlining the progression of the communicative objectives and presenting subject content to be accomplished at the end of each level / academic year. Scope refers to the content to be taught; sequence refers to the order in which the content should be taught.

Incidental Teaching

- Refers to impromptu instruction that meets the immediate needs of students.

Scope of Work

- Develops each communicative objective with suggested content, activities, assessment and resources to facilitate and enhance the teaching/learning process.

OVERARCHING GOAL AND SUBGOALS

OVERARCHING GOAL

Communicating in Spanish Using the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

SUB-GOALS

1. Using the Conventions of the Spoken and Written Language, and Critical Thinking Skills
2. Establishing Relationships and Providing Information about Oneself and Others
3. Seeking and Responding to Information about the World Around Them
4. Expressing Feelings, Emotions and Opinions
5. Exploring Cultural Practices and Perspectives

SUB-GOAL I

Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

Standard 1 - Grades 4 & 5 (Levels 1 & 2)

Students will be able to exchange very basic spoken and written information, using memorized single words or short familiar phrases and visual cues.

Standard 2 - Grades 6 & 7 (Levels 3 & 4)

Students will be able to produce and respond to short, simple phrases and sentences using familiar vocabulary and structures, but sometimes substituting vocabulary or simple idioms.

Standard 3 - Grades 8 & 9 (Levels 5 & 6)

Students will be able to engage in original and spontaneous oral and written communication demonstrating skills in comprehension of short texts and dialogues, and a manipulation of grammar and vocabulary.

Standard 4 - Grades 10 & 11 (Levels 7 & 8)

Students will be able to demonstrate greater proficiency in the target language by completing extended written and oral tasks: *describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.*

Standard 5 - Grade 12 (Level 9)

Students will be able to sustain detailed oral and written exchanges, express subtleties of the target language, and develop proficiency using a variety of authentic materials and a wide range of vocabulary, idiomatic expressions, structures, tenses and moods.

SUB-GOAL 2

Establishing Relationships and / or Providing Information About Oneself and Others

Standard 1 - Grades 4 & 5 (Levels 1 & 2)

Students will be able to ask and answer very basic routine questions and make and respond to basic requests and commands.

Standard 2 - Grades 6 & 7 (Levels 3 & 4)

Students will be able to produce and respond to brief, familiar statements and questions.

Standard 3 - Grades 8 & 9 (Levels 5 & 6)

Students will be able to engage in exchanges using level appropriate vocabulary and structures to describe/ narrate actions and events.

Standard 4 - Grades 10 & 11 (Levels 7 & 8)

Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

Standard 5 - Grade 12 (Level 9)

Students will be able to apply knowledge and skills to respond to and relate extended oral and written communication.

SUB-GOAL 3

Seeking and Responding to Information About the World Around Them

Standard 1 - Grades 4 & 5 (Levels 1 & 2)

Students will be able to identify conditions within their physical environment and make simple declarations.

Standard 2 - Grades 6 & 7 (Levels 3 & 4)

Students will be able to ask general questions and relate basic information about their immediate environment.

Standard 3 - Grades 8 & 9 (Levels 5 & 6)

Students will be able to demonstrate a greater level of accuracy when using structures to communicate information about their immediate world and daily activities.

Standard 4 - Grades 10 & 11 (Levels 7 & 8)

Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames.

Standard 5 - Grade 12 (Level 9)

Students will be able to attain high proficiency in communication, through an exchange of diverse facts and experiences.

SUB-GOAL 4

Expressing Feelings, Emotions and Opinions

Standard 1 - Grades 4 & 5 (Levels 1 & 2)

Students will be able to use very basic verbal and non-verbal cues to interpret and express pleasure, displeasure and other conditions and feelings.

Standard 2 - Grades 6 & 7 (Levels 3 & 4)

Students will be able to describe feelings and relate preferences using basic structures.

Standard 3 - Grades 8 & 9 (Levels 5 & 6)

Students will be able to produce spontaneous exchanges and express in writing, opinions, preferences, desires and conditions.

Standard 4 - Grades 10 & 11 (Levels 7 & 8)

Students will be able to express and support facts and opinions, orally and in writing using more complex structures.

Standard 5 - Grade 12 (Level 9)

Students will be able to demonstrate a high level of proficiency using a full range of vocabulary and structures to discuss various points of view.

SUB-GOAL 5

Exploring Cultural Practices and Perspectives

Standard 1 - Grades 4 & 5 (Levels 1 & 2)

Students will be able to identify Hispanic regions, countries and major cities, including their respective customs and traditions.

Standard 2 - Grades 6 & 7 (Levels 3 & 4)

Students will be able to demonstrate an understanding of cultural similarities and differences.

Standard 3 - Grades 8 & 9 (Levels 5 & 6)

Students will be able to explore and discuss the impact of Hispanic CULTURE.

Standard 4 - Grades 10 & 11 (Levels 7 & 8)

Students will be able to examine literary materials and discuss traditions within Hispanic communities.

Standard 5 - Grade 12 (Level 9)

Students will be able to demonstrate an appreciation of distinctive viewpoints through the study of a foreign language.

SCOPE AND SEQUENCE

JUNIOR AND SENIOR HIGH

Grades 7 to 12

SCOPE AND SEQUENCE

Grades 7 to 12

KEY:	I	Introduction of skill
	D	Development of skill (includes reinforcement of skill based on students' needs)
	R	Reinforcement of skill (includes advancement of skill based on students' needs)
	IT	Incidental Teaching
	A	Advancement of skill

Overarching Goal: Communicating in Spanish using the Listening, Speaking, Reading and Writing skills in a cultural context and with the grammatical framework of the Spanish Language.

Sub Goal 1 Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

*This Sub-Goal is not to be taught in isolation but included where appropriate in all other Communicative Objectives.
Related details in The Scope of Work are only examples

	Communicative Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1.1	Using the Spanish Phonetic System	R	R	R	A	A	A
1.2	Expressing present actions and events	R	D	D	R	A	A
1.3	Expressing future actions and events	IT	IT	I	D	R	A
1.4	Expressing past actions and events	IT	I	R	D	R	A
1.5	Applying the subjunctive mood in context	IT	IT	IT	I	D	R

SCOPE AND SEQUENCE

Grades 7 to 12

KEY:	I	Introduction of skill
	D	Development of skill (includes reinforcement of skill based on students' needs)
	R	Reinforcement of skill (includes advancement of skill based on students' needs)
	IT	Incidental Teaching
	A	Advancement of skill

Overarching Goal: Communicating in Spanish using the Listening, Speaking, Reading and Writing skills in a cultural context and with the grammatical framework of the Spanish Language.

Sub Goal 2 Establishing Relationships and / or Providing information about Oneself and Others

	Communicative Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2.1	Interacting socially with peers, relatives, adults and strangers.	D	IT	IT	IT	IT	IT
2.2	Seeking and giving information about origin and nationality.	D	R	R	A	A	IT
2.3	Giving commands, making requests and responding to them	R	R	D	A	A	A
2.4	Identifying and describing parts of the body	D	D	R	R	A	A
2.5	Describing physical characteristics and personality	R	D	D	R	A	A
2.6	Discussing what people wear on different occasions	IT	IT	D	R	A	A
2.7	Discussing entertainment, recreation and leisure time	IT	I	D	R	A	A

SCOPE AND SEQUENCE

Grades 7 to 12

KEY:	I	Introduction of skill
	D	Development of skill (includes reinforcement of skill based on students' needs)
	R	Reinforcement of skill (includes advancement of skill based on students' needs)
	IT	Incidental Teaching
	A	Advancement of skill

Overarching Goal: Communicating in Spanish using the Listening, Speaking, Reading and Writing skills in a cultural context and with the grammatical framework of the Spanish Language.

Sub Goal 3 Seeking and Responding to Information about the World Around Them

	Communicative Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
3.1	Using Numbers, days and months in everyday situations	D	R	R	A	A	A
3.2	Describing School Life	D	R	R	A	A	A
3.3	Describing the home and daily routine	IT	D	R	R	A	A
3.4	Distinguishing seasons of the year and weather conditions	IT	IT	D	R	IT	IT
3.5	Locating places, objects and persons	D	D	D	R	A	A
3.6	Describing geographical surroundings and the natural environment.	D	D	R	R	A	A
3.7	Exploring the future and the world of work	IT	I	D	R	A	A
3.8	Identifying and discussing essential services and responding to emergencies	I	D	D	R	A	A
3.9	Discussing and comparing Tourism at home and abroad	IT	IT	I	D	R	A

SCOPE AND SEQUENCE

Grades 7 to 12

KEY:	I	Introduction of skill
	D	Development of skill (includes reinforcement of skill based on students' needs)
	R	Reinforcement of skill (includes advancement of skill based on students' needs)
	IT	Incidental Teaching
	A	Advancement of skill

Overarching Goal: Communicating in Spanish using the Listening, Speaking, Reading and Writing skills in a cultural context and with the grammatical framework of the Spanish Language.

