YEAR 4

APPLICATIONS
YEAR 4

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
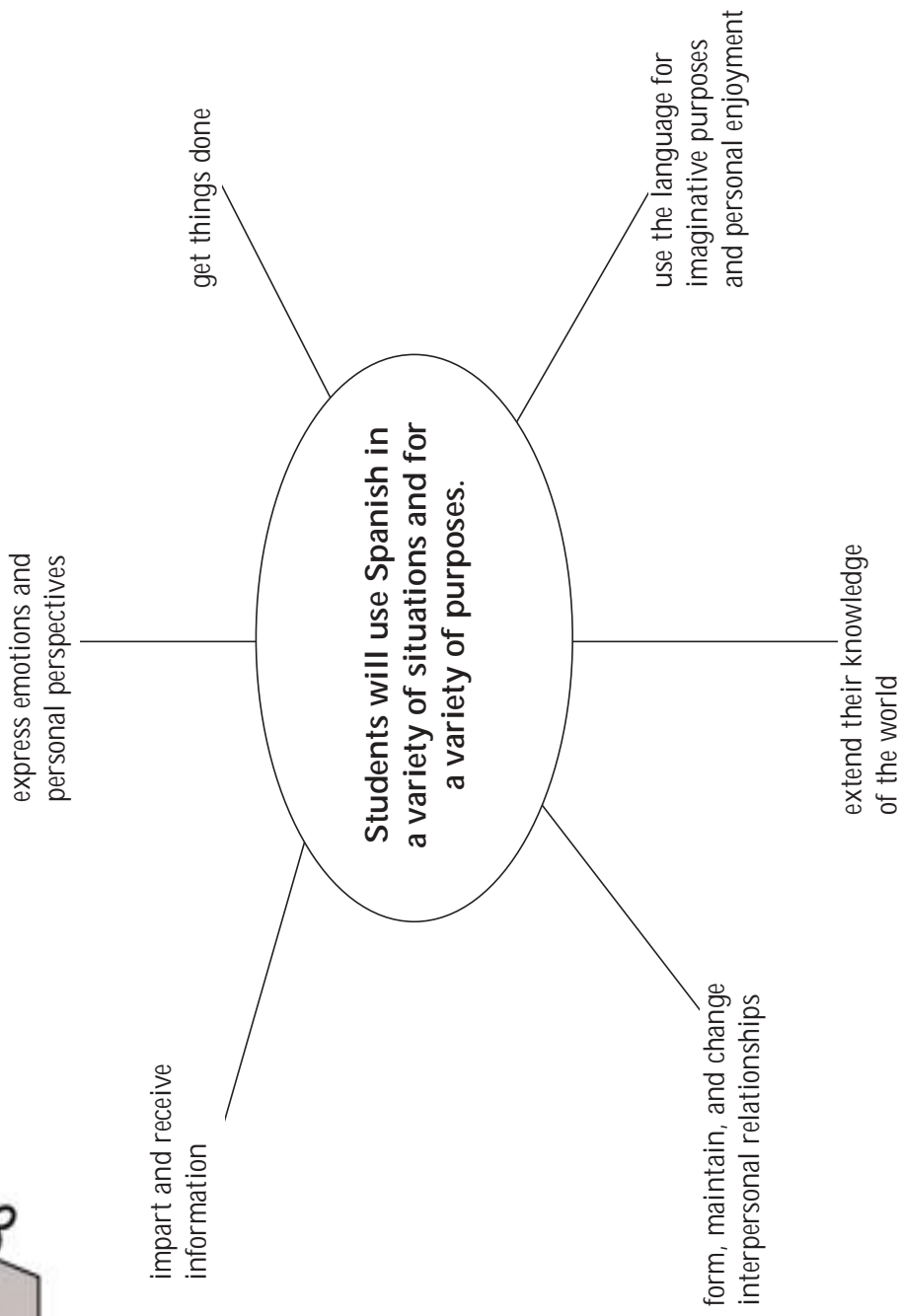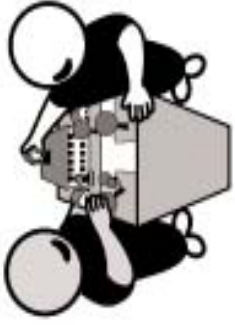
APPLICATIONS

