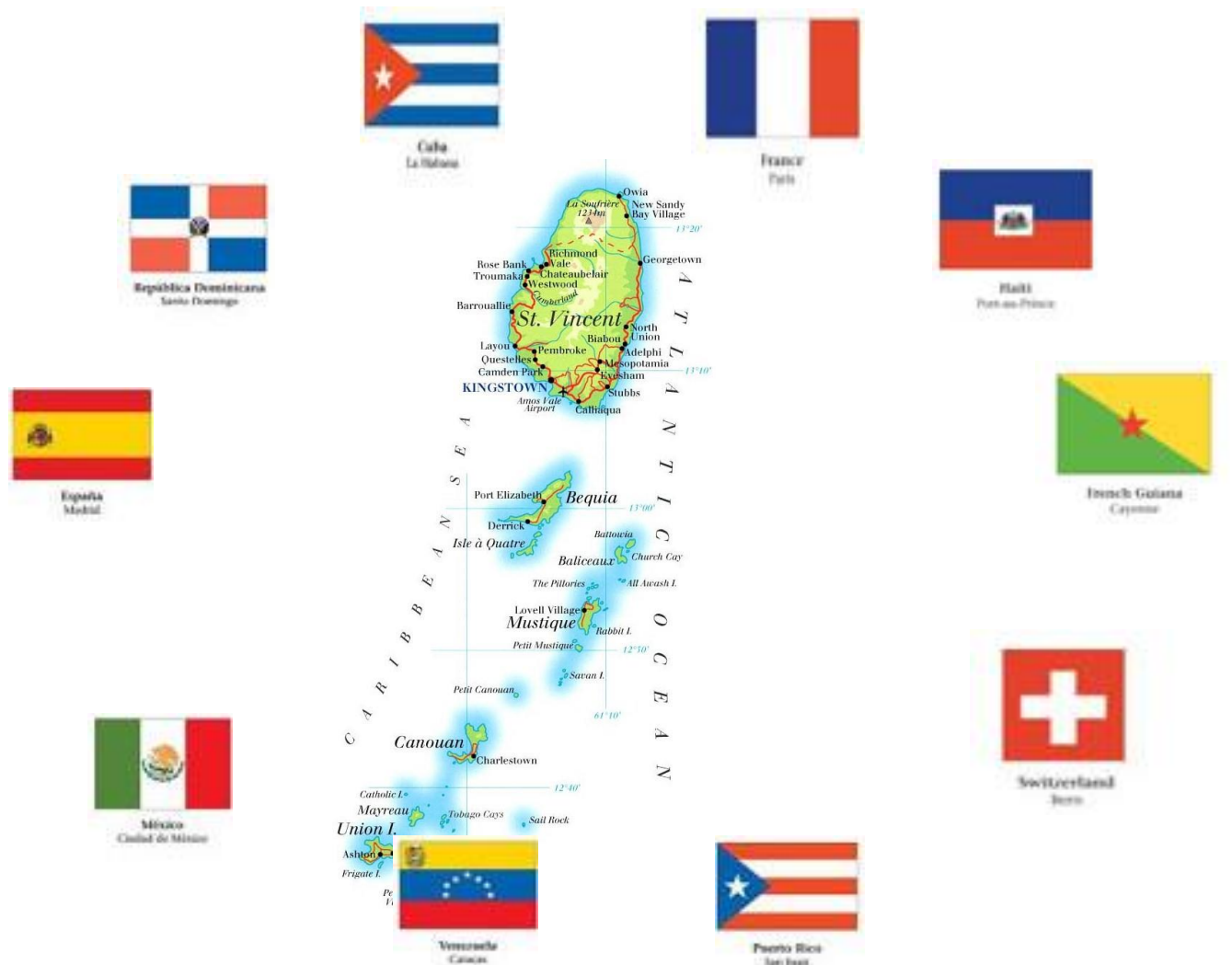


OECS EDUCATION DEVELOPMENT PROJECT (OEDP)

St. Vincent and the Grenadines Foreign Languages Curriculum Guide

For Secondary Schools Grades 7-9 (Forms 1-3)



Funded by the Government of St. Vincent and the Grenadines and the World Bank



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Message from the Chief Education Officer

Mrs. Susan Dougan

Globalization and the knowledge economy pose numerous challenges to small island developing states. St. Vincent and the Grenadines is no exception. With the transformation of entire economies and cultures, schools are expected to keep pace, and educators have to rethink and reform the education system to grapple with these challenges by increasing access and providing opportunities for the student population to acquire skills and gain knowledge for living and production.

The curriculum is a powerful instrument through which education reform is pursued. The curriculum has to provide opportunities for personalizing learning by introducing flexibility in what is taught. It has to be relevant and engaging for all pupils. The curriculum should create learning opportunities for each child by considering the range of abilities, aptitudes and diverse backgrounds of all students. The foundation skills - literacy, numeracy and ICT are also of utmost importance but initiative, creativity and problem solving must transform the way of thinking and doing.

The new curriculum and assessment framework makes provision for new approaches and the use of innovative modalities to encourage teachers to change from traditional to interactive approaches; to foster critical thinking and problem-solving while engaging teachers in proper assessment practices which will enable them to provide evidence-based-intervention strategies for all learners.

The framework also allows practitioners to hone the latent energies and abilities of students through the design, technology, physical education, performing and creative arts curricula. This, it is hoped, will provide future citizens with skills and knowledge to be employable, competitive, self-sufficient and to increase civic and democratic responsibility.

