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**Bahaamas Ministry of Education, Science and Technology - Primary Spanish Curriculum 2017**
MESSAGE FROM THE MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY

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
MESSAGE FROM THE DIRECTOR

The Commonwealth of The Bahamas is fast becoming home to a diverse student population. The Caribbean Community (CARICOM), in 2006, recognising our regional need for competence in Spanish, secured the assistance of the Organisation of States (OAS) for a project to enhance the teaching and learning of Spanish at the primary school level in all CARICOM Anglophone countries.

Given our geographical location, Bahamian citizens, in particular, need to develop competencies in Spanish language in order to cultivate positive partnerships with future allies, clients, co-workers and friends. This 2017 Primary Spanish Curriculum Guidelines document provides a clear vision of what students should know and be able to do in the target language. The document’s Scope and Sequence and Scope of Work provide teachers with standards, objectives, activities, assessment tools and resources that will ensure that primary school students develop proficiency in the Spanish language, while at the same time developing cultural literacy.

The Bahamas Department of Education is pleased to present this Primary Spanish Curriculum Guidelines document, which is designed to promote the implementation of twenty-first century foreign language teaching.

Based on sound research, comparative analysis and best classroom practices, this third edition of the Primary Spanish Curriculum Guidelines will enable students, teachers, administrators and parents to strengthen the teaching and learning of Spanish in government and independent primary schools throughout the archipelago.

Lionel K. Sands (Mr.)
Director of Education
ACKNOWLEDGEMENTS

The revision of the 2017 Primary Spanish Curriculum Guidelines would not have been possible without the hard work and dedication of a number of committed teachers, officers and administrators. The Modern Languages Unit is especially grateful to the members of the Curriculum Committee for the successful revision of this document.

**CURRICULUM WRITERS**

Ms. Maria Seymour  
Senior Education Officer  
Department of Education

Ms. Kathia Anderson  
Spanish Teacher  
Ridgeland Primary School

Mrs. Dulcie Armbrister  
Spanish Teacher  
Carlton Francis Primary School

Ms. Rosa Bailón-Paz  
Spanish Teacher  
Sadie Curtis Primary School

Mrs. Roxani Palacios  
Spanish Teacher  
Carmichael Primary School

Mrs. Renea Jones-Pennerman  
Spanish Teacher  
Cleveland Eneas Primary

Mrs. Vielka Vanhorn-Wood  
Spanish Teacher  
Uriah McPhee Primary School

The document would not have been completed without the technical expertise and support of the following:

Ms. Serethea Clarke  
Deputy Director (Curriculum and Instruction)  
Department of Education

Ms. Verona Seymour  
Former Assistant Director (Primary Curriculum)  
Department of Education

Mr. Haldane Chase  
Chair (School of Communication & Creative Arts)  
The College of The Bahamas

Additionally, we wish to express special gratitude to stakeholders who provided the team with invaluable input. We particularly appreciate the contributions of all of the primary school teachers of Spanish, in government as well as independent primary schools throughout the islands of The Bahamas, who so willingly gave of their time, knowledge and skills.
MISSION STATEMENT

The mission of the Ministry / Department of Education is to provide all persons in The Bahamas with an opportunity to receive an education that will equip them with the necessary beliefs, attitudes and skills required for work and life in a democratic society, guided by Christian values.

MODERN LANGUAGES UNIT

VISION

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

MISSION STATEMENT

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

BELIEF STATEMENTS

We believe that:
1. Language and culture are inseparable.
2. Modern Languages skills are necessary for global communication and 21st century citizenship.
3. Modern Languages instruction provides students with an improved awareness of their own language and culture.
4. Modern Languages programmes guide students into an increased awareness and appreciation of their traditions, customs, and values as well as those of Hispanic countries.
5. Teaching processes that help to reduce students’ language performance anxiety and strengthen motivation will enhance learning opportunities.
6. Proficiency in Modern Languages enhances self-confidence, improves academic achievement, heightens creativity and sharpens mental flexibility.
RATIONALE

The reality of globalisation has placed 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 because it is at the heart of the human experience.

To be linguistically challenged at this time in our development is a disadvantage. The Bahamas has come to realize that Spanish is the predominant second language in our region. It is therefore imperative that we develop language competency in Spanish as we advance our economy in tourism, international banking, trade and investment and other industries. The acquisition of a second language by our students would positively impact all areas of our society and permit our students and country to compete in the global arena.

In order to keep pace with the changing times, the Modern Language Unit, in the Curriculum Division of the Department of Education, has revised the Spanish curricula. The programme at the primary school level has laid the foundation for the high school and continues to build on this foundation. In fact, extensive research by linguists on second-language acquisition has shown that children at the primary school level (ages 6 – 11) are more receptive to foreign language studies than are older children. Furthermore, the Society of Neuroscience has found that: “Being bilingual from an early age – between ages 5 and 7 – significantly affects the brain’s structure” (2008).

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. The curricula must cater to the diverse needs of students and are, therefore, student-centred. These integrated curricula reinforce links with other disciplines and promote an appreciation for cultural diversity.

It is hoped that students develop a positive attitude towards foreign language-learning and, in the process, develop a greater measure of their true potential as life-long learners and as citizens of the Commonwealth of The Bahamas.
### DEFINITION OF TERMS

*This document comprises several components: the Overarching Goal; Sub-Goals; Standards; Scope and Sequence; Scope of Work and the Appendices.*

<table>
<thead>
<tr>
<th><strong>Overarching Goal</strong></th>
<th>defines the ultimate outcome of foreign language learning, and outlines the intended purpose of the curriculum document.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Goals</strong></td>
<td>form the major contextual framework for foreign language teaching: linguistic, interpersonal, environmental and cultural aspects.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>show the progressive attainment levels. They define <em>what students should know</em> and <em>be able to do</em> upon completion of specific levels of instruction.</td>
</tr>
<tr>
<td><strong>Scope and Sequence</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Scope of Work</strong></td>
<td>develops each communicative objective with suggested content, activities, assessment and resources to facilitate and enhance the teaching / learning process.</td>
</tr>
</tbody>
</table>
OVERARCHING GOAL

COMMUNICATING IN SPANISH APPLYING THE LISTENING, SPEAKING, READING AND WRITING SKILLS IN A CULTURAL CONTEXT AND WITHIN THE GRAMMATICAL FRAMEWORK OF THE SPANISH LANGUAGE

SUB-GOALS

1. APPLYING THE CONVENTIONS OF THE SPOKEN AND WRITTEN LANGUAGE, AND CRITICAL THINKING SKILLS

2. ESTABLISHING RELATIONSHIPS AND PROVIDING INFORMATION ABOUT THEMSELVES AND OTHERS

3. ENQUIRING AND RESPONDING TO INFORMATION ABOUT THE WORLD AROUND THEM

4. EXPRESSING FEELINGS, EMOTIONS AND PREFERENCES

5. EXPLORING GEOGRAPHICAL FEATURES AND CULTURAL PRACTICES
STANDARDS

**Sub-Goal 1**  **Applying the Conventions of the Spoken and Written Language and Critical Thinking Skills**

**Standard 1**  **(Grades 4 & 5)**

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

**Standard 2**  **(Grades 5 & 6)**

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

**Standard 3**  **(Grades 7 & 8)**

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.

**Note:**

Standard 4 – (Grades 9 & 10) and Standard 5 – (Grades 11 & 12) are written in the junior and senior high school documents respectively.
STANDARDS

Sub-Goal 2  Establishing Relationships and / or Providing Information about Themselves and Others

Standard 1  (Grades 4 & 5)

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

Standard 2  (Grades 5 & 6)

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

Standard 3  (Grades 7 & 8)

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

**SUB-GOAL 3**  
**Enquiring about and Responding to Information about the World Around Them**

**Standard 1**  
*(Grades 4 & 5)*

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

**Standard 2**  
*(Grades 5 & 6)*

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

**Standard 3**  
*(Grades 7 & 8)*

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

**SUB-GOAL 4**

**EXPRESSING FEELINGS, EMOTIONS AND PREFERENCES**

**Standard 1**  
(Grades 4 & 5)

Students will be able to apply very basic verbal and non-verbal cues to interpret and express likes, dislikes and feelings.

**Standard 2**  
(Grades 5 & 6)

Students will be able to apply basic structures to describe feelings and express personal preferences.

**Standard 3**  
(Grades 7 & 8)

Students will be able to produce spontaneous exchanges and express, in writing, feelings and preferences.
STANDARDS

SUB-GOAL 5  EXPLORING GEOGRAPHICAL FEATURES AND CULTURAL PRACTICES

Standard 1  (Grades 4 & 5)
Students will be able to identify and describe Hispanic regions, countries and major cities in Spain and the Caribbean.

Standard 2  (Grades 5 & 6)
Students will be able to identify and describe Hispanic regions, countries and major cities in Central America and Mexico.

Standard 3  (Grades 7 & 8)
Students will be able to identify and describe Hispanic regions, countries and major cities in South America and Africa.
A GUIDE TO TEACHING FROM THE CURRICULUM DOCUMENT

REQUIREMENTS:

1. A Mandatory Sequence for Teaching Communicative Objectives can be found at the beginning of each Grade Level. To ensure standardisation, all teachers MUST teach these objectives as specified for each term. Activities and assessment may be adjusted to meet the needs of the students, but the sequence of objectives is mandatory.

2. The document is flexible; therefore instructional strategies / classroom activities should be designed for the diverse needs of students: low achievers as well as high-flyers.

3. Sub-goals 1.1 to 1.3 are not intended to be taught separately. They must be integrated into all Communicative Objectives.

4. Teachers must familiarise themselves with the Standards and Scope and Sequence for the attainment levels.

5. Teachers should refer to the Scope of Work for appropriate vocabulary, structures, suggested activities, suggested assessment and resources.

6. The four linguistic skills – Listening, Speaking, Reading and Writing, along with Culture, should be integrated into classroom instruction.

7. Grammar and Vocabulary should be integrated into classroom instruction and not be taught in isolation. Vocabulary should be constantly expanded upon from year to year.