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
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* ❖ ask and answer questions about an informative text—oral or written	➤ Have students work in groups of four. Provide each group with a different article on the same topic written in Spanish from magazines, newspapers, radio or TV programs, or documentaries. Have each group generate four questions based on key information. Then have students regroup so that each member of the group has a different article, with four questions (see Jigsaw, Teaching and Learning, p. 77). Have students then pool their information and ask each other the generated questions in order to get a complete picture of the topic. ➤ Suggest that students examine employment advertisements in Spanish-language newspapers as well as look at various publications designed to help young people find part-time and summer employment. Using information from these sources and a class discussion about part-time jobs, students could then work to identify the information they need to find and secure part-time employment (BC *Resource Package*, 54). ➤ Ask students to set up budgets for the first year after grade 12. Then have them form groups and discuss how they allocated money for expenses such as tuition, rent, groceries, furnishings, and transportation. Alternatively, have students prepare a budget for studying abroad, taking into consideration expenses such as flight, tuition, accommodations, groceries, transportation, books, etc. (BC *Resource Package*, 68).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students work with magazine or newspaper articles, look for evidence that they are able to ask appropriate questions to find key information. Language Use Strategies Outcomes: • predict meaning by interpreting graphics and pictures • locate familiar words/focus on key words • use the context to support inferences about the information • focus on finding the key information they need	*¡En español! 2* Etapa 3 p. 71A Teacher's Resource p. 71 Student's Book *¡Buen Viaje! 3* Sección periodismo
➤ When students look at job opportunities, look for evidence that they are able to • locate factual information • discuss information and identify key information	*¡En español 2!* Unidad 6, Etapa 1 p. 338 *¡Dime! Dos* Unidad 7, Lección 2,3 *¡Buen Viaje! 2* Capítulo 14 *Planet@ 2* Tema 2
➤ When students prepare budgets and then discuss in groups, look for evidence that they • express their opinions clearly and justify them with examples • exchange ideas with peers • listen actively to peers • use target vocabulary and expressions appropriately	*¡En español! 3* Unidad 3, Etapa 1 p. 174

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.2 express emotions and personal perspectives 1.2.1 *Share Ideas, Thoughts, Opinions, Preferences* ❖ inquire about and express probability and certainty ❖ express and support opinions	➤ Construct an anticipation guide that consists of three to eight short statements that reflect major ideas around the themes of the media and its impact or around a current event. Present the statements to the students and ask them to either agree or disagree, justifying their choice based on their current information or knowledge. Have students read, view, or listen to the materials on the topics of the impact of the media or a current event. Then have students return to their anticipation guides to determine whether their thinking has been altered by the exposure to the new content and to identify ideas that have been confirmed (Manitoba Education and Training, *Grades 6 to 8 English Language Arts: A Foundation for Implementation*, Grade 6 – 11).
1.2.2 *Share Emotions, Feelings* ❖ inquire about and express emotions and feelings in a variety of situations	➤ Display several paintings from the Spanish-speaking world. Encourage student to identify feelings the paintings evoke, giving reasons for these responses. ➤ Have students read several poems. Students then choose two poems that reflect contrasting emotions and recite them in small groups. Students should use gestures and facial expressions which express the emotions evoked in the poems.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students work with anticipation guides, look for evidence that they are able to
 	
• express an opinion/preference using support data/justification
 	
• use information found in materials which they have viewed or listened to in order to support/refute opinions
 	
• speak with comfort and confidence about opinions and preferences (language competence, interactive fluency)
 	
(See criteria to assess expressing opinions in Classroom Assessment, p. 17.)
	¡Buen Viaje! 3
	    Capítulo 2, pp. 80–83
	    Capítulo 5
	    Sección periodismo
	    Capítulo 7
	    Sección periodismo

➤ When students express feelings evoked by paintings, look for evidence that they are able to
 	
• provide a relevant overall impression or interpretation
 	
• offer a personal perspective or reaction
 	
• make connections with other experiences
	Imágenes de España
	
	Imágenes de América Latina
	
	¡En español 2
	    Etapa 2
	    Chicago, pp. 50, 53, 66, 67
	
	¡En español 3
	    Unidad 3, Etapa 2
	    pp. 212–213
	
	¡En español! 2
	    Video: En Colores: El arte latino de Chicago
	
	¡Dime! Pasaporte al mundo 21
	    Unidad 2, Lección 1
	    pp. 90–91
	    Unidad 2, Lección 2
	    pp. 100–106
	
	¡Dime! Uno
	    Unidad 6, Lección 2, p. 287
	    Unidad 6, Lección 3
	    pp. 300–301
	
	Planet@ 3 and *4*
	    Sección: Ruta literaria

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done 1.3.1 *Guide Actions of Others* ❖ make and respond to requests in formal situations, and persuade others (e.g., in a public library, travel agency)	➤ Have students work in pairs or small groups. Students create a product and determine the strategies they will use to sell the product. They then develop an ad campaign for their product which could include a TV ad, a radio ad, and/or a poster.
1.3.2 *State Personal Actions* ❖ express personal expectations, hopes, plans, goals, and aspirations	➤ Have students prepare a possible itinerary for travel to a Spanish-speaking country. ➤ Have students prepare future plans for a dream trip to a Spanish-speaking country. Have students first make general notes or drawings to illustrate their plans. Then have them work in pairs or small groups to share their ideas. Finally, have students prepare a collage, a poster, an album or another visual interpretation of their dream trip. With the visual interpretation, have students include captions as well as a written text that outlines the trip. ➤ Have students prepare a list of career interests and have them consider the following key questions: *¿Dónde estarás en 5 años? ¿Qué lograrás en 5 años?*

