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## **YEAR 1**

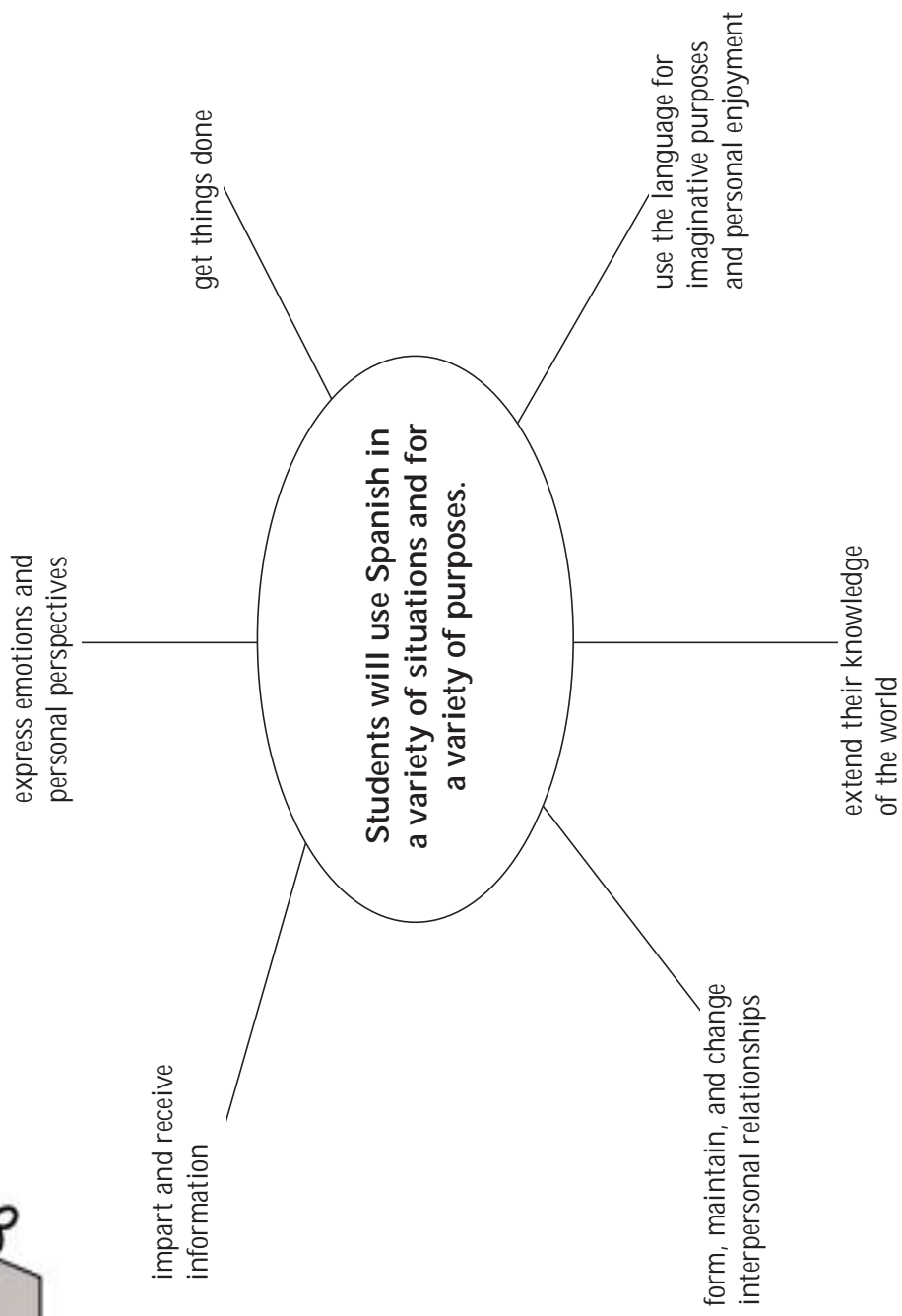
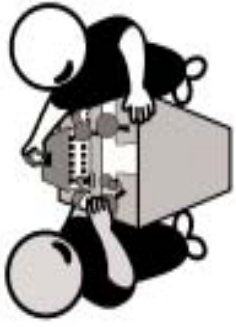
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*APPLICATIONS*  
*YEAR 1*



# Applications





# APPLICATIONS

*General Outcome 1: Students will use Spanish in a variety of situations and for a variety of purposes.*

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Spanish language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence, is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks (Celce-Murcia, Dörnyei, and Thurrell).

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings, there are one or more strands. Each strand deals with a specific language function (e.g., share factual information). Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways (e.g., “This is my dog.”). As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled **manage group actions** has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading **to extend their knowledge of the world** will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Spanish language.

The level of linguistic, sociolinguistic, and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION								
<p><b>General Outcome 1: Applications</b> Students will use Spanish in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <p><b>1.1 impart and receive information</b></p> <p>1.1.1 <i>Share Factual Information</i></p> <ul style="list-style-type: none"> <li>❖ identify concrete people, places, and things</li> <li>❖ ask for and provide basic information</li> <li>❖ respond to simple, predictable questions</li> </ul>	<p>➤ Have students form two circles, one inside the other. With music playing, ask one circle to walk in one direction and the other to walk in the opposite direction. When the music stops, have students interview the classmate opposite them, using familiar patterns such as (BC <i>Resource Package</i>, 12)*:</p> <ul style="list-style-type: none"> <li>• ¿Cómo te llamas? Yo me llamo _____ y tú?</li> <li>• ¿Cuántos años tienes? Tengo _____ años, y tú?</li> <li>• ¿Cómo estás? Estoy _____</li> </ul> <p>➤ Have students in pairs use pre-framed models to dramatize situations in which they need to provide specific information, real or fictitious. For example, ask students to imagine that they are arriving at a border crossing where they must provide information required to have their passports stamped (BC <i>Resource Package</i>, 20).</p> <p>➤ Play <i>Information Search</i>. Give each student a questionnaire. Students ask each other these questions and put their signature beside the questions they would answer “yes” to.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;"><i>Busca a una persona</i></td> <td style="width: 30%; text-align: right;"><i>Firma</i></td> </tr> <tr> <td>¿Tienes un hermano?</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>¿Tienes una bicicleta?</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>¿Tienes una computadora?</td> <td style="text-align: right;">_____</td> </tr> </table> <p>➤ <i>Variation</i>: Use pictures instead of words for <i>Busca a una Persona</i> (e.g., ¿Tienes una _____?) (BC <i>Resource Package</i>, 20)</p>	<i>Busca a una persona</i>	<i>Firma</i>	¿Tienes un hermano?	_____	¿Tienes una bicicleta?	_____	¿Tienes una computadora?	_____
<i>Busca a una persona</i>	<i>Firma</i>								
¿Tienes un hermano?	_____								
¿Tienes una bicicleta?	_____								
¿Tienes una computadora?	_____								

\* Reprinted (or adapted) from the *Spanish 5 to 12 Integrated Resource Package* (1997). Used with permission of the Ministry of Education, Province of British Columbia. All future references to BC *Resource Package* fall under this permission statement.



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students exchange information using familiar Spanish patterns, look for evidence that they recognize, use and respond to simple patterns or questions

*¡En español! 1*  
pp. 4, 5

*¡Buen Viaje! 1A*  
Lección Preliminar

*Chicos Chicas, Nivel 1*  
Unidad 1, Lección 1 and 2

*¡Viva el Español!: ¡Hola!*  
Unidad 1, Lección 1

- When students exchange specific information (e.g., as they dramatize arriving at a border crossing), look for evidence that they are able to
  - use the patterns and frames with less and less support
  - make themselves understood
  - complete the activity using only Spanish

*¡Buen Viaje! 1B*  
Capítulo 11

- Observe students during the Information Search and look for evidence that they
  - ask and respond to questions
  - understand and use accurate vocabulary

*¡En español! 1*  
Unidad 1, Etapa 3  
Actividad 16 and 18

*¡Viva el Español!: ¡Hola!*  
*Resource and Activity Book*  
Vocabulary Review  
Masters 97–106



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.1 impart and receive information (continued)</b></p> <p>1.1.1 <i>Share Factual Information (continued)</i></p> <ul style="list-style-type: none"><li>❖ identify concrete people, places, and things</li><li>❖ ask for and provide basic information</li><li>❖ respond to simple, predictable questions</li></ul>	<ul style="list-style-type: none"><li>➤ Invite students to conduct simple interviews in pairs, using simple questions (e.g., <i>¿Cómo te llamas?</i>, <i>¿Cuál es tu número de teléfono?</i>, <i>¿Cuál es tu dirección?</i>, etc.). Students may choose to play the part of an imaginary or famous person.</li><li>➤ Have students work in pairs to ask each other simple questions related to Year 1 themes (e.g., <i>¿Dónde está Perú?</i>, <i>¿Dónde está la escuela?</i>, etc.)</li><li>➤ <i>Variation:</i> Instead of asking students to put their signature on the paper, ask each student to write the name of a classmate and <i>Sí</i> or <i>No</i> next to it. Once they have finished the question/answer period, ask students to write a report on the findings of their search (e.g., <i>Tom tiene una bicicleta pero no tiene una computadora</i>).</li><li>➤ Put the name of each student on an index card. Prepare a list of basic questions or questions about personal information (e.g., <i>¿Cuál es tu apellido?</i> <i>¿Dónde vives?</i>). Each day ask a few students 3-5 of these basic questions.</li><li>➤ <i>Timed Dialogue Activity:</i> Students are given a particular topic on which to speak. In pairs, the students discuss the topic in a certain time limit.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students work in pairs to ask simple questions, look for evidence that they
  - ask questions using appropriate intonation
  - respond to questions
  - use appropriate pronunciation
  
- Check on language competence and attend to form.
  
- Prepare a simple scoring scale out of 3 points for the responses to basic questions.
  - 1/3 Student responds with a word or words.
  - 2/3 Student responds in a complete sentence, but with grammatical errors.
  - 3/3 Student responds in a complete, grammatically correct sentence.

*¡Dos Mundos!*  
Student Edition

*¡Buen Viaje! 1*  
Preliminar D  
*Chicos Chicas, Nivel 1*  
Unidad 1, Lección 1





PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.1 impart and receive information (continued)</b></p> <p>1.1.1 <i>Share Factual Information (continued)</i></p> <ul style="list-style-type: none"><li>❖ identify concrete people, places, and things</li><li>❖ ask for and provide basic information</li><li>❖ respond to simple, predictable questions</li></ul>	<ul style="list-style-type: none"><li>➤ Have students prepare a personal coat of arms that might include name, birthdate, place of birth, family members, etc. Have students use drawings within their coat of arms and display in the classroom.</li> <li>➤ Ask students in pairs to role-play making arrangements for meetings with friends. Have partners ask each other questions to elicit information regarding times, places, and dates, using the following patterns (BC <i>Resource Package</i>, 28):<ul style="list-style-type: none"><li>• ¿Cuándo?</li><li>• ¿A qué hora?</li><li>• ¿Dónde?</li></ul></li><li>➤ Students are given five written questions and write their responses. For example:<ul style="list-style-type: none"><li>• ¿Cuál es tu color favorito?</li><li>• ¿Qué es tu canción favorita?</li><li>• ¿Cuál es tu deporte favorito?</li></ul>The students are put into groups and one student reads the answers. The others guess who wrote these responses.</li><li>➤ Each student writes two truths about themselves and one lie. The students walk around to different partners and read aloud their statements. The students guess which is the lie.</li><li>➤ Provide students with a chart where there is missing information. Students will have to ask the questions (¿Cuándo?, ¿A qué hora?, ¿Dónde?) in order to be able to complete it.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- After students have completed their coat of arms, students should be able to respond to written and oral questions about their coat of arms. For example:

- *¿Cuál es tu nombre?*
- *¿Cuándo es tu cumpleaños?*

Prepare a checklist to identify the extent to which students are able to

- respond to simple, predictable questions
- comprehend questions asked

- Observe role-playing activities for evidence that students are increasingly able to

- make themselves understood in Spanish
- use learned patterns and vocabulary (language competence, attend to form)
- take risks to add details or unfamiliar language
- use strategies such as nonverbal communication and visual props to support their messages (strategies)

- Check for accurate information on the chart.

