PLANNING FOR INSTRUCTION AND ASSESSMENT

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PLANNING FOR INSTRUCTION AND ASSESSMENT

Why Plan?

- Creating a plan increases teacher awareness of learning outcomes and student needs, and enhances teaching practices.
- Teachers are more likely to effectively meet the expectations of the curriculum, school, students, and parents.
- Topics can be sequenced in a logical way, providing important linking for students.
- Planning well gives teachers confidence. It enables the teacher to anticipate and be prepared for meeting individual student needs and alternative situations that arise in the classroom.
- Planning well reduces many management problems in the classroom.
- Advance planning helps teachers to access resources, and it reduces stress and increases effectiveness.
- Planning well ensures a sound rationale is evident and ready for presentation to parents, students, and administrators.
- Collaborative planning allows teachers to engage in professional dialogue about curriculum, successful practices, individual student needs, and effective use of resources.

Developing Plans

In developing plans, teachers need to effectively

- select an approach to planning
- read and understand the general and specific learning outcomes provided in the Spanish Language and Culture curriculum
- consider student needs, background knowledge, and experience
- select the appropriate learning outcomes and the sequence in which they will receive focus
- select teaching and learning activities
- select learning resources
- consider assessment and evaluation

Learning Outcomes

Learning outcomes in Spanish Language and Culture assist classroom teachers and other educators to

- plan learning activities that support Spanish language growth and student achievement in Spanish Language and Culture
- establish goals for learning, instruction, and assessment in Spanish Language and Culture
- monitor student progress in achieving learning outcomes in Spanish Language and Culture
- communicate with students, parents, and guardians about student progress in Spanish Language and Culture
- select appropriate resources to support student learning

Planning with Learning Outcomes

The learning outcomes separate the four components of communicative competence: language competence and applications, intercultural competence (Global Citizenship), and strategic competence. When planning, teachers need to reflect on how these components can be integrated through activities that involve meaningful communication. Planning needs to include a careful analysis of the learning outcome statement to determine appropriate instructional materials. The following example shows how the four components are integrated in one learning activity.

Consider an activity where a student is asked to prepare a classroom presentation and a poster summarizing the information gathered on an aspect of the culture of a specific Spanish-speaking nation that he or she finds appealing. The guidelines for the activity are as follows:

- Brainstorm potential themes or topics for the exercise and select one. (Applications / Strategies / Global Citizenship)
- Use a concept map to detail what information is required, and develop a plan for gathering the information. (Strategies)
- Identify key vocabulary or terms related to the theme or area of interest. (Language Competence / Lexicon)
- Undertake research, drawing on at least four web-based and print-based Spanish resources and summarize information gathered. (Language Competence / Global Citizenship)
- Prepare presentation and poster using visuals to aid in communicating your ideas. (Language Competence / Applications)
- Check and edit your presentation to ensure correct spelling and grammatical structures. (Language Competence)
- Present to classroom. (Language Competence / Applications)

- Reflect on the experience and identify what you learned, how you learned it, what gaps in learning you perceived, and what was most challenging. (Strategies)

Selecting Learning Outcomes

Selecting learning outcomes is the critical component in developing unit or lesson plans. Which aspects of language learning do you want to focus on? Where are your students in their development of their linguistic and cultural skills?

In targeting learning outcomes for unit or lesson planning, teachers also need to consider how they relate to one another. Once learning outcomes are identified the next step is to consider which learning activities or tasks lend themselves to the development of the learning outcomes.

Considering Assessment and Evaluation

Planning for assessment is an essential aspect of unit and lesson planning. It is important that teachers consider what information they need to collect and what is directly related to the learning outcomes. How will students demonstrate these learning outcomes in the context of the learning tasks and activities selected?

Finally, it is important to select the type of assessment tools best suited for the assessment focus. See Classroom Assessment, page 9.

Selecting Resources

Planning lessons and assembling resources for a language course means more than finding a good text with accompanying workbook and listening tapes. As much as possible, students should work with all kinds of resources. Authentic documents, that is, documents that were designed for Spanish speakers rather than for the purpose of second language teaching, are particularly interesting. By using authentic documents, students gain experience in finding, exploring, and interpreting different kinds of texts, and have models for producing texts of their own.

By using a variety of resources rather than a single text, teachers can better accommodate the diverse learning needs of students found in the average classroom. Even though all students in the class are working on the same task, they may be using different resources depending on their preferred learning styles, level of proficiency, or cognitive development.

Approaches to Planning

There are several approaches to planning for instruction. These may be categorized as thematic, integrated, content/subject based, and task-based approaches. These are not mutually exclusive and often elements of each will be used by teachers to plan for instruction.

Thematic approaches focus on a specific topic or central idea which forms the basis for the unit or the lesson being planned. The theme chosen serves as the organizer for the instructional activities. Themes may be broad or may be specific in nature (e.g., Music of Chile versus the Meaning of the Macarena song). School-based themes provide an opportunity for cross-subject and classroom collaboration.

Integrated approaches are closely related to thematic approaches. They focus on choosing themes that allow for connections with various subject areas or for drawing on a broad range of skills and concepts. Integrated units allow for collaboration between subject area teachers. Students may value integrated learning experiences because they are more "real-life" in nature and relate to other school subjects.

Task-based approaches focus on the engagement of students in very meaningful tasks rather than elements of language. Generally, in task-based approaches, learning tasks have a clear beginning and end.

Regardless of the approach or combination of approaches one may prefer, all of them may be applied to the development of yearly, unit, or lesson plans. These are described in the following section.

General Information on Planning for Spanish Teachers

Types of Plans

Yearly Plans

In creating a long-range plan, a teacher looks at students and elements of curriculum, and considers the school's goals and the year ahead. On this basis, the teacher makes a tentative sequencing of classroom instruction units that would be effective.

Unit Plans

To develop a unit plan, a teacher looks at the students and their needs, and organizes strategies and selects specific learning activities which are aligned with several identified student learning outcomes.

Lesson Plans

Lesson plans 'map out' in detail instructional and learning activities in support of one or more learning outcomes. Usually lesson plans refer to daily plans.

Planning for Balance

Planning for a balanced Spanish Language and Culture delivery needs to take the following into account:

- Specific learning outcomes stated are end-of-year learning outcomes; while students may reach the level of competence described by the learning outcomes at any time during the year, the learning outcomes describe end-of-year performance. Educators must consider the series of instructional steps that will lead to accomplishment of the learning outcomes by the end of the year.
- Learning is recursive and integrative. Many of the learning outcomes need to be addressed repeatedly in different ways throughout the school year. Students need practice in many meaningful contexts to consolidate new knowledge, skills, and strategies. As well as developing new literacy skills and strategies, students need to review, maintain, and refine those learned previously.
- Planning is continual and informed by needs that become evident through classroom assessment.
- A variety of instructional approaches, classroom management techniques, assessment practices, tools and strategies, and language arts learning experiences are essential.
- Students may be taught in a variety of organizational structures, including multi-graded classrooms.

Developing balanced, integrated Spanish instruction is a creative process that is shaped by the teaching style, resources, and strengths of each teacher, by the interests, abilities, and talents that each new group of students brings to the classroom, and by the needs of the community.

Some areas of balance to consider in planning include the following:

- four general learning outcomes
- three modes of communication: productive, interpretive, and interactive
- text types: oral, written, and multimedia texts (which include a variety of expository or informational, narrative, poetic, and dramatic texts; and a variety of forms and genres such as videos, magazines, letters, charts, and computer programs)

- various functions: imparting and receiving information; expressing emotions and personal perspectives; getting things done; extending knowledge of the world; forming, maintaining, and changing interpersonal relationships; and for imaginative purposes and personal enjoyment
- grouping patterns: individual, pairs, small groups, large groups, whole class, heterogeneous, homogeneous, student-directed, teacher-directed
- various levels of language proficiency and the language background and experiences of the student
- various learning styles and multiple intelligences
- various rates of student learning, addressed by providing pre-teaching, review, and additional practice for some students, and challenging extension activities for others

Planning for balance while ensuring sufficient instruction and practice in all the learning outcomes defined for a particular grade or course is a challenging task. Choosing particular ideas and strategies precludes using others. It is unlikely that a teacher would use all the suggestions for instruction and assessment for a specific learning outcome with a particular grade. For example, various types of journals and logs are discussed: personal journals, reader response journals, learning logs, and writers' notebooks. Students likely would not maintain all of these simultaneously.

Yearly Planning

Long-range planning is making difficult decisions about the direction of our programming based on our best professional judgment. Long-range planning is problem solving. Long range plans are often viewed as a finished product rather than a working document and as a "means to an end." If planning is to be effective and of value to the teacher, risk taking, continual monitoring, and subsequent modifications are valued parts of the process. A real year plan will reflect changes and will be a working document, not a polished masterpiece.

To begin long range planning:

- Know and use the curriculum.
- Focus on how the planning will help you and your students, not on the product or what someone else might expect.
- Look at the different types of long-range planning and consider those which best meet your needs.
- Remember that there is no one right way to plan.

There are many types of long-range plans. Teacher should choose a style that meets their needs and the needs of the specific instruction groups.

Thematic Planning

Traditionally, thematic planning has been considered the domain of primary teachers although it has been widely used in gifted education. Varieties of thematic planning are now in many settings from early education onwards.

Thematic planning has proven especially helpful to teachers of multi-age and combined class groupings. Where teachers plan for a wide range of abilities, thematic teaching allows all students to build knowledge, skills, and attitudes—experiencing success at their own level within a collaborative whole-class environment.

Thematic planning also is chosen by teachers who tend to look at the global picture, rather than seeing discrete, sequenced units. It may also be preferred by teachers who like to work collaboratively with other teachers or draw on the concepts and experiences which students are being exposed to in other settings. Although there are many approaches to thematic planning, basically thematic teaching differs from subject-based planning in that priority curricular expectations are linked and/or clustered deliberately across subject areas. Thematic teaching often takes place in larger blocks of time created by merging periods of time apportioned to each subject area.

In another thematic approach, teachers pick up a **common thread** within several subject areas.

Teachers may **sequence** topics or units of study to coincide with one another. Similar ideas are taught together at the same time.

Some teachers base their year around large issues or questions that **encompass** all or almost all areas of curriculum. This planning requires in-depth knowledge of curricula and a willingness to create or modify existing resources.

Benefits of Thematic Planning

Recent **brain research** tells us that learning is enhanced when inter-related areas are linked. To maintain and extend memory networks, students need to test their memories in stimulating and meaningful contexts. Both the relevance of the material to the learner and the emotional involvement of the learner are important components in effective learning. By choosing themes that are relevant and of interest to students in the classroom, thematic planning links and builds knowledge in a "brain-friendly" way.

Motivation is important in learning. In well-conceived thematic instruction, successful experiences are fostered for a wide range of students and differing expectations become the norm. Thematic planning allows for more extensive and intensive exploration of a specific area of interest or study. This helps students build enthusiasm and become more reflective and involved in their own learning.

The thematic approach allows a wide range of students to experience success and **achievement** at their own levels. Disadvantaged students link with their background knowledge and read materials on the theme at their own level, enhancing achievement. Gifted learners move beyond a core of basic learning experiences. Thematic units that allow for more indepth explorations and learning allow students to process more and become more active learners. Authentic assessments tend to be utilized within the thematic approach, allowing more students to demonstrate their success.

Effective instructional techniques are fostered within the thematic structures. Teachers gain enthusiasm by learning along with students—acting as role models of continuous learning and problem solving. Important changes may occur in classroom dynamics as teacher and students use the word *we* more than *I*. With instruction that is less fractured, many teachers enjoy the flow of thematic teaching and experience a **feeling of success** in reaching more students.

Helpful Hints for Thematic Planning

- Choose themes and/or topics that are guided by the learning outcomes you wish to develop. These should be the focus of the planning.
- Carefully select themes that are appropriate for the age and interests of students and complement the areas of experience recommended.
- Try, where you can, to choose broad rather than narrow thematic topics or open up topics through the use of ambiguous titles. Check the area of experience for each grade level to guide your selection of unit and lesson plans.
- Start with a manageable project in thematic planning and build from there. It's all right to start your year with a theme, and then focus on specific tasks or areas of language development!
- Communicate learning goals for the year and your thematic plans to parents and students. Chart your thematic year plan for Open House at the beginning of the year.
- Ensure that parents see curricular expectations specifically on student assignments, displays, evaluations, and portfolio samples throughout the year to reassure them. Regular newsletters previewing upcoming themes and activities add to parental buy-in.

- Remember that a year plan is a working document that will be periodically reviewed and revised.
- Teachers may choose to teach thematically, but continue routine task-based learning activities such as dialogues, role-playing, learning journals, etc.

Long-Range Planning Review

- Choose a style of planning that suits your needs: subject-based, thematic (integrated), strategic, or a combination of several.
- Select priority expectations from the curriculum based on your knowledge of your students, and highlight these on curricular checklists.
- Develop a year plan that logically flows and develops priority curricular expectations.
- Remember that a year plan is a working document that will be periodically reviewed and revised.
- Focus on what the students will learn, not just the activities they will engage in.

Task-based or Project-based Language Learning

A task-based approach to learning Spanish is designed to have students develop language competence and communicative skills by doing things rather than by simply studying the language. The students no longer begin by learning the form or grammar of the language. Instead, they find themselves in a situation where they must use the language for a definite purpose, to complete a clearly defined task or project. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning and context to all language activities.

All content, activities, and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises which concentrate on form, and practice of specific strategies all have their place in the classroom, but they will be done as a result of the students' need to know elements of the Spanish language in order to accomplish the task more effectively. The task provides an organizational framework within which all skills, knowledge, and attitudes are developed.

Choosing a Task or Project

The choice of tasks will be based on the interests of students while at the same time covering as broad a range of areas of experience as possible. It is important that the task be flexible enough to allow for some differentiation. In this way, students with different levels of proficiency, different interests, and different backgrounds can work together and learn from one another.