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students prepare an ad campaign for a product they have created, discuss assessment criteria before students begin. Criteria might include the following:
 	
• campaign shows creativity and engages/persuades the audience
 	
• a slogan has been developed, using appropriate language
 	
• the product has been described and its use is clear
 	
• the target audience is clear
 	
Language Competence Outcomes:
 	
• spelling is accurate
 	
• verbs/adjectives agree in gender and number
 	
• pronunciation and intonation are generally accurate
	¡En español! 3
	    Unidad 6, Etapa 2, p. 412
	    Aquí tienes mi número
	
	¡Dime! Dos
	    Unidad 3, Lección 2
	    pp. 131–135

➤ As students prepare an itinerary and visual interpretation of a dream trip to a Spanish-speaking country, look for evidence that
 	
• students express the possibility of taking this trip
 	
• the information presented is accurate
 	
• a variety of activities/sites are presented in the visual interpretation and in the itinerary
 	
• cultural characteristics of the chosen destination are evident (global citizenship)
 	
When students prepare a written text to accompany the visual interpretation and itinerary, look for evidence that
 	
• the written text corresponds with the visual interpretation and itinerary
 	
• verb tenses to talk about the future are used correctly (language competence, attend to form)
	Planeta @
	    Tema 3
	
	¡Buen Viaje! 2
	    Capítulo 1, p. 20, 21, 27
	
	¡Buen Viaje! 3
	    Capítulo 1
	
	¡En español! 2
	    Unidad 4, Etapa 1, p. 244
	    En la pensión
	
	¡Dime! Dos
	    Unidad 3, Lección 3
	    pp. 162–163
	    Unidad 4, Lección 2
	    pp. 200–201
	    Unidad 6, Lección 1
	    pp. 292—293
	    Unidad 8, Lección 1
	    pp. 388–389
	    Unidad 8, Lección 3
	    pp. 406–407, 411–413
	
	Planet@ 2
	    Tema 3

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done (continued) 1.3.3 *Manage Group Actions* ❖ paraphrase, elaborate on and clarify another member's contribution	➤ Have students prepare questions of classmates about their dream trip destination or itinerary. Students ask these questions, and responses are used to elaborate and clarify information provided in the itineraries and visual interpretations of dream trips. Have the class then select one travel destination, based on visual interpretations and possible itineraries of dream trips provided.
1.4 extend their knowledge of the world 1.4.1 *Discover and Explore* ❖ explore connections and gain new insights into familiar topics (e.g., using analogy, brainstorming)	➤ Have students read a legend in Spanish (e.g., *La tortuga y la liebre*). Then have students compare this legend to the English version or try to find an equivalent in the Canadian context. Discuss with students the relevance of the legend in the present time, making connections between the legend and present day life.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students question classmates about a visual interpretation and itinerary, look for evidence that they • ask pertinent questions to clarify and obtain additional information • add relevant comments to enhance information	*Planet@ 2* Tema 2

➤ When students read and discuss legends, look for evidence that they are able to
 	
• offer a personal perspective or reaction when making connections with present day life
 	
• provide the main ideas of both legends
 	
• provide a relevant interpretation of the common meaning of the legend
	¡En español! 2
	   Unidad 2, Etapa 3
	   pp. 116–117
	   El monte de nuestro alimento
	
	¡En español! 2
	   Unidad 5, Etapa 3
	   pp. 376–377
	   La cascada de la novia
	
	<www.andaluciaglobal.com>

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.4 extend their knowledge of the world (continued) 1.4.2 *Gather and Organize Information* ❖ gather and summarize information	➤ Divide the class into groups and give each group a different section of the same magazine article. Have each group analyze and paraphrase its section. Then ask students to form new groups to share the main ideas of all sections and arrange them in logical sequences. Have these groups represent their collaborative understanding of the article in series of cartoon panels or illustrations (BC *Resource Package*, 38). ➤ Invite each student to choose an article from a magazine, newspaper, or the Internet and to note interesting facts. Students prepare a simple summary of the article, using the following basic rules of summarization: 1. Delete trivial and repetitious information. 2. Collapse lists—group them into broader categories. 3. Use the topic sentence. 4. Integrate information—use key ideas and topic sentences to write a summary. Have students present their findings to the class or small groups. As a follow-up, students could write or e-mail letters to the editor (Manitoba Education and Training, *Grades 6 to 8 English Language Arts: A Foundation for Implementation*, Grade 6 – 80).
1.4.3 *Solve Problems* ❖ generate and evaluate alternative solutions to problems	➤ As students examine current issues in the media, have them brainstorm possible solutions to the problems/issues presented. In small groups, have students evaluate the alternative solutions and choose one.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students work in groups with newspaper articles, look for evidence that they

- ask appropriate questions to find information and details needed
- focus on key words and phrases
- make logical inferences based on language/vocabulary used to organize the article into logical sequence