8. Curriculum Links, including integrated technology, must be fostered. See Appendices for a few teaching ideas.

9. The methods used for assessing student achievement should reflect classroom teaching and learning strategies.

10. An Assessment Weighting Guide is included in the Appendices.

N. B.
Teachers should constantly build on students’ previous knowledge, as outlined in the Scope of Work. Time allotment for each communicative objective should not exceed two weeks.
SCOPE AND SEQUENCE

**Key:**
I – Introduction of Skill  D – Development of Skill  R – Reinforcement of Skill

**Overarching Goal:** Communicating in Spanish Applying the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

**Sub-Goal 1: Applying the Conventions of the Spoken and Written Language, and Critical Thinking Skills**

**Communicative Objectives 1.1 – 1.3 Should Be Integrated into the Teaching of All Other Objectives.**

<table>
<thead>
<tr>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Applying the Spanish phonetic system</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>1.2 Expressing present actions and events</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>1.3 Expressing future actions and events (applying the simple future tense)</td>
<td></td>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>
SCOPE AND SEQUENCE

**KEY:**
I – Introduction of Skill       D – Development of Skill       R – Reinforcement of Skill

**OVERARCHING GOAL:** Communicating in Spanish. Applying the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

**SUB-GOAL 2:** Establishing Relationships and / or Providing Information about Themselves and Others

<table>
<thead>
<tr>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Interacting socially with peers, adults and strangers</td>
<td>I</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>2.2 Exchanging information about origin and nationality</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>2.3 Responding to commands and making requests</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>2.4 Identifying and describing parts of the body</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>2.5 Describing physical characteristics and personality</td>
<td>I</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>2.6 Stating what people wear on different occasions</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>2.7 Providing information about entertainment, recreation and leisure time</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
</tbody>
</table>
## SCOPE AND SEQUENCE

**Key:**

I – Introduction of Skill       D – Development of Skill       R – Reinforcement of Skill

**OVERARCHING GOAL:** Communicating in Spanish Applying the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

**SUB-GOAL 3: SEEKING AND RESPONDING TO INFORMATION ABOUT THE WORLD AROUND THEM**

<table>
<thead>
<tr>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Applying numbers, days and months when discussing everyday situations</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>3.2 Discussing school life</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>3.3 Describing the family</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>3.4 Providing information about home life</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>3.5 Identifying and comparing weather conditions and seasons of the year</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>3.6 Describing the natural environment</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>3.7 Discussing essential services and responding to emergencies</td>
<td>I</td>
<td>D</td>
<td>R</td>
</tr>
</tbody>
</table>
SCOPE AND SEQUENCE

**Key:**

I – Introduction of Skill  D – Development of Skill  R – Reinforcement of Skill

**OVERARCHING GOAL:** Communicating in Spanish Applying the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

**SUB-GOAL 4: EXPRESSING FEELINGS, EMOTIONS AND PREFERENCES**

<table>
<thead>
<tr>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
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<tbody>
<tr>
<td>4.1 Describing states and conditions (emotional and physical)</td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>4.2 Explaining food preferences</td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>4.3 Expressing health concerns</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCOPE AND SEQUENCE

**Key:**
- I – Introduction of Skill
- D – Development of Skill
- R – Reinforcement of Skill

**Overarching Goal:** Communicating in Spanish Applying the Listening, Speaking, Reading and Writing Skills in a Cultural Context and within the Grammatical Framework of the Spanish Language

**Sub-Goal 5: Exploring Geographical Features and Cultural Practices**

<table>
<thead>
<tr>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 6</th>
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</thead>
<tbody>
<tr>
<td>5.1 Identifying and describing Spanish-speaking countries and their capitals by region: Spain and the Caribbean</td>
<td>I</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>5.2 Identifying and describing Spanish-speaking countries and their capitals by region: Central America and Mexico</td>
<td></td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>5.3 Identifying and describing Spanish-speaking countries and their capitals by region: South America and Africa</td>
<td></td>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>
## MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

### GRADE 4 – TERM I

<table>
<thead>
<tr>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>PAGE NO.</th>
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<tbody>
<tr>
<td>2.1 Interacting socially with peers, adults and strangers</td>
<td>31</td>
</tr>
<tr>
<td>5.1 Identifying and describing Spanish-speaking countries and their capitals by region: Spain and the Caribbean</td>
<td>48</td>
</tr>
<tr>
<td>1.1 Applying the Spanish phonetic system</td>
<td>30</td>
</tr>
<tr>
<td>2.2 Exchanging information about origin and nationality</td>
<td>32</td>
</tr>
<tr>
<td>3.1 Applying numbers, days and months when discussing everyday situations</td>
<td>38</td>
</tr>
<tr>
<td>2.3 Responding to commands and making requests</td>
<td>33</td>
</tr>
<tr>
<td>3.2 Discussing school life</td>
<td>39</td>
</tr>
</tbody>
</table>
## MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

### GRADE 4 – TERM II

<table>
<thead>
<tr>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>PAGE NO.</th>
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<tbody>
<tr>
<td>3.3 Describing the family</td>
<td>40</td>
</tr>
<tr>
<td>3.7 Discussing essential services and responding to emergencies</td>
<td>44</td>
</tr>
<tr>
<td>3.4 Providing information about home life</td>
<td>41</td>
</tr>
<tr>
<td>2.4 Identifying and describing parts of the body</td>
<td>34</td>
</tr>
<tr>
<td>2.6 Stating what people wear on different occasions</td>
<td>36</td>
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</tbody>
</table>
### MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

#### GRADE 4 – TERM III

<table>
<thead>
<tr>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>PAGE NO.</th>
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</thead>
<tbody>
<tr>
<td>2.7 Providing information about entertainment, recreation and leisure time</td>
<td>37</td>
</tr>
<tr>
<td>3.6 Describing the natural environment</td>
<td>43</td>
</tr>
<tr>
<td>4.1 Describing states and conditions (emotional and physical)</td>
<td>45</td>
</tr>
<tr>
<td>4.2 Explaining food preferences</td>
<td>46</td>
</tr>
</tbody>
</table>
## MANDATORY SEQUENCE FOR TEACHING COMMUNICATIVE OBJECTIVES

### GRADE 5 – TERM I

<table>
<thead>
<tr>
<th></th>
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<th>PAGE NO.</th>
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<tbody>
<tr>
<td>2.1</td>
<td>Interacting socially with peers, adults and strangers</td>
<td>31</td>
</tr>
<tr>
<td>1.1</td>
<td>Applying the Spanish phonetic system</td>
<td>30</td>
</tr>
<tr>
<td>2.3</td>
<td>Responding to commands and making requests</td>
<td>33</td>
</tr>
<tr>
<td>5.2</td>
<td>Identifying and describing Spanish-speaking countries and their capitals by region: Central America and Mexico</td>
<td>49</td>
</tr>
<tr>
<td>2.2</td>
<td>Exchanging information about origin and nationality</td>
<td>32</td>
</tr>
<tr>
<td>3.1</td>
<td>Applying numbers, days and months when discussing everyday situations</td>
<td>38</td>
</tr>
<tr>
<td>3.3</td>
<td>Describing the family</td>
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## Communicative Objective 1.1 - Applying the Spanish Phonetic System

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| 4     | **The Spanish Phonetic System:**  
i) Spanish Vowels  
ii) Spanish Vowels and Consonants  
**Structures:**  
i) ¿Qué letra es?  
ii) ¿Cómo se pronuncia/deletrea?  
iii) Pronuncia/deletrea/escrle la palabra.  
**Curriculum Link (Lang. Arts):**  
i) Introduction of la tilde, el acento and Sounds of Letters: h, j, ll, ñ, and rr | Listening and Speaking Exercises  
Vowel and Alphabet Songs  
Spelling names in Spanish  
Alphabet Pictionary  
Letter Dictations | Vowel / Alphabet Dictation  
Spelling Activities  
Alphabet BINGO  
Word Completion Exercises | Chispas 1 Textbook and CD  
¡Muy bien! Level B Textbook  
Alphabet Bingo  
Bilingual Beginnings (Syllable Cards)  
Workshop Resources |
| 5     | **The Spanish Phonetic System:**  
i) Spanish Vowels  
ii) Vowels and Consonants  
**Use Vocabulary for Grade Level.**  
**Structure:**  
i) Spanish Syllabication  
**Curriculum Link (Lang. Arts):**  
i) Explanation that the letters k and w are only used in words of foreign origin | Listening and Speaking Exercises  
Word Completion Exercises  
Spelling Drills  
Syllabication – Oral and Written  
Word Dictations | Spelling Drills  
Word Completion Exercises  
Syllabication of Words  
Word Dictations | Chispas 2 Textbook  
¡Muy bien! Level B Evaluation Blackline Masters  
Alphabet Bingo  
Various Workshop Materials |
| 6     | **The Spanish Phonetic System:**  
i) Spanish Vowels  
ii) Vowels and consonants  
**Use Vocabulary for Grade Level.**  
**Structure:**  
i) Spanish Diphthongs: cuándo, diez, bueno, | Listening and Speaking Exercises  
Syllabication of Words with Diphthongs  
Sentence Dictations  
Cloze Passages (paragraphs with words omitted) | Word Dictations – Identification of Spanish Diphthongs  
Sentence Dictations | Chispas 3 Workbook  
¡Muy bien! Level C Textbook and Workbook  
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Various Workshop Materials |
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#### Communicative Objective 2.1 - Interacting Socially with Peers, Adults and Strangers

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<td><strong>Vocabulary – Salutations:</strong>&lt;br&gt;i) Hola; Buenos días; Buenas tardes; Buenas noches; Adiós; Chao; ¿Qué tal?&lt;br&gt;ii) ¡Muy bien!; regular; mal; así, así; gracias&lt;br&gt;iii) niño(a); alumno(a); maestro(a)&lt;br&gt;&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Cómo estás tú / está usted?&lt;br&gt;ii) Estoy... ¡Muy bien! / regular / mal&lt;br&gt;iii) ¿Cómo te llamas? → Me llamo_____.&lt;br&gt;&lt;br&gt;<strong>Culture:</strong>&lt;br&gt;i) The Spanish custom of applying a familiar and a formal ‘you’ form.</td>
<td>➢ Listening and Speaking Exercises&lt;br&gt;➢ Songs: <em>Buenos días</em> / <em>Buenos días a ti</em>&lt;br&gt;➢ Role Playing (using tú and usted, with teacher and classmates)&lt;br&gt;➢ Cloze Passages (filling in missing words)</td>
<td>➢ Role Playing&lt;br&gt;➢ Sentence Completion Exercises&lt;br&gt;➢ Dialogue Writing</td>
<td>➢ ¡Muy bien! Level B Textbook&lt;br&gt;➢ Chispas 1 Textbook and Audio CD&lt;br&gt;➢ Rock and Learn Spanish (Audio CD)</td>
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<td>5</td>
<td><strong>Vocabulary – Salutations:</strong>&lt;br&gt;i) Bienvenidos; Hasta luego / pronto / mañana / la vista / el lunes ...&lt;br&gt;ii) señor(a); señorita; chico(a)&lt;br&gt;&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Cómo se llama? → Se llama_____.&lt;br&gt;&lt;br&gt;<strong>Culture:</strong>&lt;br&gt;i) The Hispanic custom of Cheek-Kissing as a Greeting.</td>
<td>➢ Listening and Speaking Exercises&lt;br&gt;➢ Song: <em>Saludos</em>&lt;br&gt;➢ Cloze Passages (writing in words missing from sentences, passages or dialogues)</td>
<td>➢ Dictation Exercises&lt;br&gt;➢ Sequencing (rewriting dialogues that have been jumbled)&lt;br&gt;➢ Sentence Completion Exercises</td>
<td>➢ ¡Muy bien! Level B Audio CD – Song: <em>Saludos</em></td>
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<td><strong>Vocabulary – Salutations:</strong>&lt;br&gt;i) Mucho gusto; Encantado/ El gusto es mío.&lt;br&gt;ii) Muchacho(a), hombre, mujer&lt;br&gt;&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;ii) ¿Cómo están ellos(as)? → Están_____.&lt;br&gt;iii) ¿Cómo están ustedes → Estamos_____.&lt;br&gt;iv) ¿Cómo se llaman? → Se llaman_____.&lt;br&gt;&lt;br&gt;<strong>Culture:</strong>&lt;br</td>
<td>i&gt;) The Hispanic Custom of Cheek-Kissing as a Greeting.</td>
<td>➢ Listening and Speaking Exercises&lt;br&gt;➢ Song: <em>Los Saludos y Las Despedidas</em>&lt;br&gt;➢ Role Playing&lt;br&gt;➢ Sequencing (dialogues that have been jumbled)</td>
<td>➢ Reading Comprehension Passages (answering questions in Spanish and English)</td>
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**Communicative Objective 2.2 - Exchanging Information about Origin and Nationality**