Good projects or tasks should

- match the interests of the students
- require students to focus on meaning and purpose
- draw objectives from the communicative needs of students
- involve language use in carrying out the task
- provide opportunities for language practice
- allow for flexible approaches to the task, offering different routes, media, modes of participation, procedures
- allow for different solutions, depending on the skills and strategies drawn on by students
- be challenging, but not threatening
- require input from all students in terms of knowledge, skills, and participation
- promote sharing of information and expertise
- allow for co-evaluation by the student and the teacher of the task and of the performance of the task
- provide opportunities for students to talk about communication (metacommunication) and about learning (metacognition)
- provide for monitoring and feedback
- be effective and efficient (i.e., the effort to master aspects of the language should "pay off" in terms of communicative competence, or cognitive and affective development of the learner)

The order in which the tasks are undertaken is usually decided based on their level of difficulty, which depends on a number of factors:

- the characteristics of the learner
- the amount of contextual support provided to the learner
- the cognitive difficulty of the task
- the amount of assistance provided to the learner
- the complexity of the language which the learner is required to use
- the amount and type of background knowledge required

Some of these factors are variable (e.g., the amount of support provided), while others are not (e.g., characteristics of the learner).

In the following table, some of the factors which determine the relative difficulty of a task are outlined. By examining a task in relation to these factors, a task that is appropriate for the students can be chosen.

less difficult → **more difficult**				
cognitive complexity	describing	sequencing	choosing	
	classifying	identifying principles	evaluating	
listening	one speaker	two speakers	three speakers	four or more speakers
	familiar topic		unfamiliar topic	
speaking	taking short turns		taking long turns	
	familiar, sympathetic conversation partner		unfamiliar, uninvolved individual or group	
	familiar topic, well-organized memory		new topic or experience, not well organized	
text type	description	instructions	storytelling	providing and justifying opinions
	few elements, properties, relationships, characters, factors		many elements, properties, relationships, characters, factors	
	ample contextual support (titles and subtitles, pictures or diagrams, etc.)		little contextual support	
language	simple		complex	
	less interpretation required (information is explicit)		more interpretation required (information is implicit)	
	more redundant (information is repeated in different ways)		more dense (information is given only once)	
task type	one-way transfer of information		two-way exchange of information	
	convergent		divergent	
	concrete, "here and now"		abstract, different time or place	
support	more		less	

Sometimes a task may, at first, appear too difficult for the students, but if it is of great interest to them, it can be sometimes be undertaken by adjusting some of the above variables to make it less difficult. In the same way, the same task can also be made more or less difficult for different groups of students in mixed-level classes.

The table below provides some ideas for tasks that students could undertake at this level. Students can be expected to complete between five and eight of the more complex tasks in the course. Some tasks could be the focus of a unit of study which could take from 15 to 20 hours to complete. See the next section for more information on unit planning.

<table>
<tr><th colspan="4">Global Task List</th></tr>
<tr><th>Make a/an</th><th>Learn a/an</th><th colspan="2">Do a/an</th></tr>
<tr><td rowspan="6">list
booklet
big book
pamphlet or brochure
dictionary
recipe book
guide
picture album
poster
mural
collage
model
class display
crest
map
calendar
greeting card
menu
family tree
cover (book, CD, video)
game board
advertisement
comic strip
puppet
classified ad</td><td>game
sport
song
dance
poem
story
nursery rhyme
craft
(then make up a new one)</td><td colspan="2">survey
research project
simulation
role play
interview
demonstration
debate
biography
critique</td></tr>
<tr><td></td><th>Keep a log of</th><th>Plan a/an</th></tr>
<tr><td></td><td>books read
TV programs watched
weather
travel</td><td rowspan="3">trip
self-improvement project
exchange
immersion weekend
excursion
meal
celebration
guest speaker
visit</td></tr>
<tr><td></td><th>Present a/an</th></tr>
<tr><td></td><td>fashion show
puppet show
play
dance
concert</td></tr>
<tr><th colspan="2">Solve a problem</th><th colspan="2">Write and send a/an</th></tr>
<tr><td colspan="2">jigsaw task
information gap
cloze activity
grammar dictation
science experiment
math problem
make a decision</td><td colspan="2">personal letter
greeting card
email message
letter to the editor
business letter
invitation</td></tr>
</table>

Unit Planning

Unit planning when using a task-based approach to second language learning is a little different than planning for a more traditional language-based approach. Instead of beginning with the linguistic content (vocabulary, grammar, functions), you begin with a theme or topic and a task. The language content grows out of the task and the resources used for the task. The following steps provide a list of considerations for unit planning:

1. Choose a theme or a topic which is of interest to the students, which offers possibilities for developing the students' communicative competence in Spanish, and which allows for some general learning as well. Students can participate in this step of the planning process.

2. Decide on a unit task that is appropriate to the theme, is of interest to the students, and is within their capabilities, both from a cognitive and a language point of view. Students can participate in this step as well. This task becomes the main element around which the unit is organized. The unit task will most often take the form of a project that can be worked on over a period of several weeks. See the Global Task List on the preceding page for suggestions.

3. Look for resources which might be useful in preparing students to carry out the task. Resources should be attractive and rich in visual supports such as charts, pictures, diagrams, etc. Once the resources have been found, analyze them for elements that might need to be introduced, for example, a particular accent in an audio text, a cultural reference, strategies needed to deal with an authentic document, idiomatic expressions, and so on.

4. Analyze the task to determine what the students will need to know and to learn in order to be able to carry out the task. Think about the product the students will produce (the project or task), but also about the process they will go through in producing the product (e.g., working in groups, doing research, interviewing people). Think about language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge, and so on. Think about the resources you have found for the unit.

5. Outline a series of steps or mini-tasks directly related to the unit task to help the students learn and practise the language they will need to carry out that task. Some of these mini-tasks might focus on particular language functions (applications), building vocabulary around the theme or topic, learning and practising specific grammatical structures, analyzing the characteristics of a particular text type, developing a cultural element, working on a learning strategy, and so on.
   - It is a very good idea to begin a unit with an activity that stimulates the students' interest in the topic, and helps them make connections between what they already know about the topic and what they will be learning. This introductory activity also starts to establish the linguistic base necessary for the rest of the unit, although it should not include the formal teaching of a pre-determined list of vocabulary. Vocabulary for the unit is better taught as the need arises throughout the whole unit.
   - It is also very helpful to end the unit with an activity that leads students to reflect on the unit. This can include discussion about what they learned, the strategies they used, and how their attitudes may have changed. It can also include planning for future units based on perceived gaps in their knowledge and skills. This step is important for developing metacognitive strategies and independent learning.
6. Determine the specific learning outcomes for the unit, keeping in mind all four components (applications, language competence, global citizenship, and strategies).
7. Think about aspects of the unit that could be adapted to accommodate the needs, interests, and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
8. Plan student assessment and evaluation. Integrate assessment throughout the unit.

Although unit planning is presented above as a series of steps, for most people, it will involve going back and forth between steps, rather than progressing straight through from step 1 to 8. Some of the planning will take place beforehand, and some as the unit progresses.

PLANNING TOOLS

Areas of Experience

See Appendix D for a list of appropriate areas of experience.

Grammatical Elements

For lists of grammatical elements, see Learning Outcome 2.1.4 on pages Grade 7–30 to 32, Grade 8–26 to 30, Senior 1–28 to 32, Senior 2–30 to 34, Senior 3–28 to 32, and Senior 4–28 to 32.

Learning Resources

In planning yearly unit and lesson plans, teachers will find it helpful to refer to the annotated bibliography of Spanish learning resources. The annotated bibliography may be found online at the Manitoba Education, Citizenship and Youth website at

http://www.edu.gov.mb.ca/ks4/learnres/spanish/sp7-s4com2000-2003.pdf.

Planning Your Year

Grade Level(s):_____ School Year: _____ Teacher(s): _____

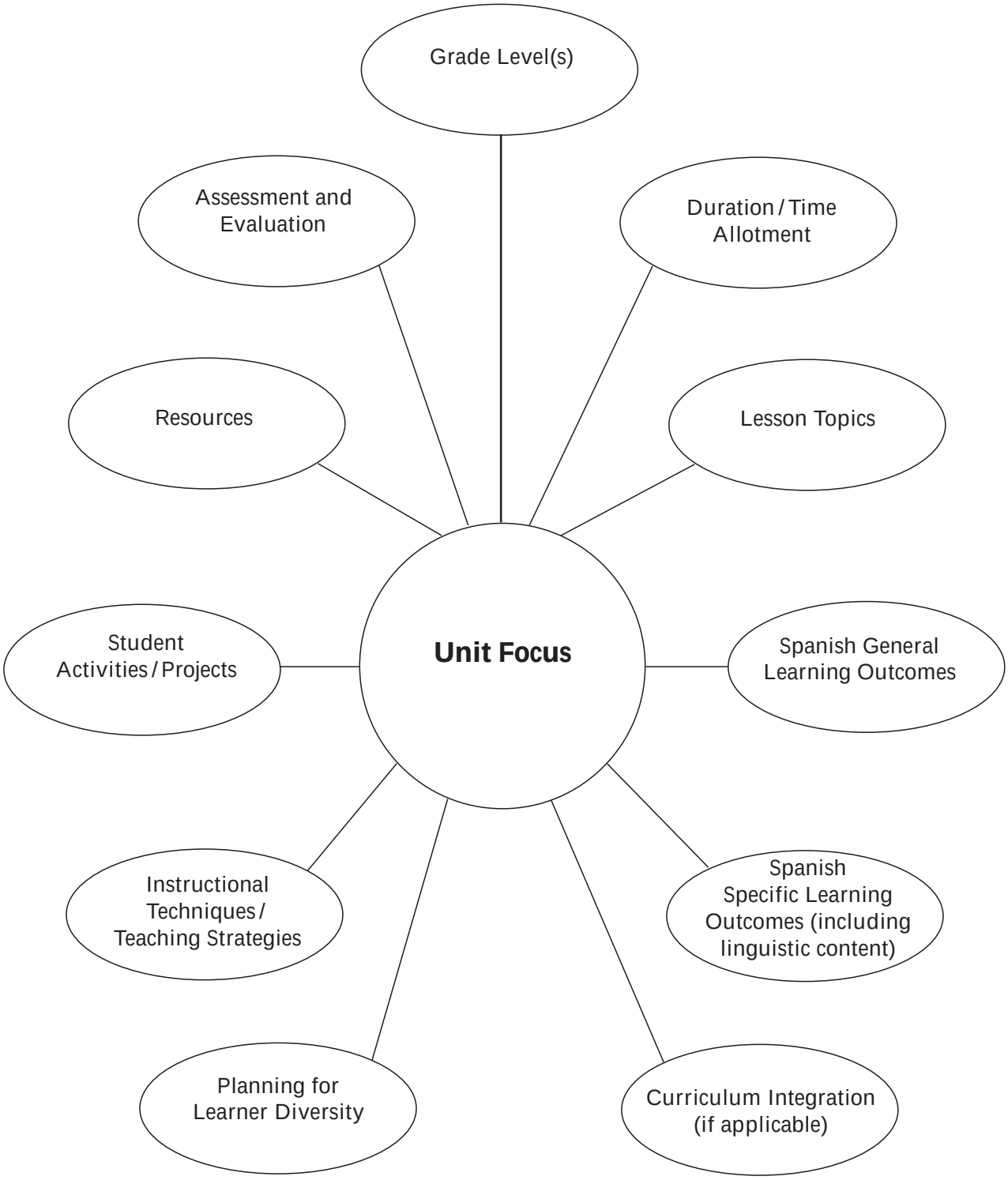
	September	October	November	December	January
Unit(s)					
Learning Outcomes					
Instructional Approaches and Learning Activities					
Resources					
Assessment and Evaluation					

Planning Your Year

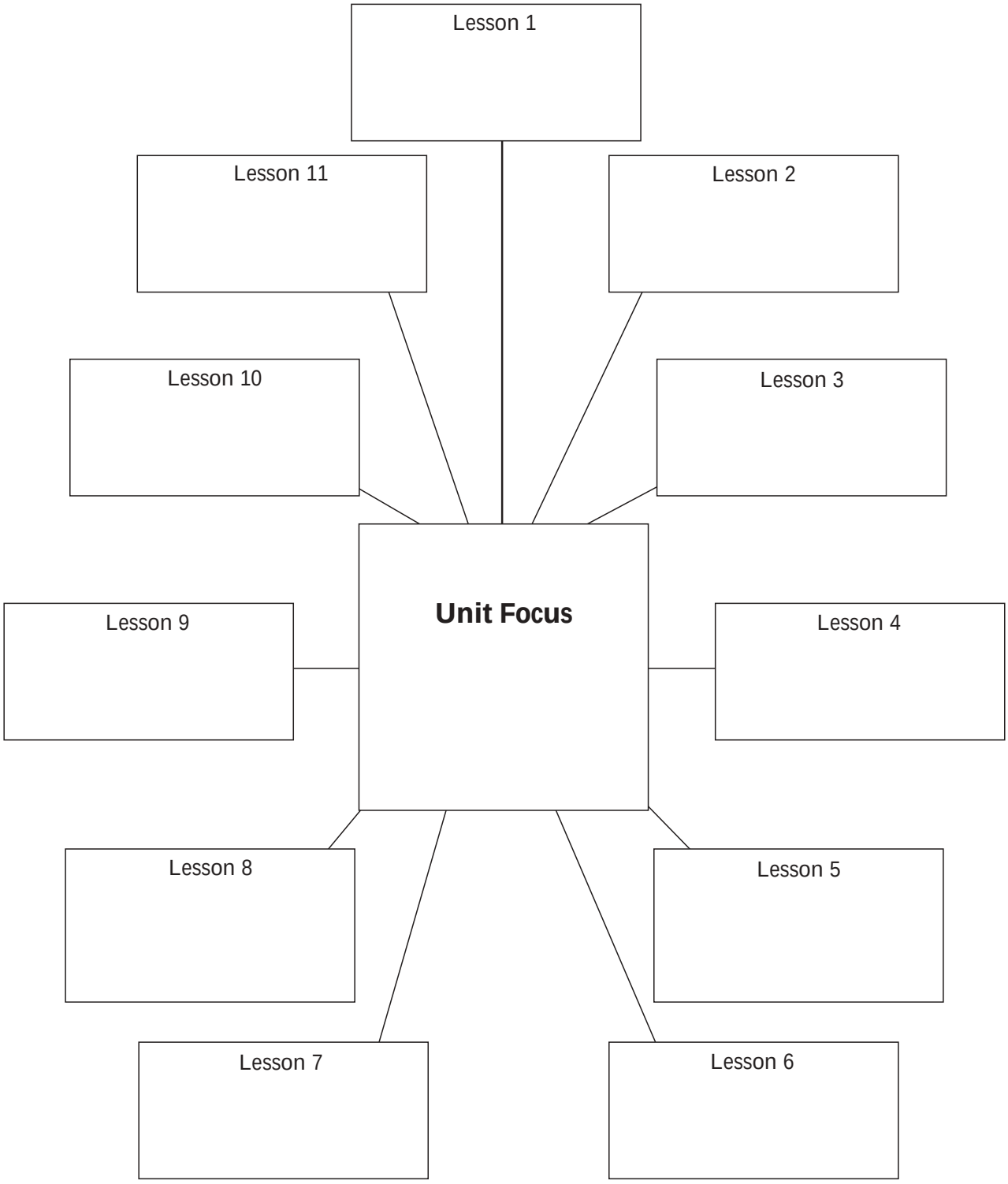
Grade Level(s):_____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Learning Outcomes					
Instructional Approaches and Learning Activities					
Resources					
Assessment and Evaluation					