*¡En español! 1*

Etapa Preliminar  
Unidad 1, Etapa 3

*¡Dime! Uno*

Unidad 4, Lección 1

*¡Dime! Uno*

Unidad 3, Lección 1

*¡Buen Viaje! 1*

Capítulo 4  
Expansion activities with TPR  
storytelling (see Teaching and Learning, pp. 98–101)



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.2 express emotions and personal perspectives</b></p> <p>1.2.1 <i>Preferences</i></p> <ul style="list-style-type: none"><li>❖ express a personal response (e.g., respond to a song or story) and simple preferences</li><li>❖ identify favourite people, places, or things</li></ul> <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none"><li>❖ respond to and express emotions and feelings in familiar contexts (e.g., pleasure, happiness, <i>estar</i> + adjective)</li><li>❖ identify emotions and feelings</li></ul>	<ul style="list-style-type: none"><li>➤ As a class, brainstorm activities in which students participate outside of school. Have students in small groups conduct surveys of their favourite activities and interests, using pre-framed Spanish sentence structure. For example: <i>¿Cuál es tu _____ favorito? (video, comida, deporte, color)</i> (BC Resource Package, 28).</li><li>➤ Using pictures from magazines that depict a variety of activities, ask students which activities they like or don't like. Use the expression: <i>¿Te gusta _____? ¿No te gusta _____?</i> Introduce intensifiers such as <i>muchísimo</i> and <i>mucho</i>. As an extension, have students draw two or three of their own favourite activities and then work in pairs or small groups, asking the question <i>¿Te gusta _____?</i></li><li>➤ Have students work in pairs or in small groups to identify the important qualities of a good friend. Have students decide on the top three qualities of a good friend. Discuss with the class and come to a consensus as a whole class.</li><li>➤ Have students prepare a picture book with a variety of emotions using photographs and/or magazines showing familiar situations. Then, have students share their books in groups or with the class, describing the emotions and situations in simple sentences.</li><li>➤ Provide students with sentences which they must complete (e.g., <i>Cuando estoy feliz (triste) _____</i>). Have students share their results with a friend.</li><li>➤ Provide students with charts of faces and emotions written below. Organize students into teams. A student must act out the emotion in the form of a charade and the members of his or her team must guess the emotion being portrayed (e.g., <i>triste, feliz</i>, etc.).</li></ul>



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ As students interact in collecting information for their surveys, look for evidence that they</p> <ul style="list-style-type: none"> <li>• are developing a variety of vocabulary for different activities (language competence, lexicon)</li> <li>• recognize familiar words and patterns</li> <li>• attempt to respond in simple sentences rather than single words (language competence, oral production)</li> </ul> <p>When students present their surveys, note the extent to which they</p> <ul style="list-style-type: none"> <li>• speak clearly</li> <li>• use approximate Spanish pronunciation and intonation (language competence, phonology)</li> <li>• use a variety of vocabulary related to leisure activities (language competence, lexicon)</li> </ul>	<p><i>Chicos Chicas, Nivel 1</i>                      Unidad 3, Lección 6                      Unidad 7, Lección 13</p>
<p>➤ When students present their picture books, look for evidence that they</p> <ul style="list-style-type: none"> <li>• interact with each other</li> <li>• use simple sentences to express emotions</li> </ul>	<p><i>Chicos Chicas, Nivel 1</i>                      Unidad 3, Lección 6                      Unidad 7, Lección 13</p>
<p>➤ As students mime emotions, observe their ability to</p> <ul style="list-style-type: none"> <li>• dramatize the emotion</li> <li>• correctly identify the emotion associated with a particular mime</li> </ul>	<p>Poster Pals                      &lt;<a href="http://www.posterpals.ca">www.posterpals.ca</a>&gt;  <i>¡Dime! Uno</i>                      Unidad 4, Lección 1</p>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.3 get things done</b></p> <p>1.3.1 <i>Guide Actions of Others</i></p> <ul style="list-style-type: none"><li>❖ indicate basic needs and wants</li><li>❖ ask for permission</li><li>❖ give and respond to simple oral instructions or commands (e.g., <i>¿Tienes un lápiz?</i>)</li><li>❖ suggest a course of action, and respond to a suggestion</li></ul> <p>1.3.2 <i>State Personal Actions</i></p> <ul style="list-style-type: none"><li>❖ respond to offers, invitations, and instructions</li><li>❖ ask or offer to do something</li><li>❖ indicate choice from among several options</li></ul>	<ul style="list-style-type: none"><li>➤ Post basic classroom expressions in the classroom, using sentences and pictures. Invite students to refer to these expressions when making requests or giving instructions (e.g., <i>¿Puedo ir al baño? ¿Puedo tener un papel? Pasa el bolígrafo. Cierra la puerta. Escribe tu nombre, etc.</i>).</li><li>➤ Teach a new word or expression everyday. The English translation or a drawing can be added to a poster that is hung somewhere in the classroom. Use formal or informal expressions with consistency and do not mix both forms at this level.</li><li>➤ Provide students with a one-week blank “agenda” and have them work in groups inviting each member to participate in an activity during that one week. Students will respond by accepting or declining the invitations.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- Observe students and look for evidence that they are able to make appropriate requests in the classroom, school, etc.
  
- Promote the use of some of the most common expressions in class on a regular basis.
  
- Ask students a question which will require the use of the expressions learned in their response. Provide a specific example of a question and response for one of the expressions.
  
- When students use the “agenda,” , look for evidence that they
  - make invitations
  - respond to invitations
  - use appropriate vocabulary to state personal actions

**SUGGESTED LEARNING RESOURCES**

*¡Dime! Uno*  
Unidad 1, Lección 2

*¡Buen Viaje! 1A*  
Capítulo 1

*¡En español! 1*  
Etapa preliminar  
Frases útiles

*¡Viva el Español!: ¡Hola!*  
*Resource and Activity Book*  
Vocabulary Cards  
Masters 34–96



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.3 get things done (continued)</b></p> <p>1.3.3 <i>Manage Group Actions</i></p> <ul style="list-style-type: none"><li>❖ manage turn-taking</li><li>❖ encourage other group members to act appropriately</li><li>❖ ask for help or clarification of what is being said or done in the group</li></ul>	<ul style="list-style-type: none"><li>➤ Organize students into groups of four. Provide students with a very simple text to read. After the reading of the text, one person in the group asks prepared questions about the text. The second person answers the questions. The third person represents the answers visually. The fourth person makes corrections or additions to the answers.  <i>Variation:</i> Present each group a list of questions related to a theme being studied. One person asks one question, the next person responds, the third person represents the answer visually and the fourth person makes modifications to the answer. Students then change roles for the next question.</li><li>➤ Organize a group activity in which students take turns or take on specific roles that they must determine amongst themselves (e.g., <i>Go fish</i>—“¿Tienes un suéter?” “No, anda a pescar.”).</li></ul>
<p><b>1.4 extend their knowledge of the world</b></p> <p>1.4.1 <i>Discover and Explore</i></p> <ul style="list-style-type: none"><li>❖ investigate the immediate environment (e.g., use kinaesthetic, spatial, musical abilities)</li></ul>	<ul style="list-style-type: none"><li>➤ Have students play the game “<i>Veo, veo</i>” (“I Spy”) in which a student describes an object in the classroom and the others try to identify the object being described.</li><li>➤ Invite students to prepare simple questions and the answers, in pairs, about the classroom and the school (e.g., ¿Cuántas sillas hay en la clase?, ¿Cuántos pisos hay en la escuela?). Have students work in groups as teams asking questions of each other and keep a tally of correct answers.</li><li>➤ Do a simplified version of twenty questions. Bring in a cultural object/<i>realia</i>. Invite students to guess its name and what it is used for (e.g., mate gourd and straw).</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- As students work in groups, look for evidence that they
  - use appropriate vocabulary related to roles and turn-taking (language competence, lexicon)
  - use Spanish when talking about turn-taking
  
- When students play " *Veo, veo,*" look for evidence that they
  - describe objects relevant to their immediate environment
  - attempt to identify the objects described
  
- When students work in pairs to ask simple questions, look for evidence that they
  - ask questions relevant to their immediate environment
  - respond to questions in complete sentences

**SUGGESTED LEARNING RESOURCES**

Easy Spanish Readers  
*¡En grupos!*  
 Sección: Cultura

*Chicos Chicas, Nivel 1*





PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.4 extend their knowledge of the world</b></p> <p>1.4.2 <i>Gather and Organize Information</i></p> <ul style="list-style-type: none"><li>❖ gather simple information</li><li>❖ organize items in different ways</li><li>❖ sequence items in different ways</li></ul> <p>1.4.3 <i>Solve Problems</i></p> <ul style="list-style-type: none"><li>❖ experience problem-solving situations in the classroom (e.g., in stories)</li><li>❖ choose between alternative solutions</li></ul>	<ul style="list-style-type: none"><li>➤ Place the name of a profession on the back of each student in the class. Have students circulate in the class, asking each other questions in order to determine what their profession is. Alternatively, place the name of a profession on the back of one student, who comes to the front of the class. The student shows the tag with the profession to the other students in the class and then asks questions of the other students in order to determine what his/her profession is.</li><li>➤ Invite students to complete a variety of forms that require basic information (e.g., passport application, library card application, etc.).</li><li>➤ Have students listen to a simple story, view a short video sequence, or examine a scrambled comic strip. Then have students work in pairs or in small groups to put the main events of the story into the correct sequence. Students could use simple words or drawings to depict the story.</li> <li>➤ Form groups of four and have each group discuss the purchase of a gift for a friend, family members, or teacher. Provide a brief description of the individual. The teacher provides a sample dialogue demonstrating the negotiation process. Ask groups to arrive at a consensus on their gift choices and state reasons to support them (<i>BC Resource Package</i>, 52).</li><li>➤ Provide students with scenarios of simple school problems. In groups or as a class, students respond to guided questions related to the scenario and arrive at a possible solution.</li></ul>



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ When students circulate and ask questions about professions, look for evidence that they</p> <ul style="list-style-type: none"> <li>• ask relevant questions</li> <li>• respond to questions with simple information</li> </ul>	<p><i>Planet@ 1</i> pp. 16–18 Activities 2 and 3, p. 18</p>
<p>➤ When students gather and organize basic information, look for evidence that they are able to</p> <ul style="list-style-type: none"> <li>• provide and organize pertinent information</li> <li>• prioritize information</li> </ul>	<p><i>Chicos Chicas, Nivel 1</i> Unidad 4, Lección 8</p>
<p>➤ When students sequence the events of a story, look for evidence that they are able to</p> <ul style="list-style-type: none"> <li>• put the story in a logical sequence</li> <li>• use drawings and simple vocabulary effectively to depict the sequence of events</li> <li>• present the sequence of events in simple sentences with the aid of the drawing and vocabulary</li> </ul>	<p><i>¡Buen Viaje! 1A</i> Capítulo 3 Culminación, Actividad C</p>
<p>➤ As students discuss in groups the purchase of a gift, look for evidence that they</p> <ul style="list-style-type: none"> <li>• provide suggestions for gift choices</li> <li>• work cooperatively to arrive at a consensus on their gift choice</li> </ul>	<p><i>¡Viva el Español!: ¡Hola!</i> <i>Resource and Activity Book</i> Master 30</p>
<p>➤ As students work through scenarios of simple school problems, look for evidence that they are able to</p> <ul style="list-style-type: none"> <li>• identify the problem</li> <li>• propose possible solutions</li> <li>• work cooperatively to discuss possible solutions and to choose a solution</li> </ul>	<p><i>¡En español! 1</i> Unidad 2, Etapa 1</p>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.4 extend their knowledge of the world (continued)</b></p> <p>1.4.4 <i>Explore Opinions and Values</i></p> <ul style="list-style-type: none"> <li>❖ listen attentively to the opinions expressed</li> <li>❖ respond sensitively to the ideas and products of others</li> <li>❖ make connections between behaviour and values (e.g., in texts or role play)</li> </ul> <p><b>1.5 imaginative purposes and personal enjoyment</b></p> <p>1.5.1 <i>Humour/Fun</i></p> <ul style="list-style-type: none"> <li>❖ use the language for fun (e.g., learn simple riddles, jingles and humorous songs)</li> </ul> <p>1.5.2 <i>Creative/Aesthetic Purposes</i></p> <ul style="list-style-type: none"> <li>❖ use the language creatively</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide students with a simple text in which characters express opinions. Have students agree or disagree with the opinions of the text.</li>   <li>➤ Provide students with tongue twisters in Spanish. Allow students time to practice the tongue twisters in pairs or in groups. Students then present the twisters to the class.</li> <li>➤ Provide students with Spanish names, nicknames, cognates (e.g., <i>Pancho, Francisco, jonrón, Homerun</i>).</li>   <li>➤ Invite each student to compose a poem based on her or his own name or a Spanish name. Explain that each line should be a word or phrase describing a favourite activity or personal quality and should include a letter from the name. For example, using the name Pepe (BC <i>Resource Package</i>, 48). <ul style="list-style-type: none"> <li>simPático</li> <li>genEroso</li> <li>me gusta Patinar</li> <li>fuErte</li> </ul> </li> </ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students listen to or read a text in which opinions are expressed, look for evidence that they
  - identify opinions expressed
  - express their own opinion to agree or disagree
  