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<td><strong>Vocabulary – Origin:</strong></td>
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<tr>
<td></td>
<td>i) Spanish Names: Carlos, Juan, Ana, Rosa,</td>
<td>Listening and Speaking Exercises</td>
<td>Role Playing</td>
<td>Chispas 1 Textbook and CD</td>
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<td></td>
<td>ii) Las Bahamas; España; Cuba, Puerto Rico, República Dominicana</td>
<td>Role Playing: Using <em>tú</em> and <em>usted</em></td>
<td>Word Completion Exercises</td>
<td>¡Muy bien! Level B Textbook and Audio CD</td>
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<td></td>
<td>iii) país, isla</td>
<td>Cloze Passages (filling in missing words)</td>
<td>Dialogue Writing</td>
<td>Puppets</td>
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<tr>
<td></td>
<td><strong>Structures:</strong></td>
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<td>Name Tags</td>
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<tr>
<td></td>
<td>i) ¿De dónde eres tú? Soy de ________.</td>
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<td></td>
<td>Maps</td>
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<td></td>
<td>ii) ¿De dónde es? Es de ________.</td>
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<td></td>
<td>iii) Me gusta mi país.</td>
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<td><strong>Vocabulary – Nationality:</strong></td>
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<td></td>
<td>i) nacionalidad; dirección; calle; avenida</td>
<td>Listening and Speaking Exercises</td>
<td>Sequencing (rewriting dialogues)</td>
<td>Chispas 2 Textbook and Audio CD</td>
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<td></td>
<td><strong>Structures:</strong></td>
<td>Role Playing (asking and stating nationality)</td>
<td>Reading Comprehension Exercises</td>
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<td></td>
<td>i) ¿Cuál es tu nacionalidad?</td>
<td>Dialogue Writing</td>
<td>Sentence and Paragraph Writing</td>
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<td>ii) Soy bahameño(a) / panameño(a).</td>
<td>Reading Comprehension</td>
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<td>GeoPuzzles</td>
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<td>iii) ¿Cuál es su nacionalidad? → Es____.</td>
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<td><strong>Vocabulary – Nationality:</strong></td>
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<td>i) el profesor – la profesora; señor(a); señorita</td>
<td>Listening and Speaking Exercises</td>
<td>Completing Passport Forms</td>
<td>Chispas 2 Textbook and Audio CD</td>
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<td>ii) Venezuela, Colombia, Ecuador;</td>
<td>Field Trips</td>
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<td></td>
<td><strong>Structures:</strong></td>
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<td>Reading Comprehension Passages</td>
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<tr>
<td></td>
<td>i) ¿De dónde son ellos(as)? Son de____.</td>
<td>Creating Dialogues</td>
<td>Sentence and Paragraph Writing</td>
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<td>ii) ¿De dónde son ustedes? Somos de____.</td>
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<td></td>
<td>iii) ¿De qué país es él / ella? Es de____.</td>
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### Communicative Objective 2.3 - Responding to Commands and Making Requests

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<td><strong>Vocabulary – Commands and Requests:</strong>&lt;br&gt;i) Sí; No; ¡Silencio!&lt;br&gt;ii) Por favor; Gracias; Con permiso;&lt;br&gt;iii) Perdón; Perdona; Disculpa&lt;br&gt;iv) Escucha / Escuchén!&lt;br&gt;v) ¡Abre / Abran! y ¡Cierra / Cierren!&lt;br&gt;vi) ¡Mira! / ¡Miren!; ¡Toca / ¡Toquen!&lt;br&gt;vii) ¡Circula!; Escribe; Lee; Une&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Puedo ir al baño / a la oficina?&lt;br&gt;<strong>Curriculum Link (HFLE):</strong>&lt;br&gt;The Use of <em>por favor</em> with Commands</td>
<td>Listening and Speaking Exercises&lt;br&gt;Role Playing&lt;br&gt;Charadas (Miming Activity)&lt;br&gt;‘Simón dice…’</td>
<td>Matching Exercise (matching pictures with spoken and / or written words)&lt;br&gt;Total Physical Response Activities</td>
<td>Chispas 1 Textbook and Audio CD</td>
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<td>5</td>
<td><strong>Vocabulary – Commands and Requests:</strong>&lt;br&gt;i) ¡Toma! / ¡Tomen!&lt;br&gt;ii) ¡Subraya!;&lt;br&gt;iii) ¡Repita / ¡Repitan!&lt;br&gt;iv) ¡Siéntense!/ ¡Levántense!&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Puedes(s)...? / ¿Quieres...?&lt;br&gt;<strong>Culture:</strong>&lt;br&gt;i) The Spanish Custom of Using Familiar and Formal (tú / usted) ‘you’ Forms.</td>
<td>Listening and Speaking Exercises&lt;br&gt;Classroom Instructions&lt;br&gt;Reading Comprehension Exercises&lt;br&gt;Sentence Translations (from and into Spanish)</td>
<td>Total Physical Response Activities&lt;br&gt;Reading Comprehension Exercises&lt;br&gt;Multiple Choice Exercises</td>
<td>¡Muy bien! Level B Textbook&lt;br&gt;Chispas 1 Textbook and Audio CD&lt;br&gt;Chispas 3 Textbook and Audio CD</td>
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<td>6</td>
<td><strong>Vocabulary – Commands and Requests:</strong>&lt;br&gt;i) ¡Pónganse de pie!&lt;br&gt;ii) ¡Repita / ¡Repitan!&lt;br&gt;iii) ¡Siéntense!/ ¡Levántense!&lt;br&gt;iv) ¡Ven / Vengan!&lt;br&gt;v) ¡Ve / Vayan!</td>
<td>Listening and Speaking Exercises&lt;br&gt;Reading Comprehension&lt;br&gt;Paragraph Translations</td>
<td>Reading Comprehension&lt;br&gt;Dialogue Writing&lt;br&gt;Cloze Passages</td>
<td>Chispas 3 textbooks and Audio CD</td>
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## Communicative Objective 2.4 - Identifying and Describing Parts of the Body

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<th>Resources</th>
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<td><strong>Vocabulary – Parts of the Head:</strong>&lt;br&gt;i) cabeza; cara, pelo, cejas, ojos, nariz, boca, orejas&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Qué es? → Es el / la_________.&lt;br&gt;ii) ¿Qué son? → Son los /las_________.&lt;br&gt;iii) ¿Qué tienes? → Tengo_________.&lt;br&gt;iv) ¿Qué tiene él / ella? → Tiene_________.&lt;br&gt;v) Definite and Indefinite Articles: el, la, los, las; un, una, unos, unas</td>
<td>Listening and Speaking Exercises&lt;br&gt;Creating Face Masks&lt;br&gt;‘Parts of the Face’ Song&lt;br&gt;‘Simón dice’…&lt;br&gt;Role Playing (Applying masks)&lt;br&gt;Spelling Activities</td>
<td>Labelling a diagram of the face&lt;br&gt;Matching Exercises&lt;br&gt;Spelling Activities</td>
<td>Puppets&lt;br&gt;¡Muy bien! Level A Kit&lt;br&gt;¡Muy bien! Level A Blackline Masters</td>
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<tr>
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<td><strong>Vocabulary – Parts of the Body:</strong>&lt;br&gt;i) cuello, hombros, brazos, manos, pies, dedos (de las manos y los pies), rodillas, piernas&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Qué es esto? / ¿Qué son estos?&lt;br&gt;ii) Esto es_________. / Estos son_________.&lt;br&gt;iii) ¿Cuántos(as) <strong><strong><strong><strong>tienes?&lt;br&gt;iv) Tengo</strong></strong></strong></strong>_.</td>
<td>Listening and Speaking Exercises&lt;br&gt;‘Parts of the Body’ Song&lt;br&gt;‘Parts of the Body’ BINGO&lt;br&gt;Labelling Parts of the Body (people, pets and monsters)</td>
<td>Labelling parts of the body&lt;br&gt;Reading Comprehension Exercises&lt;br&gt;Sentence Completion</td>
<td>Chispas 2 Textbook and Audio CD&lt;br&gt;BINGO Cards (Parts of the Body)</td>
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<tr>
<td>6</td>
<td><strong>Vocabulary – Parts of the Body:</strong>&lt;br&gt;i) frente, lengua, garganta, dientes, oídos, labios, estómago, espalda, tobillo, muñeca, codo&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Qué te duele? /&lt;br&gt;ii) ¿Qué le duele a _<strong><em><strong><strong>?&lt;br&gt;iii) Me duele(n) _______<strong>. / Le duele(n)</strong></strong></strong></em>.&lt;br&gt;iv) No me duele(n)</strong>_____.</td>
<td>Listening and Speaking Exercises&lt;br&gt;Songs&lt;br&gt;Role Playing&lt;br&gt;Reading Comprehension Exercises&lt;br&gt;Dialogue Writing</td>
<td>Role Playing&lt;br&gt;Reading Comprehension Exercises&lt;br&gt;Dialogue Writing</td>
<td>Chispas 3 Textbook and Audio CD&lt;br&gt;¡Muy bien! Level C Textbook, Workbook and Picture Cards</td>
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## Communicative Objective 2.5 - Describing Physical Characteristics and Personality

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<th>Suggested Assessments</th>
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<td></td>
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</tr>
</tbody>
</table>
| 5     | Vocabulary – Physical Characteristics & Personality:  
  i) pequeño(a), mediano(a), grande; alto(a), bajo(a); corto(a), largo(a); bonito(a), feo(a)  
  ii) inteligente, tonto(a);  
  Structures:  
  i) ¿Cómo eres tú? → Soy / No soy_______.  
  ii) ¿Cómo es él/ella/usted?  
  iii) Es / No es_____________.  
  Culture & Curriculum Link (Social Studies):  
  i) Terms Used To Describe the Black Race: de la raza negra, moreno(a) | Listening and Speaking Exercises  
  Oral Descriptions of Self  
  Role Playing  
  Matching Exercises (words with graphics) | Listening Exercises  
  Matching Exercises (words with graphics)  
  Word Completion | ¡Muy bien! Level A Workbook and Audio CD  
  Chispas 2 Textbook and Audio CD |
| 6     | Vocabulary – Physical Characteristics & Personality:  
  i) gordo(a), delgado(a); guapo(a), feo(a); trabajador(a), perezoso(a); divertido(a), aburrido(a); rubio(a), moreno(a); fuerte, débil; serio(a), cómico(a)  
  Structures:  
  i) ¿Cómo son ellos(as)? → Son_________.  
  ¿Cómo son ustedes? → Somos_______.  
  ii) Son / No son_______.  
  iii) Somos / No somos_______.  
  iv) Tengo / Tiene_________.  
  Culture & Curriculum Link (Social Studies):  
  i) Use of Terms: la raza negra, moreno(a) | Listening and Speaking Exercises  
  BINGO (Parts of the Body)  
  Sentence Writing: Descriptions of People | Sentence Completion Exercises  
  Writing a Description of a Person (using a picture or drawing) | ¡Muy bien! Level C Textbook  
  Chispas 3 Textbook, Workbook and Audio CD |
# SCOPE OF WORK FOR PRIMARY SPANISH