Unit Components



Unit Components



Unit Plan:

Day/ Sequence	Lesson Topics	Learning Outcomes	Instructional Strategies and Learning Activities	Major Resources	Assessment/ Evaluation	Planning for Diversity of Learners
Day 1						
Day 2						
Day 3						
Day 4						

Unit Plan Outline	
Unit Focus:	**Grade Level(s):**
Duration / Time Allotment	
Lesson Topics	
Spanish Language and Culture Learning Outcomes ✦ General Learning Outcomes	
✦ Specific Learning Outcomes (including linguistic content)	
Curriculum Integration (if applicable)	
Planning for Learner Diversity	
Instructional Strategies / Teaching Techniques	
Student Activities / Projects	
Resources	
Assessment and Evaluation	

Integrated Unit Plan Overview

Unit Focus:_____ Grade Level(s): _____ Teacher(s): _____

Spanish Language and Culture	_____ **Subject Area**
General Learning Outcomes: Specific Learning Outcomes:	Learning Outcomes:

Instructional Strategies and Learning Activities

Planning for Diversity of Learners	Resources	Assessment and Evaluation

Unit Planning Checklist

- ❑ Have you selected the learning outcomes you wish to focus on in this unit?
- ❑ Have you considered student needs, interests, and abilities and incorporated students' input?

  Have you considered the relevance of this unit to
  - ❑ students' lives outside of the school context?
  - ❑ students' language and learning experiences in other subjects?
  - ❑ students' continued language development?
- ❑ Can you identify the learning outcomes related to language competence and applications that students will attain?
- ❑ Have you incorporated appropriate global citizenship learning outcomes into the unit?
- ❑ Can you identify the historical and contemporary elements of the Spanish-speaking cultures present in the language competence content of the unit?
- ❑ Can you provide a rationale for the unit?
- ❑ Have you selected interesting, useful, and varied resources to accompany the unit?
- ❑ Have you included a variety of instructional strategies, language experiences, and activities?
- ❑ Have you provided opportunities for students to apply listening, speaking, reading, and writing skills in different contexts?
- ❑ Does the unit plan allow for flexibility and adaptation?
- ❑ Have you provided opportunities for student input and collaborative decision-making?
- ❑ Have you determined appropriate assessment and evaluation techniques?
- ❑ Have you considered possible unit extensions and applications?

Integrated Lesson Plan Overview

Lesson Title: _____ Lesson #: _____

Unit Title:_____ Level(s): _____ Dates / Duration: _____

Outcomes

Spanish Language and Culture:

- General Learning Outcomes
- Specific Learning Outcomes
- Other Subject Area Connections

Lesson Description
(Learning Activities, Instructional Strategies, Sequence, etc.)

Background Information/Notes

Planning for Diversity of Learners	**Resources**	**Assessment and Evaluation**

Integrated Unit Plan Overview

Unit Focus: _____ Integrated Subjects: _____

Grade Level(s): _____ Teacher(s) _____ Duration: _____

Spanish Language and Culture General Learning Outcomes: Specific Learning Outcomes (including linguistic content):	**Subject:** _____ Outcomes:		
Instructional Strategies and Learning	**Planning for Diversity of Learners**	**Resources**	**Assessment/ Evaluation**

Lesson Plan Format

Subject(s): _____

Lesson plan made by: _____ Grade: _____ School: _____ Date: _____

Learning Outcomes:

Planning for diversity of learners:	Prerequisite knowledge, skills, strategies, and attitudes:

Organization decisions to achieve the learning outcomes:

	Time	**Learning Activities**	**Instructional Strategies**	**Resources**
Introduction				
Sequence of activities in main body of lesson				
Conclusion				

Assessment and Evaluation

Lesson Plans

Learning Outcomes:

Planning for Diversity:

Resources:

Method:

Assessment/Evaluation:

Long-Range Plans

Grade Level(s): _____ School Year:_____ Teacher: _____

Unit Focus: Duration: Unit Description: Learning Outcomes:	Unit Focus: Duration: Unit Description: Learning Outcomes:
Unit Focus: Duration: Unit Description: Learning Outcomes:	Unit Focus: Duration: Unit Description: Learning Outcomes:

SAMPLE PLANS

Grade 7: Sample Unit
Family and Celebrations

Sample Unit on the Family and Family Celebrations

Topic/Theme: *La familia y las celebraciones de la familia*

Grade Level: Grade 7 (beginner)	**Task:** Make and present a family tree (student's own family or a fictional family). **Alternate Tasks:** Research and present a famous family. Make and show a PowerPoint presentation using family pictures.

Analysis of language needs to complete task:

Product: *la familia (padre, madre, abuelo, abuela, hermano, hermana, etc.);* Structures for asking questions: *¿Quién (es)? ¿Qué? ¿Cómo? ¿Cuál(es)? ¿Cuándo?* Examples: *¿Tienes un hermano? –Sí ¿Quién es? –Es mi tío. ¿Cómo se llama tu tío? –Mi tío se llama Andrew. ¿Cuándo nació tu padre? –Mi padre nació el cinco de julio.* Dates: *el treinta de agosto, el cuatro de marzo.* Names of common family celebrations: *el cumpleaños, la boda.* Vocabulary for talking about celebrations: *celebrar, romper la piñata, comer.* Possessive adjectives *(mi, mis, tu, tus, su, sus).*

Process: Vocabulary and structures for managing turn-taking: *Es tu turno. ¿Es mi turno? No, es el turno de Sara. Te toca a ti. ¿A quién le toca? Le toca a Sara. Tienes que esperar tu turno.* Vocabulary for crossword puzzles: *¿Cuál es el número cinco horizontal?* Words for categorizing: *idéntico, casi idéntico, diferente.* Phrases for encouraging participation: *¿Emma, qué piensas? Paulo, ¿puedes ayudarnos?* Vocabulary for the project: *mi árbol genealógico, ¿Cómo se dice en español?*

General Learning Outcomes

Applications (A)
Students will use Spanish in a variety of **situations** and for a variety of **purposes**

Language Competence (LC)
Students will use Spanish **effectively** and **competently**

Global Citizenship (GC)
Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**

Strategies (S)
Students will know and use **strategies** to maximize the **effectiveness** of learning and communication

Specific Learning Outcomes

The following specific learning outcomes are the focus of all or most of the instructional strategies described in the sample unit below:

Applications (A)
- Ask for and share information
- Understand and respond to simple predictable questions

Language Competence (LC)
- Use a repertoire of words and phrases in familiar contexts, within the areas of experience of the family and family celebrations
- Interact, in modelled situations, using short, simple words and phrases

Global Citizenship (GC)
- Recognize similarities between their own culture and Spanish-speaking cultures

Strategies (S)
- Use cognitive, metacognitive, social, and affective strategies with guidance to enhance language learning
- Use interactive, interpretive, and productive strategies with guidance

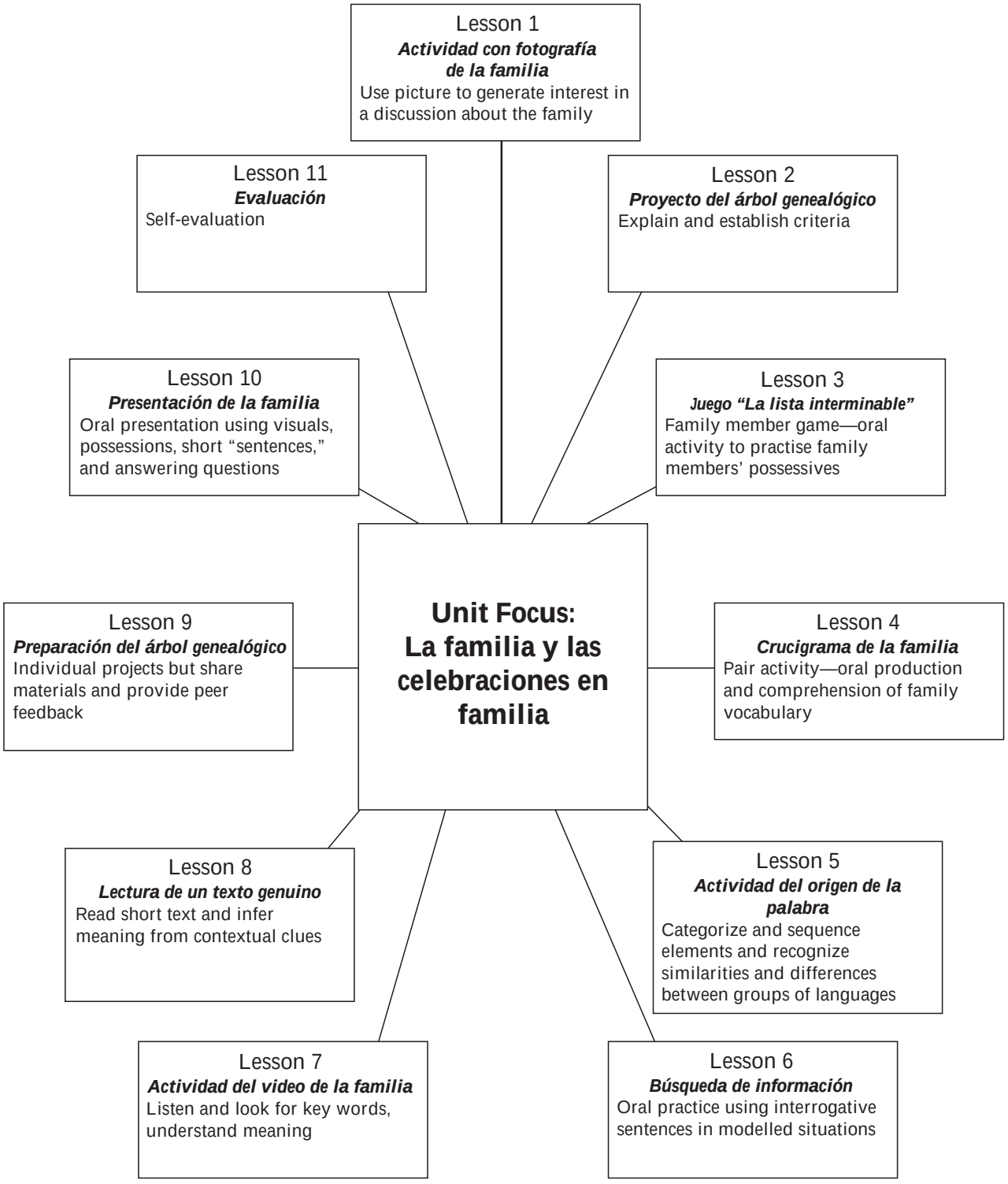
In addition, other specific learning outcomes related to particular instructional strategies are indicated in the left-hand column opposite the description. In the case of Strategies, the left-hand column lists specific strategies that are suggested in the learning activities.

Specific Learning Outcomes	Instructional Strategies	Assessment, Resources, Notes
• Repeat words or phrases, associate new words or expressions with familiar ones (S—cognitive)	1. Show a family picture, preferably taken on the occasion of a family celebration, and ask students who they think the people are, how they are related to each other, and what they appear to be doing. As the students speculate about the family members, write the words for various family members on chart paper. Add vocabulary and structures to the chart throughout the activities that follow. Keep the chart posted in the classroom throughout the unit. Briefly discuss the concept of extended family and nuclear family, and ask students what kinds of events their family celebrates together.	• Use a picture from a text book, a personal family picture, or a picture of a famous Hispanic family. • Students will probably be familiar with the concepts of extended and nuclear family from social studies. Make the connection to Spanish-speaking cultures. • Keep anecdotal records of the students' participation, and their willingness to observe differences without passing judgment.
• Make choices about how they learn, make a plan in advance about how to approach a language learning task (S—metacognitive)	2. Discuss the task with students. Decide together what information should be included on the family tree (e.g., *nombre, fecha, y lugar de nacimento*) and what form the presentation of the project can take (e.g., include a brief description of one family celebration). Discuss what students will need to learn in order to be able to carry out the task. Establish criteria for the assessment of the project.	• When students have a project or a task that they are working towards, and are able to make choices about how they learn, motivation is generally increased.
• Use possessive adjectives (*mi, mis, tu, tus, su, sus*) in modelled situations (LC—attend to form) • Manage turn-taking (A—getting things done)	3. Play the game "*La lista interminable*" in groups of five to seven students. The first student begins by saying, *"En mi familia, está mi madre."* The second student repeats what the first one said and adds another family member, *"En mi familia está mi madre y está mi hermano."* Continue in this way until everyone has had a turn. If necessary, do a mini-lesson on possessive adjectives before playing the game.	• Monitor the students' use of the possessive adjective and the vocabulary for family members (including pronunciation). Review and reteach as necessary. • If necessary, teach students the phrases needed to manage turn-taking. *Te toca a ti. ¿Es mi turno? No, le toca a Sara.*
• Manage turn-taking (A—getting things done) • Use a repertoire of words and phrases in familiar contexts, within the areas of experience of the family • Interact, in modelled situations, using short, simple words and phrases	4. Have the students work in pairs to do an interactive crossword puzzle. One student has the vertical clues and the other has the horizontal clues. Students first complete their half of the puzzle and then take turns asking their partner for the remaining clues. They do not look at each other's puzzle until the end of the activity.	• Copies A and B of a crossword puzzle for each pair. (*¡Dime! Uno,* p. 162) • Using a checklist or rating scale, monitor the extent to which students use Spanish during vocabulary building activities. See "Rating Scale for Interactive Activities" for an example.

