YEAR 3

APPLICATIONS
YEAR 3

Applications

Students will use Spanish in a variety of situations and for a variety of purposes.

- get things done
- use the language for imaginative purposes and personal enjoyment
- express emotions and personal perspectives
- extend their knowledge of the world
- impart and receive information
- form, maintain, and change interpersonal relationships
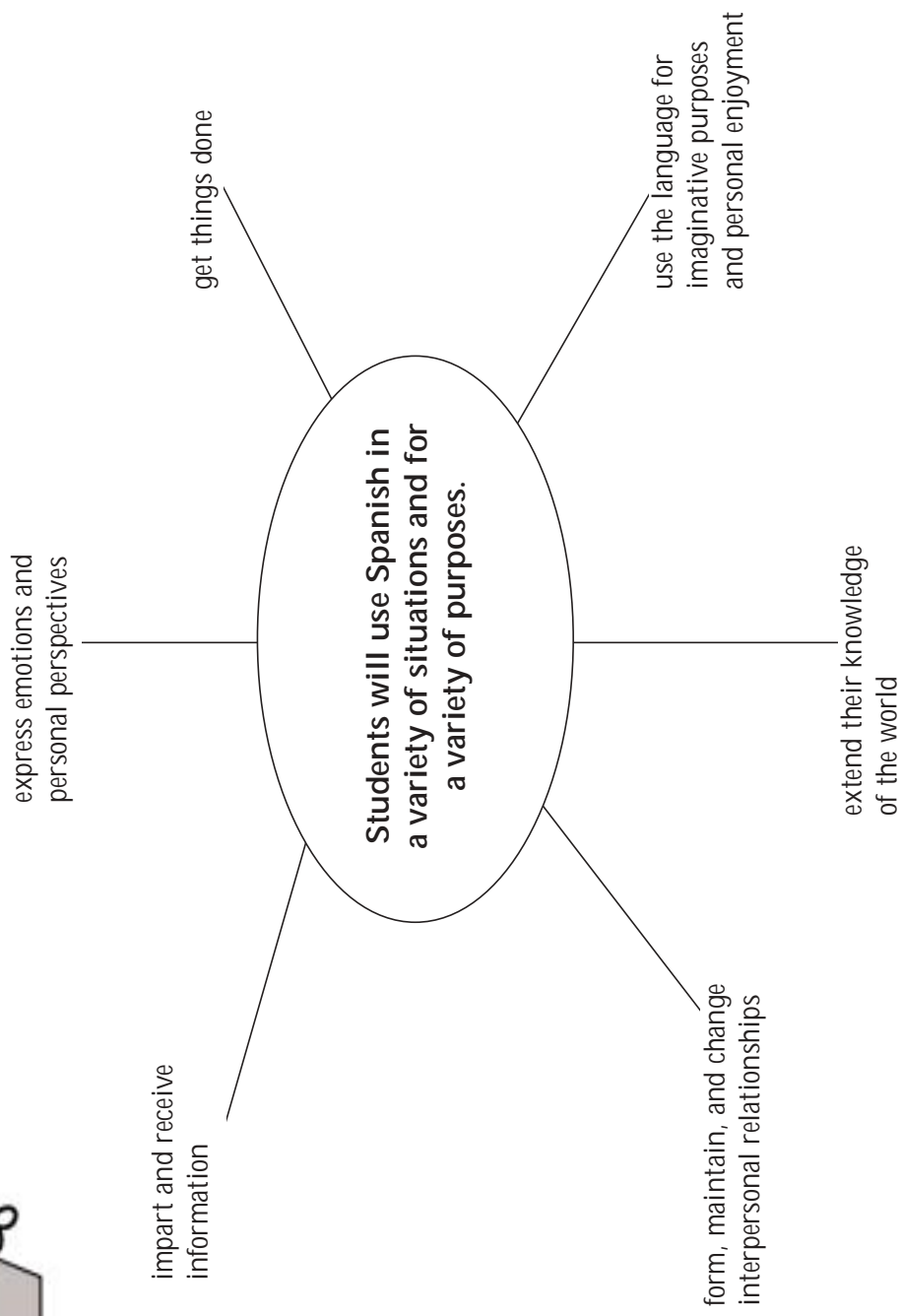
APPLICATIONS

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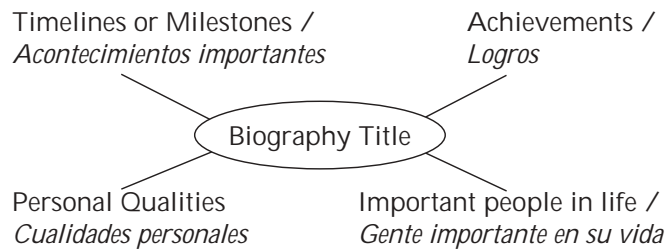
The level of linguistic, sociolinguistic, and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications outcomes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

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION

PRESCRIBED OUTCOMES

General Outcome 1: Applications

Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

1.1 impart and receive information

1.1.1 *Share Factual Information*

❖ provide information on several aspects of a topic (e.g., give a simple report)

❖ understand and use definitions, comparisons, and examples

SUGGESTIONS FOR INSTRUCTION

➤ Have students research the life of a celebrity, artist, or musician, traditional or contemporary, of a Spanish-speaking country. Have students then present their findings to the class in the form of a simple profile, without giving the name of the famous person. Classmates must guess who the person is. Provide students with a biographical map to help them research and plan this presentation (BC *Resource Package*, 42; Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, 354). See Graphic Organizers in Teaching and Learning, pp. 57–67.

Timelines or Milestones / *Acontecimientos importantes*

Achievements / *Logros*

Biography Title

Personal Qualities *Cualidades personales*

Important people in life / *Gente importante en su vida*

As an extension or alternative activity, pair students and have them interview each other and learn about their life. Have students present a profile of this person.

SUGGESTIONS FOR ASSESSMENT

➤ When students narrate events orally, note the extent to which they

- enhance their descriptions with details of time, place, and people involved
- comment on circumstances surrounding events, as well as on the events themselves
- use verb tenses appropriately to sequence events and differentiate between circumstances and isolated events (language competence, attend to form)
- use appropriate verb tenses to differentiate between past and present (language competence, attend to form)
- speak clearly, using pronunciation and intonation to support and convey meaning (language competence, attend to form)
- describe and narrate events in comprehensible way (language competence, oral production)

Oral Presentation Rubric					
	Excellent				Needs Improvement
	1	2	3	4	5
• outline presented					
• clear organization					
• use of visuals/illustrations					
• appropriate length					
• sufficient information provided					
• originality creativity					
• speaker appears interested in the topic					

(See oral presentation assessment criteria in Classroom Assessment, p. 15.)

SUGGESTED LEARNING RESOURCES

¡En español! 2
   Unidad 2, Etapa 2

<www.buscabiografias.com>

¡Dime! Pasaporte al mundo 21
   Sección: Gente del mundo

Imágenes de España

Imágenes de América Latina

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION

1.1 impart and receive information (continued)
 	
1.1.1 *Share Factual Information (continued)*
 	
❖ provide information on several aspects of a topic (e.g., give a simple report)
 	
❖ understand and use definitions, comparisons, and examples
	➤ Ask students to explore various examples of people whose accomplishments they admire. List them on the board and discuss. Then have students think of events in their own lives of which they feel personally proud. Suggest that each student prepare a presentation to the class describing their personal chosen event or accomplishment and explaining why it is important to him or her (e.g., how the student has changed as a result). (BC *Resource Package*, 60).
	
	➤ Have students prepare a television or movie review, using the following guidelines:
	  1. Tell the name of the movie or TV program.
	  2. Tell the name of the characters in it.
	  3. Tell what kind of show it is.
	  4. Tell some interesting, funny, or exciting things that happened in it.
	  5. Tell what you liked or did not like about it.
	  6. Rate it from 1–5 (Top Rating) and explain your rating.
	  7. Tell who you think would enjoy the show or movie and why you think they would enjoy it (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, 28).
	