➤ When students prepare summaries of articles, provide students with a checklist based on the rules of summarization provided. Look for evidence that, in the summary, students are able to

- identify the topic sentence
- focus on key words and phrases
- include only relevant information, without trivial and repetitious information
- present summaries clearly, with generally accurate pronunciation and intonation (language competence, attend to form)

¡Buen Viaje! 1A
 pp. 228, 233

¡Buen Viaje! 1B
 pp. 448–453

¡Buen Viaje! 2
 pp. 440–441

¡Dime! Dos
 Second Instructional Strategy

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.4 extend their knowledge of the world (continued)	
1.4.3 *Solve Problems (continued)*	
❖ generate and evaluate alternative solutions to problems	➤ Have students form groups and provide each group with a number of scenarios that involve a problem that requires a solution:
	• A patient goes to see a doctor for an illness. As the doctor, what advice would you give?
	• You have been given a weekend curfew which you feel is too early and you have a particular activity planned which will go past your curfew. How do you resolve the problem?
	• Your parents have chosen a particular type of summer vacation. You would like a different type of vacation.
	Have students express their views, discuss opinions of group members, and then develop a solution for the problem. As an extension, students could create a skit based on the scenario for which they have proposed a solution.
1.4.4 *Explore Opinions and Values*	
❖ explore underlying values in mass media, and distinguish fact from opinion	➤ As students work in groups to gather visual representations of a current issue prevalent in the media (see Language Competence, Visual Interpretation, Year 4 – 50), have students also examine the values portrayed. Do they agree with what has been portrayed? Why or why not?
❖ compare their own insights and understandings with those of classmates	➤ As an introduction to current issues, brainstorm a list of current issues. Have students choose an issue and create a web of their knowledge of the issue. Then have students work in groups to compare their understanding of the issue with that of classmates

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students are able to • express their understanding • compare their insights with those of classmates (See checklist to assess attitudes and values in Planning, p. 82.)	*Planet@ 1* Tema 2

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 imaginative purposes and personal enjoyment 1.5.1 *Humour/Fun* ❖ use language for fun and to interpret and express humour (e.g., plan and participate in an immersion experience, an exchange, or a language camp)	➤ Present students with several editorial cartoons. In groups or in pairs, have students interpret the cartoons. Discuss the interpretations with the class and establish some of the main characteristics of editorial cartoons. Have students then draw an editorial cartoon related to a current event and present their cartoon to the class.
1.5.2 *Creative/Aesthetic Purposes* ❖ use language creatively and for aesthetic purposes (e.g., create a multimedia production on a familiar topic)	➤ Have students read simple myths or legends from the Spanish-speaking world and present them through the media of their choice (e.g., skits, puppet shows) (BC *Resource Package*, 48).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students interpret and then create their own editorial cartoons, look for evidence that students are able to • identify the current event to which the cartoon refers • identify the main characteristics as well as the element of humour in editorial cartoons • explain any cultural references in the cartoon • use knowledge of characteristics of an editorial cartoon to create their own humorous cartoon (language competence, discourse)	*¡En español! 3* Unidad 1, Etapa 3 pp. 76–77 *¡Dime! Pasaporte al mundo 21* pp. 392–393
➤ Work with students to develop criteria for their dramatic presentations of myths or legends from Spanish-speaking regions. Criteria might include the following: • develops a clear feeling, theme, or message that is consistent with the original • sequences events to create a coherent story • reflect key qualities of the characters • incorporates conventions and traditions • uses interesting and unusual detail to create a unique perspective or interpretation that engages the audience	*¡Dime! Dos* Sección: Cultura All units *¡Dime! Pasaporte al mundo 21* Unidad 5, Lección 1 pp. 221–227 Unidad 7, Lección 1 pp. 329–335 *¡Buen Viaje! 1A* pp. 228–233 *¡Buen Viaje! 1B* pp. 448–453 *¡Buen Viaje! 2* pp. 440–441

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 imaginative purposes and personal enjoyment (continued) 1.5.2 *Creative/Aesthetic Purposes (continued)* ❖ use language creatively and for aesthetic purposes (e.g., create a multimedia production on a familiar topic)	➤ Provide students with a literary piece (play, poem, story) and have them rewrite it in the form of script and dramatize it. ➤ Ask students to listen to poems in Spanish and then represent them in dramatizations or illustrations (BC *Resource Package*, 24).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students re-create plays, look for evidence that they are able to
 • interpret the feelings, ideas, and themes of the original work
 • create appropriate dialogue
 • incorporate detail to engage the audience
 • show evidence of practice and rehearsal (fluency, sense of ease) in their presentations (language competence, attend to form)
	¡Dime! Pasaporte al mundo 2
	