Specific Learning Outcomes	Instructional Strategies	Assessment, Resources, Notes
• Organize, categorize, and sequence elements (A—extend their knowledge of the world) • Recognize similarities and differences between their first language and Spanish (GC—affirm diversity) • Know that languages can be grouped into families based on common origins (GC—affirm diversity)	5. Give students a list of words related to the theme of family in Spanish, English, French, German, Italian, and Portuguese. Have students work in cooperative groups to categorize the words according to commonalities. Ask students to speculate on the reasons for the similarities they have observed and to draw some conclusions about how languages evolve. When students are working in cooperative groups, pre-teach one group skill and have them focus on that skill during the activity (e.g., encourage participation from all group members). If necessary, teach students some vocabulary for categorizing elements of a list (e.g., *idéntico, casi idéntico, diferente*) and for encouraging participation (e.g., *Emma, ¿qué piensas de esto/eso? Paul, ¿puedes ayudarnos?*).	• One copy per group of the worksheet "Another Kind of Family" • See "The Indo-European Language Family Tree" for background information. For additional information and colour charts, see "Family Tree of Indo-European Languages" at <http://www.danshort.com/ie/>. • Keep anecdotal records of the students' participation, and their ability to recognize similarities and differences.
• Use interrogative sentences [yes/no questions and question words *¿Quién (es)? ¿Qué? ¿Cómo? ¿Cuál(es)? ¿Cuándo?*] in modelled situations (LC—attend to form)	6. Play "Information Search." Ask students to complete a questionnaire related to family members and family celebrations. After they have found a person for each question, they should ask a supplementary question to get more information (e.g., *—¿Tienes un hermano? —Sí —¿Cómo se llama tu hermano? —Mi hermano se llama Justin*). After the activity, discuss the information gathered by the students. Discuss family celebrations, what events are celebrated by the whole family, as well as similarities and differences from one family to another, and one culture to another.	• If necessary do a mini-lesson on the question forms needed to do the activity. • See "Rating Scale for Interactive Activities" for an example of criteria for assessing students during the "Information Search." • Keep anecdotal records of the students' participation in the discussion and their willingness to observe differences without passing judgement.
• Understand the meaning of simple sentences in guided situations (LC—aural interpretation) • Listen or look for key words (S—interpretive)	7. Have students view a video featuring someone presenting a family. Before viewing the video ask students to suggest some words and phrases they might expect to hear. Write key words and phrases on the board. Play the video several times, asking students to listen for particular information each time. For example, the first time have students listen only for the names of family members. The next time, ask them to listen for the age of family members, and so on.	• Video from *¡Dime! Uno*, *unidad* 4, *lección* 1 • Have the video available to students to use as a model when they are preparing to present their family. • Have students reflect on their use of strategies using the "Reflective Checklist for Student Self-Assessment of Strategies."

Specific Learning Outcomes	Instructional Strategies	Assessment, Resources, Notes
• Understand the meaning of short, simple texts in guided situations (LC—written interpretation) • Infer probable meaning of unknown words or expressions from contextual clues (S—interpretive)	8. In cooperative groups have the students read an authentic text about a family, such as the website of the royal family of Spain, and answer specific questions. Coach students on reading strategies, such as looking for cognates and deducing meaning from contextual clues. They do not need to understand every word in the texts. Ask students about the role of the royal family in Spanish society. How does it compare with the role of the British royal family, for example?	• Website of the Spanish royal family: <http://www.casareal.es/casareal/familia.html> and activity sheet *"La Familia Real"* • Alternatively, choose a text about a different famous Spanish-speaking family. • "Reflective Checklist for Student Self-Assessment of Strategies" • Keep anecdotal records of the students' participation in the discussion, and their willingness to observe differences without passing judgment.
• Produce meaningful short, simple phrases and sentences in guided situations (LC—written production) • Use a variety of resources to correct texts (S—productive)	9. Students prepare their projects. They should have as much freedom as possible to choose the particular format they will use for their family tree within the guidelines established at the beginning of the unit. Although they are working on individual family trees, they can work in groups, sharing materials and equipment and providing peer feedback.	• Encourage students to use word lists and grammar charts posted in the classroom, their personal dictionaries, as well as their classmates to correct the final version of their family tree. • "Form for Assessment of Project and Oral Presentation"
• Produce meaningful words, phrases, and short, simple sentences in guided situations (LC—oral production) • Use possessive adjectives (*mi, mis, tu, tus, su, sus*) in modelled situations (LC—attend to form)	10. Students present their project to their classmates and answer questions about their family and their family celebration.	• "Form for Assessment of Project and Oral Presentation"
• Evaluate their own performance or comprehension at the end of a task (S—metacognitive)	11. Look back on the unit and guide students to reflect on what they have learned, what they found interesting and what they need to do more work on.	• "Reflective Checklist for Student Self-Assessment of Strategies" • Make a note of changes that would improve the unit if it were taught again in the future.

Unit Components



Lesson Plan Format

Subject(s): The Family and Family Celebrations

Lesson plan made by: _____ Grade: _____ School: _____ Date: _____

Learning Outcomes:

Planning for diversity of learners:	Prerequisite knowledge, skills, strategies, and attitudes:
Provide a variety of family pictures.	Students will be familiar with concepts of extended and nuclear family from social studies.

Organization decisions to achieve the learning outcomes:

	Time*	Learning Activities	Instructional Strategies	Resources
Introduction	15	Students talk about who they think the people are and how they relate to each other.	Show a family picture and ask questions.	Family picture
Sequence of activities in main body of lesson	20	Students speculate about family members.	Write the words for various family members on chart paper.	Chart paper
Conclusion	20	Students discuss the concept of extended and nuclear family and family celebrations.	Add vocabulary and structures to the chart and keep the chart posted in the classroom.	

Assessment and Evaluation

Keep anecdotal records of the students' participation and willingness to observe differences and connections to the Spanish-speaking cultures.

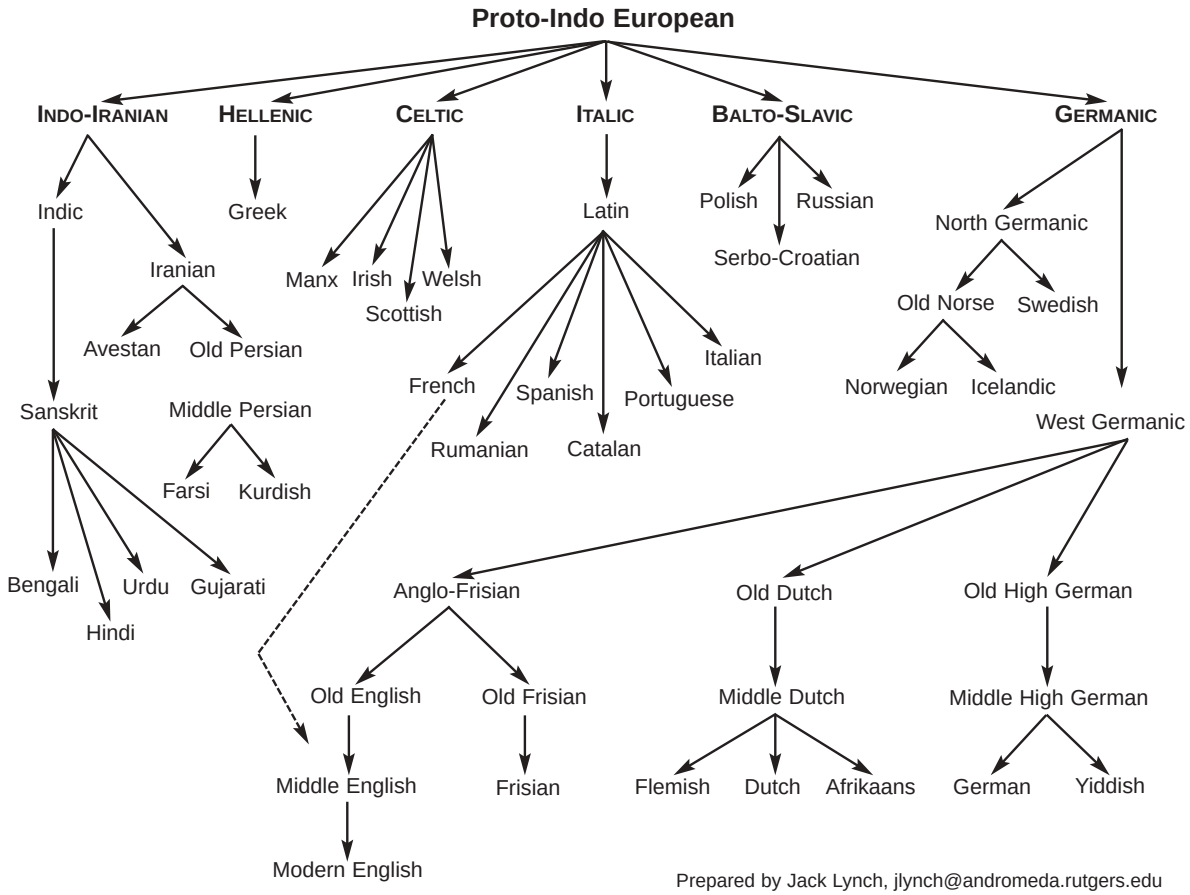
***** Lesson plans are made on the assumption that classes are approximately 60 minutes.

The Indo-European Language Family Tree

By Jack Lynch,
Rutgers—Newark

The chart below shows the relations among some of the languages in the Indo-European family. Though you wouldn't think it to look at the tangle of lines and arrows, the chart is very much simplified: many languages and even whole language families are left out. Use it, therefore, with caution. The coverage is most thorough, but still far from complete, in the Germanic branch, which includes English.

The dotted line from French to Middle English suggests not direct descent, but the influx of French vocabulary in the centuries after the Norman Invasion.



Some caveats. In the interest of making this readable, I've left out dozens of languages. I've even omitted the entire Anatolian, Albanian, and Tocharian families; I've included no languages from the Baltic branch or the Continental Celtic branch; I've grossly oversimplified the Indo-Iranian family; and so on. The historical phases of some languages—Old Swedish, Middle Swedish, Modern Swedish; Vedic Sanskrit, Middle Indic—have been left out. I've made no attempt to distinguish living languages from dead ones. My goal is simply to give some idea of the origins of the English language, and its relations to other familiar languages—along with a few less familiar ones.

Another Kind of Family

On this page you will find 30 words from six different languages. In your group try to categorize these words based on similarities. When you are finished, answer the questions at the bottom of the page.

brother	vater	irmão	familia
fratello	tía	familia	tante
tante	sobrina	zia	sobrinha
father	pai	aunt	père
famiglia	frère	niece	padre
nièce	familie	nipote	tía
family	bruder	famille	hermano
padre	nichte		

1. What are the six languages? (*¿Cuáles son las seis lenguas?*)

2. What characteristics do you use to categorize the words? (*¿Qué características usas para categorizar las palabras?*)

3. Speculate on the reasons for the similarities you found. (*Adivina por qué son similares.*)

4. Can you think of ways of using these similarities to help you learn Spanish? (*¿Cómo puedes usar estas semejanzas para aprender español?*)

Another Kind of Family—Answer Key

On this page you will find 30 words from six different languages. In your group try to categorize these words based on similarities. When you are finished, answer the questions at the bottom of the page.

brother	vater	irmão	familia
fratello	tía	familia	tante
tante	sobrina	zia	sobrinha
father	pai	aunt	père
famiglia	frère	niece	padre
nièce	familie	nipote	tía
family	bruder	famille	hermano
padre	nichte		

inglés	alemán	francés	español	italiano	portugués
brother	bruder	frère	hermano	fratello	irmão
aunt	tante	tante	tía	zia	tía
father	vater	père	padre	padre	pai
niece	nichte	nièce	sobrina	nipote	sobrinha
family	familie	famille	familia	famiglia	familia

1. What are the six languages? (*¿Cuáles son las seis lenguas?*)
2. What characteristics do you use to categorize the words? (*¿Qué características usas para categorizar las palabras?*)
3. Speculate on the reasons for the similarities you found. (*Adivina por qué son similares.*)
   - Common origins of Romance languages (Spanish, French, Italian, Portuguese) in Latin / *Orígenes comunes de las lenguas romance (español, francés, italiano, portugués) en latín*
   - English has origins in both French and German / *El inglés tiene sus orígenes en el francés y el alemán*
4. Can you think of ways of using these similarities to help you learn Spanish? (*¿Cómo puedes usar estas semejanzas para aprender español?)*
   - Try to transfer knowledge of one language with which you are familiar to another (e.g., If you speak Portuguese, you should be able to guess that “Sobrina” = “Sobrinha.”).

Another Kind of Family—Answer Key (continued)

8. Can you think of ways of using these similarities to help you learn Spanish. / *¿Cómo puedes usar estas semejanzas para aprender español?*

   Cognitive language learning strategies such as the following: / *Estrategias cognitivas para el aprendizaje de la lengua, tales como:*

   - Look for patterns and relationships. / *Busca estructuras comunes y relaciones.*
   - Identify similarities and differences between Spanish and English (and other languages you know or are learning). / *Identifica semejanzas y diferencias entre el español y el inglés (y otras lenguas que conoces o que estás aprendiendo.*
   - Group together sets of things with similar characteristics. / *Asocia nuevas palabras o expresiones con las ya conocidas.*
   - Associate new words or expressions with familiar ones. / *Agrupa palabras con características similares.*

Rating Scale for Interactive Activities—Formative Assessment/
Escala de clasificación para actividades interactivas—Evaluación formativa

Name of Activity / *Título de la actividad*: _____ Date / *Fecha*: _____

Criteria for Assessment / *Criterios de evaluación* ➔ Names of students / *Nombre de los estudiantes* ➔	Uses Spanish (short, simple words and phrases) when interacting with other students / *Usa el español (breve, palabras o frases simples) cuando interactúa con otros estudiantes*	Is able to understand and respond to simple, predictable questions in Spanish / *Es capaz de comprender y responder en español preguntas sencillas y fáciles de predecir*	Uses the vocabulary for family members with increasing accuracy and confidence / *Usa el vocabulario para miembros de la familia con creciente precisión y confianza*	Understands that playing interactive games is an effective strategy for language learning / *Comprende que el jugar juegos interactivos es una estrategia eficaz para aprender idiomas*

0-not al all / *nunca*; 1-occasionally / *a veces*; 2-often / *con frecuencia*; 3-consistently / *con consistencia*

Additional Comments / *Comentarios adicionales*

La Familia Real

Visita el siguiente sitio web: <http://www.casareal.es/casareal/familia.html>. Haz un clic en *S.M. el Rey Don Juan Carlos, S.M. la Reina Doña Sofía, S.A.R. el Príncipe Don Felipe.*

1. *Nombra cognados (palabras que son similares al inglés).*

2. *Nombra palabras que adivinas a través del contexto.*

Lee con atención:

A. Haz un clic en *S.M. el Rey Don Juan Carlos* o visita <http://www.casareal.es/casareal/reybg.html> y responde a las siguientes preguntas en español.