	Have students share their reviews with the class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students present information they have researched about a famous person of a Spanish-speaking country, look for evidence that they • attend to all aspects of the biographical map • display effective organization of the presentation • provide sufficient information • use visual and other aids to enhance the oral presentation	*¡Dime! Pasaporte al mundo 21* Unidad 3, Lección 1 Gente del Mundo pp. 121, 126, 127
➤ When students prepare a TV or movie review, provide them with a checklist for self or peer assessment, based on the guidelines given for the review. (See TV program assessment criteria in Planning, p. 92.)	*¡En español! 3* Unidad 6, Etapa 1

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.2 express emotions and personal perspectives 1.2.1 *Preferences* ❧ inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction ❧ state and support a point of view	➤ Have students prepare surveys related to a theme studied (e.g., favourite entertainment figures, favourite types of music, hobbies, etc.). ➤ *Fortune Cookie Activity:* Have students draw papers with their fortunes, in the style of the fortune cookie. Students must agree or disagree with the fortune they have drawn. As an extension, students could write a story related to the fortune they have drawn ➤ Have students prepare a debate on whether smoking should be allowed on school grounds.
1.2.2 *Share Emotions, Feelings* ❧ inquire about, express, and respond to a variety of emotions and feelings	➤ Have students write a poem regarding friendship, hobbies, etc., using a chart of emotions and corresponding faces as a guide. Each stanza of the poem would have one picture to represent it. Have students present their poems in small groups. Display poems in the classroom.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Work with students to prepare assessment criteria for surveys. Criteria might include the following:
 	
• clear formulation of questions
 	
• questions are relevant to the chosen topic
 	
• use of varied and appropriate vocabulary (language competence, attend to form)
 	
• correct spelling (language competence, attend to form)
 	
• evidence of risk-taking by attempting to go beyond vocabulary and structures practised in class (strategies)
	<www.lanic.vtexas.edu/>
	
	<www.yupimsn.com/ entretenimiento/>
	
	!En español! 2
	    Etapa preliminar and Unidad 1
	    Resource Book, p. 57
	    Survey

➤ As students work in groups to discuss fortunes, look for evidence that students are able to • take turns to participate • clearly express their agreement or disagreement with fortune drawn • respond appropriately to questions and cues from others • speak Spanish throughout the activity (See group interaction assessment criteria in Planning, p. 64.)	*The Evolving Multicultural Classroom* p. 77
➤ Provide students with criteria for assessment of poem before students begin. Criteria might include the following: • appropriate selection from "emotions chart" to match the poem's tone • poem should have two stanzas of four lines each (language competence, discourse) • appropriate use of vocabulary and expressions (language competence, attend to form) When students present the poem, look for evidence that they are able to • use body language and facial expression to convey the emotion of the poem (language competence, sociocultural context) • listen to peers attentively (strategies) • accept peer feedback (strategies)	*Planet@ 2* pp. 60, 150

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.2 express emotions and personal perspectives (continued) 1.2.2 *Share Emotions, Feelings (continued)* ❖ compare the expression of emotions and feelings in a variety of informal situations	➤ Have students prepare a number of role plays based on situations related to driving: • Getting a driver's licence • Being stopped by a policeman • Getting permission to use the family car • Getting into an accident Preparation of the role plays should focus on the emotions and feelings involved and the level of formality.
1.3 get things done 1.3.1 *Guide Actions of Others* ❖ make and respond to suggestions in a variety of situations ❖ give and respond to advice and warnings	➤ Have students role-play several situations such as going to the movies, buying a CD, renting a movie, etc. ➤ Invite a member of a local group such as MADD (Mothers Against Drunk Driving) to talk to the students. After the talk, have students discuss the advice given. ➤ Have students role-play a drivers' education class where experienced drivers give advice to new drivers.
❖ express and respond to offers, invitations, promises, and desires	➤ Provide students with a model dialogue in which someone is inviting someone else to do an activity on a particular day at a particular time. Students then complete a seven-day agenda by inviting someone to do something with them every day.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students prepare role plays, look for evidence that they
• effectively communicate the emotion/s
• use appropriate level of formality for the context
	Teacher's Discovery
	    <www.teachersdiscovery.com>
	    A number of resources are
	    available on this website that
	    may be useful.

➤ Discuss criteria with students before they prepare role play situations. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following: • level of formality is appropriate for the context • meaning is clear • appropriate details are included in questions and answers Language Competence Criteria: • gestures and body language support communication • pronunciation and intonation are generally accurate • interaction has some sense of fluency and spontaneity • props and visual aids are used to support communication (See role-play assessment criteria in Classroom Assessment, p. 11.)	*¡Dime! Más* Unidad 5, Lección 2

➤ As students interact to complete a seven day agenda of activities, look for evidence that they are able to
• invite/accept/decline using patterns and structures learned
• speak Spanish throughout the activity
• interact with a variety of peers throughout the activity
	Para jugar. Juegos comunicativos.
	    Español lengua extranjera
	¡Dime! Uno
	    Unidad 3
	Planet@ 1
	    Tema 4
	Chicos Chicas, Nivel 1
	    Unidad 3, Lección 5

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done (continued)	
1.3.2 *State Personal Actions*	
❖ state personal actions in the past, present, or future ❖ make a promise and express intention in a variety of situations	➤ Have students prepare an autobiography. Have them include their future plans. ➤ When students are making plans and completing a seven-day agenda (see "express and respond to offers, invitations, promises, and desires," Year 3 – 12), have them make promises (e.g., *te prometo que voy a ir al cine contigo el jueves*).
1.3.3 *Manage Group Actions*	
❖ check for agreement and understanding ❖ express disagreement in an appropriate way ❖ express appreciation, enthusiasm, support, and respect for contributions of others	➤ Prepare an entertainment trivia game. Divide the students into small groups and give them time to answer the questions. After completing the questionnaire, each group presents its answers. Encourage teammates to take turns, to act appropriately, and to ask for clarification.
1.4 extend their knowledge of the world	
1.4.1 *Discover and Explore*	
❖ ask questions to gain knowledge and clarify understanding ❖ explore meaning in a variety of ways (e.g., by drawing a diagram, making a model, rephrasing)	➤ Provide a variety of contemporary and traditional music and visual art from the Spanish-speaking world. Ask students to illustrate their personal responses to these works by creating a poster, collage, or magazine cover that represents three different songs, musicians or artists the students particularly enjoyed. Students could include captions that reflect their thoughts and feelings about these works (BC *Resource Package*, 40), as well as ask questions to gain knowledge of the music or visual art.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students prepare an autobiography, look for evidence that they are able to
 • use past, present, and future tenses accurately
 • include relevant information about themselves
	Ejemplos de biografías
	
	 Planet@ 1
	    Tema 5, pp. 120–125
	
	 Planet@ 3 and *4*
	    Sección: Ruta literaria
	
	 Planet@ 2
	    Tema 4

➤ When students are playing the trivia game, observe that students • manage turn-taking • encourage each other to act appropriately • ask for help or clarification of what is being said or done	

➤ Look at the posters, collages, or magazine covers that students create in response to creative works for evidence that they are able to offer unique personal perspectives or impressions combining visual elements and words.	*¡Buen Viaje! 2*
	    Capítulo 13, Conexiones
	
	 ¡En español! 3
	    Unidad 5, Etapa 1
	
	 Teaching Spanish through Music
	    <www.caslt.org/research/ musicsp.htm>
	
	 ¡Dime! Pasaporte al mundo 21
	    Unidad 2, Lección 2
	    pp. 90–91, 102–105
	
	 ¡Buen Viaje! 2
	    Capítulo 13, pp. 390–391

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.4 extend their knowledge of the world (continued) 1.4.2 *Gather and Organize Information* ❖ gather information from a variety of resources ❖ organize and manipulate information (e.g., transform information from texts into other forms, such as tables, diagrams, story maps, and flow charts)	➤ Brainstorm with students about what they know about fairytales. Have students put information into a web. Present students with a fairytale. Have students complete the following chart after reading the fairytale: • Setting • Characters • Problem • Magic • Events • Ending As an extension, have students write their own version of the original fairytale studied. Have students then compare the original version with another student's version.
1.4.3 *Solve Problems* ❖ describe and analyze a problem, then propose solutions	➤ Use the topic of driving to identify a problem and solve it in small groups (e.g., car sharing, infringing upon rules re: driving). ➤ Prepare a number of case studies of relationships that are problematic. Have students work in groups to describe and analyze the problem, and generate and evaluate a number of solutions to the problem. Compare the analysis and solutions proposed by different groups of students.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ As students brainstorm and create webs, look for evidence that they are able to
 	
• identify key ideas
 	
• organize categories
 	
• draw from past experiences
 	
• take risks putting forward their ideas
 	
• ask questions to clarify information
 	
As students examine fairytales, look for evidence that they are able to
 	
• identify the main characteristics of fairytales
 	
• identify similarities and differences in different versions of a fairytale
	Planet@ 1
	    Tema 5
	
	Hadaluna lee
	    <www.pagina.de/hadaluna>
	
	Imaginaria—Revista de Literatura Infantil y Juvenil
	    <www.imaginaria.com.ar/>
	
	<www.sedl.org/loteced/scenarios/ spanish_legends.html>
	
	Planet@ 2
	    Tema 1, Recuerda

➤ As students work in groups to identify a problem and consider solutions, look for evidence that students are able to • state and describe the problem • list possible solutions • use target vocabulary and expressions (language competence, attend to form) • speak Spanish during group activity	*¡Buen Viaje! 2* Capítulo 11

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.4 extend their knowledge of the world (continued) 1.4.4 *Explore Opinions and Values* ❖ explore how values influence behaviour (e.g., describe characters and their motivations in a story) ❖ provide reasons for their position on an issue	➤ Have students choose a character from a fairytale. Students then examine an issue or another character from this character's point of view. ➤ Have students tell a traditional fairytale from the point of view of a different character (e.g., Red Riding Hood as told by the wolf).
1.5 imaginative purposes and personal enjoyment 1.5.1 *Humour/Fun* ❖ use the language for fun and to interpret and express humour (e.g., interpret figures of speech literally, using illustrations or short skits; interpret humorous cartoons, songs, stories, poems)	➤ Provide students with comic strips with the conversation in the bubbles whited out. Students complete the comic strips with their own versions of the conversation. ➤ Provide students with one part of comic strip. Each student must find the other half of his/her comic strip by checking with classmates. When students have found their partner with the other half of the comic strip, have them role-play the scene for the class or create an alternative dialogue.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ As students examine an issue from a particular character's point of view, look for evidence that they are able to
 	