## Communicative Objective 2.6 - Stating What People Wear on Different Occasions

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<td>4</td>
<td><strong>Vocabulary – Clothing:</strong> i) falda, blusa, vestido, pantalones, camisa, medias / calcetines, zapatos, uniforme ii) largo(a), corto(a) <strong>Structures:</strong> i) ¿Qué es? / ¿Qué son? → Es / Son _____ ii) ¿Qué llevas puesto? → Llevo ______.</td>
<td>Listening and Speaking Exercises © Dress-up Game © Matching Exercises © Surprise Box Game - ‘Name the Object’</td>
<td>Listening Exercises © Matching Exercises</td>
<td>Flashcards © Chispas 1 Textbook and Audio CD © ¡Muy bien! A Workbook</td>
</tr>
<tr>
<td>5</td>
<td><strong>Vocabulary – Clothing:</strong> i) chaqueta, camiseta, sombrero, gorra, traje de baño / trusa, pijamas ii) nuevo(a); viejo(a); iii) peso; dólar; centavo <strong>Structures:</strong> i) ¿De qué color es _____? → Es ______. ii) ¿Cómo es /son? → Es / Son grande/s iii) ¿Cuánto cuesta(n)? → Cuesta(n) ______. <strong>Culture:</strong> Use of paraguas vs sombrillas</td>
<td>Listening and Speaking Exercises © Game: ‘La tienda de ropa’ © Song: ‘La Lavadora’ © Role Playing : Asking and Giving the Cost of Items of Clothing</td>
<td>Listening Exercises © Role Playing (between vendor and shopper) © Matching Exercises © Dialogue Writing</td>
<td>Chispas 1 Textbook and Audio CD © ¡Muy bien! B Textbook and Audio CD © Items of Clothing © Flashcards</td>
</tr>
<tr>
<td>6</td>
<td><strong>Vocabulary – Clothing:</strong> i) abrigo, suéter, bufanda, guantes, botas, sandalias, bata, tenis ii) grande, mediano(a), pequeño(a) / chico(a), talla, limpio(a), sucio(a), <strong>Structures:</strong> i) ¿Cómo es /son? → Es / Son grande/s ii) ¿Qué vas a comprar / llevar puesto? iii) Voy a comprar / llevar ______. <strong>Curriculum Link(Maths):</strong> i) Metric System for the Size of Clothing</td>
<td>Listening and Speaking Exercises © Skits (about shopping for clothing) © Reading Comprehension Exercises © Paragraph Writing</td>
<td>Listening Exercises © Oral Descriptions of Clothing © Sentence Translations © Paragraph / Dialogue Writing</td>
<td>¡Muy bien! B Workbook © Chispas 3 Textbook and Audio CD © Flashcards © Items of Clothing</td>
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## SCOPE OF WORK FOR PRIMARY SPANISH

**Communicative Objective 2.7 - Providing Information about Entertainment, Recreation and Leisure Time**

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<th>Suggested Assessments</th>
<th>Resources</th>
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</table>
| 4     | **Vocabulary – Musical Instruments:**
  i) banda / orquesta, música; el músico
      instrumento/s, maracas, tambor, flauta, el piano, guitarra, violín
  **Structures:**
  i) ¿Qué es esto? → Es el / la__________.
  ii) ¿Qué instrumento te gusta?
  iii) Me gusta__________.
  **Culture:** Folkloric Music and Dance: los mariachis, la salsa, el merengue |
|       | ➤ Listening and Speaking Exercises
      ➤ Songs
      ➤ Dances
      ➤ Matching Exercises (e.g. words with drawings) |
|       | ➤ Listening Exercises (listening to music to identify instruments)
      ➤ Word Translations |
|       | ➤ ¡Muy bien! Level A Workbook
      ➤ Musical Instruments
      ➤ Flashcards |
| 5     | **Vocabulary – Sports:**
  i) Los deportes: fútbol, tenis, natación, atletismo, basquetbol / baloncesto, vóleibol, básbol, ciclismo
  ii) jugar, correr, nadar, montar en bicicleta, |
  **Structures:**
  i) ¿Qué deporte te gusta?
  ii) ¿Qué te gusta hacer?
  **Culture:** Soccer (el fútbol) |
|       | ➤ Listening and Speaking Exercises
      ➤ Song: *Me gusta el fútbol*
      ➤ Reading
      ➤ Comprehension Exercises
      ➤ Sentence Writing |
|       | ➤ Listening Exercise
      ➤ Reading Comprehension Exercises
      ➤ Sentence Writing |
|       | ➤ Chispas 2 Textbook and Audio CD
      ➤ Flashcards |
| 6     | **Vocabulary – Pastimes:**
  i) bailar, cantar, escuchar música, tocar
  ii) el cine, la playa, el parque, la tienda, el saxofón, la trompeta; la pandeleta |
  **Structures:**
  i) ¿Adónde vas? → Voy a / a la / al______.
  ii) ¿Qué vas a hacer? → Voy a ________.
  iii) Verb Conjugation: E.g: bailo, bailas, baila |
|       | ➤ Listening and Speaking Exercises
      ➤ Classroom Interviews
      ➤ Role Playing
      ➤ Reading
      ➤ Comprehension Exercises
      ➤ Paragraph Writing |
|       | ➤ Listening Exercise (completion of grid / chart)
      ➤ Reading Comprehension Exercises
      ➤ Paragraph Writing |
|       | ➤ Chispas 2 and 3 Textbooks and Audio CDs
      ➤ ¡Muy bien! Level C Kit |
## SCOPE OF WORK FOR PRIMARY SPANISH

### Communicative Objective 3.1 - Applying Numbers, Days and Months in Everyday Situations

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</table>
| 4     | **Vocabulary – Numbers and Days:**  
  i) Numbers 0-31  
  ii) Days of the Week: lunes...domingo  
  iii) ¿Qué días es hoy? Hoy es_____.  
  iv) ¿Cuántos años tienes?  
  v) Tengo____ años.  
 **Culture:** Non-Capitalisation of Days and Months in Spanish | ➢ Listening and Speaking Exercises  
 ➢ Numbers Rap Song '¡Cuenta!'  
 ➢ Maths Calculations  
 ➢ Numbers BINGO  
 ➢ 'Days of the Week' Song  
 ➢ Interviews | ➢ Listening and Speaking Exercises  
 ➢ Solving Maths Problems  
 ➢ Completing Calendars  
 ➢ Word Translations | ➢ Chispas 1 Textbook and Audio CD  
 ➢ ¡Muy bien! Level A Workbook  
 ➢ Sing, Dance, Laugh and Eat Tacos 1 Audio CD and Lyrics Booklet |
| 5     | **Vocabulary – Numbers, Calendar and Clock Time:**  
  i) Numbers 32-100  
  ii) El reloj, la hora, el calendario  
  iii) Months of the Year: enero a diciembre  
  iv) ¿Qué hora es? (to the hour only)  
  v) Es la______. / Son las______.  
  vi) ¿Cuándo es tu cumpleaños?  
  vii) Mi cumpleaños es_____.  
  viii) ¿Qué fecha es? Cuál es la fecha? | ➢ Listening and Speaking Exercises  
 ➢ Creating clocks  
 ➢ 'Months of the Year' Song  
 ➢ Preparing schedules / timetables  
 ➢ Telling Time to the Hour  
 ➢ Maths Calculations | ➢ Listening Exercises (completing timetable grids)  
 ➢ Matching Exercises (matching clocks with written time)  
 ➢ Solving Maths Problems | ➢ Chispas 2 Textbook and Audio CD  
 ➢ ¡Muy bien! Level B Textbook and Kit |
| 6     | **Vocabulary – Numbers and Time:**  
  i) Numbers 100 – 1000  
  ii) el reloj, la hora, el minuto  
  iii) el horario, el recreo, el almuerzo  
  iv) Ordinal Numbers: primero a sexto  
  v) ¿Qué hora es? (past the hour)  
  vi) Es la______. / Son las______.  
  vii) A qué hora______? A las______. | ➢ Listening and Speaking Exercises  
 ➢ Creating Timetables  
 ➢ Sequencing Numbers  
 ➢ Telling Time Past the Hour  
 ➢ Applying Ordinal Numbers To Sequence Events | ➢ Creating or Completing Timetables  
 ➢ Writing Numbers in Sequence  
 ➢ Writing Sentences / Paragraphs Incorporating Time Phrases | ➢ Chispas 3 Textbook and Audio CD  
 ➢ ¡Muy bien! Level C Textbook and Kit |
## Scope of Work for Primary Spanish

### Communicative Objective 3.2 - Discussing School Life

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</table>
| 4     | **Vocabulary – School, Colours, Shapes:**  
  i) La escuela: clase, aula, mochila, lápiz, libro, papel, creyón, cuaderno, goma (de pegar), sacapuntas, tijeras  
  ii) azul, blanco, rojo, morado, amarillo, gris, anaranjado, verde, rosado, café, negro,  
  **Structures:**  
  i) ¿Qué es / son? → Es____. / Son____.  
  ii) ¿Tienes______? → Sí, / No, no tengo__.  
  iii) ¿De qué color es?  
  iv) Definite and Indefinite Articles  
  | Listening and Speaking Exercises  
  Songs  
  Guessing Game: ‘Estoy pensando en una cosa’  
  BINGO  
  Labelling Classroom Items  
  | Listening and Speaking Exercises  
  Matching Exercises (objects with words)  
  Describing School Supplies  
  Article and Noun Agreement Exercises  
  | ¡Muy bien! Level A Workbook and Kit  
  Chispas 1 Textbook and Audio CD  
  Sing, Dance, Laugh and Eat Tacos Audio CD and Lyrics Booklet (Colours song)  
  BINGO |
| 5     | **Vocabulary – Around the School:**  
  i) pizarra, ventana, puerta, regla, libreta, mesa, silla, escritorio, pupitre  
  ii) maestro(a), alumno(a), director(a)  
  iii) en, sobre, arriba, debajo de, al lado de, detrás de, enfrente de, delante de  
  **Structures:**  
  i) ¿Dónde está(n)? → Está(n________).  
  ii) ¿Quién es? → Es_____________.  
  iii) Present Tense Forms of *ser* and *estar*  
  | Listening and Speaking Exercises  
  Song: ‘La escuela’  
  Guessing Game: ‘Estoy pensando en una cosa’  
  Reading Comprehension Exercises  
  | Listening Exercises  
  Sentence Writing  
  Reading Comprehension  
  | ¡Muy bien! Level B Textbook and Kit  
  Chispas 2 Textbook and Audio CD  
  Canciones Hispano-bahameñas – Audio CD and Lyrics Booklet |
| 6     | **Vocabulary – School Subjects:**  
  i) horario, clase de español, inglés, matemáticas, estudios sociales, ciencias  
  ii) fácil, difícil, aburrido(a), divertido(a)  
  **Structures:**  
  i) ¿Adónde vas? → Voy a _________.  
  ii) Singular Present Tense Forms of: cantar, estudiar, enseñar, hablar, pintar, tocar  
  | Listening, Speaking and Reading Exercises  
  Creating School Timetables  
  Conjugating Verbs in Sentences (Canto en la clase de música.)  
  | Listening Exercise  
  Reading Comprehension  
  Paragraph Writing  
  | ¡Muy bien! Level C Textbook, CD and Blackline Masters  
  Chispas 2 Textbook and Audio CD |
## SCOPE OF WORK FOR PRIMARY SPANISH