   1. ¿Cómo se llama el rey? _____.
   2. ¿De dónde es el rey? _____.
   3. ¿Cuándo es su cumpleaños? _____.
   4. ¿Cómo es el rey? _____.

B. Haz un clic en *S.M. la Reina Doña Sofía* (<http://www.casareal.es/casareal/rnabg.html>) y responde a las siguientes preguntas en español.

   1. ¿Cómo se llama la reina? _____.
   2. ¿De dónde es la reina? _____.
   3. ¿Cuándo es su cumpleaños? _____.
   4. ¿Cómo es la reina? _____.

C. Haz un clic en *S.A.R. el Príncipe Don Felipe* (<http://www.casareal.es/casareal/ppebg.html>) y responde a las siguientes preguntas en español.

1. ¿Cómo se llama el príncipe? _____.
2. ¿De dónde es el príncipe? _____.
3. ¿Cuándo es su cumpleaños? _____.
4. ¿Cómo es el príncipe? _____.

D. Haz un clic en *árbol genealógico de la familia real* (<http://www.casareal.es/casareal/arbfr.html>) y responde a las siguientes preguntas en español.

1. ¿Cuántos hermanos tiene la reina Doña Sofía? _____.
2. ¿Quién es la madre de Don Juan Carlos? _____.
3. ¿Cómo se llama un tío de Don Juan Carlos? _____.
4. ¿Quién es la hermana de Doña Sofía? _____.
5. ¿Cuántos hijos tienen Don Juan Carlos y Doña Sofía? _____.
6. ¿Cómo se llama el abuelo de Don Juan Carlos? _____.
7. ¿Cómo se llaman los primos de Pablo? _____.
8. ¿Quién es el esposo de Elena? _____.
9. ¿Cómo se llama el tío del hijo de Don Juan Carlos? _____.
10. ¿Quién es Pilar? _____.

Busca a una persona	Firma	Haz una pregunta adicional relacionada y escribe la respuesta aquí
1. que tiene un hermano (¿Tienes un hermano?)		
2. que tiene una hermana casada (¿Tienes una hermana casada?)		
3. que tiene su cumpleaños en junio (¿Es tu cumpleaños en junio?)		
4. que tiene más de cinco primos (¿Tienes más de cinco primos?)		
5. que invita a sus abuelos a su cumpleaños (¿Invitas a tus abuelos a tu cumpleaños?)		
6. que tiene una boda en la familia este año (¿Tienes una boda en la famila este año?)		
7. que su abuela vive en su casa (¿Tu abuela vive en tu casa?)		
8. que tiene un pariente que habla español (¿Tienes un pariente que habla español?)		
9. que tiene un tío soltero (¿Tienes un tío soltero?)		
10. que tiene una madrastra o un padrastro (¿Tienes una madrastra o un padrastro?)		

Assessment of Project (Family Tree) and Oral Presentation/*Evaluación del proyecto (El árbol genealógico) y de la presentación oral*

Student's Name / *Nombre del estudiante*: _____

Date / *Fecha*: _____

Family Tree/Arbol genealógico	
• has provided names and dates of birth and death (if applicable) of at least three generations in Spanish / *ha proporcionado en español los nombres y las fechas de nacimiento y defunción (si es necesario) de por lo menos tres generaciones*	/ 20
• has organized the information so as to clearly show relationships / *ha organizado la información para mostrar claramente las relaciones*	/ 5
• has indicated his / her relationship to each family member / *ha indicado su relación con cada miembro de la familia*	/ 10
• has used vocabulary for family members correctly / *ha usado correctamente el vocabulario para los miembros de la familia*	/ 5
• has used possessive adjectives correctly / *ha usado correctamente los adjetivos*	/ 5
• has used a variety of resources (including word lists, peers, teacher) to correct the final version of his / her family tree / *ha usado una variedad de recursos (incluyendo listas de palabras, a sus compañeros, al profesor/ a la profesora) para corregir la versión final de su árbol genealógico*	/ 5
TOTAL	/ 50

(continued/continuado)

Assessment of Project (Family Tree) and Oral Presentation (continued)/*Evaluación del proyecto (El árbol genealógico) y de la presentación oral (continuado)*

Presentation and Response to Questions/ Presentacion y respuesta a las preguntas	
• has provided additional information about family members / *ha proporcionado información adicional sobre los miembros de su familia*	/ 10
• has identified a family celebration and provided some additional information / *ha identificado una celebración familiar y ha proporcionado información adicional*	/ 10
• is able to form short, simple sentences when speaking to the group / *es capaz de enunciar oraciones cortas y sencillas cuando habla frente al grupo*	/ 10
• uses vocabulary for the family and possessive adjectives with reasonable accuracy / *usa el vocabulario para la familia y los adjetivos posesivos con razonable precisión*	/ 10
• understands and responds to questions from classmates using short, simple words and phrases / *comprende y responde a las preguntas de sus compañeros usando palabras y frases cortas y sencillas*	/ 5
• uses interactive and productive strategies as needed with guidance from the teacher if necessary / *usa estrategias interactivas y creativas según se necesite con ayuda del profesor/ la profesora si es necesario*	/ 10
TOTAL / *TOTAL*	/ 50
PROJECT MARK / *PUNTAJE DEL PROYECTO*	/ 100

Comments / *Comentarios:*

Reflective Checklist for Student Self-Assessment of Strategies/ *Lista de verificación para el estudiante Autoevaluación de las estrategias*

Student's Name / *Nombre del estudiante*: _____

Date / *Fecha*: _____

Watching a video/*Para mirar un video*:

- ❑ Before watching the video, I tried to predict some words and phrases I would hear. / *Antes de mirar el video, traté de predecir algunas palabras y frases que iba a escuchar.*
- ❑ During the video, I tried to focus only on the information I needed to find. / *Durante el video, traté de concentrarme sólo en la información que necesitaba encontrar.*
- ❑ During the video, I tried to use the pictures to help me understand the words. / *Durante el video, traté de usar las imágenes para ayudarme a entender las palabras.*

Other strategies I used to help me understand / *Otras estrategias que usé para ayudarme a comprender*: _____

_____

_____

Reading about a family/*Para leer sobre una familia*:

- ❑ Before reading the text, I looked for words that are the same as or similar to English words. / *Antes de leer el texto, busqué palabras que son iguales o similares a palabras en inglés.*
- ❑ When I found a word I did not know, I tried to guess the meaning from the other words around it. / *Cuando encontré una palabra que no conocía, traté de adivinar el significado a través de las palabras alrededor de ella.*
- ❑ I used the questions as a guide to try to find the information I needed. I understand that I don't need to understand every word. / *Usé las preguntas como una guía para tratar de encontrar la información que necesitaba. Yo comprendo que no tengo que entender cada palabra.*

Other strategies I used to help me understand / *Otras estrategias que usé para ayudarme a comprender:* _____

_____

_____

(continued/continuado)

Reflective Checklist for Student Self-Assessment of Strategies (continued)/ *Lista de verificación para el estudiante Autoevaluación de las estrategias (continuado)*

Reflection on the Unit/*Reflexión sobre la Unidad:*

1. The most useful thing I learned in this unit was / *La cosa más útil que aprendí en esta unidad fue*

   _____

   _____

2. The most interesting or most fun activity was / *La actividad más interesante o más divertida fue*

   _____

   _____

3. What I need to work on next is / *Lo siguiente que necesito trabajar es*

   _____

   _____

Senior 1: Sample Unit

Cultural Diversity in the Spanish-Speaking World

Sample Unit on Diversity in Spanish-Speaking Countries

Topic/Theme: *La diversidad cultural en los países de habla hipana*	
Grade Level: Senior 1	**Task:** Prepare and present a poster / collage of one immigrant group to a Spanish-speaking country. **Alternate Tasks:** Research project on the cultural diversity of one Spanish-speaking country, including information about different climates, history, and how these factors contribute to cultural diversity of the country.

Analysis of language needs to complete task:

Product: Vocabulary related to immigration: *la raza, los indígenas (azteca, maya, inca), la población, los mulatos, los mestizos, la inmigración, los inmigrantes, la emigración, los emigrantes, la minoría, la demografía, la conquista, la distribución, la influencia, el origen, la comunidad, etc.*
Vocabulary related to countries, languages, nationalities: *la diversidad, multicultural, diversidad de razas, el clima, las industrias, la historia, la política, la economía*

Process: Vocabulary related to maps: *norte, sur, este, oeste, arriba, abajo, a la derecha, a la izquierda, aquí, allí, en esta zona/región*
Vocabulary related to preparing an interview: *¿Cuándo ...? ¿Desde cuándo ...? ¿Hace cuánto tiempo qué ...? ¿Por qué inmigró ...? ¿Cómo es ...?*
Phrases for making a guest feel welcome: *Bienvenido/a/s, Gracias por venir, Muchísimas gracias, Le agradecemos*

General Learning Outcomes

Applications (A)
Students will use Spanish in a variety of **situations** and for a variety of **purposes**

Language Competence (LC)
Students will use Spanish **effectively** and **competently**

Global Citizenship (GC)
Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**

Strategies (S)
Students will know and use **strategies** to maximize the **effectiveness** of learning and communication

Specific Learning Outcomes

The following specific learning outcomes are the focus of all or most of the instructional strategies described in the sample unit below:

Applications (A)
- inquire about and give simple reasons for thoughts and preferences
- ask questions to gain knowledge and clarify understanding
- record, organize, categorize, and sequence elements using a variety of sources
- use language creatively and for aesthetic purposes

Language Competence (LC)
- provide a variety of meaningful, short, simple texts in guided and unguided situations
- attend to form (grammatical chart)
- oral production
- aural, written, and interactive fluency
- use of formal and informal registers

Global Citizenship (GC)
- understand major factors that influence diversity
- know that diversity exists within the culture of any Spanish-speaking country
- show an interest in other languages and cultures

Strategies (S)
- select and use social and affective strategies independently to enhance language learning (e.g. take part in group)
- select and use cognitive strategies independently to enhance language learning (look for patterns and relationships)

In addition, other specific learning outcomes related to particular instructional strategies are indicated in the left-hand column opposite the description. In the case of Strategies, the left-hand column lists specific strategies that are suggested in the learning activities.

Specific Learning Outcomes	Instructional Strategies	Assessment, Resources, Notes
• Select and use social and affective strategies independently to enhance language learning (e.g., take part in group)	1. As an introductory activity, provide students with fortune cookies. In small groups, have students discuss the fortunes and choose one fortune, write it in Spanish and present it to the class. Discuss the fact that fortune cookies are often associated with the Chinese cultural group, which has immigrated to Canada and to Spanish-speaking countries.	• The Evolving Multicultural Classroom Rose Reissman, ASCD, USA, 1994 • <http://www.chcp.org/Vfortune.htm> • <http://www.democracyweb.com/modelminority.com/history/cookies.htm> • Assessment based on observation of group interaction and discussion
• Show an interest in other languages and cultures	2. Brainstorm with students the different Spanish-speaking immigrant groups that have come to Canada.	• Immigration Canada on Internet • Assessment—Web of different immigrant groups
• Know that diversity exists within the culture of any Spanish-speaking country • Show an interest in other languages and cultures	3. Have students examine maps that indicate languages spoken in countries of the world. Have students identify different cultural groups that exist in Canada and in Latin America.	• Immigration Canada on Internet • Atlases, maps
• Record, organize, categorize, and sequence elements using a variety of sources • Understand major factors that influence diversity	4. Have students work in pairs or in small groups to read an article on immigration patterns in Latin America. Have students prepare a chart that lists various Spanish-speaking countries, the immigrant group(s) who came to that country, and reasons for their immigration	• Buen Viaje 2, Capítulo 9, p. 266-267 • Buen Viaje 3, Capítulo 8, p. 383 • Dime Pasaporte al mundo 21 • Obtain and copy article: Chapter 8: *Latinoamérica a vista de pájaro*, pages 131-138 from Arturo A. Fox, **Latinoamérica: Presente y pasado**, Prentice Hall, Upper Saddle River, New Jersey 07458, 1998 • Assessment: Chart of Immigration Patterns in Latin America
• Attend to form	5. Direct Instruction of *Pretérito* and *Pretérito Perfecto*	