Sub Goal 4 Expressing Feelings, Emotions and Opinions

	Communicative Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
4.1	Describing states and conditions (emotional and physical)	D	R	R	A	A	A
4.2	Expressing and explaining preferences	I	D	R	A	IT	IT
4.3	Expressing apologies, regrets and condolences	I	D	D	R	A	A
4.4	Discussing health conditions			I	D	R	A

SCOPE AND SEQUENCE

Grades 7 to 12

KEY:	I	Introduction of skill
	D	Development of skill (includes reinforcement of skill based on students' needs)
	R	Reinforcement of skill (includes advancement of skill based on students' needs)
	IT	Incidental Teaching
	A	Advancement of skill

Overarching Goal: Communicating in Spanish using the Listening, Speaking, Reading and Writing skills in a cultural context and with the grammatical framework of the Spanish Language.

Sub Goal 5 Exploring Cultural Practices and Perspectives

	Communicative Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
5.1	Discussing the geography, customs, traditions and beliefs of Hispanic countries	I	D	D	R	R	A
5.2	Investigating the linguistic similarities and differences of Hispanic Countries	IT	IT	IT	IT	IT	IT
5.3	Comparing and contrasting products, goods and services of Hispanic countries	IT	I	D	R	A	A
5.4	Exploring the literary, cultural and political aspects of Hispanic countries.	I	D	D	R	R	A

TOPICS FOR THE YEAR

SPANISH – **GRADE TEN** / LEVEL 7

1. ☐ *Introducing Oneself, Family and Friends*
(describing oneself and family: physical appearance [eyes, hair, height, weight], personality, appearance)
2. ☐ *Daily Routine*
(reflexive verbs)
3. ☐ *School Life and School Routine*
(modes of transportation, time, school schedule, school supplies, subjects, opinions)
4. ☐ *House and Home*
(parts of the house, bedroom, bathroom, living and dining room furniture, kitchen appliances, prepositional phrases)
5. ☐ *Household Chores*
(pronouns, present tense of regular and irregular –AR, -ER, and -IR Verb Infinitives and Conjugations, The verb gustar to express likes and dislikes)
6. ☐ *Plans for the Weekend, Free Time and Leisure Activities*
(hobbies, pastimes, movies and tv shows ,types of music, etc, simple Future Tense)
7. ☐ *The Weather and Seasons*
(changes in weather and seasons, natural disasters)
8. ☐ *My Hometown and Country*

SCOPE OF WORK

SPANISH – GRADE TEN / LEVEL 7

Sub Goal 2: Establishing Relationships and/or Providing Information About Oneself And Others

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.1 The Spanish Phonetic System 2.1 Interacting socially with peers, relatives, adults, and strangers 2.2 Seeking and giving information about origin and nationality 2.5 Describing physical characteristics and personality	Personal Life - Introducing Oneself, Family and Friends - The Family and Relatives - Pets - Origins and Nationalities - Physical Descriptions - Personality Descriptions	Vocabulary: - Spanish names of boys - Spanish names of girls - Introductions - The Spanish alphabet - Nationalities and Countries. - Nuclear family members, madre, padre, hermano, hermana etc. - Extended family members: el cuñado, la cuñada, el padrastro/ la madrastra, etc. - Adjectives or personality traits: trabajador/a flojo/a, simpático/a amable, perezoso/a, sincero/a, hablador, introvertido/a, sofisticado/a, tímido/a, extrovertido/a atlético/a - Adjectives to describe physical appearance: flaco/a, gordo/a, alto/a, bajo/a, grande, pequeño/a etc. - Types of pets Structure - Present tense - Question Words - The uses of ser and estar in descriptions. - Subject Adjective agreement. Culture - The diversity of The Hispanic Culture. - Conventions of Greetings	- Create and design a family scrapbook of 6-8 pages in the target language - Ask and give names and nationalities of persons using role plays. - Listen to a recording of persons greeting and responding to each other and answer relevant questions. - Write a short description about a family member. - Oral presentation: Bring a picture of a family member and summarize their admirable traits and qualities. - Write a short paragraph describing an ideal mate. - Listen to an audio of persons describing family members and match with pictures. - Write an email to a pen pal/pen friend in a Spanish speaking country telling him/her about oneself.

SCOPE OF WORK

SPANISH – GRADE TEN / LEVEL 7

Sub Goal 3: Seeking and Responding to Information about the World Around

Standard 4: Students will be able to demonstrate greater proficiency in the target language by completing extended written and oral tasks: describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 3.3 Describing the home and daily routine	Daily Routine	Vocabulary • Revisit parts of the body • Reflexive verbs • ducharse • levantarse • despertarse (ie) • vestirse • bañarse • acostarse • maquillarse • cepillarse • Hobbies/ free time activities • mirar la televisión • ver televisión • hacer los deberes • merendar • Time Factors for the present tense Structure • ¿Qué haces por la mañana, por la tarde, por la noche? • Regular and Irregular verbs in the present tense • Reflexive verbs • Pensar + infinitive	• Listen to someone describing his/her regular routine and act out the actions mentioned.. • Write a paragraph describing one's daily routine. • Create raps and songs about daily routines • Complete paragraph with appropriate verb forms. • Match photos of persons performing daily routines with the correct Spanish phrases. • Make a list of the preparations done for school/church/parties etc.

SCOPE OF WORK

SPANISH – GRADE TEN / LEVEL 7

Sub Goal 3: Seeking and Responding to Information About the World Around Them

Standard 4: Students will be able to communicate using more complex structures on a variety of topics and engage in more sustained exchanges that reflect different time frames.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 3.1 Using numbers, days and months in everyday situations 3.2 Describing school life	School Life and School Routine • Transportation • School subjects • School Facilities and Personnel • Class / school materials • School schedule • Extracurricular activities	<u>Vocabulary</u> • Transportation el autobús, el coche, el auto, a pie, el camión, el taxi, etc. • time table Revisit – time, days of the week, months of the year, numbers • Expressions of time: a veces, nunca, todos los días, los fines de semana • school supplies • school subjects la clase de... • social clubs club de arte, club dramático, club coro, club francés,, club idiomas, club modernas • Sporting clubs • expressing opinions • Present tense of regular and Irregular verbs: participar en, practicar, reunirse, jugar a / al, hay que, se permite, no se puede, está prohibido, pienso que, creo que, en mi opinión, estar de acuerdo, no estar de acuerdo, dar el permiso <u>Structures</u> • Ser miembro / socio de • Present Tense of regular and irregular verbs Culture The School System in Latin American Countries	• Create a list of classroom rules in Spanish • Express agreement and disagreement based on school subjects • Design and describe a school schedule • Write a letter to a penpal describing one's school • Classify rules and express likes and dislikes regarding school subjects and social clubs • Play charades: acting out sporting games.

SCOPE OF WORK

SPANISH – GRADE TEN / LEVEL 7

Sub Goal 3: Seeking and Responding to Information about The World Around Them

Standard 4: Students will be able to communicate using more complex structures on a variety of topics and engage in more sustained exchanges that reflect different time frames.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
3.3 Describing home and daily routine	House and Home - Types of homes - Parts of the House - Furniture and Appliances	Vocabulary - Revisit: Colors - Revisit Adjectives - Types of homes una casa, un chalet, un piso, una granja, un bloque antiguo, un bloque moderno, un apartamento - Describing the house antiguo/a, moderno/a, grande, pequeño/a, bonito/a, nuevo/a, hermoso/a, reformado/a - Parts of the house la cocina, el comedor, el cuarto de baño, el salón, la sala, el aseo, el dormitorio, la oficina, el pasillo, la terraza, etc. - Furniture and Appliances - Prepositional phrases Encima de, delante de, detrás de, al lado de, a la derecha de, a la izquierda de, debajo de, enfrente, lejos de, cerca de Structures - Answering questions with stimulus: ¿Qué?, ¿Cómo?, ¿Cuántos?, ¿Dónde? - Expressing likes / dislikes with the verb gustar - Contractions: de + el = del a + el = al Culture - Home Styles/Architecture and Areas / Locations	- Where am I? Students read teacher generated simple descriptions of a variety of rooms in the house and then write the name of the rooms described in the target language. - Design a plan / map of a house, showing various rooms and describe what chores and activities are done in each one - Write a classified ad in Spanish for a home for rent. - Write an essay describing your family beach house and indicating how much fun you had there during the last holiday weekend.