	 ¡Dime! Uno
	     Unidad 5, Lección 3
	
	 ¡En español! 2
	     Unidad 5, Etapa 3
	     pp. 376–377
	
	 ¡Buen Viaje! 2
	     Literatura, pp. 430–447
	
	 ¡Buen Viaje! 3
	     Sección de literatura
	     Cada capítulo
	
	 Planet@ 3 and *4*
	     Sección: Ruta literaria

➤ When students dramatize or illustrate poems, look for evidence that they are
 • trying to interpret the mood of the poem
 • engaged in the task
 • interested in sharing their work with others
	¡En español! 2
	     Unidad 6, Etapa 3
	     pp. 448–449
	
	 ¡En español! 3
	     Unidad 3, Etapa 1
	     pp. 190–191
	     Unidad 3, Etapa 3
	     pp. 234–235
	
	 ¡Buen Viaje! 3
	     Capítulo 1, pp. 44–51
	     Capítulo 2, pp. 92–95
	     Capítulo 3, pp. 140–144
	     Capítulo 4, pp. 194–199
	     Capítulo 5, pp. 239–243
	     Capítulo 8, pp 395–397
	     pp. 404–407
	
	 Planet@ 3 and *4*
	     Sección: Ruta literaria

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 imaginative purposes and personal enjoyment (continued) 1.5.3 *Personal Enjoyment* ✤ use language for personal enjoyment (e.g., watch films or television programs)	➤ Have students watch a movie or cartoon of their choice in Spanish and encourage them to express their impressions of it. ➤ Have students participate in improvisation with the vocabulary, verbs, and themes studied. Students work in pairs or in groups of three. Provide each group with a theme, 3 key vocabulary words and 3 important verbs encountered in the theme. Each group receives different vocabulary and verbs. Students then have 15 minutes to prepare a situation related to the theme given and integrating the vocabulary and verbs into the situation. ➤ Have students play a variety of games such as: • *Jeopardy*—Questions are related to the themes studied • *Trivia* • *¿Quién quiere ser millonario?* (Categories: current issues, literature, etc.)

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students watch a Spanish movie or cartoon, look for evidence that they show interest and listen actively.	
➤ When students participate in improvisation activities with vocabulary and verbs studied, look for evidence that • participation and interaction is evident, with students adding on/building up on ideas of others • audience is engaged • vocabulary and verbs are used appropriately (language competence, attend to form) • interaction has some sense of spontaneity and fluency (language competence, interactive fluency) (See role-play assessment criteria in Classroom Assessment, p. 11.)	
➤ When students participate in games, look for evidence that they are able to participate willingly.	*La Cultura en Juego*

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.6 form, maintain, and change interpersonal relationships 1.6.1 *Manage Personal Relationships* ❖ use a variety of means of interpersonal communications	➤ Have students work in pairs in order to read a news article. Have students then determine how they could best communicate the information found in the article to another pair. Students then move into groups of four, with each pair presenting the information found in their news article in a unique way.

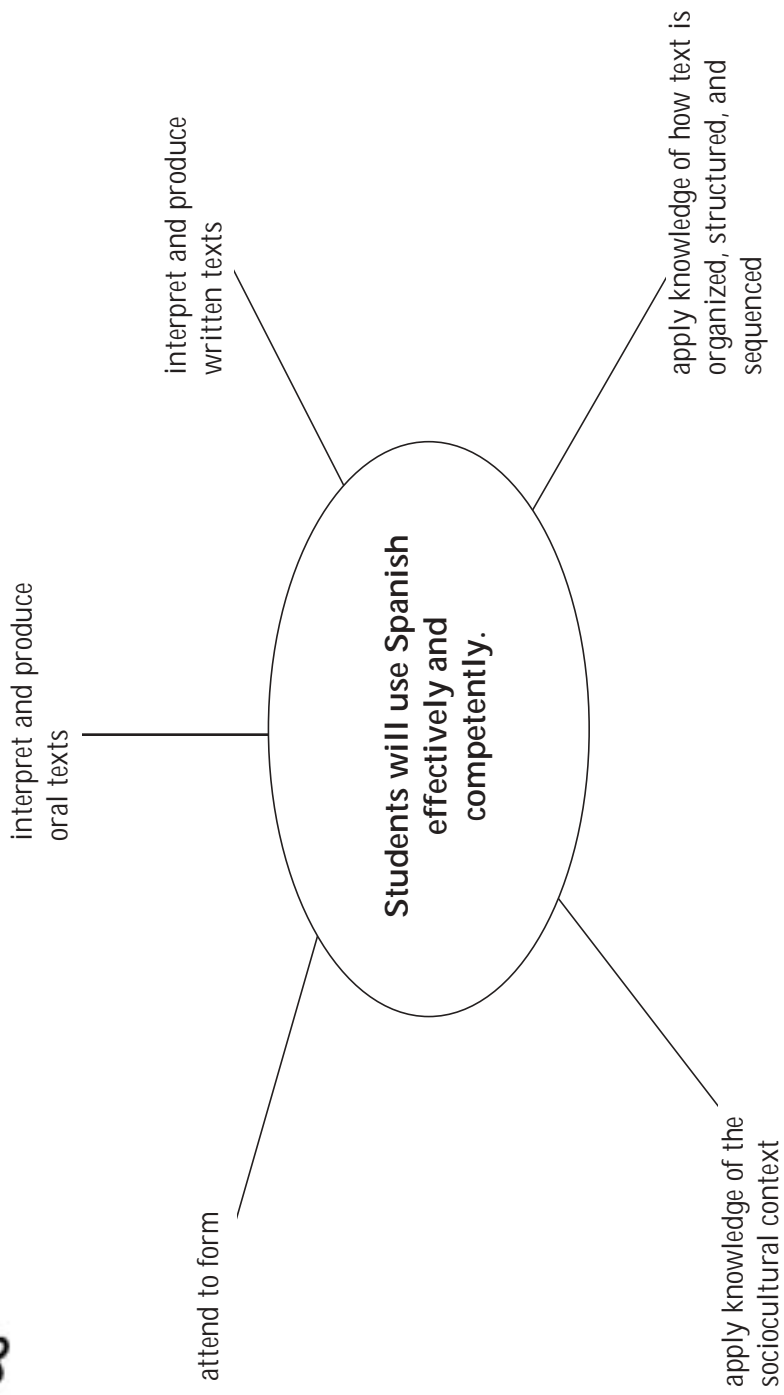| SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students work in pairs and then in groups of four to interpret information about a news article, look for evidence that they are able to • interpret information in article accurately • present information to another pair effectively: gestures are used, expression is used, the message is clear	*Planet@ 4* Tema 2, p. 46