- When students participate in activities such as tongue twisters, look for evidence that they are able to
  - listen actively to follow instructions
  - model Spanish intonation and pronunciation
  - take risks to respond in Spanish
  - participate willingly
  
- When students compose a poem based on their names, provide students with a checklist. Criteria might include the following:
  - appropriate adjectives with the correct gender are used
  - the pattern/frame of the poem is maintained

*¡En español! 1*  
 Unidad 5, Etapa 2  
 Unidad 1, Etapa 1

*¡Viva el Español!: ¡Hola!*  
 Appendix

*¡Dime! Uno*  
 Unidad 3



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.5 imaginative purposes and personal enjoyment (continued)</b></p> <p>1.5.2 <i>Creative/Aesthetic Purposes (continued)</i></p> <ul style="list-style-type: none"><li>❖ use the language creatively</li></ul> <p>1.5.3 <i>Personal Enjoyment</i></p> <ul style="list-style-type: none"><li>❖ use the language for personal enjoyment (e.g., listen to favourite music)</li></ul>	<ul style="list-style-type: none"><li>➤ Using a popular Spanish song, have students replace parts of the lyrics with their own words (e.g., <i>Para bailar la Bamba/Para comer la manzana</i>).</li>          <li>➤ Brainstorm with students Spanish language activities that they think would be fun. Have students attempt at least one of the activities identified.</li></ul>
<p><b>1.6 form, maintain, and change personal relationships</b></p> <p>1.6.1 <i>Manage Personal Relationships</i></p> <ul style="list-style-type: none"><li>❖ exchange greetings and farewells</li><li>❖ address a new acquaintance, and introduce themselves</li><li>❖ exchange some basic personal information—name, age</li><li>❖ initiate relationships (e.g., invite others to join)</li></ul>	<ul style="list-style-type: none"><li>➤ Invite students to prepare simple skits/dialogues with greetings, basic information, and closing expressions. Provide students with model dialogues that they can modify to prepare their own dialogues to demonstrate meeting someone new and making an effort to get to know the person.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students replace parts of the lyrics of a Spanish song with their own words, look for evidence that
  - students are engaged in the task
  - chosen words are logical and appropriate

*¡Buen Viaje! 1*  
Tape Manual, CD 1

*¡Viva el Español!: ¡Hola!*  
*Resource and Activity Book*  
Song cassette

*Chicos Chicas, Nivel 1*  
CD/cassette  
Primer contacto, p. 10, #1  
Unidad 1, Lección 2, p. 18, #1  
Unidad 2, Lección 3, p. 28, #1

- When students prepare simple skits/dialogues, look for evidence that they have included
  - greetings
  - introductions
  - basic information
  - closing expressions

*¡En español! 1*  
Video, Unidad 1, Etapa1  
"En vivo"

*¡En grupos!*  
Capítulo 1

*¡Viva el Español!: ¡Hola!*  
*Resource and Activity Book*  
¡A conversar y a leer!  
Masters 107–106

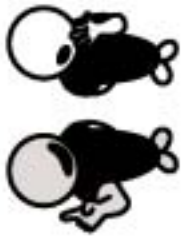


## Notes

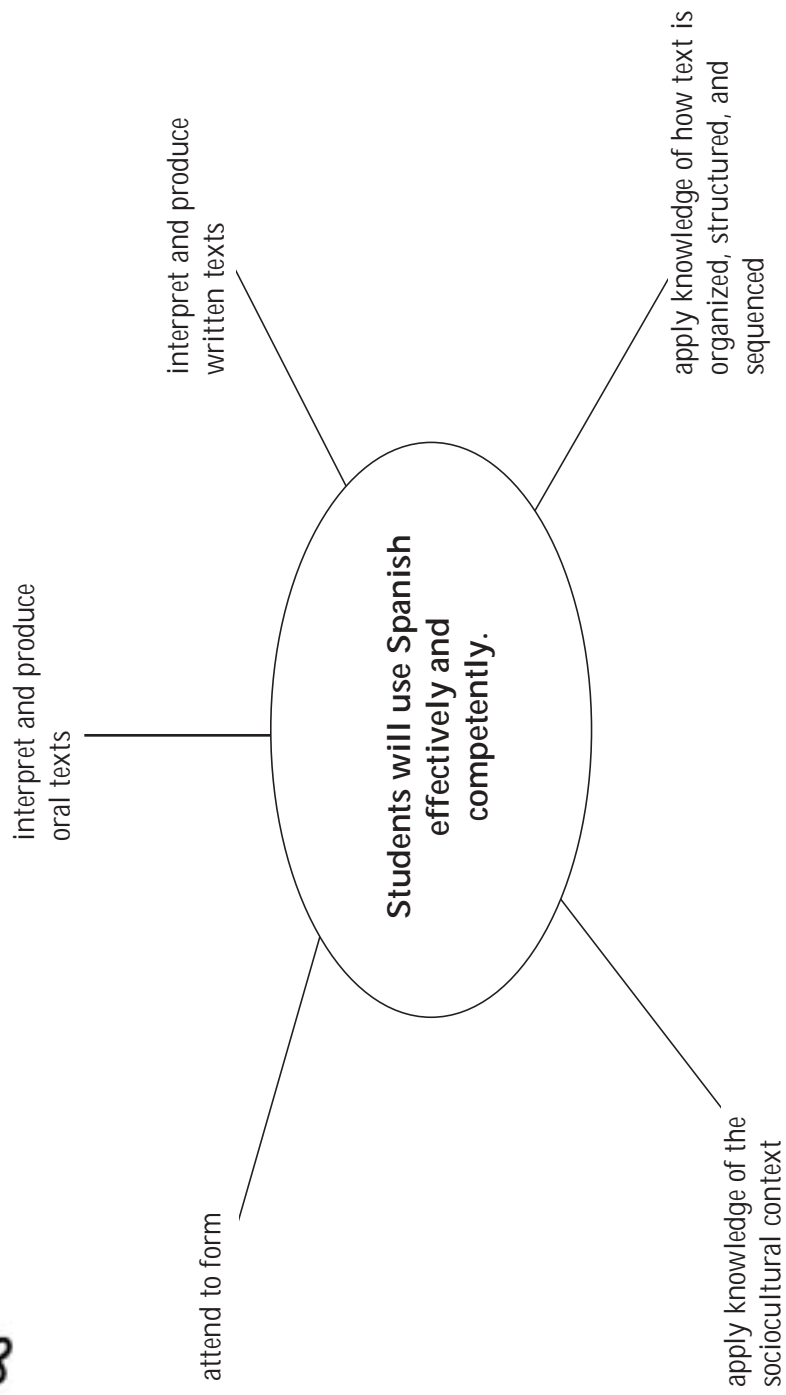
*LANGUAGE  
COMPETENCE  
YEAR 1*







# Language Competence





# LANGUAGE COMPETENCE

*General Outcome 2: Students will use Spanish effectively and competently.*

**Language competence** is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Spanish language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a single aspect of language competence. For example, under the cluster heading **attend to form**, there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases), and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Spanish language and on **language in context**. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task will be taught, practised, and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>General Outcome 2: Language Competence</b> Students will use Spanish <b>effectively</b> and <b>competently</b>.</p> <p><b>2.1 attend to form</b></p> <p>2.1.1 <i>Phonology</i></p> <ul style="list-style-type: none"><li>❖ pronounce some common words and phrases comprehensibly</li><li>❖ use intonation to express meaning</li><li>❖ distinguish particular sounds of the language</li></ul> <p>2.1.2 <i>Orthography</i></p> <ul style="list-style-type: none"><li>❖ relate all letters of the alphabet to the sounds they represent</li><li>❖ use spelling patterns and mechanical conventions correctly (e.g., capitalization, punctuation)</li></ul>	<ul style="list-style-type: none"><li>➤ Have students sit in a circle. Each student reads a word from a list provided. Have students help each other with the pronunciation of the words. As an extension, play a game in which the group gains points each time a word is pronounced correctly.</li><li>➤ Provide students with a list of basic statements, questions, and exclamations. Model appropriate intonation for each and have students prepare short skits using the appropriate intonation of the expressions on the list.</li><li>➤ Have students invent an ABC song to a melody of their choice in Spanish.</li><li>➤ Provide students with a list of words and phrases and have them recognize when ¿?, etc. are necessary and explain why.</li><li>➤ Compare capitalization rules for French or English and Spanish (e.g., months, days of the week, nationalities, titles, etc.) using supporting texts from books, Internet, etc.</li><li>➤ Seek opportunities to highlight sound-symbol relationships that may cause problems (<i>c, e, i, g, j, s, and z</i>).</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- Through observation, look for evidence that students are able to
  - demonstrate correct pronunciation
  - monitor classmates' pronunciation
  
- Through observation, look for evidence that students are able to demonstrate correct intonation to express appropriate meaning
  
  
  
  
- Through observation, look for evidence that students are able to
  - pronounce the letters of the alphabet correctly
  - use punctuation correctly
  
  
  
  
- Look for evidence that students are able to apply Spanish rules of capitalization and punctuation in their written work
  
  
- Through observation, look for evidence that students are able to correctly spell using the Spanish alphabet and particularly potential problematic letters (e.g., *c, e, i, g, j, s,* and *z*).

*Planet@ 1*  
pp. 8–10  
*Colección tiempo: Para pronunciar*



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.1 attend to form (continued)</b></p> <p>2.1.3 <i>Lexicon</i></p> <ul style="list-style-type: none"><li>❖ use a repertoire of words and phrases in familiar contexts, within the following areas of experience:<ul style="list-style-type: none"><li>— people around me<ul style="list-style-type: none"><li>✓ greetings</li><li>✓ personal information</li><li>✓ people and description</li><li>✓ professions/ occupations</li><li>✓ clothing</li><li>✓ body parts</li></ul></li><li>— school<ul style="list-style-type: none"><li>✓ school facilities</li><li>✓ in the classroom</li><li>✓ time and calendar</li></ul></li><li>— activities<ul style="list-style-type: none"><li>✓ in the home</li><li>✓ in the community— places, transportation, weather</li><li>✓ favourite activities</li></ul></li><li>— celebrations—personal</li><li>— introduction to Spanish-speaking world (geography)</li><li>— any other areas that meet the needs and interests of students</li></ul></li></ul>	<ul style="list-style-type: none"><li>➤ Have students work in groups of three or four. Provide each group with pictures of a variety of vocabulary studied in class. Say a particular vocabulary word out loud and have students show the picture of the word to the class as soon as they find it. This activity could be done as a game, with a point given to the team who shows the picture first.</li><li>➤ Have students play a variety of games in order to develop vocabulary. For example, use laminated games of “Snakes and Ladders,” dice, and markers. Include pictures of vocabulary studied in themes in certain boxes of the game.<p>Player One rolls the dice and moves the marker the correct number of spaces from left to right. He/she must identify the word in Spanish the marker is covering. The next player then rolls the dice. Students move up the ladder or down the snake. The winner is the person who is able to complete the board and land on the last square first. The player must roll the exact number necessary to reach the last square (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, 238).</p></li><li>➤ Play a game of “Veo, veo” (“I Spy”).<p>“Veo, veo” “¿Qué ves?” “Una casa” “¿De qué color?”</p>Have students play the game completely in Spanish.</li><li>➤ <i>Checkers:</i> Prepare a checkers board with pictures of vocabulary studied in a theme. Player One covers the first row with white checkers and Player Two covers the first row on the opposite side with red checkers. Player One moves diagonally forward, identifying and spelling the Spanish word the checker was on. The game continues as in checkers (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, 238).</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- When students play vocabulary games, note the extent to which students are able to
  - identify game vocabulary in Spanish
  - engage themselves in the game
  - cooperate with group members
  - seek help for language clarification