SCOPE OF WORK

SPANISH – GRADE TEN / LEVEL 7

Sub Goal 1: Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

Standard 4: Students will be able to demonstrate greater proficiency in the target language by completing extended written and oral tasks: describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.4 Expressing past actions and events	House and Home Household Chores	Vocabulary ¿Qué haces en casa para ayudar? ¿Qué hacen tus hermanos? - Lavar el coche - Lavar la ropa - Hacer las camas - Hacer la compra - Cortar el césped - Limpiar la habitación - Pasar la aspiradora - Fregar los platos - Quitar la mesa - Preparar la comida - Ayudar en el jardín Structures - Commands - Tener + que ¿Qué tareas domésticas haces/hiciste en tu casa? ¿Qué tareas domésticas hiciste en tu casa el fin de semana pasado? - Revisit Preterite tenses of regular, and irregular verbs - Pronouns - Present and Preterite Tenses of Regular and Irregular –AR, -ER, and -IR Verb Infinitives and Conjugations	- Play charades acting out chores and allowing classmate to guess what they represent - Utilize picture identification to identify the chores. - Utilize verb ending cards to complete phrases and sentences. - Write a paragraph in Spanish describing how the chores are done around the house. - Write an email to a Spanish friend complaining about the amount of household chores that he/she had to do over the weekend - Write a list of chores using the command form telling a child what chores need to be done around the house. - Carry out a survey to find out what classmates do to help at home.

SCOPE OF WORK

SPANISH – GRADE TEN / LEVEL 7

Sub Goal 2: Establishing Relationships and / or Providing Information About Oneself and Others

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
2.7 Discussing entertainment recreation and leisure time. 4.2 Expressing and explaining preferences	Free Time and Leisure Activities • Arranging to go out	<u>Vocabulary</u> • Revisit: days of the week, numbers, time, places in town • Hobbies and Pastimes • Weekend Activities • Adverbs of Frequency: a veces, nunca, todos los días, los fines de semana • Types of Movies and TV Programs • Genres of Music • ¿Qué haces los fines de semana? • ¿A qué hora...? • ¿Cuándo quieres ir? • ¿Dónde quedamos? • ¿Para qué sesión? • ¿Hay descuentos para estudiantes? • ¿Tiene (su) carné de estudiante? • ¿Cuánto cuestan las entradas? <u>Structures</u> • Immediate Future (ir + a + infinitive) • El + day / Los + days • a + el = al • de + el = del • Prefiero • Me encanta • Me gusta/n • No me gusta /n <u>Culture</u> • The influence of Latin American Music and Movies	• Listen to a recording about holiday activities and answer the relevant questions. • Interview classmates asking about their preferences as it relates to recreation • Write a 100 word presentation outlining what one will do in ones free time • Write a letter describing a date with a friend or an outing with family members. • Discuss in role play how a group of friends plan to spend their Saturday afternoon • Write opinions about a film based on publicity material obtained on the internet.

SCOPE OF WORK

SPANISH – GRADE TEN / LEVEL 7

Sub Goal 3: Seeking and Responding To Information About The World Around Them.

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
3.4 Distinguishing seasons of the year and weather conditions.	The Weather and Seasons	<u>Vocabulary</u> • Revisit Clothing • Seasons las estaciones - el invierno, la primavera, el verano, el otoño Weather expressions using the verbs hacer, haber (hay) and estar • Natural Disasters el huracán, la inundación, la lluvia, la tormenta, el relámpago, el trueno, el desastre • El pronóstico del tiempo • Las previsiones • Para hoy/ la mañana ... • Temperaturas máximas/ mínimas de • Emergency situations <u>Structures</u> • ¿Qué tiempo hace (season/month)? • ¿Cuales es tu tiempo favorito? • ¿Cuál de las estaciones prefiere/s? / ¿...le/te gusta? / ¿...es tu su/tu favorita? • ¿Cuál es tu clima favorita? / ¿... prefiere/s? <u>Culture</u> • Preparing for Natural Disasters according to geographical locations of countries	• Identify which clothing items will be worn during certain seasons • Compare the weather conditions in the summer to those in the winter • Describe weather conditions during a hurricane • Listen to descriptions of weather conditions in various Hispanic Countries then indicate the season of the year • Read and interpret information about the aftermath of a hurricane in Latin America • Report weather conditions in a role play • Create a weather forecast • Design and describe a weather map • Write a description about the most frightening experience in one's life • Make a checklist in preparation of a natural disaster.

SCOPE OF WORK

SPANISH – GRADE TEN / LEVEL 7

Sub Goal 3: Seeking and Responding to Information about the World Around Them

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
3.9 Discussing and comparing Tourism at Home and Abroad	My Hometown and Country	<u>Vocabulary</u> • Revisit Holidays • Festivals • Revisit Directions, Prepositional Phrases and Places in Town • Geographical Features la turista, la torre, el jardín, el botánico, el conductor, el edificio, la guía, el estacionamiento, la iglesia, la lancha, la parada del autobús, el Puente, el río, el andén, la estación, el pasajero, la taquilla <u>Structures</u> • Linking words • Verbs: poder, ver, pasar, divertirse • Saber vs conocer • Revisit words for directions <u>Culture</u> Popular tourist attractions in Latin American countries	• Listen to random geographical terms and match them to their Spanish equivalent. • Write a letter to a penfriend describing preparations for summer travel • Design an advertisement / tourist brochure for a selected destination • Answer questions about local hotels / motels and other touristic attractions. • Give an oral presentation about one's island. • Bring in photos / post cards and discuss them in the target language • Create postcards giving details about a place you traveled to / visited and write a description of your experience (what you saw, what you did, date, time etc) in the target language.

SCOPE OF WORK

SPANISH – **GRADE TEN/ LEVEL SEVEN**

SUGGESTED ASSESSMENT TECHNIQUES AND SUGGESTED RESOURCES

SUGGESTED ASSESSMENT	SUGGESTED RESOURCES
• Spelling tests • Oral and Aural exercises and drills • Oral Presentations • Listening comprehension exercises • Dictations • Sentence Completion • Creating a brief descriptive passage • Reading comprehension • Unscrambling words • Matching exercises • Dialogue Completions • Sentence creations • Word sorting activities • Cloze Tests • Multiple choice questions • Open-ended questions • Free composition • Vocabulary Test	<u>MAIN TEXT BOOKS AND RESOURCES</u> • ¡Avancemos! (Holt, McDougal)– Book1 and Book 2 textbook, Video, CDs and Transparencies • ¡Listos! (Heinemann)– Book Two Verde and Book Two Rojo textbook, CDs, Tapes, Flashcards and Transparencies • ¡Listos! (Heinemann) – Book Three Verde and Rojo textbook, CDs, Tapes, Flashcards and Transparencies • ¡Ven Conmigo! (Holt, Rinehart & Winston))– Book 1 and Book 2 textbook, DVD, CDs and Transparencies <u>SUPPLEMENTARY TEXTBOOKS</u> • ¡Arriba! (Heinemann) – Book 1 and Book 2 • Muy Bien (Double R Publishing) Level E • Nuevos Amigos (Harcourt, Brace) • Vaya Nuevo (Nelson)– Book 2 <u>OTHER MATERIALS</u> • Spanish English/ English Spanish Dictionary • Cue Cards • Flash Cards • Spanish Bingo • Spanish Scrabble • 2010 Resource Manual for Spanish curriculum guidelines

TOPICS FOR THE YEAR

SPANISH – GRADE ELEVEN / LEVEL 8

1. ☐ *Personal Life*
2. ☐ *Hobbies and Pastimes*
3. ☐ *Home Life*
4. ☐ *Daily Routines*
5. ☐ *Health and Fitness (the body, aches, pains, illnesses, remedie)*
6. ☐ *School Life*
7. ☐ *Clothing (colors, patterns, sizes, fit)*
8. ☐ *The Weather and Seasons*
9. ☐ *Future plans (Immediate and Simple Future Tense)*
10. ☐ *Hometown, Country and Geographical Surroundings (directions)*
11. ☐ *Travel, Holidays and Festivals (airport setting, hotel setting, vacations etc)*

SCOPE OF WORK

SPANISH – GRADE ELEVEN / LEVEL 8

Sub Goal 2: Establishing Relationships and / or Providing Information about Oneself and Others

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
4.1 Describing states and conditions (emotional and physical)	Personal Life Discussing problems at home	Vocabulary: - Revisit family members - Revisit feelings and emotions - Revisit the uses of the verbs ser and estar with emotions ¿Te entiendes (llevas) bien con tus padres? ¿Te dan bastante libertad? ¿Te dejan salir durante la semana? - Mi madre/Mis padres me da (n) rabia. - Estoy estresado/a porque ... - No me deja(n) salir - No me entiende (n) - No me da (n) mucho dinero ¿Qué voy a hacer? ¿Me puede ayudar? Structure: - Para + infinitive Culture: - Latin American families	- Write to a family member or friend complaining about an imaginary problem that is being faced at home. - Ask and answer questions about feelings toward home life. - Listen to young persons talk about their problems and their opinions on family and discuss. - Read a paragraph about someone talking about his/her relationship with his /her parents and answer related questions - Interview a classmate about his/her home life.