• take risks putting forward their ideas
 	
• state opinions clearly
 	
• include details, reasons, and examples to support opinions
 	
• use a range of appropriate vocabulary and structures (language competence, attend to form)
 	
• adjust language to reflect the perspective of the chosen character
	Planet@ 1
	    p. 114
	
	Planet@ 1
	    p. 131, #4
	    Modify accordingly

➤ As students complete comic strips with their own versions of the conversation, look for evidence that they are able to
 	
• use language in humorous ways
 	
• take risks to go beyond vocabulary and structures learned in class
	Planet@ 1
	    p. 131, #4
	
	<www.turning-pages.com/ mafalda/>
	
	<www.quino.com.ar>
	
	Gessler Publishing Co. Inc.
	    New York
	    Garfield Comic
	
	Ediciones de la Flor S.R.L.
	    Colombia
	    Mafalda

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 imaginative purposes and personal enjoyment (continued)	
1.5.2 *Creative/Aesthetic Purposes*	
❧ use the language creatively and for aesthetic purposes	➤ Have students impersonate a famous artist, designer, poet, or musician. Students must explain how the famous person created his work of art. This may be created by the students or researched before presentation.
	➤ Have students impersonate a character within a painting by a Spanish-speaking artist that they have viewed. Invite students to explain what they are doing in the painting and what is happening.
1.5.3 *Personal Enjoyment*	
❧ use the language for personal enjoyment (e.g., find a personal pen pal and exchange letters, listen to music)	➤ Invite students to work in groups to choose their favourite selections from a variety of CDs in Spanish and put together music awards ceremonies for the class. Ask groups to select categories (e.g., "best male singer," "best group," etc.) and present nominations and winners in Spanish, giving as much background information as possible (BC *Resource Package*, 56).
	➤ Use learning contracts to plan, monitor, and evaluate individual cultural participation projects that students do for personal enjoyment.
	➤ Have the students each undertake one individual project of their own choice during the course. Use a learning contract to outline what the student will do, the timelines, the criteria for assessment and how the project will be monitored. Encourage students to find a project that is of personal interest to them. See "Ideas for Spanish Cultural Participation and Research Projects" on pages 78 to 85 of Teaching and Learning.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Discuss criteria for the impersonation of a famous artist, designer, poet, musician, or character within a painting. Criteria might include the following:
 	
• relevant information is provided
 	
• pronunciation and intonation are generally accurate (language competence, attend to form)
 	
• props and visual aids are used to support communication (language competence, representation)
	¡En español! 2
	    Unidad 4, Etapa 1
	    p. 264
	    Review
	
	¡En español! 3
	    Unidad 1, Etapa 3, p. 92
	    El legendario rey del mambo
	
	¡Dime! Pasaporte al mundo 21
	    Sección: Gente del mundo
	                   Ventanas al mundo

➤ When students prepare music awards ceremonies, look for evidence that they • participate actively • use the language for personal enjoyment	
➤ Assess the students based on whether they have fulfilled the terms of their contract.	

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.6 form, maintain, and change interpersonal relationships (continued) 1.6.1 *Manage Personal Relationships* ❖ initiate and participate in casual exchanges with classmates ❖ use routine means of interpersonal communications (e.g., telephone calls, personal notes, email messages)	➤ In pairs or in groups, have students create a children's game and determine the rules and procedures. Through the creation process, students agree or disagree with the set rules and procedures. The group then explains the game to the class. The class can then suggest a modification or change to the rules. Extension activity: The students can present their game to another audience. ➤ Have students prepare a profile of themselves in order to solicit a pen pal. Have students include name, age, physical/personal traits, favourite pastimes, and hobbies. Send profiles via mail to another Spanish class that the teacher has contacted previously and have students continue exchange of information throughout the course.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

SUGGESTIONS FOR ASSESSMENT

➤ As students explain the rules of a simple game, look for evidence that they are able to

- express agreement and disagreement

- play the game/rules of game are clear

- speak Spanish throughout the presentation

- use the imperative with *tú* correctly (language competence, attend to form)

- use appropriate vocabulary to explain game (language competence, attend to form)

➤ As students plan the presentation of a game to another class or to elementary students, provide students with criteria before they begin. Criteria might include the following:

- appropriate choice of game for audience

- correct use of imperative with *tú*

- clear and simple instructions

- good effort to interact and invite participation

➤ When students prepare a profile of themselves, look for evidence that they

- include all pertinent personal information

- use mail or email to communicate with a real person

SUGGESTED LEARNING RESOURCES

¡En español! 2
   Unidad 2, Etapa 1

¡Buen Viaje! 2
   Capítulo 5

Notes

LANGUAGE COMPETENCE
Year 3

Language Competence

Students will use Spanish effectively and competently.

interpret and produce written texts

apply knowledge of how text is organized, structured, and sequenced

interpret and produce oral texts

attend to form

apply knowledge of the sociocultural context
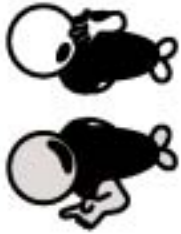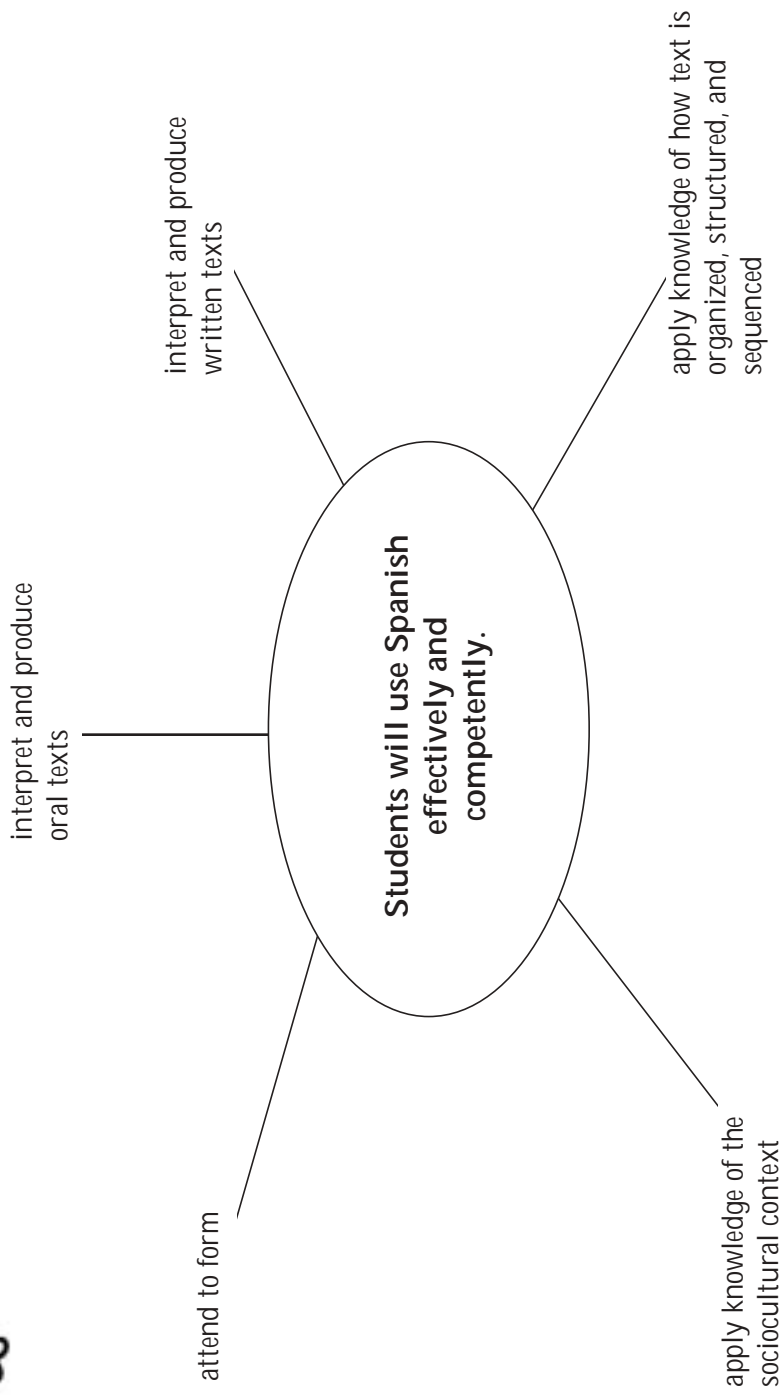
LANGUAGE COMPETENCE

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
General Outcome 2: Language Competence Students will use Spanish **effectively** and **competently**. **2.1 attend to form** 2.1.1 *Phonology* ♣ produce the sounds, stress, rhythm, and intonation patterns of the Spanish language consistently and accurately 2.1.2 *Orthography* ♣ apply spelling rules and mechanical conventions consistently and accurately	 ➤ Model correct pronunciation with every oral activity. ➤ Provide students with many opportunities to listen to different accents and pronunciations of words in different Spanish-speaking countries. ➤ Provide students with opportunities to self and peer edit written work in order to verify basic rules and mechanical conventions.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students are able to pronounce correctly, based on common rules.	*Colección tiempo: Para comprender*
➤ Look for evidence that students are able to • apply Spanish rules of capitalization and punctuation in their written work • apply Spanish rules of capitalization and punctuation in their peers' work	

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.1 attend to form (continued)
 	
2.1.3 *Lexicon*
 	
❖ use a range of vocabulary and expressions in a variety of contexts, within the following areas of experience:
— arts, entertainment, and literature
— music
— relationships
   ✓ friends
   ✓ clubs
   ✓ activities
   ✓ sports
   ✓ hobbies
— celebrations—cultural
— driving
— folktales, legends, and fables
— children's games/ childhood activities
— technology
— the world of work
— the environment (introduction)
❖ recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea
	➤ Have students make personal dictionaries using their own system for organizing different meanings for one word and multiple ways of expressing the same idea.
	