Notes

LANGUAGE COMPETENCE
Year 4

Language Competence

Students will use Spanish effectively and competently.

- interpret and produce oral texts
- interpret and produce written texts
- apply knowledge of how text is organized, structured, and sequenced
- attend to form
- apply knowledge of the sociocultural context
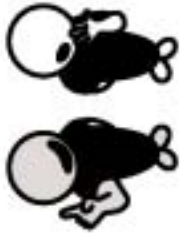
LANGUAGE COMPETENCE

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 consistently the essential sounds, stress, rhythm, and intonation patterns of the Spanish language 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 practise their oral production in pairs or in small groups. ➤ Provide students with opportunities to independently edit and peer edit written work.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Observe that students produce the sounds, stress, rhythm, and intonation patterns of Spanish on a regular basis. ➤ Look for evidence that students' spelling and punctuation are accurate in a variety of texts.	*Colección tiempo: Para pronunciar* *Rosetta Stone I and II*

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.1 attend to form (continued)
 	
2.1.3 *Lexicon*
 	
  ❧ use a range of vocabulary words and expressions in a variety of contexts, within the following areas of experience:
    — fine arts
    — legends and myths
    — literature
      ✓ poetry
      ✓ contemporary Spanish writers
    — communications technology and media
      ✓ power
      ✓ impact of media and advertising
    — travel—for business and education
    — world/current events and issues
    — environmental issues
    — the future
      ✓ plans
      ✓ careers	

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
	USO interactivo del vocabulario
	Imágenes de España 　　Material de prácticas
	Imágenes de América Latina 　　Material de prácticas
	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: — pluperfect tense — passive voice — indicative or subjunctive with adjective and adverbial clauses: *Conozco a alguien que habla español, Busco a alguien que hable español* — present + future (*si* clauses) — imperfect subjunctive and conditional (*si* clauses) — double object pronouns	**Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic 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. Examples include the following: • using sample dialogues which are read to the students by the teacher • the teacher modelling sentence patterns to the students which they may repeat after the teacher (e.g., greeting-response) • the student following a written example of a repeated sentence or grammar pattern

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
	Colección tiempo: Para pronunciar *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:
— 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*

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 linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Examples include the following:

- When discussing a familiar topic, the language used for students is known and understood. If there is a guest speaker invited to discuss the topic, the speaker may have an accent which the students are familiar with. The speaker will speak using vocabulary the students know well.
- When reading a story, there are illustrations to help the reader comprehend the meaning of the written text. The topic, vocabulary, and the grammar elements within the story are familiar to the student.
- When teaching a specific grammar element, it is reviewed and practised with teacher guidance and direction.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
	Colección tiempo: Para pronunciar *Rosetta Stone I and 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:
  — stem changing verbs in the present tense
  — irregular verbs: *dar, poner, traer*
  — preterite tense
  — imperfect tense
  — preterite vs. imperfect
  — comparative, superlative, and diminutive
  — perfect tense
  — direct object pronouns
  — possessive pronouns: *mío, tuyo, suyo, míos, tuyos, suyos*
  — impersonal *se*

Independent situations: This term is used to describe learning situations where students use specific linguistic 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.