SCOPE OF WORK

SPANISH – GRADE ELEVEN / LEVEL 8

Sub Goal 1: Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

Standard 4: Students will be able to demonstrate greater proficiency in the target language by completing extended written and oral tasks: describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
2.1 Interacting socially with peers, relatives, adults and strangers	Free time and Leisure Time Hobbies and Pastimes	<u>Vocabulary</u> - Sports los deportes, el baloncesto / el básquetbol, el atletismo, el fútbol, el fútbol Americano, el tenis, el boxeo, la natación, la equitación, el patinaje - Sporting equipment - Hobbies and Pastimes cantar, bailar, hablar por teléfono, nadar, jugar videojuegos, ir al cine, mirar la televisión, escuchar música, cocinar, ir a la playa, ir al cine, leer ¿Vas al partido? ¿Cuándo quieres ir? - Nos divertimos... - Preferir - Gustar - Encantar <u>Structures</u> - Simple Future tense (ir + a) - Yo voy a + infinitive - Contractions (a + el = al) (de + el = del) <u>Culture</u> - The activities of teenagers in Hispanic Countries	- Expressing likes and dislikes - Identifying famous Hispanic Sports men / women - Identifying favorite sports - Listing activities done after school - Comparing one's leisure activities with those of a Hispanic teenager. - Stating how often one participates in certain sporting / free time activities - Performing a classroom survey based on who enjoys which activity.

SCOPE OF WORK

SPANISH – GRADE ELEVEN / LEVEL 8

Sub Goal 3: Seeking and Responding to Information About The World Around Them

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.4 Expressing past actions and events 3.3 Describing Home and Daily Routine	Daily Routines	<u>Vocabulary</u> Preterite tense of the following reflexive verbs • acostarse • levantarse • dormirse • cepillarse • peinarse • vestirse • afeitarse • maquillarse • bañarse • ducharse <u>Structures</u> • ¿Qué hiciste ayer? • Constructing and conjugating Reflexive verbs <u>Culture</u> • Typical Hispanic foods	• Discuss one's daily routine using the past tense • Using pictures identify the daily routines being shown • Create a collage about one's daily routine and talk about what one did to prepare for school/church/parties • Listen to a recording based on daily routines of a typical Spanish family and answer related questions

SCOPE OF WORK

SPANISH – GRADE ELEVEN / LEVEL 8

Sub Goal 4: Expressing Feelings, Emotions and Opinions

Standard 4: Students will be able to express and support facts and opinions, orally and in writing using more complex structures.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
4.4 Discussing health conditions	Health and Fitness - The Body - Aches and Pains and Illnesses - Remedies - Making Healthy Lifestyle choices	Vocabulario Revisit parts of the body Aches, pains and illnesses la tos, la gripe, el catarro la quemadura, la herida la picadura, el resfriado la fiebre, la diarrea, un brazo roto etc. remedies las píldora, la aspirinas las pastillas, el jarabe la crema Medical places / personnel la farmacia, el doctor el médico, la enfermera Making Healthy Lifestyle Choices hay que / debes beber agua, hacer ejercicios, etc. ¿Qué tiene (s)? ¿Qué necesita (s) hacer para ser sana? ¿Tienes algún vicio? ¿Haces bastante ejercicio_ ¿Te sientes estresado? Structures (No) Deber se+ infinitivo - Tengo dolor de... - Estar, sufrir, sentirse - Formal Imperative ¡Tenga cuidado! ¡Cuida tu salud! - Preterite/ Imperfect tense - Impersonal Verbs Culture Bahamian interest in the health care system of Cuba.	- Perform role plays dealing with ailments - Create a poster advising persons on the importance of living a healthy lifestyle - Listen to an audio of persons with different ailments and listen to the remedies for each ailment - Read for comprehension the fictitious notes of a nurse who lists all the medical problems she deals with during the day. - Perform a role play in which the patient is feeling better - Dramatize a patient in a doctor's office - Give diagnosis and advice. - Write an advertisement or commercial for a new medication. - Ask and answer questions about a calorie chart - Listen to an audio and write key points from interviews with teenagers about healthy living.

SCOPE OF WORK

SPANISH – GRADE ELEVEN / LEVEL 8

Sub Goal 2: Establishing Relationships and or Providing Information About Oneself and Others

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
2.3 Giving commands, making requests and responding to them. 3. 2 Describing school life	School Life - Classroom Instructions - Borrowing school items	<u>Vocabulary</u> - Revisit classroom commands - Revisit clothes - Revisit colours - Revisit opinions ¿Llevas uniforme? - Si tengo que llevar uniforme - No, no tengo que llevar uniforme ¿Te gusta el uniforme? ¿Qué te gustaría llevar? - Me gustaria llevar.. <u>Structure</u> - Informal and Formal Commands - The subjunctive mood and related expressions, así que, de tal forma, en consecuencia, con la intención, por lo tanto - Pensar que, Creer que - Conditional tense - Comparisons <u>Culture</u> Latin American school systems	- Participate in TPR activities based on classroom requests - Give commands to classmates - In pairs, interview classmate about his/her uniform. - Presentation: describe and express opinions about the uniform - Express likes and dislikes based on school subjects / clubs - Match photos of school supply items to a given topic - Write a list of classroom instructions - Show and tell presentation about school items. - Roleplay: Ask to borrow various items from a classmate. - As a representative of the Student Council, discuss uniform rules with the administrative team - Categorize the school's rules and discuss their appropriateness

SCOPE OF WORK

SPANISH – GRADE ELEVEN / LEVEL 8

Sub Goal 1: Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

Standard 4: Students will be able to demonstrate greater proficiency in the target language by completing extended written and oral tasks: describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
2.6 Discussing what people wear on different occasions 3.1 Using numbers, days and months in everyday situations	Shopping At Home and Abroad - Talking about Clothing - Going Shopping	Vocabulary - Revisit colors and numbers (currency) - Revisit materials and patterns - Clothing items - Types of shops Structures - Accentuation - Punctuation marks: ¡!, ¿? - Present tense forms of the verbs: vender, comprar, querer, llevar and preferir ¿Cuánto cuesta? ¿Cuánto cuestan? - Me gustaría comprar... - Me gusta / No me gusta - Es caro / Son caros - Es barato / Son baratos - Es gratis / Son gratis Culture - la mantilla - el poncho - el abanico - el sarape	- Perform a role play asking for the cost of articles of clothing - Asking for the size of clothing - Making complaints about clothing - Discussing what a person wears based on the weather - Talk about one's favorite type of clothing - Describing one's uniform - Creating a clothing magazine / brochure - Selected students participate in a fashion show and others describe the outfits

SCOPE OF WORK

SPANISH – GRADE ELEVEN / LEVEL 8

Sub Goal 1: Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

Standard 4: Students will be able to demonstrate greater proficiency in the target language by completing extended written and oral tasks: describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.3 Expressing future actions and events	Occupations and Future plans	<u>Vocabulary</u> Occupations • Revisit professions • ¿Qué quiere ser? • Quisiera ser... • Yo quiero ser • Mi trabajo a tiempo parcial • Está bastante bien pagado • No recibo mucho dinero • Ser entusiasta/ambicioso (a)/ dinámico(a) • ¿Por qué quiere ser...? • ¿Le gusta/ importa la responsabilidad/trabjar en equipo? • ¿Le importa ma el dinero o el trabajo? <u>Structures</u> • simple future tense • future tense <u>Culture</u> Identifying famous Latin American people and their respective occupations	• Class discussions on what students want to be when they finish school • Paragraph writing on future plans • Who am I? game • Play charades - where students will guess the appropriate occupation • Students will create a rap using the different occupations • State the occupations of family members • Interview a classmate about part time jobs. • Listen to interviews for job and identify the most suitable candidate • Write an letter of application in response to an advertisement • Prepare suitable answers to various interview questions.