	➤ Provide students with a short list of words with multiple meanings (e.g., *como* = verb to eat in the first person, *cómo* = question word, *como* = comparative; *almuerzo* = noun, *almuerzo* = verb first person; *peso* = currency, *peso* = noun or verb related to weight), and use each of these words with their multiple meanings in a short paragraph.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students write a paragraph, look for evidence that they recognize that one word may have multiple meanings depending on the context.	*USO interactivo del vocabulario* *Colección tiempo: Para comprender* *Rosetta Stone I and II*

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.1 attend to form (continued)

2.1.4 *Grammatical Elements*

❖ use, in **modelled situations**, the following grammatical elements:
  — possessive pronouns: *mío, tuyo, suyo, míos, tuyos, suyos*
  — indirect object pronouns
  — comparative, superlative, diminutive
  — impersonal: *se*
  — preterite vs. imperfect tense
  — conditional tense
  — subjunctive mood
  — present subjunctive
    ✓ to express persuasion: *aconsejar, decir, sentir*
    ✓ to express emotion: *alegrarse, sentir*
    ✓ to express doubt
    ✓ after impersonal expressions: *es una lástima que ..., es necesario que ...*
    ✓ to express wishes and hope: *Ojalá que,quiero que*
    ✓ after adverbial conjunctions such as *cuando* and *aunque*
  — negative commands
  — irregular commands with *tú*

Modelled Situations: 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 linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Use grammatical problem solving (Teaching and Learning, 68–69) to help students discover the rules for when to use the present subjunctive. Provide examples focusing on a particular use (e.g., after main clause verbs expressing emotion):

• *Me alegro de que ustedes conozcan los lagos de Canadá.*

• *Siento que termine la celebración.*

Contrast with examples using the indicative:

• *Creo que ustedes conocen los lagos de Canadá.*

• *Marta dijo que termina la celebración.*

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Once students have articulated a rule that accurately represents the grammar structure, have them provide examples of their own.	*USO de la gramática española: Junior intermedio* *Rosetta Stone I and II*

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.1 attend to form (continued)

2.1.4 *Grammatical Elements (continued)*

❖ use, in **structured situations**, the following grammatical elements:
— *caer bien/mal*
— irregular verbs in present tense: *conocer, saber, dar, poner, traer, preferir*
— preterite tense
— imperfect tense
— perfect tense
— simple future tense
— direct object pronouns
— *por/para*
— *hace*, expressions of time
— personal *a*
— impersonal *se*
— demonstrative adjectives and pronouns:
  ✓ *este/a, ese/a*
  ✓ *aquel/la, estos/as*
  ✓ *esos/as, aquellos/as*

Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic 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.

Using a text related to the area of experience that is the focus of the unit, have the students do a cloze activity in groups of 2 or 3. Prepare the text by removing the verbs (leave the first and last paragraph intact). Students try to fill in the missing words considering meaning as well as structural clues in the text.

Choose a text that is several paragraphs in length, containing verbs in a number of tenses previously learned by the students, and on a familiar topic.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When going over the text after students have completed their work, observe the extent to which students are able to • use the remainder of the text to decide which tense the missing verb should use • fill in a verb that makes the text meaningful (even if it is not the original word) • use the correct form of the verb	*USO de la gramática española: Junior intermedio* *Colección tiempo: Para conjugar* *Rosetta Stone II*

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.1 attend to form (continued)

2.1.4 *Grammatical Elements (continued)*

❖ use, in **independent situations**, the following grammatical elements:
   — *me/te/le/nos/les/os*
   — *gusta/an*
   — commonly used verbs in present: *querer, ir, hacer, poder, conocer, saber, venir, salir, decir, preferir*
   — *tener que* + infinitive
   — *ir + a* + infinitive
   — possessive adjectives:
     ✓ *mi, tu, su, mis, tus, sus*
     ✓ *nuestros/as, vuestros/as*
   — adverbs ending in *mente*
   — reflexive verbs in first and third person singular forms
   — present progressive (*estar* + gerund)
   — commands (*tú* form— regular verbs)
   — commands (*usted, ustedes*) for commonly used verbs
   — pronouns after prepositions: *mí, ti, él, ella, usted, nosotros/ as, vosotros/ as, ellos/ as, ustedes*

Independent situations: 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 linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

When students are writing their own fairy tale or a modern version of a traditional fairy tale, they will be required to use many of the required grammatical elements. They may be provided with a list of grammar points that they are expected to use correctly.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When evaluating the finished product, look for evidence that students are using the required grammatical elements consistently and correctly.	*USO de la gramática española: Junior intermedio* *Rosetta Stone I and II*

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 interpret and produce oral texts	
2.2.1 *Aural Interpretation*	
❖ understand short texts on unfamiliar topics in guided situations and short texts on variety of topics in unguided situations	➤ Have students view/listen to a program similar to *Entertainment Tonight*. Have students note the main information provided in each segment of the program or divide the class into groups and have each group record the important details for one segment. Then discuss with the class.
2.2.2 *Oral Production*	
❖ produce short texts on variety of familiar topics providing some details to support the main point, in guided situations	➤ Using fables, provide students with the first and last line of a fable. Students then create a skit of the middle portion of the story.
2.2.3 *Interactive Fluency*	
❖ manage short interactions easily, with pauses for planning and repair	➤ After students have examined several advertisements for movies, have them role-play planning to attend one. Their choices should reflect the information acquired from the advertisements (e.g., movie titles, locations, times, actors, critic's ratings, etc.). Students might also refer to their favourite genres (BC *Resource Package*, 46). Alternatively, students could work in groups in which each person presents a movie he/she has seen, with discussion following.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students view/listen to a program, look for evidence that they are able to

• understand short texts

• identify main information

➤ When students prepare a skit of the middle portion of a fable, discuss criteria before students begin. Criteria might include the following:

• meaning is clear

• events are sequenced to create a coherent story

• appropriate conventions and traditions are incorporated

• interesting and relevant details are incorporated

• gestures and body language support communication (language competence, nonverbal communication)

• pronunciation and intonation are generally accurate (language competence, attend to form)

➤ When students role-play, look for evidence that they are able to

• manage short interactions easily

• pause to plan and repair

• use the information acquired from the advertisements

(See role-play assessment criteria in Classroom Assessment, p. 11.)

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 interpret and produce written texts 2.3.1 *Written Interpretation* ❖ understand the main point and specific details of texts on variety of topics in guided and unguided situations	➤ Have students read a fairytale or fable. Have them develop a semantic map or web to identify the main and supporting details. ➤ Have students keep a reading log in which they record their first impressions about what they are reading, and new and interesting words and expressions they discover. If students have little experience with reading logs, they may be given some reflective questions such as *"¿Qué es lo que más te ha gustado de este libro?"* or *"¿Te ha sucedido algo similar alguna vez?"* to guide their journal writing.
2.3.2 *Written Production* ❖ produce short, simple texts on variety of topics providing some details to support the main point	➤ Have students write a fan letter to an entertainer, singer, musician, etc. ➤ Have students write their own simple fairytale or have them rewrite a common fairytale in modern setting. Provide students with a story writing planner to help organize their ideas. Author's Chair can also be used in small groups as a way of eliciting peer feedback on student writing. Model appropriate language for asking for and providing feedback.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ As students prepare webs or semantic maps, look for evidence that they are able to
  • identify main ideas
  • provide relevant supporting details
 	
➤ When assessing student reading logs, look for evidence that students are able to
  • read more and more independently
  • identify main ideas
  • recognize and understand details in the text
	¡Dime! Dos
	   Unidad 1, Lección 3
	   Leamos ahora, p. 49
	   Unidad 2, Lección 3
	   pp. 92–94
	   Unidad 3, Lección 1
	   pp. 114–116
	   Unidad 4, Lección 1
	   pp. 170–172
	   Unidad 4, Lección 2
	   pp. 188–190
	   Other Units under
	   Sección: Para empezar
	
	Hadaluna lee
	   <www.pagina.de/hadalunal>
	
	Imaginaria—Revista de Literatura Infantil y Juvenil
	   <www.imaginaria.com.ar/>
	
	¡Buen Viaje! 2
	   pp. 430–447

➤ When students write a fan letter, look for evidence that they are able to produce a simple text with details to support the main point.	<www.yupimsn.com/ entretenimiento/>