Specific Learning Outcomes	Instructional Strategies	Assessment, Resources, Notes
• Use language creatively and for aesthetic purposes • Produce a variety of meaningful, short simple oral and written texts in guided and unguided situations	6. Have students work individually or in partners to prepare a poster / collage of one immigrant group to a Spanish-speaking country. Students must provide written information about the immigrant group as well as reasons why the group immigrated. Have students use an inquiry plan such as that provided on pages Year 3 – 85–86 in order to guide them in their research. Have students present their poster and information orally and then display in the class.	• Assessment: — Inquiry Exit Slip — Report Checklist — Oral Presentation Checklist — Oral Presentation Self-Assessment
• Know that diversity exists within the culture of any Spanish-speaking country • Show an interest in other languages and cultures	Alternate Task: 7. a) Do a study with the students about native cultural diversity within a country. Have students watch a video about Chile and its different regions. Note with students the differences in the cultures and lifestyles of the people from the desert north to the snowy southern tip. Have students examine how climate affects the differences in lifestyle.	• Pasaporte al mundo 21 • Lonely Planet / Pilot Guides • West of the Andes—IRU #8436 • Introducing Chile • Globe Trekker—Chile and Easter Island • Full Circle with Michael Palin: Chile / Bolivia and Peru • Los Milagros de Chile • Magallones, Chile • Ruta del descubrimiento
• Know that diversity exists within the culture of any Spanish-speaking country • Oral / Written Production—Produce a variety of meaningful, short, simple texts, in guided and unguided situations	b) Have each student pick a Spanish-speaking country and research the cultural diversity of the country. Different climates, industries, and history should be addressed and how these factors contribute to cultural diversity and traditions in each region of the country. Visuals must be included as well as a bibliography of current resources.	• Lonely Planet / Pilot Guides • Abrir Paso • Video Resources: — Introducing Latin America, Part 2: The People — Un Paseo por Bolivia — Un Paseo por Colombia — Un Paseo por Ecuador — Un Paseo por Perú — Un Paseo por Venezuela — Bien venidos a Costa Rica — Mexican Popular Customs (Spanish Version) • Assessment: — Inquiry Exit Slip — Report Checklist — Oral Presentation Checklist — Oral Presentation Self-Assessment Rubric for research project

Specific Learning Outcomes	Instructional Strategies	Assessment, Resources, Notes
• Apply interpersonal skills to initiating and maintaining new relationships (make a new classmate feel welcome)	8. Have students interview a native Spanish-speaker from their school or invite a native Spanish-speaker to class. Have students listen to the speaker's life story. Have students prepare questions for the guest about his/her native country and his/her reasons for immigrating.	• Assessment: Observation: Have the students made the speaker feel welcome? Have the students shown a legitimate interest in the speaker's life? Are the questions relevant and well thought-out?
• Aural Interpretation—understand the meaning of a variety of simple texts, in guided and unguided situations • Interactive Fluency—interact using a combination of sentences, in guided and unguided situations • Apply interpersonal skills to initiating and maintaining new relationships	9. To finalize the unit, discuss with the class stereotypes and generalizations that are made of Spanish-speaking people. Have students enter a reflection in their journal in response to the following question: How did this unit challenge generalizations about Spanish-speaking people?	• Assessment: Reflection Journal

Unit Plan: La diversidad cultural en los países de habla hispana

Day/ Sequence	Lesson Topics	Learning Outcomes	Instructional Strategies and Learning Activities	Major Resources	Assessment/ Evaluation	Planning for Diversity of Learners
Day 1	*Tradiciones cultura e inmigración*	• enquire about and give simple reasons for thoughts and preferences	• provide students with fortune cookies • students discuss fortunes and Chinese culture • write in Spanish	• Book—Evolving Multicultural Classroom • www.democracyweb.com	• observe group interaction	• using the cookies, encourage class discussion • talking with other immigrant groups
Day 2	*Los grupos de inmigrantes en Canadá*	• show an interest in other languages and cultures	• brainstorm different Spanish-speaking immigrant groups	• Immigration Canada on Internet	• web of different groups	• inviting all responses orally • providing visual pictures—unbound
Day 3	*Los grupos culturales en Canadá y Latinomérica*	• know that diversity exists	• examine maps, identify cultural groups	• atlases • Internet • maps • book, *Imágenes de America Latina, Capítulo 1*	• create pie charts for Canada and Latin America showing diverse cultural groups	• encouraging students to talk about their ethnic groups • provide simple/more complicated groups
Day 4	*Los inmigrantes en los países de habla hispana*	• record, organize, categorize, sequence elements	• prepare charts — list Spanish-speaking countries — immigrant groups in those countries	• *Buen Viaje* 2 & 3 • *Pasaporte al Mundo 21* • *Latinoamérica Presente y pasado*	• create a chart/map of immigration patterns in Latin America	• encourage students to brainstorm and then research possible reasons for immigration
Day 5	*Los inmigrantes en acción*	• attend to form *pretérito* and *pretérito perfecto*	• use charts, maps, and webs to introduce verbs/actions in the past • teach *pretérito* and *pretérito perfecto* through direct method of instruction	• teacher-created handouts • classroom textbook	• fill in verbs in blanks using sentences relative to lesson topics	• provide additional grammatical exercises
Day 6	*Los grupos de inmigrantes y las razones para inmigrar*	• use language creatively and for aesthetic purposes • oral production	• students prepare poster/collage of one immigrant group to a Spanish-speaking country • present and display in the class	• Internet	• oral presentation checklist • oral presentation self-assessment	• use inquiry plan to guide research

Unit Plan: La diversidad cultural en los países de habla hispana

Day/ Sequence	Lesson Topics	Learning Outcomes	Instructional Strategies and Learning Activities	Major Resources	Assessment/ Evaluation	Planning for Diversity of Learners
Day 7	*La diversidad cultural en un país de habla hispana*	• understand major factors that influence diversity • know that diversity exists within the culture of any Spanish-speaking country	• students research different aspects of a Spanish-speaking country that influenced cultural diversity	• Lonely Planet pilot guides • *Pasaporte al Mundo 21* • *Abrir Paso*	• oral presentation checklist • oral presentation self-assessment • rubric for research project	• provide a checklist for organizational purposes
Day 8	*Los inmigrantes hispanos en Canadá*	• ask questions to gain knowledge and clarify understanding • use of formal and informal registers • apply inter-personal skills to initiating and maintaining new relationships	• students interview a Hispanic immigrant	• guest	• observe the interview and check — student interest — relevant questioning — guest's comfort level	• allow students to work in groups of two
Day 9	*Los estereotipos relacionados con la gente de habla hispana*	• inquire about and give simple reasons for thoughts and preferences • interactive fluency—interact using a combination of sentences in guided and unguided situations	• discuss stereotypes and generalizations • students enter a reflection in their journal		• reflection journal	• invite students to generate lists of stereotypes in groups, then share

Lesson 1: La diversidad cultural en los países de habla hispana					
Time	**Organization**	**Materials**	**Learning Outcomes**	**Stage**	**Procedure**
10 minutes	groups of 3/4	fortune cookies	aural, written, and interactive fluency	Warm-up Introduction	Provide students with fortune cookies and have students discuss the fortunes and choose fortune
5 minutes	individual	fortune cookies	attend to form	Stage I	Students write out the fortune they chose in Spanish
15 minutes	whole class/ individual	fortune cookies	oral production	Stage II	Students present their fortune to the class
15 minutes	class	fortune cookies	show an interest in other languages and cultures	Conclusion	Students discuss the fact that fortune cookies are often associated with the Chinese cultural groups who have immigrated to Canada and the Spanish-speaking countries

Lesson Plan Time: 45 minutes

Observación: La interacción del grupo

Fecha: _____

Grupo:_____

Actividad: de "La Galleta de la Fortuna"

Escala: Alto Bajo

5 4 3 2 1

Nombres de los miembros del grupo					
Contribuye ideas y sugerencias					
Escucha las sugerencias de los demás					
Usa bien su tiempo y se concentra en su tarea.					
Motiva la participación de los miembros de su grupo					

Los idiomas y los países del mundo

Nombre :_____

Fecha: _____

En Canadá: ¿Cuáles son algunos idiomas importantes en Canadá? (Nombra seis idiomas)

_____

_____

_____

_____

_____

_____

En el mundo: ¿Cuáles son los idiomas más comunes en el mundo? (Nombra seis idiomas)

_____

_____

_____

_____

_____

_____

En los países hispanos: Aparte del español, ¿cuáles son otros idiomas comunes?

_____

_____

_____

La inmigración y Latinoamérica		
País	**Grupo inmigrante**	**Razón (de su inmigración)**

Ejemplo de un plan de búsqueda

(Adapted from Linda Ross, as found in Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 184–185)

Nombre:_____ Fecha: _____

Etapa 1—Preparar un objetivo y un plan

Haz una lluvia de ideas e identifica algunos temas de investigación/búsqueda. Apunta tus ideas y preguntas de investigación aquí abajo.

Tema: _____

Conocimientos previos: ¿Qué sabes ya sobre este tema? Apunta lo que sabes en forma esquemática o en un organizador gráfico.

¿Qué quieres saber? Prepara preguntas relevantes sobre el tema para establecer un objetivo para tu búsqueda. Escribe tus preguntas aquí abajo.

Prepara y usa un plan.

Mi audiencia es

_____

_____

_____

Mi resultado final será_____

Prepararé mis apuntes usando ... (Marca lo que usarás).

___ forma esquemática	___ esquema	___ Slim Jims
___ tabla, gráfico	___ organizador gráfico	___ Web/internet/red
___ Tabla SQA Plus*	___ I-tabla	

Etapa 2—Obtener información

Marca los recursos usados

__ catálogos en línea	__ periódicos	__entrevistas	__ enciclopedias	__ internet
__ experimentos	__ CD-Roms	__ diagramas	__ tablas, gráficos	__ encuestas
__ recursos humanos	__ almanaques	__ videos	__ documentales	__ foros
__ biografías	__ debates	__ artefactos	__ otros	

* See Teaching and Learning, p. 59.

Mis referencias de información son:

Escribe: Nombre del autor, título de referencia, fecha de publicación, lugar de publicación y nombre del editor.

_____

_____

_____

_____

Recuerda lo siguiente:

- Evalúa la exactitud, la fluidez, utilidad, cantidad (suficiente) y fiabilidad de los materiales de referencia usados. Evalúa usando una lista de criterios preparada por la clase o por ti. Adjunta tu evaluación de información a este organizador.
- Prepara tus apuntes usando el método que indicaste en la Etapa 1. Adjunta tus apuntes a este organizador.

Revisa tus apuntes para determinar si la información en tus apuntes es actual, pertinente y completa. Haz las correcciones necesarias en tus apuntes.

Etapa 3—Información de proceso

Escribe tu borrador. Asegúrate de usar detalles para sustentar las ideas principales. Adjunta tu borrador a este plan.

- Revisa usando un color diferente para:
  - ✦ eliminar información no pertinente
  - ✦ indicar brechas en la información presentada
  - ✦ aclarar ideas e información
  - ✦ ordenar la secuencia de ideas e información
  - ✦ generar interés del lector: escribiendo frases de manera eficaz y que expresen claramente el contenido
- Corrige usando un color diferente para:
  - ✦ el uso apropiado de palabras de transición y de conectores
  - ✦ la ortografía exacta
  - ✦ la puntuación y el uso apropiado de la letra mayúscula
  - ✦ las oraciones completas
  - ✦ la variedad de frases
  - ✦ el vocabulario apropiado
  - ✦ la gramática: el tiempo verbal, sujeto / verbo y la concordancia del sustantivo / pronombre personal, modificadores apropiados
  - ✦ el tono apropiado para la audiencia
- Primero, revisa y corrige tu trabajo. Luego, revísalo y corrígelo con un compañero o con un grupo. Finalmente, revísalo y corrígelo con tu profesor.

Etapa 4—Presentar el resultado final

Comparte el resultado final de tu búsqueda con tu audiencia.

Etapa 5—Autoevaluarse y Reflexionar

Piensa en lo que aprendiste durante este proceso de investigación. ¿Cómo te afectó? ¿Cuáles fueron tus habilidades durante esta búsqueda? Apúntalas. Prepara nuevos objetivos para tu próxima búsqueda. Escribe tus reflexiones aquí abajo.

Boleta de salida de la investigación

(Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 186)

Pida que los estudiantes rellenen esta boleta de salida después de cada clase de investigación. Se puede incluir lo siguiente en la boleta de salida de la investigación: sus reflexiones de lo que ha logrado o sus planes o agenda para la próxima clase.

Boleta de salida de la investigación

Nombre: _____ Fecha: _____

Hoy he logrado:

_____

_____

_____

_____

_____

Boleta de salida de la investigación

Nombre: _____ Fecha: _____

Mis planes y mi agenda para la próxima clase de investigación:

_____

_____

_____

_____

_____

Lista de verificación para el informe

(Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 6 – 346)

Lista de verificación para el informe

Nombre _____ Fecha_____

Tema _____

❒ Repasa la información de cada categoría. Agrega algunos detalles o suprime información repetida, si es necesario.

❒ Elige un título informativo para tu informe y para cada categoría.

Para cada categoría:

❒ Lee toda la información en la categoría.

❒ Organiza la información en secciones.

❒ Decide lo más importante o interesante en orden de importancia (primero, segundo,etc).

❒ Nombra las secciones en orden, empezando por la información más importante.

❒ Prepara una introducción animada y cautivante para presentar tu tema.

❒ Prepara y usa apoyo visual (tablas, diagramas, fotografías) para atraer la atención de tu audiencia y para realizar tu presentación.

❒ Escribe los datos en tus proprias palabras. Da ejemplos o agrega detalles para que tus párrafos sean más interesantes.

❒ Termina tu presentación de manera cautivante y con un final convincente.

❒ Repasa y corrige.

❒ Prepara un resumen en forma esquemática usando fichas para tu presentación oral.

❒ Usa accesorios o artefactos apropiados para tu presentación oral.

❒ Usa apoyo auditivo pertinente como música de fondo o efectos de sonido.