SCOPE OF WORK

SPANISH – GRADE ELEVEN / LEVEL 8

Sub Goal 2: Establishing Relationships and or Providing Information About Oneself and Others

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
2.2 Seeking and giving information about origin and nationality	Home Town and Country and Geographical Surroundings	Vocabulary • Places in Town - la iglesia - la escuela - la biblioteca - el centro comercial - el cine - el museo - el zoológico - la estación de la policía - la estación de trenes - el polideportivo - la tienda de... • Directional phrases - a la izquierda de, a la derecha de - sigue todo recto, doble a la izquierda, doble a la derecha, toma la primera a la derecha, toma la primera a la izquierda, toma la segunda a la derecha Esta.... Structures • The verb Estar – to be • Prepositional phrases • de + el = del • de + la = de la • a + la = al • a + la = a la	• Creating a brochure of one's hometown in Spanish • Creating a map of a town • Map-work, practicing giving directions from a map • Create a role play during which a resident gives directions to a tourist • Creating an advertisement showcasing the islands of The Bahamas

SCOPE OF WORK

SPANISH – GRADE ELEVEN / LEVEL 8

Sub Goal 2: Establishing Relationships and or Providing Information About Oneself and Others

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
2.3 Giving commands, making requests and responding to them 3.5 Locating places, objects and persons	Travel	Vocabulario • Revisit modes of transportation • airport setting • hotel setting • sightseeing el aeropuerto, el avión, la agencia de viajes, confirmar el vuelo, hacer la maleta, ir de vacaciones, llamar a, viajar, la oficina de turismo, la parada de autobús, tomar un taxi, a la izquierda, a la derecha, el boleto/ billete, el boleto (billete) de ida y vuelta, en efectivo, el cheque, la tarjeta de crédito, etc. Structures • Por favor, ¿Dónde queda...? • ¿Dónde está...? • Commands • Prepositions • Present and Past Tense • Direct Object Pronouns • Indirect Object Pronouns • Tomar, pasar, subir, bajar, cruzar, doblar • Está situada/ubicado • Está prohibido • Acercarse, regresar, salir, perderse, estacionar. • No se permite Culture Places of interest in the Spanish speaking world e.g el Prado museum, Madrid Spain	• Write an email to a friend explaining what he/she should expect while traveling through an airport. • Create a Spanish brochure for a country • Watch a video about someone in a travel agency/on vacation and answer questions based on the video. • Role play: Pretend to be a lost tourist. Ask for directions. • Ask and give the location of historical buildings, parliament, airport, restaurants and touristic sights, • Create a brochure citing the exact location of prominent historical sites and tourist attractions. • Locate road signs and interpret them • Participate in a tour of the city and discuss places of interest

SCOPE OF WORK

SPANISH – GRADE ELEVEN / LEVEL 8

Sub Goal 5: Exploring Cultural Practices and Perspectives

Standard 4: Students will be able to examine library materials and discuss traditions within Hispanic communities.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
5.1 Discussing the Geography Customs, Traditions and beliefs of Hispanic Countries.	Holidays and Festivals	Vocabulario • Telling the date • Birthdays • Special Days • Holidays and Festivals la navidad, la posada, la nochevieja, el año nuevo, los reyes magos, las fallas, el carnaval, la feria, la semana santa, la romería, el día de los muertos, la tomatina, San Fermín La sardana, el flamenco, la zarzuela, la salsa, el tango, el merengue, la rumba, el cha cha cha, el mambo, música mariachi, música gauchesca, música andina Structures • ¿Cuándo tiene lugar? • ¿Qué pasa durante....? • Describa lo que pasa durante... • ¿De dónde viene...? Culture • La quinceañera	• Watch videos about the different Hispanic Festivities • Discuss the festivities that occur during the Christmas holidays in Hispanic countries • Talk about the activities that occur before and after Easter (Holy Week) • Compare the customs in Hispanic countries with those in The Bahamas.

SCOPE OF WORK

SPANISH – **GRADE ELEVEN/ LEVEL EIGHT**

SUGGESTED ASSESSMENT TECHNIQUES AND SUGGESTED RESOURCES

SUGGESTED ASSESSMENT	SUGGESTED RESOURCES
• Spelling tests • Oral and Aural exercises and drills • Oral Presentations • Listening comprehension exercises • Dictations • Sentence Completion • Creating a brief descriptive passage • Reading comprehension • Unscrambling words • Matching exercises • Dialogue Completions • Sentence creations • Word sorting activities • Cloze Tests • Multiple choice questions • Open-ended questions • Free composition	<u>MAIN TEXT BOOKS AND RESOURCES</u> • ¡Avancemos! (Holt, McDougal)– Book1 and Book 2 textbook, Videos, CDs and Transparencies • ¡Listos! (Heinemann)– Book Two Verde and Book Two Rojo textbooks, CDs, Tapes, Flashcards and Transparencies • ¡Listos! (Heinemann) – Book Three Verde and Book Three Rojo textbooks, CDs, Tapes, Flashcards and Transparencies • ¡Ven Conmigo! (Holt, Rinehart & Winston))– Book 1 and Book 2 textbooks, DVD, CDs and Transparencies <u>SUPPLEMENTARY TEXTBOOKS</u> • ¡Arriba! (Heinemann) – Book 1 and Book 2 • Muy Bien (Double R Publishing) Level E • Nuevos Amigos (Harcourt, Brace) • Vaya Nuevo (Nelson)– Book 2 <u>OTHER MATERIALS</u> • Spanish English/ English Spanish Dictionary • Cue Cards • Flash Cards • Spanish Bingo • Spanish Scrabble • 2010 Resource Manual for Spanish curriculum guidelines

TOPICS FOR THE YEAR

SPANISH – **GRADE TWELVE** / LEVEL 9

1. ☐ *Tourism and Travel (essential services and emergencies)*
2. ☐ *Free Time and Leisure Activities*
3. ☐ *Health and Fitness*
4. ☐ *Technology*
5. ☐ *Shopping at Home and Abroad*
6. ☐ *Eating and Drinking*
7. ☐ *Employment, Unemployment*
8. ☐ *Future Career Plans*
9. ☐ *The Natural and Man Made Environment*
10. ☐ *Festivals and Special Occasions At Home and Abroad*

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 3: Seeking and Responding to Information About The World Around Them

Standard 5: Students will be able to attain a high proficiency in communication, through an exchange diverse facts and expressions.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
3.9 Discussing and Comparing Tourism at Home and Abroad	Tourism and Travel	<u>Vocabulary</u> • Travel el pasaporte, la maleta, el la catedral, la fuente, la Puente, la iglesia, el museo, la playa, el cine, el centro, el centro comercial, el hotel El aire acondicionado, el céntrico, la habitación, el billete de ida y vuelta • Travel Agency • Airport • Hotel • Complaints • Essential services • Emergency situations (fire, robbery) <u>Structures</u> • Present Tense • Past Tense • Future Tenses • Simple Future (ir + a) • Compound future • Verbs: visitor, ver, viajar, nadar, andar, caminar <u>Culture</u> • Popular touristic sites in Spanish Speaking countries	• Create a post card describing a visit to another country • Describe an emergency situation while on vacation. • Complete True or False situations based on Tourism and Travel • Write compositions describing a travel experience

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 3: Seeking and Responding to Information About The World Around Them

Standard 5: Students will be able to attain high proficiency in communication, through an exchange of diverse facts and experiences.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
3.2 Describing School Life	School Life / Routine	Vocabulary • Revisit modes of transportation • Timetable • School uniform • school supplies • school subjects • opinions of school subjects • time • extra- curricular activities • Revisit emotions and feelings • ¿Estas estresado(a) con los exámenes? • Me entiendo bien/mal con... • Estoy estresado (a) porque-- • No me entiende (n) • (No) tengo ganas de ... • ... estudiar • ¿Qué voy a hacer? Structures • Present Tense • Preterite Tense • Imperfect Tense • En mi opinion... • ¿A qué hora...? • ¿Qué hace...? • ¿Qué hiciste? • ¿Cuánto tiempo dura...?	• Draw and fill in a weekly time table. • Look at photos and name the extracurricular activities being shown • Create a schedule • Fill out a questionnaire about school programs • Complete an oral presentation about one's school • Make a list of activities done after school and give opinions about them • Roleplay: Ask a classmate to borrow various items • Describe one's uniform and give one's opinion • Presentation on what schools would be like in the future • Interview: Ask and answer questions about school timetables • Interview a classmate about his/her problems at school • Answer true or false about a text based on activities in a school in Latin America

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 4: Expressing Feelings, Emotions and Opinions

Standard 5: Students will be able to demonstrate a high level of proficiency using a full range of vocabulary and structures to discuss various points of view.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
2.1 - Giving commands, making requests and responding to them 4.1 Describing States and Conditions (Emotional and Physical)	Health and Fitness	<u>Vocabulary</u> - Parts of the body and Internal organs: pulmones, cerebro, corazón, garganta, sangre, oídos, lengua, músculos, labios, órganos, encías, esqueleto, venas, riñones, etc. Aches, pains and Illnesses Remedies Imperative forms of verbs to give advice and indicate dosage Tome unas aspirinas, Aplíquese esta crema, Quédese en la cama, Vaya al medico Tome este jarabe dos veces al día Use of Infinitives and imperatives Comer cosas ligeras, guardar cama, tomar muchos líquidos <u>Structures</u> - Talk about Health related situations and problems - Discuss ailments, illness, accidents, and ways of prevention - Making healthy lifestyle choices - Utilize the verbs ponerse, triste, furioso, dolerse, hacerse, rico, bueno, malo, volverse loco <u>Culture</u> Natural remedies used in Spanish-speaking countries	- Match ailments with remedies - Read directions in Spanish for medication - Read instructions for over-the-counter drugs - Role play, at the doctor's office - Arrange remedies in sequential order - Design an advertisement for medicines - Complete sentences / phrases with hay, tiene que, haya, había - Express changes in verbs when followed by adjectives and certain nouns, (ponerse, hacerse, volverse) - Read about ways to stop smoking and answer the relevant questions - Ask and answer questions on medicines and remedies - Talk about a visit to the doctor's office.