**SUGGESTED LEARNING RESOURCES**

*¡Viva el Español!: ¡Hola!*  
*Resource and Activity Book*  
 Vocabulary cards  
 Masters 34–96

*USO de la gramática española:*  
*Junior elemental*

*¡Viva el Español!: ¡Hola!*  
*Resource and Activity Book*  
 Game/Activity Pages  
 Masters 136–154



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.1 attend to form (continued)</b></p> <p>2.1.4 <i>Grammatical Elements</i></p> <ul style="list-style-type: none"><li>❖ use, in <b>modelled situations</b>, the following grammatical elements:<ul style="list-style-type: none"><li>— <i>me/te/le</i></li><li>— <i>nos/les/os gusta/n</i></li><li>— pronouns after prepositions: <i>mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i></li><li>— adverbs ending in <i>mente</i></li><li>— commonly used verbs: <i>querer, ir, hacer, poder venir, salir, jugar, saber</i></li><li>— possessive adjectives: <i>mi, tu, su, mis, tus, sus nuestro/a(s), vuestro/a(s)</i></li><li>— demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i></li><li>— affirmative commands (<i>tú</i> and <i>ustedes/vosotros</i> forms, for commonly used verbs)</li><li>— affirmative and negative expressions: <i>alguien, nadie, algo, nada, también</i></li><li>— reflexive verbs</li><li>— present progressive (<i>estar</i> + gerund)</li></ul></li></ul>	<p><b>Modelled Situations:</b> This term is used to describe learning situations where a model of specific grammatical elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the grammatical elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.</p> <p>Example of a modelled situation:</p> <p>In preparation for a group project, students will keep a journal of their daily activities for a week. Students practise the structure "<i>tener que</i> + infinitive" using the sentence patterns provided. Each student asks five classmates, <i>¿Qué tienes que hacer después de clases hoy?</i> Students answer saying, <i>Tengo que . . .</i>, with an infinitive of their choice. Each person then summarizes the results of their mini survey, <i>Tres estudiantes tienen que estudiar</i>, and so on.</p>



**SUGGESTIONS FOR ASSESSMENT**

- Observe students as they do the exercise. Are they able to
  - ask the question following the model
  - respond to the question using " *tengo que + infinitive*"
  - summarize their results using third person singular and plural forms of the verb *tener* in a comprehensive manner

**SUGGESTED LEARNING RESOURCES**

*¡En español! I*

Actividad 17, p. 110

*USO de la gramática española:*

*Junior elemental*

*Colección tiempo: Para conjugar*

*Rosetta Stone I and II*





PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.1 attend to form (continued)</b></p> <p>2.1.4 <i>Grammatical Elements (continued)</i></p> <p>❖ use, in <b>structured situations</b>, the following grammatical elements:</p> <ul style="list-style-type: none"><li>— affirmative/negative/interrogative sentences in the present tense</li><li>— regular <i>-ar, -er, -ir</i></li><li>— verbs in the present tense</li><li>— gender and number of nouns, adjectives</li><li>— commonly used verbs: <i>ser, estar, tener, ser vs. estar</i></li><li>— <i>tener que</i> + infinitive</li><li>— <i>ir + a</i> + infinitive (immediate future)</li><li>— definite and indefinite articles: <i>el, la, los, las, un, una, unas, unos</i></li></ul>	<p><b>Structured Situations:</b> This term is used to describe learning situations where a familiar context for the use of specific grammatical elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the grammatical elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.</p> <p>Example of a structured situation:</p> <p>In preparation for a research project on typical activities of young people in selected Spanish-speaking countries, students listen to a rapid conversation where a Canadian student is talking to an exchange student from Mexico. The students check off, on a prepared answer sheet, what the exchange student does and does not do.</p>
<p><b>N.B.</b></p> <p>Ensure students are aware that <i>usted</i> is used throughout Latin America but <i>vosotros/as</i> is used in Spain. However, for general classroom practice choose to use one or the other and do so consistently.</p>	



**SUGGESTIONS FOR ASSESSMENT**

- When correcting student answers, note if they are able to
  - distinguish affirmative from negative responses
  - match the infinitive form of the verb on the answer sheet with the conjugated form heard in the recorded conversation

**SUGGESTED LEARNING RESOURCES**

*USO de la gramática española:  
Junior elemental*  
*Colección tiempo: Para conjugar*  
*Rosetta Stone I and II*



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 attend to form (continued)</p> <p>2.1.4 <i>Grammatical Elements (continued)</i></p> <ul style="list-style-type: none"><li>❖ use, in <b>independent situations</b>, the following grammatical elements:<ul style="list-style-type: none"><li>— subject pronouns: <i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes</i></li><li>— singular pronouns (<i>yo, tú, él, ella</i>) with regular verbs</li><li>— first, second, and third person singular with regular verbs</li><li>— affirmative and negative sentences</li></ul></li></ul>	<p><b>Independent Situations:</b> This term is used to describe learning situations where students use specific grammatical elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the grammatical elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.</p> <p>Example of an independent situation: Students send a letter, an email message, or a recorded message to a Spanish-speaking pen pal explaining what they do regularly.</p>



**SUGGESTIONS FOR ASSESSMENT**

- Assess student messages using the following criteria:
  - consistent correct use of all subject pronouns
  - consistent correct forms of regular verbs (singular)
  - consistent use of correct word order for affirmative and negative statements

**SUGGESTED LEARNING RESOURCES**

*USO de la gramática española:  
Junior elemental*  
*Colección tiempo: Para conjugar*  
*Rosetta Stone I and II*



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.2 interpret and produce oral texts</b></p> <p><i>2.2.1 Aural Interpretation</i></p> <ul style="list-style-type: none"><li>❖ understand a series of simple sentences in <b>guided</b> situations</li></ul> <p><i>2.2.2 Oral Production</i></p> <ul style="list-style-type: none"><li>❖ produce simple words and phrases in <b>guided</b> situations</li></ul> <p><i>2.2.3 Interactive Fluency</i></p> <ul style="list-style-type: none"><li>❖ engage in simple interactions, using short, isolated lexical phrases</li></ul>	<ul style="list-style-type: none"><li>➤ Have students listen to a tape of an event, story, or interview. Then have students answer simple comprehension questions (oral or written).</li><li>➤ Post several pictures of people in the classroom. Number each picture. Then give a description of each person, without indicating which person is being described. Students must guess which person corresponds to the description given.</li><li>➤ Refer to the last example provided in Written Production (p. 42).</li><li>➤ Suggest that students in groups organize small garage sales, or simulate an outdoor market. Have purchasers state what they are looking for and ask for information about the items. Ask vendors and purchasers to exchange greetings. Encourage students to discuss prices and bargain for items they want to purchase (<i>BC Resource Package</i>, 44).</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- When students respond to questions related to an event or story, look for evidence that they are able to
  - respond with accurate information
  - recount the event or events in the correct sequence, using simple sentences
  
- Criteria for the oral presentation might include
  - student speaks clearly and with appropriate pronunciation (language competence, phonology)
  - student uses the collage effectively as a visual aid to support the presentation
  
- Discuss criteria with students before they simulate situations such as garage sales. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following:
  - meaning is clear
  - appropriate details are included in questions and answers
  - pronunciation and intonation are comprehensible (language competence, phonology)
  - able to interact successfully

**SUGGESTED LEARNING RESOURCES**

- ¡Buen Viaje! 1A*  
Listening Tapes  
Capítulo 1–4
- ¡Dime! Uno*  
Unidad 2, Lección 1
- 
- Planet@ 1*  
p. 98
- 
- ¡Buen Viaje! 1A*  
Capítulo 3
- ¡Viva el Español!: ¡Hola!*  
*Resource and Activity Book*  
¡A conversar y a leer!  
Masters 107–116



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.3 interpret and produce written texts</b></p> <p>2.3.1 <i>Written Interpretation</i></p> <ul style="list-style-type: none"><li>❖ understand a series of simple sentences in guided situations</li></ul> <p>2.3.2 <i>Written Production</i></p> <ul style="list-style-type: none"><li>❖ produce phrases and short, simple sentences in guided situations</li></ul>	<ul style="list-style-type: none"><li>➤ Provide students with a timetable belonging to a student from a Spanish-speaking country. Have students use the timetable to extract information, using teacher-generated questions (BC <i>Resource Package</i>, 14).</li><li>➤ Have students form groups of three or four. Provide students with a simple text that has been divided into three or four sections. (Each section may be only three or four sentences in length.) For the first part of the activity, give each group a section of the text. Each member of the group has the same part of the text. Students read their section of the text together and discuss. Students then regroup into new groups where each member of the group has a different part of the text (jigsaw). (See <i>Teaching and Learning</i>, p. 77.) Students read text together, put it into the correct order and then present the main ideas of the text. They may either illustrate, present an oral summary, or prepare a written summary.</li><li>➤ After having extracted information from a Spanish student's timetable, invite each student to prepare a timetable in Spanish, noting subjects and teachers. Ask students to display their timetables on a bulletin board.</li><li>➤ Provide students with a sample form letter or email on a topic already studied, such as daily activities or likes and dislikes. Have them develop their own letter or email and send them to a Spanish-speaking peer or pen pal (BC <i>Resource Package</i>, 36).</li></ul>



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ When students extract information from a student's timetable, look for evidence that they are able to</p> <ul style="list-style-type: none"> <li>• find the appropriate information</li> <li>• use appropriate vocabulary (language competence, oral production)</li> <li>• answer questions in simple sentences, as much as possible (language competence, oral production)</li> </ul> <p>➤ When students participate in a jigsaw activity to understand a simple text, look for evidence that they are able to summarize the main ideas of the text in an organized sequence (language competence, production—written or oral).</p>	<p><i>Chicos Chicas, Nivel 1</i> Unidad 3, Lección 6 p. 42, #2 and #3</p>
<p>➤ Work with students to develop a simple checklist they can use for self and peer assessment of their letters or emails. The checklist might include items such as the following:</p> <ul style="list-style-type: none"> <li>• sentence frames are written correctly and completed appropriately</li> <li>• meaning is clear</li> <li>• greeting and closing are appropriate (language competence, discourse)</li> <li>• punctuation is appropriate (language competence, orthography)</li> <li>• spelling, including accents, is correct (language competence, orthography)</li> </ul>	<p><i>Chicos Chicas, Nivel 1</i> Unidad 3, Lección 6 p. 42, #2 and #3</p> <p><i>Chicos Chicas, Nivel 1</i> Unidad 1, p. 24 Unidad 4, p. 60 Unidad 6, p. 84</p>





PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.3 interpret and produce written texts (continued)</b></p> <p>2.3.2 <i>Written Production (continued)</i></p> <ul style="list-style-type: none"><li>❖ produce phrases and short, simple sentences in guided situations</li></ul>	<ul style="list-style-type: none"><li>➤ Post a variety of pictures related to theme studied— people, favourite activities, geography, etc. Have students prepare a written description of the pictures.</li><li>➤ Have students work in pairs. One student receives a picture of an extra-terrestrial being. This student describes the creature to his/her partner without showing the picture. The partner must draw the extra-terrestrial being, based on the description given by his/her partner and by asking questions to clarify the description. Students then prepare, in collage form, their own extra-terrestrial being and a written paragraph which describes their creation. They then present both the written paragraph and the collage to the class.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- When students work in pairs to draw extra-terrestrials based on descriptions given, look for evidence that
  - the drawings of the partners are similar
  - students have attempted to use simple sentences in their descriptions
  - students are able to react to and clarify the description

- Discuss criteria for the collage, written description, and oral presentation of an extra-terrestrial of the student's own creation. Criteria for the collage might include the following:

- a variety of body parts are represented
- collage is well organized

Criteria for the written description might include the following:

- the written description corresponds accurately to the collage
- number and type of body parts are described accurately
- simple verbs such as *ser* and *tener* are used correctly (language competence, attend to form)
- adjectives are used correctly (language competence, attend to form)

Criteria for the oral production might include the following:

- student speaks clearly and with appropriate pronunciation (language competence, phonology)
- student uses the collage effectively as a visual aid to support the presentation