➤ When students write their own fairytale, provide them with writing self and peer assessment tools as well as a writing planner to help them organize their ideas. Use these tools as a basis for final assessment.	Fábulas de Esopo en Educación y Desarrollo para Todos
	   <www.edyd.com/Fabulas/ Esopa/Eindice.htm>
	
	¡Dime! Dos
	   In each unit,
	   Sección: Para Empezar

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 interpret and produce written texts (continued) 2.3.3 *Visual Interpretation* ❖ identify the purposes, intended audience, messages, and points of view in a variety of visual media, in guided and unguided situations	➤ Show students several music videos from Spanish-speaking countries and ask them to note titles of songs, names of artists, personal preferences, and other relevant information. Have students create promotional posters for their favourite videos. Using the posters as props, students could then role-play a panel of critics discussing the music (BC *Resource Package*, 56). ➤ Have students watch a Spanish music video without the sound. Then ask students to read the lyrics of two different songs. Students try to determine which lyrics would best match the scene presented in the video. Watch the music video again, with the song audible to the students. Discuss which are the correct lyrics and whether or not they feel the scene for the music video is appropriate for the lyrics.
2.3.4 *Representation* ❖ express meaning through the use of multiple visual elements in a variety of media in guided situations	➤ After students have become familiar with the storyline of a fairytale with large illustrations and simple text, have them each create a poster promoting the book, using visual information and some key Spanish words. ➤ Have students listen to a Spanish song, video, or poem. Then form small groups and invite them to create banners or posters to represent their interpretations of the work presented. As an extension activity, ask the groups to come up with possible titles for their works (BC *Resource Package*, 16). ➤ Present a Spanish song or video and invite each student to create a CD cover or video case to promote it. Display and discuss students' work in class (BC *Resource Package*, 40).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

SUGGESTIONS FOR ASSESSMENT

➤ Discuss criteria for posters before students begin. Criteria might include the following:

• artist's name and song title are clear

• visual interpretation, vocabulary and expressions are appropriate

(See poster assessment criteria in Planning, p. 86.)

➤ As students watch a Spanish music video and attempt to interpret the lyrics, look for evidence that they are able to

• listen attentively

• interpret images to match lyrics

➤ Discuss criteria for posters before students begin. Criteria might include the following:

• author and title are clear

• visual representation, vocabulary, and expressions are appropriate

➤ When students create banners or posters based on creative works they have experienced, note evidence that they are

• offering personal views or responses

• using their knowledge about Spanish works to create something new

• incorporating some of the features they have seen in Spanish works

• interested in the traditions involved

➤ When students create CD covers or video cases, ask each student to decide on three or four criteria to use for self and peer assessment. Provide opportunities to hear others' ideas before making the final selection of criteria.

SUGGESTED LEARNING RESOURCES

Planet@ 2
  Tema 5, p. 131

¡Dime! Dos
  Unidad 6, Lección 3
  pp. 327–329

¡Buen Viaje! 2
  Literatura: La Muralla
  pp. 436–437

Ventanas tres

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of the sociocultural context 2.4.1 *Register* ❖ explore formal and informal uses of language in a variety of contexts ❖ adjust language to suit audience and purpose	➤ Have students role-play a situation in which a police officer stops a driver for speeding, and focus on the use of the formal register. Then have students develop a role play in which they are describing the experience of being stopped by the police to a friend. Have students focus on the informal register in this dialogue.
2.4.2 *Idiomatic Expressions* ❖ use learned idiomatic expressions in a variety of contexts	➤ Provide students with idiomatic expressions in context. Have students guess what they think they mean. Then provide the actual meanings. Have students choose one or two idiomatic expressions and represent them visually.
2.4.3 *Variations in Language* ❖ recognize other influences resulting in variations in language (e.g., age, gender, social class)	➤ Provide students with teenage slang. Have students use the expressions in a dialogue related to a theme studied (e.g., relationships, entertainment). Alternatively, have students view a segment of a TV show or movie and have them note expressions.
2.4.4 *Social Conventions* ❖ interpret the use of common social conventions in oral and written texts, in guided situations	➤ After preparing a profile of themselves to solicit a pen pal (see Applications, "imaginative purposes and personal enjoyment," Year 3 – 20), in small groups read letters or emails of pen pals from the Spanish-speaking world. Have students interpret the use of common social conventions (e.g., ways of greeting and saying goodbye, use of formal or informal language). Each group presents its findings to the class.
❖ explore and identify variations in social conventions (e.g., regional, situational)	➤ Discuss with students variations in social conventions according to age. How do young people act during specific cultural celebrations compared to their parents? Grandparents? Watch a Spanish TV or movie segment and identify social conventions for young people.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare role plays using the formal and informal registers, note the extent to which they are able to • use formal and informal register in the appropriate situations • provide clear messages • use intonation, gestures, and body language to support communication • speak clearly and smoothly, with pronunciation being generally accurate	
➤ When students represent idiomatic expressions visually, look for evidence that • the representation corresponds with the idiomatic expression • the representation expresses the main idea of the idiomatic expression	*101 Spanish Idioms* *2001 Spanish and English Idioms*, 2nd ed.
➤ As students examine teen slang and social conventions for young people, look for evidence that they are able to identify variations related to age.	
➤ When students interpret the use of common social conventions, look for evidence that they are able to • offer personal views • use their knowledge about the Spanish-speaking world to interpret the use of social conventions	

	Paso a Paso 2
	    La Catrina video series
	
	¡Buen Viaje! 3
	    Video: La boda cubana y
	    La quinceañera

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of the sociocultural context (continued)	
2.4.5 *Non-verbal Communication*	
❖ interpret and use a variety of forms of non-verbal communication with guidance (e.g., gestures)	➤ Brainstorm with students several ways in which we communicate non-verbally in North American culture. Then present students with common gestures from Spanish-speaking countries, using drawings to support gestures. As an extension, students could work in groups to prepare a scenario in which one or more of the gestures would be used.
2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish	
2.5.1 *Cohesion/Coherence*	
❖ organize texts, using common patterns (e.g., cause and effect, straightforward time sequencing)	➤ Provide students with a form letter as a model for writing a fan letter to a musician, entertainer, actor, etc.
❖ interpret simple references within texts (e.g., pronouns, demonstratives)	➤ Provide students with a cloze activity, using a letter. Have students complete the letter, looking for references.
❖ organize texts to indicate steps in a procedure or directions to follow	➤ When students create a children's game in pairs or in groups (see Applications, "form, maintain, and change interpersonal relationships," Year 3 – 22), have students write down the rules and procedures to indicate steps to follow when playing.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Look for evidence that students are able to

- identify gestures and interpret the meaning when viewing texts
- use gestures in role plays

Diccionario de gestos

➤ Work with students to develop a simple checklist they can use for self and peer assessment of a fan letter. The checklist might include items such as the following:

- meaning is clear
- interesting details are included
- questions are appropriate and polite
- greeting and closing are appropriate
- punctuation is appropriate
- spelling, including accents, is correct

Dos Mundos
   Student Edition

➤ When students complete a cloze activity, look for evidence that they are able to interpret simple references to complete the text.

➤ When students create a children's game, look for evidence that students are able to organize texts to indicate directions to follow.

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish (continued)	
2.5.1 *Cohesion/Coherence (continued)*	
❖ organize texts to indicate steps in a procedure or directions to follow	➤ Using the language experience approach, write a collective text that describes an experience the students have all shared (e.g., a text that describes a cultural activity enjoyed by everyone). Make sure every student participates. Pay particular attention to the sequencing of time in the text, but use the language of the students themselves.
2.5.2 *Text Forms*	
❖ identify the organizational structure of a variety of text forms (e.g., folk tales, newspaper articles, instructions for a game)	➤ Have students complete a concept overview to identify the key characteristics of fairytales and fables. A sample concept overview could include the following (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation,* 128): • Key word or concept • Write an explanation or definition in your own words. • Draw a figurative representation. • List 5 facts/characteristics • Write down two questions about the concept.
❖ apply knowledge of text forms to own productions	➤ Have students work in groups to examine different sections of the newspaper (e.g., entertainment, sports, fashion). Have students analyze the organization, content, and vocabulary. Students then choose one section and create their own mini-newspaper. Magazines could be used instead of newspapers for this activity.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As you work through the first draft and revisions of the collective text, look for evidence that students • are aware of how to sequence events in time • are aware of the overall organization of the text • are able to use simple references (e.g., use pronouns to refer to nouns previously used)	
➤ Work with students to develop appropriate criteria for the preparation of a mini-newspaper or magazine. Criteria might include the following: • organization and layout are appropriate for a newspaper or magazine • information provided is relevant • interesting details are provided • vocabulary is used which is relevant for section of newspaper or magazine chosen	*¡En español! 2* 　　Unidad 1, Etapa 3 　　Video: En contexto 　　　　　En vivo