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 3: Seeking and Responding to Information about the World Around Them

Standard 5: Students will be able to attain high proficiency in communication, through an exchange of diverse facts and experiences.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
3.7 Exploring the future and the world of work	Technology	Vocabulary • Un portátil • Un móvil • El correo basura • Los sitios de redes sociales • Un reproductor de mp3 • ¿Te conectas mucho a Facebook? • ¿Cuáles son las (des)ventajas del internet? • ¿utilizas tu móvil mucho? • ¿Qué piensas de la tele por satélite? • ¿Tienes un reproductor de mp3? • ¿Qué te parece? • Descargar música • Mandar correos electrónicos • Chatear • Hacer compras por Internet Structure • Time factors – paso muchas horas, todos los días, de vez en cuando • Comparatives • Present, Past and Future tenses. • Para + Infinitive Culture: • The use of technology in Latin American countries.	• Write a list about the advantages and disadvantages of technology • Presentation on the impact of social media • Research popular text lingo • List how technology will affect the future. • List the impacts that technology has had on the teaching/learning of • Match verbs with the activities/ definitions • Watch a popular video using the internet and answer relevant questions • Discuss how you think technology will affect future job opportunities.

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 1: Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

Standard 5: Students will be able to sustain detailed oral and written exchanges, express subtleties of the target language, and develop proficiency using a variety of authentic materials and a wide range of vocabulary, idiomatic expressions, structures, tenses and moods.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.4 Expressing past actions and events	Shopping at Home and Abroad - Making requests - Requesting reimbursement / exchange - Lodging complaints about purchases	Vocabulary - Revisit types of clothing, colors, numbers 0 – 1,000 Sizes la talla, el tamaño, (ropa) grande, mediano/a, pequeño/a Materials algodón, tela tejana, casimir, gasa, pana, gabardina, encaje, cuero, hilo, lana, lino, ruso, seda, gamuza, tafetán, terciopelo, ruso, flanela, ejido de punto Describing Clothing Styles ajustado / ajustada, ancho / ancha, elegante, largo, corto, mediano, estampado de leopardo, con adornos, de flores, de rayas, de cuadros, de puntos, de mangas largas / cortas, con capucha, de tubo, a media pierna - Expressions indicating the Past: el año pasado, el fin de semana pasada, ayer etc. - Making complaints Fue demasiado grande / pequeño / pequeña, Fue muy corto / corta, Tuve otro / otra igual, Estuvo roto / estropeado / estropeada / rasgado / rasgada, No funcionó, Hubo un agujero / una mancha, Le faltó un botón, No le gustó a mi madre / hermano etc. Structures - Preterite of Regular and Irregular verbs (querer, devolver, cambiar) Culture Use of the metric system to express sizes	- Role Play between customer and manager / store clerk complaining about goods purchased - Write a letter of complaint about articles of clothing purchased and request a reimbursement - Extract information from a recording about items purchased, the problem encountered and the result (whether reimbursement / exchange)

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 5: Exploring Cultural Practices and Perspectives

Standard 5: Students will be able to demonstrate an appreciation of distinctive viewpoints through the study of a foreign language.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
5.5 - Comparing and Contrasting Products, Goods and Services of Hispanic Countries	Eating and Drinking	<u>Vocabulary</u> • Fruits • Vegetables • Food • Describing Food • Drinks • The Table setting and utensils • Meal Times More about the verb Gustar Negation Stem Changing Verbs (pedir, server) Useful vocabulary primero, luego, después, entonces, finalmente <u>Structures</u> • Adjectival agreement • Talk about food situations • Ordering meals in a restaurant • Shopping for Foods • Follow recipes <u>Culture</u> • Platos hispanos • Los restaurantes • Tapas	• Order / Select your favorite Food/ Drink / Meal from a list given • Make enquiries on how often people eat certain foods on a list • Interview a friend / family member asking about their favorite eating places • Give definitions of food items from a list of words or sentence structures given on a list • Look for the errors in a paragraph or sentences • Give ingredients for preparing conch salad etc. • Create a grocery list

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 1: Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

Standard 5: Students will be able to sustain detailed oral and written exchanges, express subtleties of the target language, and develop proficiency using a variety of authentic materials and a wide range of vocabulary, idiomatic expressions, structures, tenses and moods.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
1.3 Expressing Future Actions and Events.	Employment, Unemployment	Vocabulary - Se busca una persona, chico/ hombre - Se necesitan chicos/ chicas/ hombres/ mujeres - Requisitos - Experiencia - Calificaciones - Buena presencia e informes - Dominio de francés e inglés - Interesados present tense - Interesados escribir - En + time el curriculum vitae / el resumé nombre, apellido, dirección, teléfono, fecha de nacimiento, nacionalidad, ciudadanía, estado civil, salud, estudios, honores, experiencia de trabajo, referencias Solicitud de trabajo / empleo - Puesto que desea - Horas de trabajo - Apellidos, nombre dirección (calle, ciudad, zona postal), teléfono, fecha de nacimiento, recomendaciones, referencias Structure Cuando + subjective: Cuando salga del colegio, cuando sea mayor, cuando tenga treinta años	- Complete a questionnaire - Complete a job application form - Read advertisements for job vacancies and create/write a similar advertisement - Create a resumé - Read advertisements and match data with applicants who possess the right qualities - Write a 70 – 100 word essay about their long term plans.

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 1: Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

Standard 5: Students will be able to sustain detailed oral and written exchanges, express subtleties of the target language, and develop proficiency using a variety of authentic materials and a wide range of vocabulary, idiomatic expressions, structures, tenses and moods.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
1.3 Expressing Future Actions and Events	Future Career Plans	Vocabulary • Professions • Places in Town • Revisit Jobs • Revisit school subjects • Revisit Opinions • ¿Qué harás el año que viene? • ¿Qué harás cuando termines tus estudios? • (No) voy a seguir estudiando/ estudiar más. • Voy a un colegio para hacer unos cursos de formación profesional • Me gustaría tomar un año de descanso para viajar antes de ir a la universidad • Preferiría buscar un empleo Structures • And (y/e) or (o/u) • Future and Conditional Tenses • quería, me apetecería, me encantaría, quisiera, me gustaría ser, trabajaré, iré, continuaré, me casaré, (no) tendré hijos, seré rico / rica, Use of the subjunctive Cuando salga del colegio...	• Identify different career options and state what each job requires one to do. • Create a collage to describe one's future plans and make an aural presentation to the class. • Listen to various students describe their future goals. Answer Questions • Match opinions about subjects with suitable professions, match short statements with personal accounts of job and career aspirations • Speak for a minute, giving opinions about academic subjects • Reply to an email about discipline in the school giving opinions • Answer questions in English about the Spanish school system • Interview classmate about future study plans. • Oral presentation on future career giving reasons why they chose that future career.

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 3: Seeking and Responding to Information about the World Around Them

Standard 5: Students will be able to attain high proficiency in communication, through an exchange of diverse facts and experiences.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
3.6 - Describing geographical surroundings, the natural environment and conversation	The Natural and Man Made Environment Describing environmental problems and solutions	Vocabulary • Revisit names of major countries • Points of the compass (norte, sur, este, oeste, noreste, noroeste, sudeste, suroeste) • Vocabulary for animals, • Vocabulary related to nature (desastre, maravilla, peligro, industrializado, agricultura, clima, tropical, próximo, inventa, tormenta, terremoto, huracán, incendio) • ¿Qué se puede / se debe hacer por el medio ambiente • Se deben reciclar botellas y papel • Apagar las luces • Desenchufar los electrodomésticos / comprar productos ecológicos. • ¿Qué haces por el medio ambiente? • ¿Cómo sería tu mundo ideal? • Coches eléctricos • Gases cancerígenos Culture Environmental concerns for Latin American countries	• Describe their country's geography, landscape and natural features • Find words associated with landscape and match the words to its definition • Label features on a map • Answer questions based on illustrations depicting life on the farm vs. city • Brainstorm about local environmental problems in one's hometown • Illustrate environmental problems with Spanish captions. • Give a presentation on one's ideal world • Complete a form using the future tense to state what one will do to care for the environment