### Communicative Objective 3.3 - Describing the Family

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<th><strong>Suggested Assessments</strong></th>
<th><strong>Resources</strong></th>
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</table>
| 4         | **Vocabulary – Family:**  
  i) familia, mamá, papá, hermano(a), bebé, abuelo(a), perro, gato  
  ii) pequeño(a), mediano(a), grande, mi, tu  
 **Structures:**  
  i) ¿Cómo es tu familia?  
  ii) Mi familia es__________.  
  iii) ¿Cómo se llama tu mamá / papá?  
  iv) Mi mamá / papá se llama ________.  | ➢ Listening and Speaking Exercises  
 ➢ Matching Exercises  
 ➢ Reading and Writing Spanish Sentences (about families)  | ➢ Listening and Speaking Exercises  
 ➢ Reading and Writing Exercises  
 ➢ Using Possessive Pronouns ‘mi’ and ‘tu’ with Spanish Family Words  | ➢ ¡Muy bien! Level A Workbook and Kit  
 ➢ Chispas 1 Textbook and Audio CD  
 ➢ Projects |
| 5         | **Vocabulary – Family:**  
  i) madre, padre, primo(a), hijo(a) tío(a),  
  ii) guapo(a), bonito(a), viejo(a), joven, alto(a), bajo(a), flaco(a), gordo(a)  
 **Structures:**  
  i) ¿Cómo es tu_____? → Mi _____ es ____.  
  ii) Noun-Adjective Agreement:  
  a. Mi mamá es flaca y bonita.  
  b. Mi papá es bajo y simpático.  | ➢ Listening and Speaking Exercises  
 ➢ Oral Presentations (about one’s family)  
 ➢ Creating Photo Albums with Written Descriptions  
 ➢ Reading and Writing Spanish Sentences  | ➢ Listening and Speaking Exercises  
 ➢ Reading Comprehension Exercises  
 ➢ Paragraph Writing Projects  | ➢ ¡Muy bien! Level B Textbook  
 ➢ ¡Muy bien! Level B Audio CD  
 ➢ ¡Muy bien! Level B Flashcards |
| 6         | **Vocabulary – Family:**  
  i) esposo(a), nieto(a), sobrino(a),  
 **Structures:**  
  i) Possessives with ‘de’  
  a. ¿Cómo se llama la madre de José?  
  b. El padre de mi madre es mi abuelo.  
  ii) Possessive Adjectives: mi(s), tu(s), su(s), nuestro(a), nuestros(as)  
  iii) mayor que / menor que  
  iv) Present Tense Forms of ‘tener’ and ‘ser’  | ➢ Listening and Speaking Exercises  
 ➢ Reading Comprehension  
 ➢ Writing Sentences (Applying ‘tener’ and ‘ser’ verb forms)  | ➢ Listening and Speaking Exercises  
 ➢ Reading Comprehension  
 ➢ Writing Paragraphs (about one’s family)  | ➢ ¡Muy bien! Level C Textbook  
 ➢ ¡Muy bien! Level C Audio CD  
 ➢ Sing, Dance, Laugh and Eat Tacos – Audio CD and Booklet |
### SCOPE OF WORK FOR PRIMARY SPANISH

**Communicative Objective 3.4 – Providing Information about Home Life**

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| 4     | **VOCABULARY – ROOMS IN THE HOUSE:**  
i) La casa: sala, comedor, cocina, baño, dormitorio  
**STRUCTURES:**  
i) ¿Qué es / son? → Es / Son ________.  
ii) ¿Dónde está ________? → Está ________.  | Listening and Speaking Exercises  
Reading and Writing Sentences (Using family and home vocabulary) | Role Playing  
Matching Exercises  
Labelling pictures in Spanish  
Completing Spanish Dialogues | ¡Muy bien! Level A Kit |
| 5     | **VOCABULARY – THE HOME:**  
i) casa, apartamento  
ii) escalera, patio, ventana, puerta, jardín, garaje, balcón, techo, calle, avenida  
iii) círculo, triángulo, cuadrado, rectángulo  
**STRUCTURES:**  
i) ¿Dónde vives? → Vivo en ________.  
ii) ¿Cómo es tu casa? → Es pequeña.  
iii) ¿Cuántos cuartos tiene? → Tiene _____.  
iv) ¿De qué forma es la ventana? | Listening and Speaking Exercises  
Reading and Writing Spanish Sentences | Labelling Pictures in Spanish  
Constructing Spanish Sentences (to describe one’s home / room)  
Projects – Integration of Shapes with House Construction | ¡Muy bien! Level B Kit  
¡Muy bien! Level B Textbook  
Chispas 2 Textbook and Audio CD |
| 6     | **VOCABULARY – HOME / HOUSEHOLD DUTIES:**  
i) La sala: sofá, lámpara, televisor  
ii) El dormitorio: cama, cómoda, espejo  
iii) La cocina: refrigerador, estufa, horno  
iv) El comedor: vaso, plato, cuchara, tenedor, cuchillo,  
v) El baño: inodoro, ducha, lavamanos  
vi) planchar, lavar, cocinar, limpiar, barrer  
**STRUCTURES:**  
i) Subject Pronouns yo, tú, él/ella, usted with Present Tense Forms of Regular ‘ar’, ‘er’ and ‘ir’ Ending Verbs: o, as, a and o, es, e | Role Playing  
Creating Dialogues in Spanish  
Reading Comprehension Exercises  
Paragraph Writing | Listening and Speaking Exercises  
Reading Comprehension Exercises  
Paragraph Writing  
Projects | ¡Muy bien! Level B Kit  
¡Muy bien! Level B Textbook  
Chispas 2 Textbook and Audio CD  
Chispas 3 Textbook and Audio CD |
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**Communicative Objective 3.5 - Identifying and Comparing Weather Conditions and Seasons of the Year**

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</table>
| 5     | vocabulary – seasons and the weather:  
  i) Los meses del año: enero – diciembre  
  ii) Las estaciones: invierno, primavera, verano, otoño  
  iii) calor, frío, fresco, sol, viento  
  iv) cielo, lluvia, nubes, huracán, tormenta, relámpago  
  structures:  
  i) ¿Qué estación es? → Es _______.  
  ii) ¿Qué tiempo hace? → Hace _______.  
  iii) ¿En qué estación hace _______?  
  culture / curriculum link (social studies):  
  i) Comparison of the Weather in the Southern and Northern Hemispheres | Listening and speaking exercises  
 Oral presentations of weather reports  
 Making a weather chart / wheel  
 Labelling pictures of weather conditions  
 Matching months with seasons | Labelling weather conditions (using picture cards)  
 Matching Spanish weather phrases with pictures / drawings  
 Listening and reading comprehension exercises  
 Writing sentences | ¡Muy bien! Level B Textbook  
 Chispas 2 Textbook and Audio CD  
 Sing, Dance, Laugh and Eat Tacos – Audio CD and booklet  
 Paper Plates  
 Picture Cards |
| 6     | vocabulary – weather conditions:  
  i) Las estaciones: invierno, primavera, verano, otoño  
  ii) capa, botas, gafas, permeable  
  structures:  
  i) ¿Cuál estación te gusta más?  
  ii) ¿Qué tiempo hace ahora / hoy?  
  iii) ¿Qué tiempo hizo ayer _______?  
  iv) ¿Qué llevas puesto en el / la _______?  
  v) Está nublado/lloviendo / soleado/nevando. | Listening and speaking exercises  
 Oral presentations (of weather reports for news broadcasts)  
 Reading comprehension exercises  
 Writing sentences | Listening and speaking and reading exercises  
 Writing exercises  
 Sentence completion exercises  
 Writing paragraphs | ¡Muy bien! Level B Kit  
 ¡Muy bien! Level B Audio CD  
 Chispas 2 Textbook and Audio CD  
 Weather charts  
 Maps (of the Bahamas and of the Americas) |
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#### Communicative Objective 3.6 - Describing the Natural Environment

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<td>4</td>
<td><strong>Vocabulary – Pets and Farm Animals:</strong>&lt;br&gt;i) Las mascotas: perro, gato, tortuga, pez&lt;br&gt;ii) Los animales de la granja: caballo, vaca, gallo, gallina, pollito, oveja, cerdo, pato, conejo&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Qué animal es? → Es ___<strong><strong>.&lt;br&gt;ii) ¿Cuántos animales hay? → Hay <strong><strong>.&lt;br&gt;iii) ¿Cuál es tu animal favorito?&lt;br&gt;iv) Mi animal favorito es</strong></strong></strong></strong>.</td>
<td>- Listening and Speaking Exercises&lt;br&gt;- Role Playing&lt;br&gt;- Word Completion Exercises&lt;br&gt;- Matching Exercises&lt;br&gt;- Interviewing Classmates</td>
<td>- Labelling (pictures with words)&lt;br&gt;- Sentence Completion Exercises&lt;br&gt;- Reading Comprehension Exercises&lt;br&gt;- Writing Short Sentences (about pets or farm animals)</td>
<td>¡Muy bien! Level A Workbook and Audio CD&lt;br&gt;Sing, Dance, Laugh and Eat Tacos – CD and Booklet&lt;br&gt;Puppets&lt;br&gt;Flannel Board&lt;br&gt;Animal and Family Cut-outs</td>
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<tr>
<td>5</td>
<td><strong>Vocabulary – Marine and Wild Animals:</strong>&lt;br&gt;i) Parque zoológico: flamenco, tigre, león, elefante, serpiente, delfín, tiburón, concha, caracol, estrella de mar&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Cómo es_______?&lt;br&gt;ii) Placement and Agreement of Adjectives</td>
<td>- Listening and Speaking Exercises&lt;br&gt;- Role Playing&lt;br&gt;- Reading Comprehension Exercises&lt;br&gt;- Writing Sentences</td>
<td>- Sentence Completion Exercises&lt;br&gt;- Reading Comprehension Exercises&lt;br&gt;- Writing Paragraphs</td>
<td>Chispas 1 Textbook and Audio CD&lt;br&gt;¡Muy bien! B Kit&lt;br&gt;Puppets</td>
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<td>6</td>
<td><strong>Vocabulary – Geographical Features</strong>&lt;br&gt;i) paisajes, archipiélago, isla, cayo, mar, playa, lago, río, montaña, selva, desierto&lt;br&gt;ii) animales, árboles, plantas, flores&lt;br&gt;iii) conservar&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Adónde quieres ir? → Quiero ir a / al ___.&lt;br&gt;ii) ‘a’, ‘a la’, ‘al’, ‘a los’, ‘a las’</td>
<td>- Listening and Speaking Exercises&lt;br&gt;- Reading Exercises&lt;br&gt;- Labelling of Flora and Fauna of The Bahamas (Field Trips)&lt;br&gt;- Creating Posters</td>
<td>- Listening and Reading Comprehension Exercises&lt;br&gt;- Projects (based on Field Trips)&lt;br&gt;- Video Presentations</td>
<td>Chispas 2 Textbook and Audio CD&lt;br&gt;¡Muy bien! C Kit</td>
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# SCOPE OF WORK FOR PRIMARY SPANISH