Through the use of this curriculum, from Kindergarten to Grade 9, the education received will determine the citizens' capacity to prosper and to help the economy to bloom.

The new thrust to introduce teachers' guides into schools strengthens the initiative to provide the appropriate resources to allow teachers to implement all programmes of learning. I urge teachers to make maximum use of these resources so that the nation's children will continue to benefit from the opportunities provided in all classrooms.

Susan Dougan

Susan Dougan
Chief Education Officer

FOREWORD

The phased introduction of Universal Secondary Education (USE), completed in 2005, highlighted the need for appropriate curricula to meet the varying needs and interests of the increased, more diverse student population entering secondary schools.

USE led to a further fragmentation of the current curricula as different secondary schools adopt different coping strategies to meet their diverse students' needs.

Hence for USE to be deemed effective there was an urgent need for the Government of St. Vincent and the Grenadines and in particular the Ministry of Education to provide a uniform curriculum framework for all secondary schools, thus providing more equitable access for all.

The Education Act of 1992 and the ESDP (2002-2007), sought to address these issues by providing for the development of a National Curriculum and Assessment Framework (NCAF), which provides flexibility for schools to customize the curriculum, subject to policy requirements, to best meet the needs of their students.

This National Framework, developed through a wide-ranging consultative process and participatory methodologies, led to the development of National Curriculum Programmes of Learning (POLs) and Teachers Guides in nine (9) subject areas: *Creative Arts (Dance, Art, Drama and Music)*, *Design and Technology*, *Foreign Languages (French and Spanish)*, *Health and Family Life Education*, *Language Arts*, *Mathematics*, *Physical Education and Sports*, *Science and Social Sciences*.

These Programmes of Learning seek to raise the performance and standards of teachers and students by providing Attainment Targets and basic Learning Outcomes and Achievement Indicators that ALL students are expected to achieve.

The *Attainment Targets* describe what each student should know, be able to do and the desirable attitudes they should display.

The *Learning Outcomes* are derived directly from the Attainment Targets. They indicate the basic depth and breadth of what students should know, be able to do, and the desirable attitudes they should demonstrate.

The *Achievement Indicators* state what the students should know, be able to do and the values and attitudes they must display in order that the teachers and students can know that a Learning Outcome has been achieved.

The Teachers' Guides are designed to enable ALL students to achieve the national goals for secondary education. They aim to illustrate the integration of teaching, learning and assessment.

Each Guide has been designed to suit the particular needs of each subject area. Furthermore, the Guides include sample lesson plans, assessment strategies, activities and the major resources/materials needed to effectively deliver the programmes. These documents should therefore serve as a guide for the development of instructional programmes to be implemented at the classroom level.

These Guides should therefore provide opportunities for the enhancement of teaching and learning at the classroom level and so contribute to the cognitive, affective and psychomotor development of the child.

The teacher, the main user of these Guides is envisaged as someone who:

- Plans for teaching according to different learning styles and needs of his/her students
- Is flexible and creative
- Is knowledgeable of the subject he/she teaches.

The teacher of the NCAF is therefore someone who is confident in the delivery of the subject matter.

At the Ministry of Education, we are confident that these Guides will significantly enhance teaching and learning in secondary schools and eventually contribute towards the achievement of school graduates who are:-

- Literate and numerate in all domains
- Capable of sound moral and ethical judgments
- Confident and emotionally secure
- Capable of working independently and cooperatively
- Lifelong learners
- Hardworking with positive work ethics
- Knowledgeable and appreciative of their creative and artistic expressions

It is our hope that principals and teachers continue to play their roles in ensuring that these Guides are used for the enhanced development of the Nation's children as we work together to produce better citizens in St. Vincent and the Grenadines.

D. Bacchus

**Deborah Bacchus (Mrs.)
Senior Education Officer – Curriculum**

Overview of the Curriculum Guide

It is important to note that the Curriculum Guide is set out in Year levels (Years 1, 2 and 3) instead of Grade levels (Grades 1, 2 and 3) or Form levels (Forms 1, 2 and 3). This approach facilitates what now exists in the Secondary School System where all schools do not begin French and Spanish in the first year – Grade 7/Form 1.

The Curriculum Guide contains the Programmes of Learning contains suggested related grammatical structures and vocabulary, resources and activities for teaching and assessment.

Aspects:

- The rationale for foreign language learning/teaching
- Approaches to foreign language learning/teaching
- Model lesson plans
- Suggested forms of assessment and activities on subject matter taught
- Suggestions for resources which may be used in each strand

Themes:

The major themes to be covered in the three year period of learning are:

- Personal Information
- Communicating for social interaction
- Culture: The cultural aspects are to be included should relate the civilization to countries where the target language is the official language, for example, Europe, Latin America, France, French West Indies
- Activities involving the use of numbers is necessary

Kindly note that material included is not exhaustive and that teachers may include what is deemed relevant in the teaching-learning context. Remember to include activities which draw on the psychomotor development.

The use of the Total physical response (TPR) is manifested in commands, where the objective would be to respond to the correct command. One of the ways this could be done would be to give the students cards with verbs or other words. Then, have some students give commands according to the cards or pictures. 9

Example given in French: Sortez/ sors/ entrez/ entre/assieds-toi/ touchez le bras/ touche la tête, etc. Example given in Spanish: Toca/ salten/ siéntate/Adelante/