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 3: Seeking and Responding to Information About the World Around Them

Standard 5: Students will be able to attain high proficiency in communicating through an exchange of diverse facts and experiences.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
3.9 Discussing and Comparing Tourism at home and abroad 5.4 Exploring the Literary, Cultural and Political Aspects of Hispanic Countries	Holidays, Festivals and Special Occasions At Home and Abroad	<u>Vocabulary</u> Revisit: Hispanic names of people, Place of birth, Date of Birth, Nationalities, Days of the Week, Months of the Year Seasons, Numbers, Time Telling the Date • Special Days La Navidad, El Año Nuevo, Pascuas, el día de la acción de gracias, el día de las madres, el día de los padres el día de San Valentín/ el día de los enamorados, el día de la independencia de las Bahamas/de los Estados Unidos (E.E.U.U.), la Nochebuena, la Nochevieja <u>Structure</u> • ¿Qué hiciste para tus cumpleaños? • Ans: Tuve una fiesta. Bailé, comí pizza, y canté karaoke • ¿Qué hiciste para tus vacaciones de Navidad? • Ans: Fui a Miami, fui de compras y visité museos <u>Culture</u> • Spanish Holidays and Events	• Fill out Immigration Cards • Complete an application • Dialogue, ¿Dónde vives? • Ask questions based on a correspondence • Interview peers on the topic “¿Qué te gusta hacer?” • Select the correct form of verbs to complete sentences / phrases • Select the correct answer for exercises • Express likes and dislikes using gustar + infinitives • Describe national pastimes • Highlight aspects of The Bahamian Junkanoo Festival • Using pictures, show students various activities that can be done during various holidays and create sentences

SCOPE OF WORK

SPANISH – GRADE TWELVE / LEVEL 9

Sub Goal 2: Establishing Relationships and / or Providing Information About Oneself and Others

Standard 5: Students will be able to apply knowledge and skills to respond to and relate extended oral and written communication.

COMMUNICATIVE OBJECTIVE	TOPICS	VOCABULARY / STRUCTURES / CULTURE	SUGGESTED ACTIVITIES
2.6 Discussing what people wear on different occasions.	Festivals and Special Occasions At Home and Abroad	<u>Vocabulary</u> • Special Occasions la boda, la fiesta, la iglesia, la gran fiesta, la graduación, el banquete, el funeral, el baile de gala (prom) <u>Structure</u> • Placement and Agreement of Adjectives • Use of color when describing clothing - light or dark – una camisa roja oscura / el bañador rojo oscuro • Use of “de” before materials • Present, future, past tense of llevar / usar/ ponerse/preferir <u>Culture</u> • Hispanic fashion designers • Open air – markets • Murals by Diego Rivera	• Collect clothing and other items and describe what they are made of • Stage a typically Hispanic fashion show . • Create and design leaflets to advertise goods sold in stores • Role play scenes between sales-clerks, and customers in which purchases are made • Listen to conversations between sales clerks and customers and extract information • Describe the outfits a couple would wear to a school prom

SCOPE OF WORK

SPANISH – **GRADE TWELVE**/ LEVEL NINE

SUGGESTED ASSESSMENT TECHNIQUES AND SUGGESTED RESOURCES

SUGGESTED ASSESSMENT	SUGGESTED RESOURCES
• Spelling tests • Oral and Aural exercises and drills • Oral Presentations • Listening comprehension exercises • Dictations • Sentence Completion • Creating a brief descriptive passage • Reading comprehension • Unscrambling words • Matching exercises • Dialogue Completions • Sentence creations • Word sorting activities • Cloze Tests • Multiple choice questions • Open-ended questions • Free composition	<u>MAIN TEXT BOOKS AND RESOURCES</u> • ¡Avancemos! (Holt, McDougal)– Book1 and Book 2 textbooks, Videos, CDs and Transparencies • ¡Listos! (Heinemann)– Book Two Verde and Book Two Rojo textbooks, CDs, Tapes, Flashcards and Transparencies • ¡Listos! (Heinemann) – Book Three Verde and Book Three Rojo textbooks, CDs, Tapes, Flashcards and Transparencies • ¡Ven Conmigo! (Holt, Rinehart & Winston)– Book 1 and Book 2 textbooks, DVD, CDs and Transparencies <u>SUPPLEMENTARY TEXTBOOKS</u> • ¡Arriba! (Heinemann) – Book 1 and Book 2 • Muy Bien (Double R Publishing) Level E • Nuevos Amigos (Harcourt, Brace) • Vaya Nuevo (Nelson)– Book 2 <u>OTHER MATERIALS</u> • Spanish English/ English Spanish Dictionary • Cue Cards • Flash Cards • Spanish Bingo • Spanish Scrabble

REFERENCES FOR RESOURCES

- ¡Avancemos! **Book 1** textbook, Holt, McDougal (Houghton Mifflin Harcourt Publishing Company)
- ¡Avancemos! **Book 2** textbook, Holt, McDougal (Houghton Mifflin Harcourt Publishing Company)
- ¡Listos! – **Book One** textbook Ana Kolkowska and Libby Mitchell (Heinemann)
- ¡Listos! – **Book Two Verde** textbook, Ana Kolkowska and Libby Mitchell (Heinemann)
- ¡Listos! **Book Two Rojo** textbook, Ana Kolkowska and Libby Mitchell, (Heinemann)
- ¡Listos! – **Book Three Verde** textbook, Leandra Reed, (Heinemann)
- ¡Listos! – **Book Three Rojo** textbook, Michael Calvert, (Heinemann)
- ¡Ven Conmigo! **Book 1** textbook, (Holt, Rinehart & Winston)
- ¡Ven Conmigo! **Book 2** textbook, (Holt, Rinehart & Winston)

RESOURCES

TOPICS OF STUDY AND SUGGESTED RESOURCES AND PAGES

TOPIC	SUGGESTED RESOURCES AND PAGES
Personal Information	¡Avancemos! Book One pages 10 – 11, 166, 390, 400 ¡Listos! – Book One page: 6, 10, 12
Introducing Oneself Family and Friends	¡Listos! – Book Three <u>Verde</u> page: 10 ¡Listos! – Book Three <u>Rojo</u> page 8
School Life and School Routine	¡Listos! – Book One page: 44 – 54 ¡Listos! – Book Three <u>Verde</u> pages: 22 – 25 ¡Listos! – Book Three <u>Rojo</u> pages: 20 - 28
House and Home Life	¡Avancemos! Book One page: 248 ¡Listos! – Book Three <u>Verde</u> page: 12 ¡Listos! – Book Three <u>Rojo</u> page 12
Daily Routine	¡Avancemos! Book Two page: 114 ¡Listos! – Book Three <u>Verde</u> page: 26 ¡Listos! – Book Three <u>Rojo</u> page 26
Household Chores	¡Avancemos! Book One page: 272 ¡Listos! – Book Three <u>Verde</u> page: 72 ¡Listos! – Book Three <u>Rojo</u> page 82
Hobbies and Pastimes Plans for the Weekend, Free Time and Leisure Activities	¡Avancemos! Book One page: 434 ¡Listos! – Book Two <u>Verde</u> page: 76 ¡Listos! – Book Two <u>Rojo</u> pages 78 ¡Listos! – Book Three <u>Verde</u> page: 96 ¡Listos! – Book Three <u>Rojo</u> page 11
Eating and Drinking	¡Avancemos! Book One pages: 32, 138 ¡Avancemos! Book Two page: 276 ¡Listos! – Book Two <u>Verde</u> page: 24 - 37 ¡Listos! – Book Two <u>Rojo</u> page 24-34
Health and Fitness	¡Avancemos! Book One page: 324 ¡Listos! – Book Two <u>Verde</u> page: 92 ¡Listos! – Book Two <u>Rojo</u> page 96

The Weather and Seasons	¡Listos! – Book One page: 90-91, 124 ¡Listos! – Book Three <u>Rojo</u> pages 17
Shopping at Home and Abroad	¡Avancemos! Book One page: 192 ¡Avancemos! Book Two page: 142, 168 ¡Listos! – Book Two <u>Verde</u> page: 42, 90 - 93 ¡Listos! – Book Two <u>Rojo</u> page 42, 96 – 101, 104 - 107
Occupations and Future Plans	¡Avancemos! Book Two page: 38, 444 ¡Listos! – Book Three <u>Verde</u> page: 61, 122 - 129 ¡Listos! – Book Three <u>Rojo</u> page 136
Employment and Unemployment	¡Avancemos! Book Two page: 446 ¡Listos! – Book Three <u>Verde</u> page: 122 - 132 ¡Listos! – Book Two <u>Rojo</u> page 136 – 144
Tourism and Travel	¡Avancemos! Book Two page: 36 – 45 ¡Listos! – Book Two <u>Rojo</u> page: 62-69 ¡Listos! – Book Three <u>Verde</u> page: 64 - 67
My Hometown and Country	¡Avancemos! Book One page: 20 ¡Listos! – Book One page: 28, 80 - 88 ¡Listos! – Book Three <u>Verde</u> page: 40 - 41
Holidays and Festivals	¡Avancemos! Book One page: C2 – C24
Natural and Man Made Environment Geographical Surroundings	¡Avancemos! Book One page: 192 ¡Avancemos! Book Two page: 420 - 437 ¡Listos! – Book One page: 84 - 89 ¡Listos! – Book Three <u>Verde</u> page: 118 - 119 ¡Listos! – Book Three <u>Rojo</u> page 132 - 133