## Communicative Objective 3.7 - Discussing Essential Services and Responding to Emergencies

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<td><strong>VOCABULARY – TRANSPORTATION:</strong>&lt;br&gt;i) El transporte: autobús, carro/coche/autobus, crucero, bicicleta, a pie, avión&lt;br&gt;<strong>STRUCTURES:</strong>&lt;br&gt;i) ¿Cómo vienes <em><strong><strong>? → Vengo</strong></strong></em>.&lt;br&gt;ii) ¿Cómo vas <em><strong><strong>? → Voy</strong></strong></em>.</td>
<td>➢ Listening and Speaking Exercises&lt;br➢ Role Playing&lt;br➢ Matching Exercises&lt;br➢ Map Exercises</td>
<td>➢ Matching Exercises (pictures with phrases / sentences)&lt;br➢ Word Completion Exercises&lt;br➢ Map Exercises</td>
<td>➢ ¡Muy bien! Level C Kit&lt;br➢ Toy Vehicles&lt;br➢ Regional and World Maps</td>
</tr>
<tr>
<td>5</td>
<td><strong>VOCABULARY – ESSENTIAL SERVICES:</strong>&lt;br&gt;i) banco, clínica, hospital, iglesia, supermercado&lt;br&gt;ii) dinero, medicina, Biblia, alimentos&lt;br&gt;iii) ahorrar, rezar / orar, comprar&lt;br&gt;<strong>STRUCTURES:</strong>&lt;br&gt;i) ¿Dónde está <em><strong><strong>? → Está</strong></strong></em>.&lt;br&gt;ii) Subject Pronouns: yo, tú, él/ella, usted with Present Tense Forms of verbs</td>
<td>➢ Listening and Speaking Exercises&lt;br➢ Role Playing&lt;br➢ Reading&lt;br➢ Comprehension Exercises</td>
<td>➢ Listening and Matching Exercises&lt;br➢ Sentence Writing&lt;br➢ Completing Dialogues</td>
<td>➢ ¡Muy bien! Level C Kit&lt;br➢ Picture Cards&lt;br➢ Community Maps</td>
</tr>
<tr>
<td>6</td>
<td><strong>VOCABULARY – EMERGENCIES:</strong>&lt;br&gt;i) el / la policía, médico(a), enfermero(a), bombero(a), herido(a), ladrón / ladrona&lt;br&gt;ii) estación de policía, estación de bomberos, cárcel&lt;br&gt;iii) dolor, accidente, fuego&lt;br&gt;iv) ¡Auxilio!; ¡Socorro!&lt;br&gt;v) ayudar, apagar, curar, llamar, trabajar, robar, proteger&lt;br&gt;<strong>STRUCTURES:</strong>&lt;br&gt;i) Subject Pronouns: nosotros(as), ellos(as) with Present Tense Forms of verbs above</td>
<td>➢ Listening and Speaking Exercises&lt;br➢ Role Playing&lt;br➢ Reading&lt;br➢ Comprehension Exercises&lt;br➢ Dialogue Writing</td>
<td>➢ Listening Comprehension Exercises&lt;br➢ Reading&lt;br➢ Dialogue Completion&lt;br➢ Paragraph Writing</td>
<td>➢ ¡Muy bien! Level C Kit&lt;br➢ Picture Cards&lt;br➢ Community Maps</td>
</tr>
</tbody>
</table>
### SCOPE OF WORK FOR PRIMARY SPANISH

**Communicative Objective 4.1 - Describing States and Conditions (Emotional and Physical)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Vocabulary/Structures/Culture</th>
<th>Suggested Activities</th>
<th>Suggested Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 4     | **Vocabulary – Feelings and Conditions:**  
  i) bien, mal, regular, así, así  
  ii) contento(a), triste  
  iii) frío(a), calor, hambre, sed, sueño, miedo  
  **Structures:**  
  i) ¿Cómo estás? → Estoy_____.  
  ii) ¿Qué tal?  
  iii) Tengo_____.  | Listening and Speaking Exercises  
  Role Playing  
  Miming (Charadas)  
  Matching Exercises  | Matching Exercises (pictures with phrases / sentences)  
  Word Completion Exercises  | Chispas 1 Textbook and Audio CD  
  ¡Muy bien! Level B Textbook  
  Puppets  
  Flashcards  
  Canciones hispanobahameñas Audio CD |
| 5     | **Vocabulary – Physical Ailments & States:**  
  i) estómago, garganta, oído, dientes, muelas  
  ii) catarro, dolor, sueño, miedo  
  **Structures:**  
  i) ¿Qué te duele? → Me duele(n)_____.  
  ii) Tengo dolor de_____.  
  iii) ¿Qué tienes? → Tengo_____.  | Listening and Speaking Exercises  
  Role Playing  
  Reading Comprehension Exercises  | Listening and Matching Exercises  
  Sentence Writing  
  Completing Dialogues  | Canciones hispanobahameñas Vol.1 – Audio CD  
  Chispas 3 Textbook, Workbook and Audio CD |
| 6     | **Vocabulary – Emotions:**  
  i) asustado(a), sorprendido(a), enojado(a), preocupado(a), enfermo(a), cansado(a), triste, aburrido(a)  
  **Structures:**  
  i) ¿Cómo está él / ella?  
  ii) ¿Cómo te sientes? → Me siento_____.  
  iii) ¿Cómo se sienten? → Se sienten_____.  
  iv) Negative Clauses and Sentences:  | Listening and Speaking Exercises  
  Role Playing (how one feels)  
  Sentence Completion Exercises  
  Constructing Sentences  | Listening and Matching Exercises  
  Reading Exercises  
  Writing Dialogues  | ¡Muy bien! Level C Textbook and Workbook  
  Chispas 3 and 4 Textbooks, Workbooks and Audio CDs |
# SCOPE OF WORK FOR PRIMARY SPANISH

## Communicative Objective 4.2 - Explaining Food Preferences

<table>
<thead>
<tr>
<th>Grade</th>
<th>Vocabulary/Structures/Culture</th>
<th>Suggested Activities</th>
<th>Suggested Assessments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Vocabulary – Foods and Drinks:</strong>&lt;br&gt;i) Las comidas: desayuno, almuerzo, cena, merienda&lt;br&gt;ii) Los alimentos: pan, carne, pollo, papas, queso, maíz, manzana, banana, piña, mango, uva, naranja, sandía, coco&lt;br&gt;iii) Las bebidas: té, café, agua, jugo, leche**&lt;br&gt;**Structures:&lt;br&gt;i) ¿Qué quieres tomar/comer? Quiero.</td>
<td>Listening and Labelling Food (realia or graphics)&lt;br&gt;Role Playing&lt;br&gt;Reading Comprehension Exercises&lt;br&gt;Word Completion Exercises</td>
<td>Listening Comprehension Exercises&lt;br&gt;Matching Exercises (pictures with phrases / sentences)&lt;br&gt;Word Completion Exercises</td>
<td>¡Muy bien! Level A Kit&lt;br&gt;Chispas 1 Textbook and Audio CD&lt;br&gt;Flashcards&lt;br&gt;Realia</td>
</tr>
<tr>
<td>5</td>
<td><strong>Vocabulary:</strong>&lt;br&gt;i) Los alimentos: sopa, arroz, pasta, hamburguesa, papas fritas, sándwich, jamón, mayonesa, mostaza, mantequilla, jalea, nuez (nueces), frutas, fresa, melón, melocotón, mandarina, tomate&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) ¿Qué vas a comer? Voy a comer. &lt;br&gt;ii) ¿Qué te gusta? Me gusta. &lt;br&gt;iii) <em>Ir a</em> + Infinitive in Sentences&lt;br&gt;<strong>Curriculum Link (HFLE):</strong>&lt;br&gt;i) The Food Drum – <em>comida sana</em></td>
<td>Listening and Speaking Exercises&lt;br&gt;Creating a Food Pyramid / Food Drum&lt;br&gt;Role Playing&lt;br&gt;Reading Comprehension Exercises&lt;br&gt;Writing Dialogues</td>
<td>Listening Exercises&lt;br&gt;Reading Comprehension Exercises&lt;br&gt;Writing Dialogues</td>
<td>¡Muy bien! Level C Kit&lt;br&gt;Chispas 3 Textbook and Audio CD</td>
</tr>
<tr>
<td>6</td>
<td><strong>Vocabulary:</strong>&lt;br&gt;i) vegetales, lechuga, zanahoria, pescado, huevos (fritos/ revueltos), tocineta, salchicha, sirope, panqueque&lt;br&gt;ii) Los postres: torta, pastel, pudín de pan, chocolate, helado&lt;br&gt;<strong>Structures:</strong>&lt;br&gt;i) <em>Ir a</em> + Infinitive in Sentences</td>
<td>Listening and Speaking Exercise (restaurant scenes)&lt;br&gt;Reading Comprehension Exercises&lt;br&gt;Writing Dialogues</td>
<td>Listening Exercises&lt;br&gt;Reading Comprehension Exercises&lt;br&gt;Writing Dialogues</td>
<td>¡Muy bien! Level C Kit&lt;br&gt;Chispas 3 Textbook and Audio CD</td>
</tr>
</tbody>
</table>
**SCOPE OF WORK FOR PRIMARY SPANISH**

**COMMUNICATIVE OBJECTIVE 4.3 - EXPRESSING HEALTH CONCERNS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Vocabulary/Structures/Culture</th>
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<th>Resources</th>
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<td>4</td>
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<td>5</td>
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</tbody>
</table>
| 6     | **VOCABULARY – HEALTH CONCERNS:**  
i) el médico, la doctora, el / la dentista, el /la enfermero(a), el /la paciente  
ii) la clínica dental, el consultorio, la farmacia, el hospital, la clínica  
iii) medicina, receta, dolor, tos, fiebre, enfermo(a)  
iv) trabajar, sacar dientes, curar  
**STRUCTURES:**  
i) ¿Quién es? → Es________.  
ii) ¿Dónde trabaja? → Trabaja__________.  
iii) ¿Qué te duele?  
v) Me duele(n)___________.  
v) No me duele(n)_________. | ➢ Listening and Speaking Exercises  
➢ Matching Exercises (words and phrases with graphics)  
➢ Role Playing  
➢ Reading Comprehension Exercises  
➢ Completing Dialogues | ➢ Listening Comprehension Exercises  
➢ Reading Comprehension Exercises  
➢ Writing Dialogues | ➢ ¡Muy bien! Level C Textbook, Workbook and Audio CD |
### SCOPE OF WORK FOR PRIMARY SPANISH

**Communicative Objective 5.1 - Identifying and Describing Spanish-speaking Countries and their Capitals by Region: Spain and the Caribbean**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Vocabulary/Structures/Culture</th>
<th>Suggested Activities</th>
<th>Suggested Assessments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Vocabulary – Spain and the Caribbean:</strong>&lt;br&gt; i) España – Madrid&lt;br&gt; ii) Cuba – La Habana&lt;br&gt; iii) República Dominicana – Santo Domingo&lt;br&gt; iv) Puerto Rico – San Juan&lt;br&gt; v) El Caribe, El Mar Caribe&lt;br&gt; vi) país, isla, cayo, mar, arena&lt;br&gt; vii) capital</td>
<td>- Listening and Speaking Exercises&lt;br&gt; - Identifying Countries and their Capitals on Maps&lt;br&gt; - Matching Countries with their Capitals&lt;br&gt; - Locating Countries, (using puzzles, maps, etc.)&lt;br&gt; - Role Playing</td>
<td>- Listening Exercises&lt;br&gt; - Locating countries (using puzzles, maps, etc.)&lt;br&gt; - Work Sheets&lt;br&gt; - Matching Exercises&lt;br&gt; - Projects</td>
<td>- Regional and World Maps&lt;br&gt; - Work Sheets&lt;br&gt; - GeoPuzzles&lt;br&gt; - Sing, Dance, Laugh and Eat Tacos</td>
</tr>
</tbody>
</table>

**Structures:**<br> i) ¿Cuál es la capital de (Caribbean Spanish-speaking country)?<br> ii) La capital es__________________.