Examples include the following:

• A Grade 12 student should be able to describe his favourite friends and their pastimes freely and with a high level of language proficiency to another student.
• A Grade 9 student in a four-year Spanish program should be able to use *me/te/le gusta* correctly, freely and with confidence in written and oral contexts.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
	USO de la gramática española: Junior intermedio *Colección tiempo: Para pronunciar* *Rosetta Stone I and II*

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 interpret and produce oral texts 2.2.1 *Aural Interpretation* ❖ understand, in guided situations, the main point and specific details of oral texts on variety of topics	➤ Have students listen to a radio ad or view a TV ad. In pairs or in small groups, have students identify: the product, some details about the product, the slogan, the target audience. ➤ Show students a Spanish commercial, cutting off the message at the end of the commercial. Students must then guess what the message is, based on what they saw and heard in the first part of the message. Discuss students' ideas for the message and then play the whole commercial. ➤ Present a video of a movie in Spanish, then ask students, working in small groups, to mind map the main ideas. Prior to viewing, give students opportunities to become familiar with the important issues, setting, characters, and plot (BC *Resource Package*, 72).
2.2.2 *Oral Production* ❖ produce oral texts on variety of topics providing a variety of details to support the main point in guided and unguided situations	➤ On a monthly basis, assign students in groups to take turns presenting a classroom bulletin board that focuses on the Spanish-speaking world. Suggest that groups display short newspaper and magazine articles that they collect. At the end of each month, have the assigned group present an oral synopsis of the posted items (BC *Resource Package*, 340). ➤ On a monthly or weekly basis, assign students in groups one section of the newspaper (e.g., front page, arts and entertainment, etc.). Suggest that students collect samples from Spanish newspapers that represent the section that they have been assigned and then have them give an oral summary of the characteristics of that section and the information found.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students view Spanish commercials, look for evidence that they • identify the message • have used specific details in their interpretation • are open to considering a variety of views and interpretations	*Colección tiempo: Para pronunciar* *Rosetta Stone I and II*
➤ As students mind map the main ideas of a Spanish movie, look for evidence that • main ideas are relevant and clear • issues, setting, plot, and characters are identified • ideas are shared and elaborated in groups	*¡Dime! Pasaporte al mundo 21*

➤ Establish expectations and criteria for bulletin board displays and synopses through discussion with students. Criteria might include the following:
 	
• synopses are accurate, focus on key events or stories, and include interesting details to support the main point
 	
• information comes from a variety of sources
 	
• display is organized around a common theme (main point)
 	
• a variety of topics and Spanish-speaking cultures are included
	¡En español! 2
	    Unidad 1, Etapa 3
	
	¡Buen Viaje! 3
	    Capítulo 5, p. 223

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 interpret and produce oral texts (continued) 2.2.2 *Oral Production (continued)* ❖ produce oral texts on variety of topics providing a variety of details to support the main point in guided and unguided situations	➤ Have students prepare a TV or radio newsbroadcast. Students could include various segments such as sports, news, entertainment, and weather.
2.2.3 *Interactive Fluency* ❖ manage short routine interactions without undue difficulty	➤ Have students role-play a situation that involves preparation for a travel destination (e.g., call a travel agent for travel arrangements, arrival at the airport and interaction with the ticket agent and/or customs official, on the plane, arrival at the hotel).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students prepare a TV or radio news broadcast, discuss criteria with students before they begin. Criteria might include the following:

- relevant information with interesting details

- appropriate format

- clear organization of ideas

- appropriate oral expression (fluency, clarity, pronunciation) (language competence, attend to form)

- appropriate use of target vocabulary and expressions (language competence, attend to form), collaboration/ participation/engagement in preparation of task (strategies)

(See TV or radio broadcast program assessment criteria in Planning, p. 92.)

➤ As students prepare role plays, discuss assessment criteria with students before they begin. Criteria might include the following:

- students keep interaction going

- students are able to handle unexpected events by using short pauses to plan what to say

- students are able to identify breakdowns in communication and find ways to get meaning across

- meaning is clear

- appropriate details are included in questions and answers

- gestures and body language support communication (strategies)

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

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

SUGGESTED LEARNING RESOURCES

¡En español! 2
   Unidad 1, Etapa 3

¡En español! 3
   Unidad 6, Etapa1

Spanish 10G: ¡Bienvenido! ¡Bienvenida!
   Video

¡Buen Viaje! 2
   Capítulo 1, 6, 7

¡Buen Viaje! 3
   Capítulo 1

Primer plano 2
   Episodios 1 y 2

Planet@ 2
   Tema 3

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 interpret and produce oral texts (continued) 2.2.3 *Interactive Fluency (continued)* ❖ manage short routine interactions without undue difficulty	➤ As a class, brainstorm possible interview questions. Then have students work with partners to role-play job interviews. Encourage candidates to answer in terms of interests, qualities, and work and volunteer experiences (BC *Resource Package*, 52).
	➤ Invite a Spanish-speaking guest from the community who is familiar with/specializes in a particular theme studied: • Job/career opportunities in Spanish • Current issues • Exchange students/exchange programs
2.3 interpret and produce written texts 2.3.1 *Written Interpretation* ❖ understand, in guided situations, the main point and specific details of written texts on variety of topics	➤ Select a legend or myth that has three or four logical stopping points in the story. Have students examine the title, author, and illustrations. Ask students questions to develop predictions about the characters, setting, and plot. Using a Before-During-After Reading Map, record students' predictions beside B under each of the story elements. Have students read the first segment of the story silently to check predictions. Discuss with students whether or not their predictions were correct and ask them to make predictions about the next segment of reading. Record these predictions in the D (during) section of the map. Continue the predicting-reading-proving cycle until the selection is completed. Record any new information in the A section of the map (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Strategies, 146–147).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Assessment criteria for simulated interviews should focus on the extent to which students