Lista de verificación para el informe: Presentación oral

(Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 399)

Lista de verificación	
Nombre _____	Fecha _____
Título de la presentación _____	Código: C—lo demuestra de manera consistente S—lo demuestra a veces A—intenta demostrardo N—necesita mejorarlo
Contenido El estudiante:	
❒ La presentación está bien organizada y tiene un orden lógico.	❒ La información es pertinente al tema
❒ Añade comentarios evaluativos	❒ Usa apoyo visual, gráfico, informativo, cuadros, diagramas y fotografias que cautivan a la audiencia y realizan la presentación
❒ Mantiene a la audiencia interesada	
Organización El estudiante:	
❒ Usa una introducción eficaz para atraer la atención de la audiencia	❒ Conoce bien el tema
❒ Presenta las ideas principales de una manera clara	❒ Amplia la información y ofrece detalles
❒ Se mantiene en el tema	❒ Mantiene el orden lógico
❒ Ofrece una conclusión eficaz	
Pragmática—Como el estudiante usa la lengua. El estudiante:	
❒ Usa volumen y énfasis apropiados	❒ Usa entonación apropiada
❒ Usa un ritmo apropiado	❒ Habla con oraciones completas
❒ Usa una variedad de estructuras de oraciones	❒ Usa tipos de oraciones variadas (frases imperativas y declarativas, preguntas, exclamaciones)
❒ Usa palabras descriptivas	❒ Usa vocabulario preciso relacionado al tema
❒ Explica el vocabulario que pueda ser desconocido para la audiencia	❒ Usa expresiones faciales apropriadas
❒ Demuestra el contacto visual culturalmente apropiado	❒ Usa gestos manuales apropriados
❒ Mantiene una postura apropiada	❒ Responde a preguntas con seguridad
❒ Amplía y explica las respuestas	
❒ Se relaciona bien con la audiencia	

Autoevaluación: Presentación oral

(Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 398)

Nombre _____ Fecha _____

Título de mi presentación _____

	Marca uno	
1. Preparé un plan para mi presentación.	Sí	No
2. Preparé el plan yo mismo(a).	Sí	No
3. Preparé apuntes en forma esquemática.	Sí	No
4. Guardé mis fichas en un lugar específico.	Sí	No
5. Mi trabajo durante este proceso estuvo bien organizado.	Sí	No
6. Practiqué lo que iba a decir antes de presentar.	Sí	No
7. Incluí apoyo visual (tablas, fotos , artefactos, etc).	Sí	No
8. Usé apoyo auditivo (música, sonidos, etc).	Sí	No
9. Mi audiencia estaba interesada en mi presentación.	Sí	No
10. Mi audiencia escuchó atentamente a lo que decía.	Sí	No
11. Contesté las preguntas de la audiencia.	Sí	No

12. La mejor cosa de mi presentación fue

_____

_____

13. Una cosa que puedo mejorar la próxima vez es

_____

_____

14. Una cosa que haría nuevamente la próxima vez sería

_____

_____

15. En resumen, evaluaría mi presentación ...

_____

_____

Observación—Invitado(a)

Escala

Excelente		Bien		Poco satisfactorio
5	4	3	2	1

Cuando el invitado habla con su clase, observe que los estudiantes:

1. Hacen preguntas pertinentes
2. Escuchan atentamente al invitado
3. Hacen un esfuerzo para hablar en español

Nombre del estudiante																			
Hace preguntas pertinentes																			
Escucha atentamente al invitado																			
Hace un esfuerzo para hablar en español																			

Notes

Senior 4: Sample Unit
Current Issues

Sample Unit on Current Issues

Topic/Theme: *Sucesos de actualidad*	
Grade Level: Senior 4	**Task:** Prepare and present a TV news broadcast about a current issue. **Alternate Tasks:** Prepare and present a mini debate, presenting possible solutions for a current issue studied.

Analysis of language needs to complete task:

Product: Vocabulary related to media-TV news: *el/la presentador/a, el locutor, la emisión, emitir, transmitr, la emisión en directo, el tono de voz, la señal, el boletín de información, las noticias de actualidad internacionales/nacionales*
Newspapers: *el editorial, la columna, las tiras cómicas, el suplemento, la primera página y otras.*

Process: Transition words: *pués, quizás, por lo tanto.* Connectors: *pero, y, además.* Words for sequence: *primero, después, luego, al final*. Vocabulary related to summaries: *en este artículo, según este artículo, se dice que.* Vocabulary to discuss how issues are presented: *¿Cuáles son los puntos de vista? ¿Podría ocurrir/suceder aquí? ¿Ha sucedido algo similar aquí?* Expressions for debate: *A mí me parece, estoy/no estoy de acuerdo, según mi opinión, disculpe, no me interrumpa, por favor, es mi turno, un momento.*

General Learning Outcomes

Applications (A)
Students will use Spanish in a variety of **situations** and for a variety of **purposes**

Language Competence (LC)
Students will use Spanish **effectively** and **competently**

Global Citizenship (GC)
Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**

Strategies (S)
Students will know and use **strategies** to maximize the **effectiveness** of learning and communication

Specific Learning Outcomes

The following specific learning outcomes are the focus of all or most of the instructional strategies described in the sample unit below:

Applications (A)
- share detailed information on a specific topic
- express opinions
- support own opinions

Language Competence (LC)
- speak clearly and intelligibly in a variety of situations
- select vocabulary and expressions from within their repertoire to fulfill a variety of purposes in a variety of contexts
- Aural Interpretation—understand the main point and some supporting details of lengthy texts on familiar topics in guided situations
- Oral Production—produce short texts on unfamiliar topics in guided situations
- Visual Interpretation—propose several interpretations of the visual elements in a variety of media in guided situations
- Representation—explore a variety of ways that meaning can be expressed through the visual elements of a variety of media in guided situations
- interpret and use a variety of non-verbal behaviours in a variety of contexts
- use appropriate words or phrases to show relationships in texts

Global Citizenship (GC)
- organize and represent information about elements of Spanish-speaking cultures in a variety of ways
- explore and identify some elements of Spanish-speaking cultures
- apply knowledge of elements of Spanish-speaking cultures derived from a variety of sources to interpret behaviours and texts

Strategies (S)
- evaluate the success of a variety of appropriate interpretive strategies to deal with specific communicative situations
- evaluate the success of appropriate metacognitive strategies to enhance general learning in specific situations

Specific Learning Outcomes	Instructional Strategies	Assessment, Resources, Notes
• Use appropriate words and phrases to show relationships in texts • Share detailed information on specific topics • Evaluate the success of a variety of interpretive strategies to deal with specific communicative situations	1. a) Have students choose articles or provide three articles on current issues. Have students first read the text individually and highlight transition words, connectors, and words that help establish sequence. Students then work in partners to review the words found. Discuss findings as a class and put the key words on posters. b) Have students work in partners to summarize one article, using the Paragraph Frame as well as the outline for an issue-based article analysis provided on pages 83–85. c) Have students present summaries to the class. Have students also prepare two questions to ask classmates after summaries have been presented.	• www.el-castellano.com • Checklist to Assess Attitudes and Values related to an Issue • *Análisis de artículo basado en un asunto* • Poster of key words—transition words, connectors, and words that help establish sequence • Paragraph frame/*Estructura de párrafo* • Rubric for Oral Summary
• Express and support opinions • Propose several interpretations of the visual elements use din a variety of media • Evaluate the success of appropriate metacognitive strategies to enhance general learning in specific situations	2. a) After summaries are presented, have students list current issues. In groups, have students choose one current issue that interests them. For two weeks, students must gather information from Spanish-speaking newspapers, magazines, etc. about their particular issue. One person in the group focuses on the history of the issue, one person examines the actual situation, and one person suggests possible solutions. b) Have students find a visual representation of the issue (picture, editorial, cartoon, ad, etc.). Have students propose several interpretations of the visual elements used. c) Have students discuss all the information found in their groups as well as keep a reflection journal in which they examine their learning process, how working in a group helped them, and what they found challenging.	• Reflection Journal

Specific Learning Outcomes	Instructional Strategies	Assessment, Resources, Notes
• Explore and identify some elements of Spanish-speaking cultures • Apply knowledge of elements of Spanish-speaking cultures derived from a variety of sources to interpret behaviours and texts	3. Have students view a news broadcast such as CNN *en español*. a) Working in small groups, have students mindmap the main issues presented and how the news is presented. b) Have students discuss how issues are presented in the broadcast: • What are the points of view? • Could a particular issue/event occur in Canada? Why or why not? • Has anything like this happened before? c) How is reporting similar? Different?	• Mindmap • Observation of Group Work • Scoring Criteria for Collaboration
• Oral Production— Produce short texts on unfamiliar topics	4. Have students prepare a TV news broadcast about the issue for which they have collected information for two weeks, including information about the history, actual situation, and suggestions for solutions.	• ¡En español! 2, Unidad 5, Etapa 3 • ¡En español! 3, Unidad 2, Etapa 1-3 • ¡Buen Viaje! 3, Capítulo 5 • Assessment—Rubric for News Broadcast Assessment of group work—collaboration, participation, engagement in preparation of task — Daily Reflection on group participation — Group assessment questionnaire
• Oral Production— Produce short texts on unfamiliar topics	**Alternate Task:** Have students work in groups to prepare a mini-debate. Each group presents the solutions they have created for the current issue that they studied for two weeks. Have one group of three students act as judges and choose the best solution of those presented. Change groups of judges regularly.	• Assessment—Rubric for Mini Debate
• Use appropriate words and phrases to show relationships in texts	5. Provide students with appropriate expressions for a debate and discuss use of formal or informal register.	

Unit Plan Outline	
Unit Focus: Current Issues	**Grade Level(s): Senior 4**
Duration / Time Allotment	3 weeks
Lesson Topics	1. *Introducción a los sucesos de actualidad, vocabulario* 2. *Representación visual de un suceso* 3. *Transmisión de noticias en español—Análisis* 4. *Preparación de una transmisión de noticias* 5. *Debate*
Spanish Language and Culture Learning Outcomes ✦ General Learning Outcomes	See Unit Planning Template, page 1.
✦ Specific Learning Outcomes (including linguistic content)	1. Share detailed information on specific topics 2. Propose several interpretations of elements in visual media 3. Explore and identify some elements of Spanish-speaking cultures
Curriculum Integration (if applicable)	1. Generate ideas about current issues by referring to other subject areas—science, social studies, physical education, etc. 2. N / A 3. N / A
Planning for Learner Diversity	1. Offer students of Spanish-speaking origins to focus their study on a particular country or event. 2. Ensure small groups are of mixed ability and cultural origins. 3. Offer an alternative exercise that focuses on radio broadcasts or an audio presentation for visually impaired students
Instructional Strategies / Teaching Techniques	1. Provide three articles on current issues. Read, highlight key words. Discuss findings with class. 2. Present techniques used in visual representation of an issue. Offer several examples, discuss as class.
Student Activities / Projects	1. Students put key words from readings on posters. 2. Students must find visual representation of the issue and identify techniques to create message.
Resources	1. ww.el-castellano.com 2. pictures, editorial, cartoon, ad from Spanish newspapers, magazines 3. CNN *en español*—news broadcast
Assessment and Evaluation	1. Observe student part in discussion 2. Reflection Journal 3. Mindmap Observation of Group Work Scoring Criteria for Collaboration

Lesson 1: Introducción a los sucesos de actualidad, vocabulario

Learning Outcomes:

Use appropriate words and phrases to show a variety of relationships within texts.

Planning for Diversity:

Teacher selects pairs (strong/weak student)

Resources:

www.el-castellano.com

Method:

Have students choose articles or provide three articles of current issues. Have students first read the text individually and highlight transition words, connectors, and words that help students establish sequence. Students then work in partners to review the words found. Discuss findings as a class and put the key words on posters.

Assessment/Evaluation:

Poster key words—transition words (e.g., pués, quizás, por lo tanto), connectors (e.g., pero, y, además), and words that help establish sequence (e.g., primero, después, luego, al final).

Lista de verificación para evaluar actitudes y valores relacionados a un asunto

Tema _____ Fecha: _____

Nombres de los estudiantes	Leyó el material, miró la película/ escuchó al presentador o al casete	Participó activamente en la discusión en clase	Siguió la estructura para la discusión en clase	Expresó su opinión personal sobre el asunto	Respondió a las opiniones de otros estudiantes	Buscó más información sobre el asunto	Citó información para apoyar su posición	Demostró un desarrollo introspectivo de su posición personal	Defendió su posición	Aceptó crítica de su posición personal

Análisis de artículo basado en hechos

Note: The Fact-Based and Issued-Based Article Analysis sheets must be copied back-to-back. When you read the article, did it present a certain point of view about an issue under dispute? If so, use the other side of this sheet. If the article informed you but did not raise any concerns, use this side.

Concepto clave (escrito en una oración).

Dibuja una representación.

¿Cuáles son los hechos? Nombra un mínimo de cinco.

Escribe un resumen o definición en tus propias palabras. No nombres hechos. Da una perspectiva general.

Nombra tus preguntas (un mínimo de dos).

Nombra un mínimo de cinco palabras claves.

Pertinencia actual: Es importante o no es importante porque . . .

Análisis de artículo basado en un asunto

Note: The Fact-Based and Issued-Based Article Analysis sheets must be copied back-to-back. When you read the article did it inform you by presenting facts about a topic? If so, use the other side of this sheet. If the article presented a certain point of view about the issue under dispute, use this side.

Asunto (escrito como una pregunta).

Escribe un resumen en tus propias palabras (parafrasear).

Dibuja una representación.

Nombra tus preguntas (un mínimo de dos).

¿Qué opinas?

Importancia actual: Esto es importante o no es importante porque . . .

¿Qué opina el autor? Demuestra, prueba.

Estructura de párrafo

Título: _____

Frase preliminar _____

_____

_____

Primera frase informativa (comienza con una palabra de transición) _____

_____

_____

Frase siguiente (incluye más información sobre la primera frase informativa) _____

_____

_____

Segunda frase informativa (comienza con una palabra de transición) _____

_____

_____

Frase siguiente (incluye más información sobre la segunda frase informativa) _____

_____

_____

Tercera frase informativa (comienza con una palabra de transición)_____

_____

_____

Frase siguiente (incluye más información sobre la tercera frase) _____

_____

_____

Frase final (comienza con una palabra de transición) _____

_____

_____

Palabras de transición: Primero, Segundo, Tercer(o), Por la mañana, Por lo mismo, Por la tarde, Al principio, Después, Antes, Durante, Luego, Lo más importante, Al contrario, Otro ejemplo, Por ejemplo, Además, Mientras, Por consiguiente, De la misma manera, También ...

Palabras de transición para concluir: En resumen, Para concluir, Se ve que, Como resultado de, Por lo tanto, Entonces, En conclusión

Paragraph Frame: Adapted by permission of KU-CRL, Strategic Instruction Model, University of Kansas.

Evaluación: Póster

Miembros del grupo: _____

Criterios de evaluación:

5/5

- Se identifican todos los conectores y palabras que indican secuencia y transición
- Todas las palabras claves están organizadas lógicamente en el póster

4/5

- Se identifica la mayoría de los conectores y de las palabras que indican secuencia y transición
- En general, las palabras claves están organizadas en el póster, con algunas excepciones mínimas

3/5

- Se identifican algunos conectores y palabras que indican secuencia y transición. La lista no está completa.
- Se ha hecho un esfuerzo para organizar las palabras claves. Sin embargo, es posible que falten palabras o que estén organizadas bajo la categoría incorrecta.