**Curriculum Links (Social Studies & Maths):**<br> i) Determining Geographical Relationships between Spanish-speaking Caribbean Countries (listed above)<br> ii) Completing Mathematical Calculations of Distances between The Bahamas and each Spanish-speaking Country in the Caribbean<br> iii) Retracing Christopher Columbus’ Journey from Spain to The Bahamas

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**Bahamas Ministry of Education, Science and Technology - Primary Spanish Curriculum 2017**
**SCOPE OF WORK FOR PRIMARY SPANISH**

**Communicative Objective:** 5.2 – Identifying and Describing Spanish-speaking Countries and their Capitals by Region: Central America and Mexico

<table>
<thead>
<tr>
<th>Grade</th>
<th>Vocabulary/Structures/Culture</th>
<th>Suggested Activities</th>
<th>Suggested Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 5     | **Vocabulary – Central America:**  
  i) Panamá – Ciudad de Panamá  
 ii) Costa Rica – San José  
 iii) Nicaragua – Managua  
 iv) Honduras – Tegucigalpa  
 v) El Salvador – San Salvador  
 vi) Guatemala – Ciudad de Guatemala  
 vii) México – Ciudad de México  
 viii) América Central, El Caribe, El Mar Caribe, mar, capital, ciudad  
 ix) bandera (y los colores)  
   **Structures:**  
  i) ¿Dónde está (Central American Spanish-speaking country)?  
 ii) Está en______.  
 iii) ¿Cuál es la capital de___________?  
 iv) La capital es_________________.  
 v) ¿De qué color es la bandera de______?  
 vi) La bandera de _____ es__________.  
   **Curriculum Links (Social Studies & Maths):**  
  i) Determining Geographical Relationships between Central American Countries  
 ii) Completing Mathematical Calculations of Distances between The Bahamas and each Spanish-speaking Country in Central America  
 | ➢ Listening and Speaking Exercises  
 ➢ Identifying Countries and their Capitals on Maps  
 ➢ Matching Countries with their Capitals  
 ➢ Responding to Questions Concerning Location  | ➢ Listening Exercises  
 ➢ Locating Countries (using maps, puzzles, etc.)  
 ➢ Work Sheets  
 ➢ Role Playing  
 ➢ Sentence Completion Exercises  
 ➢ Projects  | ➢ Chispas 1 Textbook  
 ➢ Chispas 2 Textbook  
 ➢ Regional and World Maps  
 ➢ GeoPuzzles  
 ➢ Transparencies  
 ➢ Work Sheets  
 ➢ Sing, Dance, Laugh and Eat Tacos  |
## SCOPE OF WORK FOR PRIMARY SPANISH

**Communicative Objective: 5.3 - Identifying and Describing Spanish-speaking Countries and their Capitals by Region: South America and Africa**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Vocabulary/Structures/Culture</th>
<th>Suggested Activities</th>
<th>Suggested Assessments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td><strong>Vocabulary South America and Africa:</strong>&lt;br&gt;i) Venezuela – Caracas&lt;br&gt;ii) Colombia – Bogotá&lt;br&gt;iii) Ecuador – Quito&lt;br&gt;iv) Perú – Lima&lt;br&gt;v) Bolivia – La Paz / Sucre&lt;br&gt;vi) Chile – Santiago&lt;br&gt;vii) Argentina – Buenos Aires&lt;br&gt;viii) Paraguay – Asunción&lt;br.ix) Uruguay – Montevideo&lt;br&gt;x) Guinea Ecuatorial - Malabo&lt;br&gt;xi) Océano Atlántico, Océano Pacífico,&lt;br&gt;xii) Sudamérica; América del Sur&lt;br&gt;xiii) océano, ciudad, escudo</td>
<td>➢ Identifying Countries and their Capitals on Maps&lt;br&gt;➢ Matching Countries with their Capitals&lt;br&gt;➢ Responding to Questions About Location&lt;br&gt;➢ Asking Questions About Location&lt;br&gt;➢ Writing Sentences in Spanish</td>
<td>➢ Locating Countries and Capitals on Maps&lt;br&gt;➢ Work Sheets&lt;br&gt;➢ Role Playing&lt;br&gt;➢ Writing Sentences in Spanish&lt;br&gt;➢ Projects</td>
<td>➢ Chispas 1 Textbook&lt;br➢ Chispas 2 Textbook&lt;br➢ Regional and World Maps&lt;br➢ Transparencies&lt;br➢ Work Sheets&lt;br➢ Sing, Dance, Laugh and Eat Tacos 2</td>
</tr>
</tbody>
</table>

### Structures:

i) ¿Dónde está (South American Spanish-speaking country)?

ii) Está en ________.

vii) ¿Cuál es la capital de__________?

### Curriculum Links (Social Studies & Maths):

i) Determining Distances between the South American Countries, and between South American Countries and The Bahamas

ii) Determining the Geographical Relationship between The Bahamas and Guinea Ecuatorial
APPENDICES
ORAL COMMUNICATIVE COMPETENCY

GRADE 4

Grade 4 students are expected to be able to ask and respond to these questions by the end of the year. They should be competent in asking and responding to at least four questions per term.

1. ¿Cómo te llamas?
2. ¿Cómo estás?
3. ¿De dónde eres?
4. ¿Dónde vives?
5. ¿Cómo se llama tu mamá / papá / hermano(a), maestro(a) / director(a)?
6. ¿Cuál es tu número de teléfono?
7. ¿Cuándo es tu cumpleaños?
8. ¿Qué día es hoy?
9. ¿Cuántos años tienes tú?
10. ¿Cómo vienes a la escuela?
ORAL COMMUNICATIVE COMPETENCY

GRADE 5

Grade 5 students are expected to be able to ask and respond to these questions by the end of the year. They should be competent in asking and responding to at least five questions per term. Note that some of the Grade 4 questions are included.

1. ¿Cómo te llamas?
2. ¿Dónde vives?
3. ¿Cómo estás? / ¿Qué tal?
4. ¿Cuál es tu número de teléfono?
5. ¿De dónde eres?
6. ¿Cómo se llama _________?
7. ¿Cuántos años tienes tú?
8. ¿Cómo te sientes?
9. ¿Cuándo es tu cumpleaños?
10. ¿Qué día es hoy?
11. ¿De qué color es ____________?
12. ¿Cómo eres tú?
13. ¿Cómo es tu mamá / maestra?
14. ¿Te gusta _________?
15. ¿Cuál es tu nacionalidad?
16. ¿Qué tiempo hace hoy?
1. ¿Cómo te llamas? / ¿Cuál es tu nombre? / ¿Cuál es tu apellido?
2. ¿Dónde vives?
3. ¿Cómo estás? / ¿Qué tal?
4. ¿De dónde eres?
5. ¿Cómo se llama ____________?
6. ¿Cuál es tu número de teléfono?
7. ¿Cuántos años tienes tú?
8. ¿Cuándo es tu cumpleaños?
9. ¿Qué día es hoy?
10. ¿De qué color es ______________?
11. ¿Cómo es ____________?
12. ¿Qué __________ te gusta?
13. ¿Cuál es tu nacionalidad?
14. ¿De qué color es la bandera de Las Bahamas?
15. ¿Cómo es tu país?
16. ¿Cómo se llama el Primer Ministro de Las Bahamas / el Ministro de Educación?
17. ¿Cuál es tu __________ favorito?
18. ¿Qué te gusta hacer?
19. ¿Adónde vas de vacaciones?
20. ¿Cómo te sientes?
21. ¿Hablas español?
### SUGGESTED WEIGHTING FOR FORMATIVE AND SUMMATIVE ASSESSMENT

<table>
<thead>
<tr>
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<th>WEIGHTING</th>
<th>ASSESSMENT PERIOD</th>
<th>ASSESSMENT INSTRUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKING</strong></td>
<td>25%</td>
<td>CONTINUOUS</td>
<td>1. Memorised Presentations&lt;br&gt;2. Guided / Prepared Responses&lt;br&gt;3. Role Plays&lt;br&gt;4. Impromptu Presentations</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>25%</td>
<td>20 – 40 MINUTES</td>
<td>1. Multiple Choice Exercises&lt;br&gt;2. Sequencing Exercises&lt;br&gt;3. Question and Answer Exercises – in Spanish and English</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td>25%</td>
<td>20 – 40 MINUTES</td>
<td>1. Sentence Completion&lt;br&gt;2. Postcard and Letter Writing&lt;br&gt;3. Guided Writing (Sentences and Paragraphs)&lt;br&gt;4. Independent Writing</td>
</tr>
</tbody>
</table>
COMMUNICATIVE OBJECTIVE 2.4 – IDENTIFYING AND DESCRIBING PARTS OF THE BODY

MUSIC
Sing songs about parts of the body, using a TPR (Total Physical Response) activity.

ART
Make masks from templates. N.B. For projects and homework assignments only!

SCIENCE
Identify and label body parts and discuss hygiene. E.g. *Tenemos que lavar las manos antes de comer.* (We must wash our hands before eating.)

COMMUNICATIVE OBJECTIVE 2.7 – DISCUSSING ENTERTAINMENT, RECREATION AND LEISURE TIME

SOCIAL STUDIES
Draw and label a map of the community to show where various activities take place.

LANGUAGE ARTS
Interview classmates about favourite pastimes and give a report.

HEALTH AND FAMILY LIFE EDUCATION
Compare and contrast recreational activities in The Bahamas and some Hispanic countries.
PRAYERS / ORACIONES

MORNING PRAYERS

Te damos gracias, O Señor,
Por este día.
Amén

(Submitted by Mrs. Virginia Grimes-Idah)

Padre nuestro, que estás en el cielo,
Te damos gracias por este día.
Te damos gracias por la vida,
Por mis padres,
Por mis maestros.
Ayúdanos a ser mejores cada día.
Amén.

(Submitted by Ms. Rosa Bailón)

Niñito Jesús,
Hoy quiero ser mejor que ayer.
Como tú, quiero ser,
niñito Jesús.
Amén.

(Submitted by Ms. Cynthia Brown)

Gracias Señor,
Por este día.
Ayúdanos,
Cuídanos,
Jesús.
Amén.

(Submitted by Mrs. Renea Pennerman)
PRAYERS / ORACIONES

LUNCHTIME PRAYERS

Con las manitos juntas,
Y el corazón contento,
Te damos gracias, Señor,
Por estos alimentos.
Amén.
(Submitted by Mrs. Vielka Vanhorn-Wood)

Gracias, Señor!
Por el alimento que nos das hoy.
Bendice las manos
que los han preparado.
Y dales de comer
A los que no tienen.
En el nombre de Jesús.
Amén.
(Submitted by Ms Kathia Barley Anderson)

END OF SCHOOL DAY PRAYERS

Niño Jesucito,
Dulce compañía,
No me desampares,
Ni de noche ni de día.
Amén.
(Submitted by Rosa Bailón)

Que la gracia del Señor, Jesucristo,
Quede con nosotros
Ahora y por siempre.
Amén.
(Submitted by Dulcie Armbrister)
SONGS / CANCIONES

ALELÚ
Alelú, alelú, alelú, aleluya, Gloria a Dios.
Alelú, alelú, alelú, aleluya, Gloria a Dios.
Gloria a Dios, aleluya.
Gloria a Dios, aleluya.
Gloria a Dios, aleluya.
Glo--- ria a Dios.