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how test is organized, structured, and sequenced in Spanish (continued) 2.5.2 *Text Forms (continued)* ❧ apply knowledge of text forms to own productions	➤ Have students create greeting cards in Spanish. Working in small groups in the library media centre, students research and review major holidays in the Spanish-speaking world and appropriate greetings. They check a calendar or agenda as a guide. Students use a Venn diagram to compare and contrast holidays celebrated in Canada and in the Spanish-speaking world. Present examples of greeting cards in Spanish. Help students create a T-chart or an analogy map to determine how the Spanish cards are similar to and different from Canadian cards, emphasizing cultural differences. Students list real-life situations that call for sending greeting cards, such as birthdays, deaths, graduations. They discuss expressions appropriate for acknowledging each situation. Students imagine they are graphic artists working for the international division of a Canadian card company that will be issuing a new line of cards in Spanish. Students are responsible for producing a complete line of cards. Each card is written in Spanish and meets the needs of the Spanish market. Cards are illustrated and contain a greeting on the outside and a poem or short message on the inside, which may be serious or comical. Students choose the best cards from their box of cards and prepare to sell their ideas and products to the company's department head (represented by the rest of the class). These presentations can include skits, musical numbers, etc.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students create greeting cards in Spanish, develop appropriate criteria for the preparation of the cards. Criteria might include the following:

- use of simple phrases, questions, and sentences to convey the message

- the message meets the needs of the Spanish-speaking culture

- organization and layout is attractive

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish (continued)	
2.5.2 *Text Forms (continued)*	
❖ apply knowledge of text forms to own productions	Students vote on the best cards and display them on a bulletin board with the heading "Say It With a Card" in Spanish. Cards can be displayed in a special area in the school or the town library.
	Students can enter the best cards in various contests (e.g., Hallmark's The Best Mother's Day Card Contest). Cards can also be used as a fundraiser for the language club.
	Extension Activities:
	Students send cards as a community service to persons in local nursing homes and hospitals who speak Spanish.
	Students send their best cards to the UNESCO card contest.
2.5.3 *Patterns of Social Interaction*	
❖ combine simple social interaction patterns to initiate and perform transactions and interactions (e.g., accept/decline invitations and give explanations)	➤ Using situations related to driving, provide students with a social interaction pattern: • Request to use family car • Request granted—thanks • Request denied—repeated requests with reasons • Request granted—thanks • Request denied again—anger expressed

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare role plays, using specific social interactions, look for evidence that they are able to combine simple social interaction patterns.	

Notes

GLOBAL CITIZENSHIP
YEAR 3

Global Citizenship

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

affirm diversity

explore personal and career opportunities

study historical and contemporary elements of Spanish-speaking cultures

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
General Outcome 3: Global Citizenship Students will acquire the knowledge, skills, and attitudes to be effective **global citizens** through the exploration of the cultures of the Spanish-speaking world. **3.1 study historical and contemporary elements of Spanish-speaking cultures** 3.1.1 *Access/Analyze Cultural Knowledge of the Spanish-Speaking World* ✤ seek out, organize, and analyze information about Spanish-speaking cultures from a variety of sources (e.g., individuals, texts, and media)	➤ Present a demonstration or video of typical Spanish dance styles (e.g., *tango, merengue, salsa, cumbia, flamenco*). Invite students to participate by trying a few basic steps. Then ask them to list their favourite dance styles and add these to a class chart (BC *Resource Package*, 16). ➤ Have students view a series of videos about cultural celebrations in Spanish-speaking countries. Students choose one of the celebrations and prepare a "Special Occasion/Celebration Web" (*"Una página web para una ocasión o celebración especial"*). The web consists of the main ideas presented in the video represented with an illustration that symbolizes an aspect of the celebration. ➤ Have students examine relationships and dating in Latin America. Have students view a Spanish telenovela and discuss what they found in relationship patterns, roles, and communication. Then have students compare and contrast this with Canadian relationship values and patterns. Students could then prepare two short scenes for a soap opera, one that would illustrate relationships in Latin America and the other which would illustrate relationships in Canada.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students watch and then participate in Spanish dances, look for evidence that they • are taking risks to dance and participate • show openness and interest • are able to identify some traditional Spanish dances	*¡Buen Viaje! 3* Capítulo 3 Video Activities Tango
➤ As students prepare a Special Occasion Web, look for evidence that • the main aspects of the celebration are represented • the illustration corresponds with an important aspect of the celebration • appropriate vocabulary is used	*¡Buen Viaje! 2* Capítulo 13 *¡Buen Viaje! 3* Capítulo 4 Video Activities La quinceañera, La boda cubana *¡Dime! Uno* Unidad 4, Lección 1, 2, 3 El cumpleaños, La boda
➤ As students examine relationships and dating, look for evidence that they • present views clearly • present relevant details about relationship patterns in Spanish-speaking countries and Canada • draw on their own experiences and observations • try to identify stereotypes	*Paso a Paso 2* La Catrina video series

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)	
3.1.1 *Access/Analyze Cultural Knowledge of the Spanish-speaking World (continued)*	
❖ seek out, organize, and analyze information about Spanish-speaking cultures from a variety of sources (e.g., individuals, texts, and media)	➤ Provide students with a text on the celebration of *Carnaval* in Latin America. Discuss the text with students and then have them work in groups of three in order to research *Carnaval* in a specific Hispanic country. Have students prepare a poster which depicts the main aspects of the celebration of carnival in the Hispanic country they have chosen.
3.1.2 *Knowledge of Spanish-Speaking Cultures*	
❖ explore and identify some elements of Spanish-speaking cultures (e.g., historical events and their influence on contemporary ways of life and cultural values)	➤ Have students prepare a list of questions/hypotheses about Spanish-speaking cultures. Then have students use a variety of resources such as the Internet, Hispanic associations, books, etc., in order to test their hypotheses (e.g., Are Peruvians more nationalistic than Canadians?). Students might examine the way in which Independence Day is celebrated and compare/contrast to Canadian way of celebrating Canada Day.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Discuss criteria for poster and presentation of poster describing *Carnaval* in a Spanish-speaking country. Criteria might include the following: • main ideas are clearly represented • key words and phrases are included as labels • good use of space/layout • presentation of poster is organized, accurate, creative • pronunciation and intonation are generally accurate throughout presentation	TECLA—Birkbeck College and the Consejería de Educación of the Spanish Embassy in London <www.bbk.ac.uk/tecla/> "Los carnavales"—edición de Marzo, 2000 "El Carnaval"—edición de 1 de marzo 1999 *¡Buen Viaje! 3* Capítulo 3 and Video Carnaval de Oruro
➤ When students make and test hypotheses about Spanish-speaking cultures, look for evidence that they • take risks to express opinions • are willing to research to test the hypotheses • provide accurate and relevant information • are sensitive to differences among Spanish-speaking cultures • show increasing awareness of differences in the Spanish-speaking world • use a variety of resources • use sources of information from within the culture	*¡Dime! Pasaporte al mundo 21* Unidad 1, Lección 2 p. 49 El Desfile puertorriqueño de Nueva York *¡Buen Viaje! 2* Capítulo 13

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)	
3.1.2 *Knowledge of Spanish-Speaking Cultures (continued)*	
❖ identify and analyze the impact of Spanish-speaking cultures on global society	➤ Have students simulate being agents for an international Andean musician or musical group and plan an itinerary for a concert tour as well as the promotion of the tour. Divide the class in groups to research about music in the Andean world (e.g., instruments, type of music, artists) in the present and past.
	Have students create a poster of their star, a cultural briefing for the star describing important cultural customs and musical contributions (e.g., instruments), a sound track, and the itinerary. Tasks can be distributed among groups.
	Variations: Have students simulate being agents for a Spanish rock star or any other type of music of Spanish-speaking culture.
	Invite a local musical group from the Spanish-speaking world to do a concert and discuss their art.
3.1.3 *Apply Cultural Knowledge*	
❖ apply knowledge of the role of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts	➤ Have students use their understanding of relationships when communicating with penpals.
	➤ Plan and carry out a class trip to a Spanish-speaking country such as Mexico.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students simulate being agents for an international musician, look for evidence that they are able to • identify musical contributions of Spanish-speaking cultures • analyze musical contributions of Spanish-speaking cultures on global society	

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)	
3.1.4 *Diversity within Spanish-Speaking Cultures*	
❧ understand major factors that influence the diversity of Spanish-speaking cultures ❧ apply knowledge of the role of different elements of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts	➤ Provide students with a calendar from a Spanish-speaking country. Have students examine it and identify holidays and other important dates. What is the origin of the holiday? Do minority groups in the country have different dates that they celebrate? Have students incorporate discussion of an important holiday into a letter or email with a penpal or have a member of the Spanish-speaking community discuss a particular celebration with the class.
3.1.5 *Value Spanish-Speaking Cultures*	
❧ choose to participate in and contribute to activities and experiences that reflect Spanish-speaking cultures (e.g., see a Spanish-language movie, attend a cultural event related to Spanish-speaking cultures)	➤ Invite a community member of Spanish-language heritage to speak to the class about his or her culture and its contributions to Canada. Before the visit, encourage students to prepare questions for the guest. ➤ Have the students plan and carry out a field trip that involves an element of Spanish culture (e.g., see a Spanish movie with English subtitles or a play, have a meal in a restaurant where servers speak Spanish, attend a cultural event put on by a Spanish-speaking community cultural association).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Look for evidence that students are able to
  • apply knowledge of Hispanic holidays to letter or email to penpal
  • apply knowledge of Hispanic holidays in the preparation of questions for guest speaker

➤ See guest checklist assessment criteria in Planning, p. 73.