**SUGGESTED LEARNING RESOURCES**

*¡En grupos!*  
pp. 13, 14

*¡Viva el Español!: ¡Hola!*  
*Resource and Activity Book*  
Masters 1–154

*Chicos Chicas, Nivel 1*  
Unidad 4  
pp. 56–57



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.3 interpret and produce written texts (continued)</b></p> <p>2.3.2 <i>Written Production (continued)</i></p> <ul style="list-style-type: none"><li>❖ produce phrases and short, simple sentences in guided situations</li></ul>	<p>➤ Lead a discussion with students on the topic of “What Makes a Good School?” (“¿Qué es lo que hace que una escuela sea buena?”) Use a graphic organizer to record students’ responses.</p> <p>Working in pairs or small groups, students design an ideal school of the future. Encourage them to think creatively and imaginatively. Remind them that certain elements must be present in the design: a floor plan with all areas labeled in the target language and a student handbook with such information as the school philosophy, number of students, curricular offerings, schedules, school rules (regarding dress, discipline, etc.), a school calendar, school colours, mottos, a song and a mascot, food services, activities and athletics, innovative programs, and a media centre.</p> <p>Students work together to create as many visual/aural representations of each aspect of the school of the future as possible.</p> <p>In pairs or groups, students present their projects to the class. The media specialist or a student videotapes the presentations.</p> <p>Create a roundtable discussion in which students further express their views about the ideal school. Arrange for these discussions to be videotaped. The videotape can be shown at a parents’ night or a curriculum fair.</p> <p>Display student projects in the school’s main lobby with a short introductory written description.</p>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

➤ Discuss criteria for the written description, visual representation, and oral presentation of the ideal school. Criteria for the visual representation might include the following:

- all necessary elements are present in the design
- visual presentation is well organized

Criteria for the written description might include the following:

- the written description corresponds accurately to the visual representation
- school elements are described accurately
- simple verbs such as *ser* and *tener* are used correctly (language competence, attend to form)

Criteria for the oral presentation might include the following:

- student speaks clearly and with appropriate pronunciation (language competence, phonology)
- student uses the visual representation effectively to support the oral presentation

(See criteria for written and oral presentations in Classroom Assessment, pp. 11–15.)



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.3 interpret and produce written texts (continued)</b></p> <p>2.3.3 <i>Viewing</i></p> <ul style="list-style-type: none"><li>❖ derive meaning from a variety of visuals and other forms of non-verbal communication in guided situations</li></ul> <p>2.3.4 <i>Representation</i></p> <ul style="list-style-type: none"><li>❖ use a variety of visuals and other forms of non-verbal communication to express meaning in guided situations</li></ul>	<ul style="list-style-type: none"><li>➤ Provide students with a variety of clothing advertisements from Spanish catalogues or magazines. Have students consider in which situations the clothing would be worn. Provide context.</li><li>➤ Provide students with pictures that accompany a simple story. Allow students to create their own simple story individually or in groups, based on the pictures provided. Provide students with a story map to help them organize their ideas. After the completion of their own versions of the story, read to students the actual story that accompanies the pictures.</li></ul>
<p><b>2.4 apply knowledge of the sociocultural context</b></p> <p>2.4.1 <i>Register</i></p> <ul style="list-style-type: none"><li>❖ distinguish between formal and informal situations, and use simple forms in formal and informal situations with guidance (e.g., <i>usted, tú</i>)</li></ul>	<ul style="list-style-type: none"><li>➤ Have students view a simple video and have them note when characters use <i>tú</i> and when they use <i>usted</i>.</li><li>➤ In order to help students distinguish between the use of <i>tú</i> and <i>usted</i>, provide students with pictures of different people in conversation (e.g., two young people, a child and an older person, etc.). Then have students draw in cartoon bubbles above the pictures and complete with simple dialogue using either <i>tú</i> or <i>usted</i>.</li></ul>



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ Look for evidence that students are able to match the clothing to an appropriate situation based on visual clues.</p> <p>➤ When students create a story based on pictures, look for evidence that they are able to use visual clues to help them create a simple story.</p> <p>➤ When students create comic strips, look for evidence that the visuals are congruent with the story created.</p> <p>➤ When students play games such as pictionary or charades, look for evidence that they</p> <ul style="list-style-type: none"> <li>• draw or dramatize the vocabulary accurately</li> <li>• participate actively in the game</li> </ul> <p>➤ When students view a video with situations where characters use <i>tú</i> or <i>usted</i>, look for evidence that students are able to</p> <ul style="list-style-type: none"> <li>• identify the types of situations in which <i>tú</i> and <i>usted</i> are used</li> <li>• explain why the formal or informal register are used</li> </ul> <p>➤ When students prepare simple dialogue to correspond with pictures of a variety of people in conversation, look for evidence that students are able to use <i>tú</i> and <i>usted</i> in the appropriate situations.</p>	<p><i>¡Dime! Uno</i> Unidad 1, Lección 1</p> <p><i>¡En español! 1</i> Unidad 1, Etapa 1</p> <p><i>¡En español! 1</i> Unidad 1, Etapa 1 Actividad 6 Video: En vivo</p> <p><i>Chicos Chicas, Nivel 1</i></p>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="102 279 500 384"><b>2.4 apply knowledge of the sociocultural context (continued)</b></p> <p data-bbox="102 405 440 436">2.4.2 <i>Idiomatic Expressions</i></p> <ul data-bbox="175 464 565 562" style="list-style-type: none"><li>❖ understand and use some simple idiomatic expressions as set phrases</li></ul> <p data-bbox="102 1150 461 1182">2.4.3 <i>Variations in Language</i></p> <ul data-bbox="175 1203 542 1413" style="list-style-type: none"><li>❖ identify variations in language</li><li>❖ experience a variety of voices</li><li>❖ acknowledge individual differences in speech</li></ul>	<p data-bbox="651 468 1391 741">➤ <i>Idiomatic expressions, social conventions, non-verbal communication</i>—Provide students with some simple idiomatic expressions and social conventions. Students work in groups and choose 1 to 2 expressions. They then prepare a skit which incorporates these idiomatic expressions as well as basic social conventions and non-verbal communication commonly used in Spanish-speaking countries.</p> <p data-bbox="605 1203 1382 1339">➤ Have students listen to a video or audiotape that demonstrates a variety of speakers of different ages and regions of the Spanish-speaking world. Have students focus on voices and individual differences in speech.</p> <p data-bbox="605 1367 1365 1503">➤ Present students with examples of clothing vocabulary used in different Spanish-speaking countries. Have students create collages on a theme demonstrating variations in language.</p>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- Discuss criteria with students before they role-play situations in which idiomatic expressions, social conventions, and non-verbal communication are to be used. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include:
  - meaning is clear
  - at least one idiomatic expression is used
  - appropriate social conventions have been included
  - appropriate non-verbal communication (gestures) have been included to support communication
  - pronunciation and intonation are generally accurate (language competence, phonology)
  - interaction has some sense of fluency and spontaneity (language competence, interactive fluency)

(See role-play assessment criteria in Classroom Assessment, p. 11.)
  
- When students listen to a video or audiotape, look for evidence that students are able to identify variations in language, voices, and speech.
  
- When students create their own Spanish-language cartoons using greetings from different Spanish-speaking countries, look for evidence that vocabulary corresponds to the countries.

*¡Dime! Uno*  
 Unidad 1, Lección 1

*¡Buen Viaje! 1A*  
 Capítulo 1, Preliminar  
 Capítulo 3, p. 83

*¡Dime! Uno*





PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.4 apply knowledge of the sociocultural context (continued)</b></p> <p>2.4.4 <i>Social Conventions</i></p> <ul style="list-style-type: none"><li>❖ imitate simple, routine social interactions</li><li>❖ use basic social expressions appropriate to the classroom</li><li>❖ use basic politeness conventions</li></ul> <p>2.4.4 <i>Non-verbal Communication</i></p> <ul style="list-style-type: none"><li>❖ understand the meaning of and imitate some common non-verbal behaviours used in the Spanish-speaking world (e.g., nodding and shaking head)</li><li>❖ experiment with using some simple non-verbal means of communication</li></ul>	<ul style="list-style-type: none"><li>➤ Before planning games, provide students with basic social expressions appropriate to the classroom (e.g., <i>Perdón, es mi turno, lo siento, es tu turno</i>). Have students use these expressions throughout the games.</li><li>➤ Distribute pictures or show an excerpt of a video that depicts people greeting each other in different ways. Discuss students' interpretation of what is happening in the pictures or video. Discuss cultural differences in greetings. Have students prepare a simple role play that depicts two people from different cultures greeting each other.</li><li>➤ Refer to previous example under idiomatic expressions.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- Through observation, look for evidence that students use basic social expressions appropriate to the classroom during games.
  
- As students view and role-play various greetings, look for evidence that they are able to
  - imitate simple routine social interactions
  - use basic social expressions
  - use basic politeness conventions

**SUGGESTED LEARNING RESOURCES**

*¡Dime! Uno*  
 Unidad 1, Lección 1



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish</b></p> <p>2.5.1 <i>Cohesion/Coherence</i></p> <ul style="list-style-type: none"><li>❖ link words or groups of words in simple ways, using linear connectors (e.g., <i>y, pero, también, primero, después</i>, etc.)</li><li>❖ link a sequence of sentences in an organized fashion</li></ul> <p>2.5.2 <i>Text Forms</i></p> <ul style="list-style-type: none"><li>❖ experience a variety of text forms</li><li>❖ recognize some simple text forms (e.g., lists, letters, stories, songs)</li></ul> <p>2.5.3 <i>Patterns of Social Interaction</i></p> <ul style="list-style-type: none"><li>❖ initiate and respond to social interaction patterns in guided situations (e.g., question-answer)</li></ul>	<p>➤ Provide students with three or four pictures of activities. Students must then organize the pictures in the most logical sequence, using <i>primero, después, luego, al final</i>. Have students punctuate properly when writing the activities down.</p> <p>➤ Have students prepare lists:</p> <ul style="list-style-type: none"><li>a) clothing for different seasons</li><li>b) favourite activities in winter and summer</li></ul> <p>➤ Using a simple form letter, have students write a letter to someone from a Spanish-speaking country who is coming to visit. In the letter, students indicate what clothing is needed in Canada and which activities are possible. Have students pay attention to punctuation.</p> <p>➤ Have students work in pairs in order to email each other a simple message in Spanish.</p> <p>➤ Provide students with a simple telephone conversation that is not in the correct order (e.g., getting together with a friend, ordering a pizza, leaving a message, etc.). In pairs, students reorganize the conversation into the correct order. As an extension, students can prepare their own telephone conversation in pairs and present them to the class.</p>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- Prepare a checklist for assessment of students' organization of pictures in a logical sequence. Criteria might include the following:
  - four linear connectors are used
  - pictures are in a logical sequence (applications, extend their knowledge of the world)
  - appropriate simple descriptions are given for each picture (language competence, oral/written production)
  
- Work with students to develop a simple checklist they can use for self and peer assessment of their letters or email. The checklist might include items such as the following:
  - details of appropriate clothing and activities for the seasons are given
  - sentence frames are written correctly and completed appropriately
  - meaning is clear (applications)
  - greeting and closing are appropriate
  - punctuation is appropriate (language competence, orthography)
  - spelling, including accents, is correct (language competence, orthography)

(See examples of written material assessment criteria in Classroom Assessment, p. 12.)
  
- When students prepare telephone conversations, discuss criteria with students before they begin. Assessment criteria should focus on the extent to which students are able to
  - make plans for an activity responding to the following question: Where? When? Why? How? What?
  - present clear, complete and appropriate messages
  - use vocabulary and expressions appropriately
  - be aware of and follow the pattern (i.e., respond to a question with a related answer)

*Dos Mundos*  
Student Edition

*¡En español! 1*  
Mas comunicación  
Actividad 4

*¡Dime! Uno*  
Unidad 5, Lección 2

*¡Buen Viaje! 1A*  
Capítulo 3

*Chicos Chicas, Nivel 1*  
Unidad 1, p. 24  
Unidad 4 p. 60  
Unidad 6, p. 84

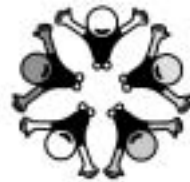
*¡Dime! Uno*  
Unidad 3, Lección 2

*¡Buen Viaje! 1B*  
p. 302



## Notes

*GLOBAL  
CITIZENSHIP  
YEAR 1*



# Global Citizenship



study historical and contemporary elements of Spanish-speaking cultures

affirm diversity

Students will acquire the knowledge, skills, and attitudes to be effective global citizens, through the exploration of the cultures of the Spanish-speaking world.

explore personal and career opportunities



## GLOBAL CITIZENSHIP

*General Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective global citizens, through the exploration of the cultures of the Spanish-speaking world.*

The outcomes for Global Citizenship deal with a broad range of knowledge, skills, and attitudes needed to be effective global citizens—in other words, with the development of intercultural competence. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading **study historical and contemporary elements of Spanish-speaking cultures**, there are strands for the processes and methods of acquiring knowledge about Spanish-speaking cultures, the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward Spanish-speaking cultures, as well as knowledge of the diversity within those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than try to develop an extensive bank of knowledge about the Spanish-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Spanish-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The **affirm diversity** heading covers knowledge, skills, and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.





PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>General Outcome 3: Global Citizenship</b></p> <p>Students will acquire the knowledge, skills, and attitudes to be effective <b>global citizens</b> through the exploration of the cultures of the Spanish-speaking world.</p> <p><b>3.1 study historical and contemporary elements of Spanish-speaking cultures</b></p> <p>3.1.1 <i>Access/Analyze Cultural Knowledge of the Spanish-Speaking World</i></p> <ul style="list-style-type: none"><li>❖ ask questions and make observations about elements of Spanish-speaking cultures using their first language</li></ul> <p>3.1.2 <i>Knowledge of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none"><li>❖ participate in activities and experiences that reflect elements of Spanltures</li><li>❖ identify places in the world where Spanish is spoken</li></ul>	<p>➤ Invite guests from different Spanish-speaking cultures in the local community to the class. Have students prepare questions for the guests and then discuss the new information gathered about Spanish-speaking cultures in the community.</p> <p>➤ Have students prepare posters of the guests including a picture of the country they come from, the capital city, and their place of birth. Ask them to write a short story in basic Spanish about three or four interesting points they have learned.</p> <p>➤ Have students make up their own nametags using a traditional format from the Spanish-speaking world (e.g., first and second names followed by father's surname and mother's maiden name). As an extension activity, give pairs of students imaginary family trees listing the names of grandparents, parents, and other relatives, and have them fill in the names of the children, beginning with the oldest child (BC <i>Resource Package</i>, 26).</p>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When invited guests speak to the class, observe to what extent students
  - ask relevant questions
  - listen attentively to the guest
  - demonstrate an effort to speak Spanish
  - identify elements of Spanish-speaking cultures in the local community

(See guest observation checklist in Planning, p. 73.)

- When students participate in cultural activities, frequently ask questions that cause them to reflect and comment on what they are experiencing and learning. Look for evidence that they
  - participate actively and take risks in learning more about Spanish-speaking cultures
  - understand the activities
  - use vocabulary related to the activities (language competence, phonology)
  - comment on how the activities are the same as or different from such activities in other cultures (global citizenship, affirming diversity)

*¡Buen Viaje! 1*

Lecturas y Conexiones

*Chicos Chicas, Nivel 1*

Al final de cada unidad

Sección: El conocimiento del Mundo Hispano

*Planet@ 1*

Sección: 350 millones

*Chicos Chicas, Nivel 1*

Unidad 4, Lección 7, p. 50

*Chicos Chicas, Nivel 1*

Unidad 4

*¡Viva el Español!: ¡Hola!*

*Resource and Activity Book*

Masters 32 and 33



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</b></p> <p>3.1.3 <i>Applying Cultural Knowledge</i></p> <ul style="list-style-type: none"><li>❖ identify elements of Spanish-speaking cultures in the local community</li></ul> <p>3.1.4 <i>Diversity within Spanish-speaking Cultures</i></p> <ul style="list-style-type: none"><li>❖ experience diverse elements of the Spanish-speaking cultures (e.g., music, clothing, food)</li><li>❖ identify some elements that reflect diversity within Spanish-speaking cultures like rock and folk music</li></ul> <p>3.1.5 <i>Valuing Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none"><li>❖ show a willingness to participate in cultural activities and experiences related to Spanish-speaking cultures</li></ul>	<ul style="list-style-type: none"><li>➤ Refer to first instructional strategy on page Year 1–58.</li><li>➤ Divide the class into groups and have each group research one Spanish-speaking country with respect to one aspect such as celebrations, family life, clothing, food, pastimes, geography, etc.). Have students prepare an activity, related to their topic, in which the class could participate and that would reflect that country’s traditions or customs (e.g., making a type of food, playing a game, etc.).</li><li>➤ Play three musical selections from different Spanish-speaking cultures (e.g., Colombia—cumbia, Spain—flamenco, Mexico—mariachi). Have students answer prepared questions about where they believe the music is from and its characteristics. Have students discuss in groups.</li><li>➤ <i>Variation:</i> Students won’t be able to recognize certain rhythms because of a lack of framework. Include the following activity instead: Choose one song from three or four contemporary singers or musicians such as Gloria Estefan, Ricky Martin, Gypsy Kings, and discuss in the students’ first language the characteristics of each type of music and where it is from.</li><li>➤ Give students the opportunity to correspond with a pen pal in a Spanish-speaking country.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- Evaluate students on the following aspects of their activity:
  - accuracy/appropriateness of the focus of the activity
  - awareness of diversity demonstrated
  - response in a learning log to the following questions:
    - “What did you learn about the diversity of the country studied?”
    - “Were you surprised by what you learned?”
  
- Prepare assessment items on this topic or have them identify the type of music as part of a listening test.

*Chicos Chicas, Nivel 1*  
 Al final de cada unidad  
 Sección: El conocimiento del Mundo Hispano

*Planet@ 1*  
 Sección: 350 millones



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.2 affirm diversity</b></p> <p>3.2.1 <i>Awareness of First Language</i></p> <ul style="list-style-type: none"><li>❖ recognize similarities between Spanish and their first language (e.g., cognates)</li></ul> <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none"><li>❖ recognize that languages can be grouped into families based on common origins</li><li>❖ explore the variety of languages spoken by those around them</li></ul>	<ul style="list-style-type: none"><li>➤ Provide students with a list of words that includes both English/French and Spanish words. Students match the English/French word with its Spanish cognate (e.g., <i>invitación</i>—invitation). Have students explain the similarities and differences between the English/French and Spanish words.</li><li>➤ <i>Variation:</i> Provide students with a text in Spanish where the majority of the words are cognates.</li><li>➤ Present important grammatical differences in word order (e.g., smart man, <i>un hombre inteligente</i>).</li><li>➤ On the first day of class, brainstorm with students all the Spanish words that they already know. Post them in the classroom.</li></ul> <ul style="list-style-type: none"><li>➤ Point out the origins of the Spanish language and the English language.</li><li>➤ Provide students with a list of words in Spanish, English, French, German, Italian, and Portuguese (e.g., French—<i>la main</i>; Spanish—<i>la mano</i>; Portuguese—<i>a mão</i>; Italian—<i>la mano</i>; German—<i>die Hand</i>). Have students work in groups to categorize the words according to commonalities. Have students draw conclusions about families of languages</li></ul> <p><i>Extension:</i> Invite students who speak other languages to contribute to the lists.</p>



**SUGGESTIONS FOR ASSESSMENT**

- When students match English words with Spanish cognates, look for evidence that they are able to
  - match the words correctly
  - give some similarities between English/French and Spanish
  - give some differences between English/French and Spanish
  
- As students examine grammatical structures and vocabulary in Spanish and in other languages, look for evidence that they are able to recognize similarities and differences.

**SUGGESTED LEARNING RESOURCES**

*¡Dime! Uno*  
 Lección preliminar  
 Unidad 1, Lección 3

*¡Buen Viaje! 1A*  
 Capítulo 2, p. 62

*Planet@ 1*  
 Glosario

*Chicos Chicas, Nivel 1*  
 Glosario



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.2 affirm diversity (continued)</b></p> <p>3.2.3 <i>Awareness of Own Culture</i></p> <ul style="list-style-type: none"><li>❖ explore and recognize similarities between their own culture and other cultures (celebrations, food, roles of family members)</li></ul> <p>3.2.4 <i>General Cultural Knowledge</i></p> <ul style="list-style-type: none"><li>❖ recognize that culture is expressed through a variety of forms, such as stories, art forms, crafts, music</li><li>❖ recognize that geography, climate, and history affect the culture of a particular region</li></ul>	<ul style="list-style-type: none"><li>➤ Ask students to brainstorm a list of special events celebrated by their families. Have each student choose an important family celebration and create a poster representing it. Students then present their celebrations to the class, using their posters as prompts, and the class completes a Celebrations of Our Class table. Headings should be in Spanish and might include <i>Nombre, Una ocasión especial, Fecha, Cosas interesantes</i>. Have students then choose a Spanish-speaking country, research one important celebration, and prepare a poster describing/illustrating the celebration. Students should discuss similarities between their family celebrations and those of the Spanish-speaking world (BC <i>Resource Package</i>, 26).</li> <li>➤ Bring a variety of artifacts from Spanish-speaking countries into the classroom.</li> <li>➤ <i>Variation:</i> Provide students with a map of the Spanish-speaking countries and ask them to write the name of the artifact next to the country after a short explanation.</li> <li>➤ Instead of making <i>piñatas</i> in class because of the amount of class time it will take to make them, provide students with the instructions on how to make them. Provide students with information about their origin and on what occasions <i>piñatas</i> are used.</li> <li>➤ Explore the role that soccer plays in the culture of many Spanish-speaking countries. Have students also examine the national sports of other countries and their importance in culture (e.g., hockey in Canada, basketball/baseball in USA, etc.).</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- As students describe family celebrations and events, they can show their awareness of similarities across cultures through representations such as
  - Venn diagrams showing common and unique features
  - picture charts comparing features of activities in Spanish-speaking cultures with related activities in other cultures
  - collages of pictures, symbols, and words from a variety of cultures, based on a common theme (e.g., greeting words, festive occasions, family celebrations such as birthdays and weddings, names)
  
- Before students begin, discuss criteria such as
  - number of features
  - logic of associations
  - accuracy of their portrayals of cultural aspects
  
- Note students' participation in and response to creative works. Students may show their interest by
  - being attentive when a new activity is introduced
  - taking risks to take part in creative activities
  - suggesting that the class repeat or extend creative activities they have enjoyed (BC *Resource Package*, 25)
  
- As a cultural component of a test, ask students questions about some of the artifacts and where they are from (e.g., matching exercise).

**SUGGESTED LEARNING RESOURCES**

- ¡Dime! Uno*  
Unidad 4, Lección 1, 2
- Destinos: An Introduction to Spanish*  
Video Series  
Episodio 3  
La Semana Santa
- Das Mundos*  
Student Edition
- 
- ¡Buen Viaje! 1*  
Teacher's Edition  
Capítulo 4  
Actividades comunicativas 3
- Abrir Paso*  
Libro 1
- 
- ¡Dime! Uno*  
Unidad 4, Lección 1





PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.2 affirm diversity (continued)</b></p> <p>3.2.5 <i>Valuing Diversity</i></p> <ul style="list-style-type: none"><li>❖ demonstrate a willingness to interact and work with others who are different (e.g., culture, lifestyle, and interests)</li></ul> <p>3.2.6 <i>Intercultural Skills</i></p> <ul style="list-style-type: none"><li>❖ adapt to new situations</li><li>❖ listen with attention to the opinions of others</li><li>❖ initiate new relationships (e.g., make a new classmate feel welcome)</li><li>❖ respect opinions of others and recognize stereotypical thinking</li><li>❖ reflect on own actions and the impact of these actions on others</li></ul>	<p>➤ Have students change partners regularly for new activities.</p> <p>➤ Discuss stereotypes and how they can limit people. Provide students with pictures that show stereotypes of Canada (RCMP in red uniforms, Aboriginals in wildlife settings, etc.). Ask students how representative these pictures are of Canadian culture. Then provide students with stereotypical pictures of Spanish culture (Mexican men in sombreros sleeping, etc.). Discuss with students how accurate these images might be and encourage students to discuss their own opinions and experiences regarding stereotypes.</p>



**SUGGESTIONS FOR ASSESSMENT**

- As students work with a variety of students in the class, observe the extent to which they are
  - willing and open to work with different classmates
  - willing to cooperate in order to carry out tasks in pairs
  