CRISTO AMA A LOS NIÑOS
Cristo ama a los niños como yo, yo, yo.
Cristo ama a los niños como yo, yo, yo.
Niños como yo ama mi Jesús.
Cristo ama a los niños como yo, yo, yo.

ESTA LUCECITA
Esta lucecita mía, la dejaré brillar.
Esta lucecita mía, la dejaré brillar.
brillará, brillará, brillará.
No me la apague Satanás, la dejaré brillar
No me la apague Satanás, la dejaré brillar
Brillará, brillará, brillará.

ESTE ES EL DÍA
Este es el día,
Este es el día,
Que hizo el Señor,
Que hizo el Señor.
Día de alegría,
Día de alegría
Y de gozo,
Y de gozo.
¡Este es el día que hizo el Señor!
Día de alegría y de gozo.
Este es el día,
Este es el día,
Que hizo el Señor.

(Song Lyrics Submitted by Rosa Bailón)
SONG / CANCIÓN
ÉSTA ES MI TIERRA

VERSO 1
Ésta es mi tierra,
Ésta es mi tierra,
Desde Gran Bahama
Hasta Inagua.

VERSO 2
Porciones de tierra,
Hasta Mayaguana,
Ésta tierra
Es para ti y para mí.

VERSO 3
Lo exploraremos
Protegeremos
Presevaremos
El Commonwealth.

VERSO 4
Sus bellas playas,
Vida Silvestre,
Ésta tierra
Es para ti y para mí.

(Translated and submitted by:
Ms. Kathia Barley-Anderson)
TEMPLATE FOR DETAILED SPANISH LESSON PLAN

NAME OF SCHOOL AND NAME OF TEACHER

DETAILED LESSON PLAN – SPANISH

Date: ________________________________  Duration of Lesson: ________________________________

Grade Level: __________________________  Ability Level: _________________________________

Topic / Communicative Objective: _______________________________________________________

Behavioural Objectives: 
  i. 
  ii. 
  iii. 

Instructional Resources:

Content:
  Vocabulary:
  Structures / Grammar:
  Culture:

Introduction:

Development – Teacher and Student Activities:

Conclusion:

Follow-up Activity / Homework:

Evaluation:

BAHAMAS MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY - PRIMARY SPANISH CURRICULUM 2017
SAMPLE SPANISH LESSON PLAN – GRADE 4

NAME OF SCHOOL AND NAME OF TEACHER

DETAILED LESSON PLAN – SPANISH

Date: ___________________________ Duration of Lesson: _______________________

Grade Level: ______________________ Ability Level: __________________________

Topic / Communicative Objective 3.3: Describing the Family

Resources:
CD and CD Player, LCD Projector, Chispas 1 Textbook (page 22), Pictures of Family Members, Copies of Worksheets

Content:


Behavioural Objectives:
Having provided the students with illustrations, listening and reading activities about the family, students will be able to:

i. Give Spanish pronunciation of vocabulary (family members).

ii. Describe the size of their family, orally and in writing.

iii. Respond in Spanish to the questions, ¿Cómo se llama tu papá / mamá / hermana? [What is your father’s / mother’s / sister’s name?] and then ask the names of family members – also in Spanish.

Introduction:

i. The teacher will advise students that last week’s lesson on the family will be continued, with an oral review of the Spanish words for immediate members of the family.

ii. Students will complete pronunciation drills of each word.

iii. Students will listen to a song about the family.

The song is deliberately repetitive, as repetition is of the utmost importance for learning a new language / developing listening and speaking skills. Also, Spanish is a phonetic language and the song contains all of the vowel sounds.
SAMPLE SPANISH LESSON PLAN – GRADE 4 (CONTINUED)

**Development:**

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using pictures that she has brought to class, the teacher will call students to</td>
<td>1. As called, students will move to the front of the classroom, display a picture of</td>
</tr>
<tr>
<td>the front of the classroom, one at a time, to display a picture of a family member or</td>
<td>a family member or pet, say the word in Spanish and form a sentence telling the</td>
</tr>
<tr>
<td>pet, say the word in Spanish and form a sentence telling the proper name. For example:</td>
<td>proper name. For example: Mi papá se llama ___________________.</td>
</tr>
<tr>
<td>Mi papá se llama ___________________.</td>
<td></td>
</tr>
<tr>
<td>2. The teacher will direct students to listen to a song related to the family and</td>
<td>2. Students will listen to the song and repeat the lyrics, as directed by the teacher.</td>
</tr>
<tr>
<td>then repeat the lyrics.</td>
<td></td>
</tr>
<tr>
<td>3. The teacher will distribute copies of worksheets and instruct students to circle</td>
<td>3. Students will circle the correct answer for each question, after listening to the</td>
</tr>
<tr>
<td>the correct answer as they listen to the third recording.</td>
<td>song a third time.</td>
</tr>
<tr>
<td>4. After dividing the class into groups, the teacher will choose volunteers from</td>
<td>Guided by the teacher, volunteer students will engage in short conversational</td>
</tr>
<tr>
<td>one group to read, in Spanish, questions such as: “Cómo se llama tu madre?” (What is</td>
<td>exchanges, in Spanish.</td>
</tr>
<tr>
<td>your)mother’s name? Volunteers from another group will be chosen to respond to the</td>
<td></td>
</tr>
<tr>
<td>question.</td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion:**

Students will be instructed to sing the song presented in the introductory activity. The teacher will then select pairs of students to role play asking and giving the names of family members and pets.

**Evaluation:**
SAMPLE SPANISH LESSON PLAN – GRADE 5

NAME OF SCHOOL AND NAME OF TEACHER

DETAILED LESSON PLAN – SPANISH

Date: ___________________________ Duration of Lesson: _______________________

Grade Level: ______________________ Ability Level: ______________________________

Topic / Communicative Objective 3.3: Describing the Family

Resources:
Whiteboard, LCD Projector, Laptop, Finger Puppets

Content:

Vocabulary: See Scope of Work, Communicative Objective 3.3, Grade 5.
Structures: See Scope of Work, Communicative Objective 3.3, Grade 5.

Behavioural Objectives:
Having provided the students with a PowerPoint presentation and the recording of a song describing a family, students will be able to:

i. Identify vocabulary for extended family members.
ii. Name family members.
iii. Describe family members’ physical appearance and personality traits, applying previous and new vocabulary.

Introduction:

i. The teacher will play a Spanish song and utilize finger puppets to introduce new vocabulary.
ii. Students will listen first and then sing along with the recording.
iii. Students will identify family vocabulary heard in the song.
SAMPLE SPANISH LESSON PLAN – GRADE 5 (CONTINUED)

Development:

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using PowerPoint, the teacher will present vocabulary to students.</td>
<td>1. The students will listen as the teacher pronounces the words. Students will then repeat the words after the teacher.</td>
</tr>
<tr>
<td>2. The teacher will lead students in singing a song about the family.</td>
<td>2. Students will sing a song about the family, reading the lyrics from the PowerPoint presentation.</td>
</tr>
<tr>
<td>3. The teacher will present PowerPoint illustrations of family members, with descriptive sentences accompanying each illustration. The teacher will explain the ¿Cómo es_______? structure, as well as Spanish noun-adjective agreement.</td>
<td>3. As directed by the teacher, students will read the descriptive sentences that accompany each illustration.</td>
</tr>
<tr>
<td>4. The class will watch a video clip of Spanish students describing a family member (physical appearance and personality traits).</td>
<td></td>
</tr>
<tr>
<td>5. The teacher will ask questions about the video clip – in English and then in Spanish – to test comprehension.</td>
<td>5. Students will answer questions in English and then in Spanish.</td>
</tr>
<tr>
<td>6. The teacher will model the use of finger puppets to role play talking about family members of different races.</td>
<td>6. Students will use finger puppets to role play talking about family members of different races, using Spanish structures correctly.</td>
</tr>
<tr>
<td>7. The teacher will instruct students to conduct surveys about their classmates’ family members.</td>
<td>7. Divided into groups by the teacher, students will conduct surveys about their classmates’ family members.</td>
</tr>
<tr>
<td>8. The teacher will call three volunteer students to describe a family member, using the vocabulary and structures practised during the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

Conclusion:
Students will be instructed to complete a worksheet exercise, requiring them to write a guided paragraph describing family members.

Evaluation:
SAMPLE SPANISH LESSON PLAN – GRADE 6

NAME OF SCHOOL AND NAME OF TEACHER

DEDICATED LESSON PLAN – SPANISH

Date: ___________________________  Duration of Lesson: ___________________________
Grade Level: ___________________________  Ability Level: ___________________________

TOPIC / COMMUNICATIVE OBJECTIVE 3.3: DESCRIBING THE FAMILY

Resources:  Overhead Projector and Transparencies, CD Player and Audio CD, Picture Cards, Puppets, Worksheets

Content:


Behavioural Objectives:
Having provided the students with illustrations, listening and reading activities about the family, students will be able to:

  i. Use appropriate possessive adjectives when referring to family members and family relationships.
  ii. Compare and contrast family members’ age – using the comparative adjectival phrases (mayor que / menor que).

Introduction:

  i. The teacher will advise students of the lesson’s objectives.
  ii. Students will be guided in a brief review of the previous lesson.
  iii. Volunteer students will role play asking and giving the names of family members.
SAMPLE SPANISH LESSON PLAN – GRADE 6 (CONTINUED)

Development:

<table>
<thead>
<tr>
<th>Teacher and Student Activities</th>
<th>1. Students will listen carefully to the teacher’s pronunciation of the new vocabulary and structures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher will present new vocabulary and structures (illustrated), instructing students to listen carefully to her pronunciation.</td>
<td>1. Students will listen carefully to the teacher’s pronunciation of the new vocabulary and structures.</td>
</tr>
<tr>
<td>2. The teacher will pronounce words or structures a second time, instructing students to repeat after her.</td>
<td>2. The students will listen and then repeat the words and/or phrases after the teacher, chorally and then in small groups.</td>
</tr>
<tr>
<td>3. Using a transparency with a family tree diagrammed on it, the teacher will question students in Spanish.</td>
<td>3. Students will respond in Spanish, applying Spanish possessive adjectives correctly.</td>
</tr>
<tr>
<td>4. The teacher will lead students in present tense conjugation and subject-verb agreement oral drills for the verb ‘tener’.</td>
<td>4. Students will practise present tense conjugation and subject-verb agreement oral drills for the verb ‘tener’.</td>
</tr>
<tr>
<td>5. The teacher will show students five picture cards, each depicting a group of family members and elicit oral descriptions of the people pictured on the cards.</td>
<td>5. Students will provide oral descriptions of the people pictured on the cards.</td>
</tr>
</tbody>
</table>

Conclusion:
The teacher will display, on a transparency, an incomplete dialogue between two young people discussing their family members. Volunteer students will be called to complete the dialogue by providing the missing words.

Follow-up Activity:
The teacher will distribute a worksheet that will instruct students to write a postcard response to a pen-pal who has asked him/her to describe himself/herself and his/her family.

Evaluation:
SOURCES


Also consulted were the following Bahamas Ministry of Education curriculum documents:

Primary Health and Family Life Education Curriculum Guidelines 2012
Primary Language Arts Scope and Sequence Pilot Document – September 2010
Primary Science Curriculum Guidelines 2010

BAHAMAS MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY - PRIMARY SPANISH CURRICULUM 2017 68