➤ Provide prompts to encourage students to reflect upon what they have learned about contributions of Spanish-speaking cultures to our global society. Prompts could include the following:
  • *Tres cosas que he aprendido son* _____ .
  • *La contribución que más admiro es:* _____ *porque* _____ .
  • *Todavía no comprendo* _____ .

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirm diversity 3.2.1 *Awareness of First Language* ❖ compare oral and written aspects of their first language and Spanish	➤ Have students examine how gender is reflected in the Spanish and English languages. Have students work in groups to discuss similarities and differences of gender roles. Discuss with students how language evolves to reflect changes in people's attitudes and compare English and Spanish (e.g., English tends to look for a gender neutral term like "police officer" to replace a masculine term like "policeman"). Romance languages tend to use both masculine and feminine terms.
❖ identify some words in their first language that have been borrowed from Spanish	➤ Have students listen to contemporary Latin rock. Have students study the lyrics and identify words that have been borrowed from English or have them look for Spanish words that English has borrowed (e.g., *fiesta, taco,* etc.).
3.2.2 *General Language Knowledge* ❖ identify how and why languages borrow from one another ❖ make generalizations about the systematic nature of language	➤ Have students list words from other languages that English has borrowed or English words that have been taken into other languages students know. Categorize the borrowed words and try to identify reasons languages borrow from other languages (e.g., many English words for technology have been borrowed by other languages along with the technology itself.
❖ recognize that languages evolve over time	➤ Distribute two copies of a short text, one text in old Spanish and the other in modern Spanish. Have students compare the texts and the Spanish used. Have them identify the differences and discuss how the language has evolved.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students examine gender roles in language, look for evidence that they • are able to identify similarities and differences between Spanish and English • are able to relate differences to the nature of the language • express their views clearly and accurately on how gender is used • contribute to the discussion ➤ When students analyze the use of Spanish or English words in the lyrics of songs, look for evidence that they are able to • identify relevant examples of words borrowed from English or Spanish • give hypotheses for the reasons why these words have been borrowed	TECLA—Birkbeck College and the Consejería de Educación of the Spanish Embassy in London <www.bbk.ac.uk/tecla> "Uso no sexista del lenguaje" Edición de 28 de octubre 1996 Local Spanish TV Channels
➤ When students analyze texts in old and modern Spanish, look for evidence that they are able to • identify some key differences between the two versions • give hypotheses about the evolution of the language	*¡Dime! Pasaporte al mundo 21* Unidad 2, Lección 1 pp. 83–88

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirm diversity (continued) 3.2.3 *Awareness of Own Culture* ❖ recognize some influences on the development of their personal identity ❖ identify shared references and the different connotations attached to them in their own and other cultures	➤ After students have viewed videos about Spanish holidays and celebrations, form groups and have each group complete a Venn diagram showing similarities and differences between these celebrations and Canadian ones. As an extension activity, students could create illustrated calendars indicating holidays and *Santos* days significant in the Spanish-speaking world (BC *Resource Package*, 18). *Fiestas que celebro* *Fiestas celebradas en el mundo hispano* 1. ____ 2. ____ 3. ____ 1. ____ 2. ____ 1. ____ 2. ____ 3. ____ ➤ As a class, discuss important celebrations of the Spanish-speaking world (e.g., *Semana Santa*, *el Dia de los muertos*, *Navidad*, *Carnaval*). Invite each student to choose one of these celebrations for in-depth study and give a presentation to the class, noting differences and similarities between it and the student's own cultural celebrations (BC *Resource Package*, 58).
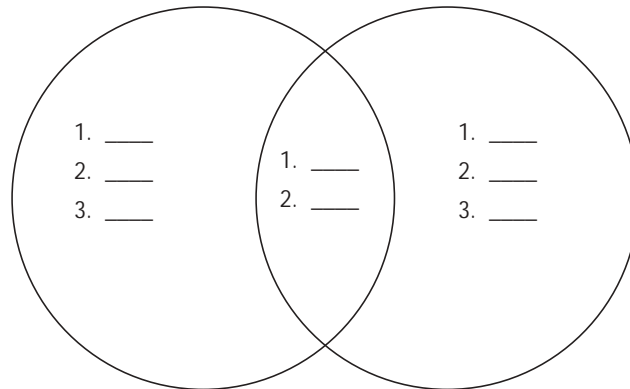
SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students draw comparisons based on their understanding of celebrations in the Spanish-speaking world, look for evidence that

• the information is accurate and relevant

• relevant details and examples are included to illustrate key points

Provide prompts such as the following to encourage students to reflect on what they have learned about culture:

• Three features that seem common to many cultures are:

• Something that often varies among different cultures is:

• Two views I have that are strongly influenced by my culture are:

¡Buen Viaje! 3
 Capítulo 4
 Video Activities
 La quincañera, La boda
 cubana

¡Dime! Uno
 Unidad 4, Lección 1,2,3
 El cumpleaños, La boda

¡Buen Viaje! 2

¡En español! 3
 Unidad 3, Etapa 2
 El año Nuevo

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirm diversity (continued) 3.2.4 *General Cultural Knowledge* ❖ recognize that within any culture there are important differences in the way people interact ❖ recognize that diversity exists within any culture	➤ Have students work in groups. One or two groups design a brochure for exchange students from Hispanic countries. Information could include what they need to know about Western Canada and young people here. Another group designs a corresponding brochure for host families and students here.
3.2.5 *Value Diversity* ❖ seek out opportunities to interact with people of other cultures with an interest in the Spanish language and cultures ❖ recognize and acknowledge different perspectives	➤ Have students use the Internet, magazines, or newspapers to find two articles on a cultural topic (e.g., bullfights, violence in sports/soccer, sexism in fashion and advertisements, American influence on music and fashion, etc.). Have students identify the main opinions expressed in the articles (See Planning for Instruction and Assessment, p. 84—Issue-based Article Analysis). Then have students choose the position that they favour and explain the reasons for their positions. This could be done in the form of an oral presentation or in written form. ➤ When simulating being agents for artists of the Spanish world (see Global Citizenship, "knowledge of Spanish-speaking cultures," Year 3 – 62), have students expand the research of musical contributions to the entertainment world (movie and theatre, artists, dancers).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students design a brochure for exchange students and host families and students, develop criteria that students can use to guide their work. For example, to what extent does the brochure demonstrate the following:

- accurate and detailed information about Canada or about a specific province, according to the sections outlined

- awareness of cultural differences that might affect relationships

- appropriate vocabulary and structures (including verb tenses) (language competence, attend to form)

- good organization and a clear layout

➤ When students examine articles about cultural topics or issues, look for evidence that they

- are willing to learn about different customs and perspectives

- are sensitive when they express their findings

- present accurate and detailed information of the issues and opinions expressed in the articles

- ask thoughtful questions about different cultural perspectives

➤ When students research about famous people in the entertainment business, look for evidence that they recognize contributions to global society made by artists from various cultures.

Success for All Learners
    Issue-based article analysis,
    p. 6.115

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirm diversity (continued) 3.2.6 *Intercultural Skills* ❖ explore representations of their own culture as seen from the outside ❖ identify and make use of media that facilitates contact with other countries and cultures ❖ explore various strategies for enhancing relations with people from different cultures	➤ Have students view a movie set in a Spanish-speaking country in the 1800s to 1950s. Have students first note individually what they feel has changed or is different from modern society. Have student then work in pairs or in small groups to discuss the changes and why they feel these changes have occurred (e.g., *Zorro, Don Quijote*). ➤ Using entertainment as a theme, have students examine how technology has influenced the way in which people entertain themselves. What can we learn about other cultures from their music, films, or other forms of entertainment?

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students view movies or segments of movies, look for evidence that they are able to

- use the context to identify main ideas (strategies, language use)

- build a web showing the key elements and relevant details (strategies, language use)

- distinguish between contemporary and traditional characteristics

- attempt explanations of what has changed in culture; notice similarities and differences between what is seen and their own culture

- ask questions that prompt new learning or information

➤ When students are exposed to media from other countries, observe the extent to which they use the experience to learn about the culture through observation and asking questions.

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.3 personal and career opportunities 3.3.1 *Spanish and Spanish-Speaking Cultures* ❖ identify aspects of the history, literature, arts, and crafts of the Spanish-speaking world that are of personal interest (e.g., history, literature, the Arts, sports)	➤ Have students research about aspects of history, literature, arts and crafts of the Spanish-speaking world on the Internet or using books. Have them individually choose one topic to present to the class in the "Show and Tell" fashion. ➤ Have students keep a personal journal in which they record aspects of Spanish-speaking cultures that are of particular interest.
❖ identify some careers where knowledge of Spanish language and cultures would be valuable	➤ Have students choose a career that they are interested in. Students then use the Internet and newspapers to do a search of this career. Based on information found, have students determine whether or not knowledge of Spanish, of Spanish-speaking cultures, or of additional languages could be applied. Students then work in groups or as a whole class to list all careers in which knowledge of Spanish or another language would be useful.
3.3.2 *Cultural and Linguistic Diversity* ❖ identify aspects of the history, literature, arts, and crafts of different cultures that are of personal interest ❖ identify some careers where knowledge of international languages and cultures would be valuable	➤ See suggestions above.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

SUGGESTIONS FOR ASSESSMENT

➤ When students present in the "Show and Tell" fashion, look for evidence that they are able to

• identify an aspect of the history, literature, arts, or crafts of the Spanish-speaking world that is of personal interest

• express reasons for personal interest

➤ Personal journals are not usually assessed on content. Students may be given credit for using their journal on a regular basis.