- Observe the extent to which students
  - show sensitivity towards classmates, the community, and current events
  - listen attentively to and acknowledge opinions that are different from their own

**SUGGESTED LEARNING RESOURCES**

*Chicos Chicas, Nivel 1*  
 Al final de cada unidad  
 Sección: El conocimiento del Mundo Hispano

*Planet@ 1*  
 Sección: 350 millones



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.3 personal and career opportunities</b></p> <p>3.3.1 <i>Spanish and Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none"><li>❖ identify purposes for learning Spanish</li></ul>	<ul style="list-style-type: none"><li>➤ At the beginning of the course, have students respond to the question: Why study Spanish? This can be done as a brainstorming activity. Display a poster in the classroom with the responses given by the students.</li><li>➤ Generate, with the students, a list of the “Top Ten Reasons” (“<i>Las 10 mejores razones para aprender el español</i>”) for learning Spanish.</li><li>➤ Conduct an interview with students at the end of the semester in which students respond to the questions:<ul style="list-style-type: none"><li>• Why are you learning Spanish?</li><li>• Where do you see yourself using Spanish in the future?</li><li>• Who do you know that knows Spanish? How has it helped/been useful to them?</li></ul></li></ul>
<p>3.3.2 <i>Cultural and Linguistic Diversity</i></p> <ul style="list-style-type: none"><li>❖ identify purposes for learning additional languages and learning about world cultures</li><li>❖ suggest some reasons for participating in activities and experiences that reflect elements of different cultures</li></ul>	<ul style="list-style-type: none"><li>➤ Provide students with maps and atlases. In groups, have students make a list of the countries or label maps where Spanish is spoken and where languages other than English are spoken. In their groups, have students discuss the following question: What are the purposes of learning world languages?</li><li>➤ After participating in various activities such as making <i>piñatas</i>, have students suggest reasons for participating in activities and experiences that reflect elements of different cultures.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- Have students respond in a learning log to the following questions:
  - What are the most important reasons for learning Spanish, for you personally?
  - Did you see new/different reasons for learning Spanish, based on the class discussion? If so, which of these would you now consider as personally important?
  - What advantages are there to learning world languages? How might this benefit you in the future?
  
- As students generate a list of reasons for studying Spanish, look for evidence that they
  - provide thoughtful suggestions
  - participate in the activity
  - understand some important reasons for studying another language such as Spanish
  
- When students respond to questions about their reasons for learning Spanish and other languages, participating in different cultural activities, and their future with Spanish and learning other international languages, look for evidence that they
  - give thoughtful responses
  - are able to explain their reasons and responses adequately, with relevant detail

*Planet@ 1*  
p. 11

*Chicos Chicas, Nivel 1*  
Unidad 0, pp. 6–9  
*¡Viva el Español!: ¡Hola!*  
*Resource and Activity Book*  
Maps: Masters 131–135



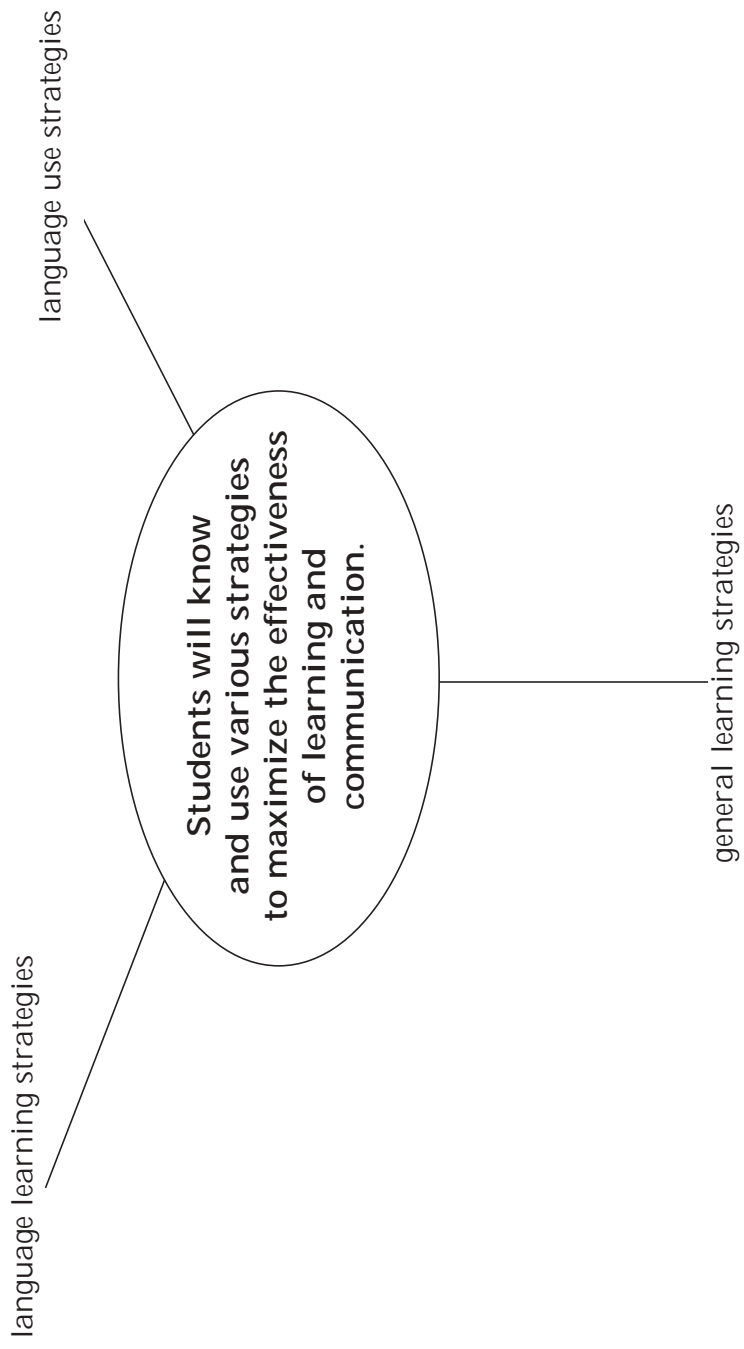
## Notes

*STRATEGIES*  
*YEAR 1*





# Strategies





# STRATEGIES

***General Outcome 4: Students will know and use various strategies to maximize the effectiveness of learning and communication.***

Under the Strategies heading are specific outcomes that will help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. The outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but also with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the outcomes deal only with the conscious use of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies in Appendix E. The specific strategies provided in the comprehensive list are not prescriptive but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.





PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>General Outcome 4: Strategies</b> Students will know and use various <b>strategies</b> to maximize the <b>effectiveness</b> of learning and communication.</p> <p><b>4.1 language learning strategies</b></p> <p>4.1.1 <i>Cognitive</i></p> <ul style="list-style-type: none"><li>❖ use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by writing and repeating them silently or aloud)</li></ul> <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none"><li>❖ use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language)</li></ul>	<ul style="list-style-type: none"><li>➤ Ask each student to create and maintain a personal dictionary. As new Spanish words are learned, encourage students to illustrate them in their dictionaries with drawings or magazine clippings (BC <i>Resource Package</i>, 12).</li> <li>➤ Have students listen to a dialogue in which two young people describe what they like to do in their free time. Have students create a Venn diagram to show which activities each person likes individually and which activities they both like, using the words and expressions heard in the dialogue.</li> <li>➤ Have students discover how their own effort to participate daily in class will enhance their learning. At the end of the class, have students rate their performance on aspects of their daily communication.</li> <li>➤ Encourage students to plan to do at least one Spanish activity on days when there is no Spanish class so as to extend exposure to the language.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- Check students' personal dictionaries for evidence that they are
  - adding an increasing variety of words
  - correctly matching pictures and labels
  - organizing words and phrases in logical ways
  - focussing on words that are useful or interesting to them
  
- When students create a Venn diagram based on a dialogue of the preferred activities of two young people, look for evidence that they are able to
  - reuse vocabulary and expressions heard in the dialogue
  - correctly identify the activities of each person (language competence, aural comprehension)
  - correctly identify the activities that both people have in common (language competence, aural comprehension)
  
- At the end of class, have students use checklists to rate their performance on aspects of their daily oral communication. Items might include:
  - I volunteered questions and information.
  - I practised new vocabulary and patterns.
  - I talked only in Spanish.
  - I tried to correct my mistakes.
  - I supported and encouraged others.

(See oral checklist criteria examples in Classroom Assessment, p. 14.)

*Chicos Chicas, Nivel 1*  
 CD/cassette  
 Unidad 7, Lección 13, p. 86, #1

*¡En español! 1*  
 Más comunicación  
 Gap activities  
 Actividad 5, 6, 7



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>4.1 language learning strategies (continued)</b></p> <p>4.1.2 <i>Metacognitive (continued)</i></p> <ul style="list-style-type: none"><li>❖ use simple metacognitive strategies, with guidance, to enhance language learning (e.g.,rehearse or role-play language)</li></ul> <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none"><li>❖ use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text, take risks and try unfamiliar tasks and approaches, and understand that making mistakes is a natural part of language learning)</li></ul>	<p>➤ Encourage students to reflect on their learning style by generating a list of questions related to a previous activity. Questions might include:</p> <ul style="list-style-type: none"><li>• What part of the activity did you find the most useful?</li><li>• What strategies did you use to be successful in this activity?</li><li>• What might have improved your language learning?</li><li>• What aspects of your group work worked well? How could you change or improve your contribution to the group in further activities?</li><li>• What can you learn from the mistakes you made?</li></ul> <p>➤ Have students work with a partner in order to read and understand a simple story in Spanish. Have students then share reading comprehension strategies and write down a new strategy that they learned.</p>



**SUGGESTIONS FOR ASSESSMENT**

- Provide frequent opportunities for students to reflect on what they have learned and set personal goals related to language skills. For example, at the beginning of a week or class, students might each record two goals or intentions such as
  - number of times they will speak Spanish
  - new vocabulary or structures they want to learn
  - appropriate vocabulary and expressions are used
  
- Check that students are aware of how working with a partner benefits their abilities to understand and to complete task.

**SUGGESTED LEARNING RESOURCES**

*¡Dime! Uno*  
 Communicative Pair  
 Activities, Unidad 1, 2, 3, 4  
 Lección preliminar



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>4.2 language use strategies</b></p> <p>4.2.1 <i>Interactive</i></p> <ul style="list-style-type: none"><li>❖ use simple interactive strategies with guidance (e.g., indicate lack of understanding verbally or non- verbally)</li></ul> <p>4.2.2 <i>Interpretive</i></p> <ul style="list-style-type: none"><li>❖ use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension, listen and read selectively, make predictions about what they expect to hear or read, use gestures, use key words)</li></ul>	<ul style="list-style-type: none"><li>➤ Teach students set phrases for classroom interactions:<ul style="list-style-type: none"><li><i>¿Cómo se dice ...?</i></li><li><i>¿Qué quiere decir ...?</i></li><li><i>Repita, por favor.</i></li><li><i>Más espacio, por favor.</i></li></ul></li><li>➤ During activities provide students with phrases such as, <i>no entiendo, no comprendo, puede repetir, por favor</i> to indicate lack of understanding.</li><li>➤ Find simple songs that deal with the topics covered in a class. Play the song two or three times so that students can find the right words to fill in the blanks. Then as they sing along, ask them to mime and use gestures to represent and interpret the lyrics.</li><li>➤ Involve students in TPR ( Total Physical Response) activities (see Teaching and Learning, pp. 98–101).</li><li>➤ Invite students to participate in the game “ <i>Simón dice</i>” (“Simon says...”).</li><li>➤ Have students reflect on strategies which they use to find meaning in unfamiliar texts. Give students a piece of written/oral text. Have them listen/read. Put some unfamiliar vocabulary on the board. Have students read/listen to the text again. Have students find meaning for the unfamiliar words, using the context of the text and the words around the unfamiliar words.</li><li>➤ Before reading an illustrated text, have students examine the pictures and guess what the text might be about. Have students confirm or refute their guesses as they read the text.</li></ul>