2/5

- Se identifican pocos conectores y palabras que indican secuencia y transición.
- Se ha hecho poco esfuerzo para organizar las palabras claves. Es posible que varias palabras falten o estén organizadas bajo la categoría incorrecta.

1/5

- El trabajo está incompleto. Casi no se demuestra comprensión de las palabras claves. Las palabras clave no están organizadas en categorías.

0/5

- No hubo esfuerzo para hacer la tarea. Respuestas erróneas.

Hoja de evaluación: Resumen oral de un artículo

Nombre(s): _____

_____

Criterio de evaluación para la presentación:

El estudiante:

5/5
- Habla correctamente y con habilidad y utiliza la lengua, el tono, el ritmo, el contacto visual y los gestos de manera persuasiva y con entusiasmo
- Está completamente preparado para que la presentación sea eficaz
- Utiliza palabras de transición, conectores y palabras que marcan la secuencia de manera eficaz
- Brinda información relevante
- Concluye de manera eficaz, de modo que crea el efecto deseado

4/5
- Habla correctamente y con fluidez y utiliza la lengua, el tono, el ritmo, el contacto visual y los gestos deliberadamente
- Está preparado de manera competente para inspirar confianza al presentar
- Utiliza varias palabras de transición, conectores y palabras que marcan la secuencia
- En general, brinda información relevante. Es posible que falten detalles mínimos o que sean innecesarios
- Concluye de manera eficaz

3/5
- Habla claramente, aunque con vacilación y utiliza la lengua, el tono, el contacto visual y los gestos para comunicarse de manera significativa
- Está preparado adecuadamente para que la presentación establezca un panorama básico
- Utiliza algunas palabras de transición, conectores y palabras que marcan la secuencia
- Brinda información relevante pero carece de detalles o son innecesarios
- Concluye adecuadamente

2/5
- Habla con vacilación y en general utiliza la lengua y el ritmo de manera ineficaz
- Fallas debido a falta de preparación
- Utiliza pocas palabras de transición, conectores y palabras que marcan la secuencia
- Brinda poca información relevante y carece de varios detalles
- Concluye con poca claridad

1/5
- No habla claramente, de manera que los oyentes tienen dificultad para comprender y utiliza la lengua y el ritmo de manera ineficaz
- En general, no está preparado
- No utiliza palabras de transición, conectores y palabras que marcan la secuencia
- Brinda muy poca información y carece de muchos detalles
- No concluye

Criterio de evaluación para la presentación

Nombre(s): _____

_____

El estudiante:

5/5

- Habla correctamente y con habilidad y utiliza la lengua, el tono, el ritmo, el contacto visual y los gestos de manera persuasiva y con entusiasmo
- Está completamente preparado para que la presentación sea eficaz
- Utiliza palabras de transición, conectores y palabras que marcan la secuencia de manera eficaz
- Brinda información relevante
- Concluye de manera eficaz, de modo que crea el efecto deseado

4/5

- Habla correctamente y con fluidez y utiliza la lengua, el tono, el ritmo, el contacto visual y los gestos deliberadamente
- Está preparado de manera competente para inspirar confianza al presentar
- Utiliza varias palabras de transición, conectores y palabras que marcan la secuencia
- En general, brinda información relevante. Es posible que falten detalles mínimos o que sean innecesarios
- Concluye de manera eficaz

3/5

- Habla claramente, aunque con vacilación y utiliza la lengua, el tono, el contacto visual y los gestos para comunicarse de manera significativa
- Está preparado adecuadamente para que la presentación establezca un panorama básico
- Utiliza algunas palabras de transición, conectores y palabras que marcan la secuencia
- Brinda información relevante pero carece de detalles o son innecesarios
- Concluye adecuadamente

2/5

- Habla con vacilación y en general utiliza la lengua y el ritmo de manera ineficaz
- Falla debido a falta de preparación
- Utiliza pocas palabras de transición, conectores y palabras que marcan la secuencia
- Brinda poca información relevante y carece de varios detalles
- Concluye con poca claridad

1/5

- No habla claramente, de manera que los oyentes tienen dificultad para comprender y utiliza la lengua y el ritmo de manera ineficaz
- En general, no está preparado
- No utiliza palabras de transición, conectores y palabras que marcan la secuencia
- Brinda muy poca información y carece de muchos detalles
- No concluye

Diario de reflexiones—Sucesos de actualidad

1. ¿Qué comprendiste / aprendiste sobre el suceso de actualidad que estudiaste con tu grupo?

2. ¿Qué aprendiste sobre las técnicas que usan los medios de comunicación para crear un mensaje?

3. ¿Qué no comprendiste?

4. ¿Con qué punto estuviste de acuerdo? ¿Con qué puntos no estuviste de acuerdo?

5. a) ¿Cómo te ayudó el trabajo en grupo para comprender?

   b) ¿Qué desafíos, si hubo alguno, encontrastre al trabajar en tu grupo?

6. ¿Qué preguntas tienes todavía?

7. ¿Cómo puedes encontrar respuestas a tus preguntas?

Observación de trabajo en grupo

Cooperative Language: Write Observations focusing on students' use of cooperative language on self-stick notes for inclusion in the students' files or on a form such as the following, which lists the students' names across the top.

Hoja de observación

Grupo: _____ Fecha: _____

Marca cada vez que un estudiante usa lenguaje cooperativo.

El estudiante													
Motiva													
Pide aclaración													
Mantiene al grupo en la tarea													
Expresa desacuerdo													

Criterios de evaluación para habilidades de cooperación

La siguiente norma de evaluación es un ejemplo de una norma de evaluación general para evaluar las habilidades de colaboración y las actitudes.

Criterios de evaluación para la colaboración	
Al evaluar la colaboración, considere • la actitud del estudiante por medio de su participación responsabilidad y enfoque. • las habilidades del estudiante, evidente en el escuchar y contribuir a la discusión en grupo. • los roles que el estudiante asume para ayudar al desarrollo del grupo.	
5	El estudiante • es un miembro eficaz, responsable, que inicia acción y se involucra en la tarea • escucha activamente, contribuye de una manera eficaz y construye sobre las ideas de otros • asume roles de liderazgo, da orientación, pide contribuciones, aclara y evalúa
4	El estudiante • es un miembro de grupo muy trabajador que es un participante activo y concentrado • escucha atentamente, contribuye de manera constructiva y emplea las ideas de otros • asume roles importantes, organiza y motiva a otros y aclara ideas
3	El estudiante • es un miembro de grupo atento, cooperativo y que aporta al grupo • escucha, respeta las ideas de otros y ayuda al grupo a tomar decisiones • asume roles de apoyo, se involucra al grupo, pero muy raras veces como líder
2	El estudiante • es a menudo un observador y puede distraerse de la tarea • escucha al principio, pero pierde enfoque o limita el enfoque a ideas personales • asume roles de apoyo esporádicamente
1	El estudiante • generalmente no se involucra al grupo, y puede distraer a los otros o crear conflicto • está tan enfocado en sus perspectivas personales, que cuando escucha se enfoca en las diferencias • casi nunca asume roles constructivos
Insuficiente	El estudiante • no hace ningún esfuerzo para trabajar con otros

Scoring Criteria for Collaboration: Copyright © 1997 *English 10: Teacher Manual: Classroom Assessment Materials*, Alberta Education.

Hoja de evaluación: Programa de televisión o radio

Criterios de evaluación para el programa de televisión

5/5
Contenido
- La información es pertinente, con muchos detalles importantes e interesantes
- El programa está organizado lógicamente o en forma creativa
- El vocabulario y las expresiones específicos están integrados de manera eficaz en el programa
- Se nota que hubo preparación detallada
- Se utiliza apoyo visual de manera eficaz

Presentación
- Se habla con claridad
- La pronunciación es correcta
- Se habla de manera fluida

4/5
Contenido
- El material es pertinente con algunos detalles importantes e interesantes
- El programa está organizado lógicamente, en cierta forma creativa
- El vocabulario y las expresiones específicos están generalmente integrados en el programa, es posible que haya errores u omisiones mínimos
- Se nota que hubo una buena preparación
- El apoyo visual es apropiado y agrega valor a la presentación

Presentación
- En general, se habla con claridad
- En general, la pronunciación es correcta aunque es posible que no se pronuncien correctamente las palabras difíciles o no conocidas
- Se habla con cierta fluidez pero con posible vacilación mínima

3/5
Contenido
- La información es mayormente pertinente, puede carecer de detalles importantes e interesantes
- En general, el programa está bien organizado, pero puede carecer de creatividad
- Se ha hecho un esfuerzo para integrar el vocabulario y las expresiones específicos, hay errores u omisiones
- Se nota que hubo preparación, pero algunas partes del programa pueden parecer desorganizadas o incompletas
- Se utiliza apoyo visual, pero es insuficiente o inapropiado

Presentación
- Algunas palabras no son claras
- Algunas palabras no se pronuncian correctamente
- Se habla con cierta lentitud

2/5

Contenido

- Varios aspectos de la información no son pertinentes, carece de muchos detalles importantes e interesantes
- El programa está organizado sólo en ciertas partes, pero carece de creatividad
- Se ha hecho poco esfuerzo para integrar el vocabulario y las expresiones específicos, hay muchos errores u omisiones
- Preparación mínima
- Se utiliza poco apoyo visual y de manera ineficaz

Presentación

· No se habla con mucha claridad
· Muchas palabras no se pronuncian bien
· En general, se habla con demasiada lentitud o demasiada rapidez

1/5

Contenido

- La información no es pertinente y es inapropiada
- El programa carece de organización, estructura y creatividad
- No se ha hecho esfuerzo para integrar el vocabulario y las expresiones específicos
- Carece de preparación
- El apoyo visual es mínimo o inexistente

Presentación

- La mayoría de las palabras no son claras
- La mayoría de las palabras no se pronuncian correctamente
- Se habla con demasiada lentitud o demasiada rapidez

Hoja de evaluación: Debate

Criterios de evaluación para el debate

5/5

Contenido

- La información es correcta, detallada y convincente
- El vocabulario y las expresiones específicos están integrados de manera efectiva en el debate
- El lenguaje / registro formal es utilizado correctamente y de manera eficaz
- Se nota que hubo preparación detallada

Presentación

- Se habla con claridad
- La pronunciación es correcta
- Se habla de manera fluida

4/5

Contenido

- La información es correcta, con algunos detalles importantes y convincentes
- El vocabulario y las expresiones específicos están generalmente integrados en el debate, es posible que haya errores u omisiones mínimos
- En general, el lenguaje / registro formal es utilizado correctamente aunque pueden haber errores u omisiones mínimos
- Se nota que hubo una buena preparación

Presentación

- En general, se habla con claridad
- En general, la pronunciación es correcta, es posible que no se pronuncien correctamente las palabras difíciles o no conocidas
- Se habla con cierta fluidez pero con mínima vacilación

3/5

Contenido

- La información es mayormente pertinente, puede carecer de detalles importantes
- En general, el debate está bien organizado, pero no es muy convincente
- Se ha hecho un esfuerzo para integrar el vocabulario y las expresiones específicos, hay errores u omisiones
- Se ha hecho un esfuerzo para utilizar lenguaje / registro formal, hay errores
- Se nota que hubo preparación, pero algunas partes del debate pueden parecer desorganizadas o incompletas

Presentación

- Algunas palabras no son claras
- Algunas palabras no se pronuncian correctamente
- Se habla con demasiada lentitud

2/5

Contenido

- Varios aspectos de la información no son pertinentes, carece de muchos detalles importantes
- El debate está organizado sólo en ciertas partes
- Se ha hecho poco esfuerzo para integrar el vocabulario y las expresiones específicos, hay muchos errores u omisiones
- Se ha hecho poco esfuerzo para utilizar lenguaje / registro formal de manera correcta
- Preparación mínima

Presentación

- No se habla con mucha claridad
- Muchas palabras no se pronuncian bien
- En general, se habla con demasiada lentitud o demasiada rapidez

1/5

Contenido

- La información no es pertinente y es inapropiada
- El debate carece de organización y de estructura
- No se ha hecho esfuerzo para integrar el vocabulario y las expresiones específicos
- No se ha hecho esfuerzo para utilizar lenguaje / registro formal de manera correcta
- Carece de preparación

Presentación

- La mayoría de las palabras no son claras
- La mayoría de las palabras no se pronuncian correctamente
- Se habla con demasiada lentitud o demasiada rapidez

Reflexión cotidiana sobre la participación del grupo

Nombre: _____

Grupo: _____

Fecha: _____

Escala: **Excelente** **Poco satisfactorio**
5 4 3 2 1

1.	¿He contribuido algunas ideas hoy?	5	4	3	2	1
2.	¿He invitado la contribución de los demás?	5	4	3	2	1
3.	¿He escuchado a los demás?	5	4	3	2	1
4.	¿He cumplido con mis responsabilidades en el grupo?	5	4	3	2	1

5. Tres cosas que he hecho para motivar a los demás a participar:

_____

_____

_____

6. Un problema que nuestro grupo ha tenido ha sido:

_____

_____

_____

7. Una solución previsible para este problema sería:

_____

_____

_____

Cuestionario: Evaluación de grupo

1. ¿Nos pusimos de acuerdo como grupo al tomar decisiones?

2. ¿Respetamos los enfoques y habilidades de cada miembro del grupo?

3. ¿Invitamos a los miembros a desarrollar un nuevo papel?

4. ¿Cómo tratamos el problema de la ausencia o la falta de participación de los miembros?

5. ¿Usamos nuestro tiempo de manera eficaz?

6. ¿Hablamos abiertamente de nuestras inquietudes en lugar de dejar aumentar la tensión?

7. ¿Pedimos ayuda de otros cuando no pudimos ponernos de acuerdo?

8. ¿Qué debilidades en nuestro producto final podrían haber sido discutidas por medio de un proceso de grupo diferente?

9. ¿Qué teníamos que haber hecho más, menos?

10. ¿Nuestro producto final logra representar las habilidades y talentos de cada miembro del grupo?

Notes