➤ When students search for information about careers in which knowledge of Spanish or another language could be applied, look for evidence that they

• use a variety of sources to find career information

• find and record relevant details

• participate in class and group discussions in which career options are discussed

SUGGESTED LEARNING RESOURCES

¡En español! 2
    Unidad 6, Etapa 1
    Video: En contexto

¡Dime! Dos
    Unidad 7, Lección 2, 3

¡Buen Viaje! 2
    Capítulo 14
    pp. 398–405
    pp. 412–415

Notes

STRATEGIES
YEAR 3

Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

language use strategies

general learning strategies

language learning strategies
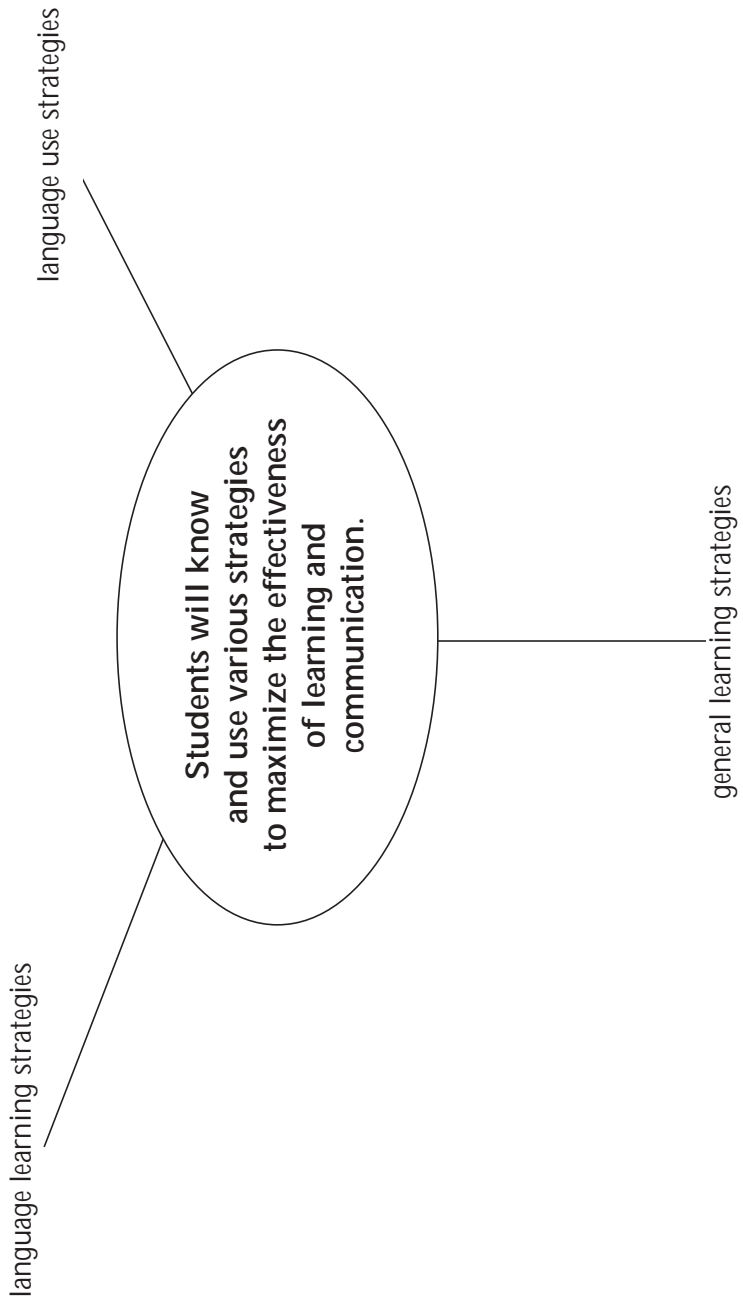
STRATEGIES

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
General Outcome 4: Strategies Students will know and use various strategies to maximize the **effectiveness** of learning and communication. **4.1 language learning strategies** 4.1.1 *Cognitive* ❖ select and use a variety of cognitive strategies to enhance language learning (e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language) 4.1.2 *Metacognitive* ❖ select and use a variety of metacognitive strategies to enhance language learning (e.g., evaluate their own performance of comprehension at the end of a task, keep a learning log) 4.1.3 *Social/Affective* ❖ select and use a variety of social and affective strategies to enhance language learning (e.g., repeat new words or expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate, use self-talk to make themselves feel competent to do the task)	➤ Have students work in groups and provide each group with a fable. Within the fable, highlight words they do not know and have groups find synonyms for the selected words. See activity for 3.2.5—Value Diversity, Year 3 – 70. ➤ Have students keep a learning log to reflect on their learning. ➤ Using a text, model strategies to students re: comprehension of text. After the modelling of the metacognitive strategies, discuss with students what they observed. Provide a second text to students and have them use one or more strategies to create meaning from the text. ➤ Have students use self-talk in order to help them prepare and feel competent to do a task.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work to find synonyms for selected words within a fable, look for evidence that they are able to • associate new words with familiar words • take risks to guess meanings • use resources to find definitions and appropriate synonyms	Fábulas de Esopo en Educación y Desarrollo para Todos <www.edyd.com/Fabulas/ Esopo/Eindice.htm> <www.gate.com/ruhig/ esopo.html>
➤ Have students reflect on what they are learning. Possible questions to which they might respond are: • Which strategies were presented? • Which of the strategies presented did you recognize and have you used before? • Why do you think these strategies work for you? • Which strategies will be most helpful to you?	*Success for All Learners* Learning Log, pp. 6.56, 6.57 *Senior 2 Spanish: A Course for Distance Learning*, 1997 Introducción Guía para el estudiante, Estrategias para la lectura
➤ As students prepare a task, provide opportunities for them to reflect on the task and how they will best be successful. Questions might include the following: • What is my role and what do I need to do to complete the task? • What are the obstacles I need to overcome and how can I overcome them? • Who can I ask to help me accomplish my task? How can that person help me?	

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.2 language use strategies 4.2.1 *Interactive* ❧ select and use a variety of interactive strategies (e.g., use a range of fillers, hesitation devices, and gambits to sustain conversations; use circumlocution to compensate for lack of vocabulary; invite others into the discussion; ask for confirmation that a form is correct)	➤ During games and activities, have groups invite others to participate in the game. The organizers of the game present the rules, then have participants confirm their understanding of the rules. Allow students the opportunity to engage in the game.
4.2.2 *Interpretive* ❧ select and use a variety of interpretive strategies (e.g., infer the probable meaning of unknown words or expressions from contextual clues, reread several times to understand complex texts, prepare questions or a guide to note down information found in a text)	➤ Prior to preparing poster for *Carnaval* in Latin America, have students use webs, charts, graphic organizers, etc. to note down and organize information found through texts during their research.
4.2.3 *Productive* ❧ select and use a variety of productive strategies (e.g., use resources to increase vocabulary)	➤ When students are doing research projects and are able to gather information from Spanish language resources, encourage them to use these resources to develop key vocabulary related to the topic. Students can then use this vocabulary to produce their own texts.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students participate in interactive activities, look for evidence that they are able to • confirm their understanding of the game/activity • participate actively with others • participate fairly by following rules	*¡En español! 2* 　　Unidad 2, Etapa 1 *¡Buen Viaje! 2* 　　Capítulo 5 　　pp. 124–127 　　pp. 142, 143
➤ When students prepare charts, webs, graphic organizers, etc., look for evidence that they are able to • organize ideas into logical categories • make logical connections • ask relevant questions • use appropriate vocabulary • better understand the text because of graphic organizer	
➤ As students participate in productive activities for specific communicative situations, look for evidence that they are able to • use the new vocabulary found in resources • organize information • create something new, rather than replicating	

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning strategies	
4.3.1 *Cognitive*	
❖ select and use a variety of cognitive strategies to enhance general learning (e.g., make inferences, and identify and justify the evidence on which their inferences are based; distinguish between fact and opinion when using a variety of sources of information; use mental images to remember new information)	➤ Have students prepare and use acronyms in order to enhance learning. Have them use numbers and letter codes.
4.3.2 *Metacognitive*	
❖ select and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests, manage physical environment in which they have to work)	➤ Have students consider the management of their physical environment by asking them to consider the role of the following in their learning: • seating arrangement • classroom décor • classroom setting
4.3.3 *Social/Affective*	
❖ select and use a variety of social and affective strategies to enhance general learning (e.g., use support strategies to help peers persevere at learning tasks, participate actively in conferencing and brainstorming)	➤ Have students work in small groups in order to properly put together the pieces of a puzzle. After the activity, discuss with the class the role and importance of cooperation in order to complete the task.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Look for evidence that students are able to
- use strategies such as acronyms in order to enhance understanding
- use strategies in new, specific situations

➤ In a reflection journal, have students consider the role of seating arrangement, classroom décor, and classroom setting in their learning.

➤ Look for evidence that students are able to
- identify the role of cooperation in order to complete a task
- select and use appropriate affective strategies

Notes