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ When observing classroom interactions keep anecdotal records of the extent to which students use interactive strategies to keep going in Spanish.</p>	
<p>➤ While students are learning Spanish songs, look for evidence that students are</p> <ul style="list-style-type: none"> <li>• curious about the meanings of songs</li> <li>• trying to match their interpretations (gestures and expressions) to the meanings or moods</li> </ul>	<p><i>¡Buen Viaje! 1</i> CD 1</p> <p><i>¡Viva el Español!: ¡Hola!</i> <i>Resource and Activity Book</i> Song cassette (music and lyrics), pp. 48–59</p>
<p>➤ As students participate in TPR activities, look for evidence that they are able to</p> <ul style="list-style-type: none"> <li>• listen actively to follow instructions</li> <li>• follow the leader’s instructions with correct movements</li> </ul>	<p><i>¡Buen Viaje! 1</i> Expansion activities with TPR storytelling (See Teaching and Learningk, pp. 98–101)</p>
<p>➤ Provide each student with a personal checklist of what steps to take when he or she does not understand a word in a text. Have students keep the checklist at the front of their notebook.</p>	
<p>➤ As students use illustrations to predict meaning, look for evidence that they are able to</p> <ul style="list-style-type: none"> <li>• use clues in illustrations to make predictions</li> <li>• confirm or refute predictions based on reading</li> </ul>	<p><i>Chicos Chicas, Nivel 1</i></p>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>4.2 language use strategies (continued)</b></p> <p>4.2.2 <i>Interpretive (continued)</i></p> <ul style="list-style-type: none"><li>❖ use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension, listen and read selectively, make predictions about what they expect to hear or read, use gestures, use key words)</li></ul> <p>4.2.3 <i>Productive</i></p> <ul style="list-style-type: none"><li>❖ use simple productive strategies with guidance (e.g., mimic what the teacher says, use words that are visible in the immediate environment)</li></ul>	<p>➤ Provide students with a plan to help them write a friendly letter. Include a set of specific points for each category (it will help on the assessment).</p> <ol style="list-style-type: none"><li>1. <i>Descripción física</i> (3 to 4 features)</li><li>2. <i>Personalidad</i> (3 features)</li><li>3. <i>Hablar de mis planes para el verano o la Navidad.</i> (3 or 4 activities)</li><li>4. <i>Mi familia</i> (number of people, ages, professions, activities you do with them ...)</li><li>5. <i>Mis amigos</i> (name two, give their names, nationalities, characteristics ...)</li></ol> <p>➤ Throughout the course, have students use words and expressions that have been posted in the classroom.</p>
<p><b>4.3 general learning strategies</b></p> <p>4.3.1 <i>Cognitive</i></p> <ul style="list-style-type: none"><li>❖ use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning, classify objects according to attributes)</li></ul>	<p>➤ Provide students with 15 to 20 words on a theme to be studied (Word Splash). Have students identify words whose meanings they think they understand and those they do not understand. Students then work in pairs sharing definitions and searching for information on words they do not understand (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, 40). Have students use five words in simple sentences.</p>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- Look for evidence that students are using words and expressions
  - with more frequency
  - with greater independence
  - more effectively

*Chicos Chicas, Nivel 1*  
 Conjugación, pp. 114–121  
 Glosario, pp. 122–128

- Have students use their learning logs to examine
  - words they already understood
  - how closely they were able to guess the meanings of words
  - how the new words relate to themes studied

*¡Dime! Uno*  
 Preliminar  
 Unidad 1–4

*¡Buen Viaje! 1*  
 Capítulo 1–4





PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>4.3 general learning strategies (continued)</b></p> <p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none"><li>❖ use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning, explore and identify different learning styles)</li></ul> <p>4.3.3 <i>Social/Affective</i></p> <ul style="list-style-type: none"><li>❖ use simple social and affective strategies to enhance general learning (e.g., seek help from others, participate in cooperative learning)</li></ul>	<p>➤ Invite students to maintain a learning log. Students respond to questions such as “How do you learn best (e.g., visually, orally, listening, speaking, etc.)?” / “¿Cómo aprendes mejor (<i>visualmente, oralmente, escuchando, hablando, etc.</i>)?”</p> <p>➤ Before students begin work in cooperative groups, work with students on specific cooperative skills. Provide students with examples of phrases or expressions in Spanish that would be appropriate for specific skills (e.g. encouraging each other, taking turns, etc.).</p> <p>Teach students Spanish words of encouragement (e.g., <i>bueno, bien hecho, fantástico</i>).</p>



**SUGGESTIONS FOR ASSESSMENT**

- Take in students' learning logs from time to time. Students' logs could include
  - observations and reflections about their learning
  - personal language goals
  - strategies that work well for them

Assessment criteria for the learning log could include:

  - Does the student use the log regularly?
  - Does the student show signs of understanding his/her personal learning style?
  
- Provide students with self and peer assessment forms for the cooperative group work that takes place (see Appendices C, D, and E of this section).

**SUGGESTED LEARNING RESOURCES**



## Notes

*APPENDICES*  
*YEAR 1*

## Appendix A

My Presentation of Narrative Text / <i>Mi presentación de un relato</i>		
Name / <i>Nombre</i> _____	Date / <i>Fecha</i> _____	
	Yes / <i>Sí</i>	No / <i>No</i>
• Did I have a clear beginning? / <i>¿Tuve un comienzo claro?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I include details in order for the middle? / <i>¿Incluí detalles para los acontecimientos en orden lógico?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I have a strong ending? / <i>¿Tuve un final eficaz?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I name characters? / <i>¿Nombré a los personajes?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I describe characters? / <i>¿Describí a los personajes?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I describe the setting? / <i>¿Describí el ambiente?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use visual aids? / <i>¿Usé apoyo visual?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use audio aids? / <i>¿Usé apoyo auditivo?</i>	<input type="checkbox"/>	<input type="checkbox"/>

My Presentation of Narrative Text / <i>Mi presentación de un texto informativo</i>		
Name / <i>Nombre</i> _____	Date / <i>Fecha</i> _____	
	Yes / <i>Sí</i>	No / <i>No</i>
• Did I state the purpose of the presentation? / <i>¿Establecí el propósito de mi presentación?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I introduce the topic? / <i>¿Presenté el tema?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I provide background information for the topic? / <i>¿Proporcione antecedentes para el tema?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I present the main ideas in appropriate sequence? / <i>¿Presenté las ideas principales en secuencia apropiada?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I include descriptive details when appropriate? / <i>¿Incluí detalles descriptivos cuando era apropiado?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I have a strong closing statement? / <i>¿Tuve una conclusión eficaz?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use visual aids: diagrams, charts, graphs, maps, timelines, illustrations, artifacts, models? / <i>¿Usé apoyo visual: diagramas, cuadros, tablas, mapas, organizadores gráficos, ilustraciones, artefactos, modelos?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use sound effects when appropriate? / <i>¿Usé efectos sonoros en los momentos apropiados?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I share enough knowledge about the topic? / <i>¿Compartí suficiente información sobre el tema?</i>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix B

### Prepare and Share a Report—Informational Text/ *Preparar y compartir un informe—Texto informativo*

#### Content Organization/*Organización del contenido*

Have I/¿He

- stated the purpose?/*establecido el propósito?*
- introduced topic?/*presentado el tema?*
- provided background information?/*proporcionado antecedentes?*
- presented main ideas in sequence?/*presentado las ideas principales en secuencia?*
- provided descriptive details?/*proporcionado detalles descriptivos?*
- provided a strong concluding statement?/*proporcionado una conclusión eficaz?*

#### Audiovisual Aids/*Apoyo audiovisual*

I plan to use/*He planificado usar*

- visuals such as diagrams, charts, graphs, maps, timelines/  
*ayudas visuales tales como diagramas, cuadros, tablas, mapas, organizadores gráficos*
- illustrations/*ilustraciones*
- cue cards/*tarjetas de apunte para guiarse*
- artifacts, models/*artefactos, modelos*
- sound effects or backgrounds/*efectos sonoros ó música de fondo*

#### Delivery Plans/*Planes para la ejecución*

I plan to/*He planificado*

- use an engaging introduction/*usar una introducción eficaz para atraer la atención*
- state a clear purpose for presentation/*establecer un propósito claro para la presentación*
- speak clearly, with expression/*hablar de manera clara, con expresión*
- look at the audience when speaking/*mirar a la audiencia al hablar*
- have good posture/*tener una buena postura*
- use effective gestures/*usar gestos eficaces*
- develop an effective closing to my presentation/*desarrollar una conclusión eficaz para mi presentación*
- present for \_\_\_\_\_ minutes/*presentar por \_\_\_\_\_ minutos*

Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 387, Grade 5 – 388.

## Appendix C

### How We Co-operated In Our Group Work—Form A *Cómo cooperamos en nuestro grupo de trabajo—Formulario A*

Name/ *Nombre* \_\_\_\_\_ Date/ *Fecha* \_\_\_\_\_

Group Members/ *Miembros del grupo* \_\_\_\_\_

*Think about how your group performed. Colour in the appropriate box. / Piensa cómo se desempeñó tu grupo. Colorea la casilla apropiada.*

1. We used our time wisely and helped each other stay on task. / *Usamos el tiempo bien y nos ayudamos a mantenernos en la tarea.*

SIEMPRE	A VECES	RARA VEZ	NUNCA
---------	---------	----------	-------

2. We listened to each other. / *Escuchamos a cada uno.*

SIEMPRE	A VECES	RARA VEZ	NUNCA
---------	---------	----------	-------

3. We encouraged each other. / *Nos motivamos.*

SIEMPRE	A VECES	RARA VEZ	NUNCA
---------	---------	----------	-------

4. We contributed our ideas and opinions. / *Contribuimos con nuestras ideas y opiniones.*

SIEMPRE	A VECES	RARA VEZ	NUNCA
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5. We helped all group members understand the task. / *Ayudamos a todos los miembros del grupo a comprender la tarea.*

SIEMPRE	A VECES	RARA VEZ	NUNCA
---------	---------	----------	-------

6. We shared the workload. / *Compartimos la cantidad de trabajo.*

SIEMPRE	A VECES	RARA VEZ	NUNCA
---------	---------	----------	-------

7. We helped each other focus on the work. / *Nos ayudamos a concentrarnos en la tarea.*

SIEMPRE	A VECES	RARA VEZ	NUNCA
---------	---------	----------	-------

One difficulty our group had was / *Una dificultad que nuestro grupo tuvo fue*

\_\_\_\_\_

To solve this difficulty we / *Para solucionar esta dificultad nosotros*

\_\_\_\_\_

## Appendix D

### Group Work Assessment — Form B / *Evaluación del trabajo en grupo — Formulario B*

Name/ *Nombre* \_\_\_\_\_ Date/ *Fecha* \_\_\_\_\_

Group Members/ *Miembros del grupo* \_\_\_\_\_  
\_\_\_\_\_

*Think about how your group performed. Colour in the appropriate box. / Piensa cómo se desempeñó tu grupo. Colorea la casilla apropiada.*

1. We listened to each other's opinions and ideas. /  
*Escuchamos las opiniones e ideas de cada uno.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
----------	---------	----------	-------

2. We disagreed politely. / *Discrepamos cortésmente.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
----------	---------	----------	-------

3. We used our time effectively. / *Usamos el tiempo eficazmente.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
----------	---------	----------	-------

*What did you or members of your group do to create group harmony? /  
¿Qué hiciste tú o qué hicieron los miembros de tu grupo para crear armonía en el grupo?*

☞

☞

☞

☞



## Appendix E

### How Was My Group Work? Middle Years *¿Cómo fue el trabajo de mi grupo?*

Name/ *Nombre* \_\_\_\_\_ Date/ *Fecha* \_\_\_\_\_

Group Members/ *Miembros del grupo* \_\_\_\_\_  
\_\_\_\_\_

Check one. /  
*Marca una.*

Yes / No /  
*Sí No*

In my group, I did very well in: /  
*En mi grupo, me fue muy bien en:*

I contributed ideas. / <i>Aporté ideas.</i>		
I listened to others. / <i>Escuché a otros.</i>		
I asked questions. / <i>Hice preguntas.</i>		
I encouraged others. / <i>Motivé a otros.</i>		
I disagreed politely. / <i>Discrepé cortésmente.</i>		
I stayed on task. / <i>Me mantuve en la tarea.</i>		

- 
- 
- 
- 
- 
- 

My goals for the next time are: /  
*Mis objetivos para la próxima vez son:*

The steps I need to take to reach my goals are: /  
*Los pasos que debo seguir para alcanzar mis objetivos son:*

- 
- 
- 
- 

The resources I need to achieve my goals are: /  
*Los recursos que necesito para lograr mis objetivos son:*

- 
- 
- 
-

# Notes