APPENDICES

EXAMPLES OF CURRICULUM LINKS WITH SPANISH

Communicative Objectives	Interdisciplinary Links	Instructional Connections
2.2 - Seeking and giving information about origin and nationality	History	Discuss citizenship and the responsibilities of all citizens to their countries
2.4 – Identifying and describing parts of the body	Art	Create colorful and exaggerated facial masks and describe them in Spanish orally and in writing.
3.1 – Using numbers, days and months in everyday situations	Mathematics / Accounts / Commerce	Calculate the exchange rate from dollars to pesos and from dollars to Euros for the purpose of shopping
3.2 - Describing school life	Music	Sing Spanish song / create a rap about subjects studied at school.
3.4 – Distinguishing seasons of the year and weather conditions	Geography	Discuss the phenomenon El Niño / La Niña
3.9 – Discussing and comparing Tourism at Home and Abroad	Tourism Studies	Write and list some suggestions that can be included in The Bahama Host Programme to assist Hispanic Visitors
5.1 – Discussing the Geography, Customs, Traditions and Beliefs of Hispanic Countries	Religious Studies	Compare the activities of Holy Week in The Bahamas with those activities during “Semana Santa” in Spain and Latin America
5.3 – Comparing and contrasting products, goods and services of Hispanic Countries	Commerce Economics	- Name the products that are imported to The Bahamas from Latin American Countries - Discuss the importance of the Panama Canal for the transshipment of goods in and out of Latin America - List the products that drive the Latin American economies, ie: Oil in Mexico and Venezuela, the Garment Industry of Central America as well as the Banana Production of Central America

PROPOSED FORMAT

Formative and Summative Assessments – Junior High

Skill	Weighting	Duration	Type of Assessment
Paper One Speaking	Continuous Assessment 25%	Continuous Assessment	• Questions / Responses • Role Plays • Dialogues • Interviews • Descriptions of visual stimuli and pictorials • Oral presentations
Paper Two Listening	25%	35 Minutes	• Open-ended questions • Grid completion • Objective questions (True or False) • Multiple choice • Question Completions • Dictations/ Spot Dictation • Sequencing of Events • Extracting Information and ideas • Interpreting information
Paper Three Reading	25%	45 Minutes	• Multiple choice • Sequencing • Matching questions • True / False Questions • Questions/ Responses in English and Spanish • Interpreting Signs, Announcements, Headlines, Recipes, Lists, Passages, etc.
Paper Four Writing	25%	60 Minutes	• Completing dialogues (cloze passages) • Writing messages and cards • Creating advertisements • Sentence Completion • Writing lists, menus, diary entries, postcards, letters, sentences, compositions or essays

DEPARTMENT OF EDUCATION

NAME OF SCHOOL

LESSON PLAN FORMAT

Name of Teacher: _____

Date: _____

Subject: _____

Topic: _____

Grade: _____ Number of Students: _____

Ability Level: _____

Duration of lesson: _____

- **Communicative Objectives** – What you expect students to achieve after a series of lessons.
- **Lesson Objectives** – What you expect students to achieve at the end of the lesson.
- **Prior Knowledge** - Basic knowledge students need to move to the next level for a particular concept/skill.
- **Resources**- Materials needed for lesson.
- **Curriculum Links** - See examples in the appendices of this document **EXAMPLES OF CURRICULUM LINKS WITH SPANISH**
- **Introduction** - Stimulus to get students' involvement in the lesson.
- **Cultural Integration** - Relevant inclusion of Hispanic Cultural Component into the lesson

CONTENT

- **Structure** - See scope of work for examples
- **Cultural Component** - See scope of work for examples
- **Vocabulary** - See scope of work for examples
- Development of Lesson-Clear sequencing of **Teachers' Activities** and **Students' Activities**
- **Conclusion** - Recapping the lesson's objectives involving the students
- **Evaluation** - What worked well, what did not work well and why it did not work

PRAYERS

Bendice Señor

Bendice Señor ayúdanos y protege
Las hermosas islas de Las
Bahamas

Bendice y protege Señor
A tus hijos que viven
Desde Inagua hasta Grand
Bahama

Bendice y protege Señor
Las maravillas del mar,
Los arrecifes, los peces,
Las langostas y el cambute.

Bendice y protege Señor
Las riquezas de nuestros
bosques, los cangrejos,
las aves y los jabalies.

Bendice y protege Señor
A todos los estudiantes de
Las Bahamas y ayúdanos a
construir mejor mañana

Bendice y protege Señor
Las hermosas islas de
Las Bahamas

The Lord's Prayer

Padre nuestro que estás en Señor
el cielo santificado sea tu nombre
Venga tu reino
Hágase tu voluntad
En la tierra como en el cielo
Dáanos hoy el pan de este día
Y perdona nuestras deudas
Como nosotros perdonamos
a nuestros deudores
Y no nos dejes caer en la
tentación
Sino que libráanos del mal
Amen

Grace Before Meals

Por lo que vamos a recibir
Que nuestro Dios nos haga
Verdaderamente agradecidos
Amen

(This prayer in the form of a poem “**Bless and Protect, O Lord, the Beautiful Islands of The Bahamas**” was written in **2002** by **Alberto Villegas Soto** of **Costa Rica**. He taught Spanish at Central Andros High School in Andros for three years. His students recited this prayer at CULTURAMA 2002)

COMMON PROVERBS

1.	Cuatro ojos ven más que dos	–	Two heads are better than one
2.	De tal palo, tal astilla	–	Like father like son, (A chip off the old block)
3.	Más vale tarde que nunca	–	Better late than never
4.	Ver es creer	–	Seeing is Believing
5.	Sobre gustos no hay disputa	–	Everyone to his own taste
6.	Querer es poder	–	Where there is a will there is a way
7.	Perro que ladra no muerde	–	A barking dog doesn't bite
8.	Ojos que no ven, corazón, que no siente	–	Out of sight, Out of mind
9.	No se ganó Zamora en una hora	–	Rome wasn't built in a day
10.	No hay rosa sin espinas	–	There is no rose without thorns
11.	El mandar no quiere par	–	Too many cooks spoil the broth
12.	Dime con quién andas y te dire quién eres	–	Birds of a feather flock together
13.	No hay mal que cien años dure	–	Time heals all wounds
14.	Más vale pájaro en mano que cien volando	–	A bird in the hand is worth two in the bush
15.	No es oro todo lo que reluce	–	All that glitters is not gold

(Spanish Two Years, Amsco School Publications)

SUGGESTED WEBSITES

References:

- **Word Reference:** www.wordreference.com
- **The Spanish Forum:** <http://www.thespanishforum.com/spanish-grammar-exercises>

Resources:

- **Spanish 4 Teachers:** <http://www.spanish4teachers.org/>
- <http://zachary-jones.com/zambombazo/> (Authentic text, videos and useful activities)
- **Avancemos Textbook resources:** www.classzone.com
- **Tes:** www.tes.co.uk (worksheets, PowerPoint)
- **Videos Ele:** www.videoele.com/zona_profesores.html
- **Online Resources:** www.iteachspanish2.com
- **Fun Learning Spanish:** www.fun-learning-spanish.com/
- **Light Bulb Languages:** <http://www.lightbulblanguages.co.uk/resources-startersplenaries-sp.htm>

Youtube Channels:

- **The Spanish Dude:** www.youtube.com/user/gringoespanol
- **Sergi Martin Spanish:** www.youtube.com/user/SergiMartinSpanish
- **Learn Spanish Like Crazy:** <http://www.youtube.com/playlist?list=PLA76EEE152731330B>
- **SpanishDict:** <http://www.youtube.com/user/SpanishDict>
- **SpanishPod101:** <http://www.youtube.com/user/spanishpod101/videos>
- **Señor Jordan:** <http://www.youtube.com/user/tontitofrito>
- **Professor Jason Spanish:** <http://www.youtube.com/user/languagenow>

Blogs:

- **Fun for Spanish Teachers:** www.funforspanishteachers.blogspot.com
- **Flipping my Spanish Classroom:** <http://spanishflippedclass.blogspot.com.es/>