- present clear, complete, and appropriate messages

- interact with growing spontaneity

- sustain interaction with an easy flow of language

- use vocabulary and idioms effectively (language competence, attend to form)

- avoid serious errors in tense and structure that obscure communication (language competence, attend to form)

➤ When invited speakers from the community visit the classroom, look for evidence that students

- ask thoughtful and relevant questions

- listen attentively/actively to speaker

(See guest observation assessment criteria in Planning, p. 73.)

➤ As students use the Before-During-After Reading Map for the reading of legends or myths, look for evidence that students are able to

- identify the key elements of the story

- focus on key words, phrases, and ideas

- make logical inferences based on the title, author, and illustrations (strategies)

Have students retell the story in written and oral form.

Planet@ 2
  Tema 2

¡En español! 2
  Unidad 6, Etapa 3, p. 410

¡En español! 3
  Unidad 1, Etapa 3
  pp. 78, 79, 81, 84, 85

¡Buen Viaje! 2
  Literatura, p. 430–447

¡Buen Viaje! 3
  Sección de literatura de
  cada capítulo

¡Buen Viaje! 2
  Capítulo 14

¡En español! 3
  Unidad 6, Etapa 1,
  pp. 390–411

En español! 2
  Unidad 2, Etapa 2
  pp. 116–117
  Unidad 5, Etapa 3
  pp. 376–377

Hadaluna Lee
  <www.andaluciagobal.com>

Planet@ 3 and *4*
  Sección: Ruta literaria

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 interpret and produce written texts (continued)	
2.3.1 *Written Interpretation (continued)*	
❖ understand, in guided situations, the main point and specific details of written texts on variety of topics	➤ Have students read a review of a movie, TV show, performance, or music CD. Students must identify the main points of the review, as well as some supporting details.
2.3.2 *Written Production*	
❖ produce written texts on variety of topics providing a variety of details to support the main point in guided and unguided situations	➤ Provide students with examples of Spanish legends and myths. Read these together or in groups, with students taking turns to read out loud. Discuss and reflect on the story, characters, and author's intent or theme. Have groups choose a legend/myth and rewrite it into a script. Students then present the script in Reader's Theatre style, using voice projection, intonation, vocal and facial expression, and gestures. Note that in Reader's Theatre narrators often stand and characters sit.
	➤ Have students prepare a magazine, newsletter, or newspaper on either a variety of topics or one specific topic (e.g., sports, current events/issues, famous people, etc.).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ As students work with reviews, look for evidence that they are able to

- identify the main points

- provide details

- use cognates and contextual clues to derive meaning

➤ When students prepare and present a script of a Spanish legend or myth in Reader's Theatre style, discuss assessment criteria with students before they begin. Criteria might include the following:

- main ideas and supporting details are evident in storyline

- appropriate vocal and facial expressions as well as gestures are used (strategies)

Language Competence Outcomes:

- appropriate language structures and verb tenses are used

- voice is projected with appropriate intonation

- pronunciation is generally accurate

¡En español! 3
   Unidad 5, p. 386–387

¡Buen Viaje! 1A
   pp. 228–233

¡Buen Viaje! 1B
   pp. 448–453

¡Buen Viaje! 2
   pp. 440–441

Planet@ 2 and *3*
   Sección: Ruta literaria

➤ When students prepare a magazine, newsletter, or newspaper, discuss assessment criteria with students before they begin. Criteria might include the following:

- thoughts, ideas and feelings are clearly communicated

- a front page or cover page tells what the document is about

- visuals support the ideas in the articles

- accurate and detailed information supports the main point

Language Competence, Attend to Form Outcomes:

- language structures and verb tenses are used appropriately

- spelling is correct

- punctuation is correct

¡Buen Viaje! 3
   Capítulo 5, p. 223

¡Buen Viaje! 3
   Sección periodismo
   Todos los capítulos

¡En español! 2
   Unidad 1

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 interpret and produce written texts (continued)	
2.3.2 *Written Production (continued)*	
❧ produce written texts on variety of topics providing a variety of details to support the main point in guided and unguided situations	➤ Provide students with advertisements for part-time jobs that require knowledge of Spanish. Have each student choose a job and prepare a resume. Ask students to exchange resumes with partners and give reasons why they chose the jobs they did (BC *Resource Package*, 60).
	➤ After participating in a gallery walk or virtual tour of artwork by famous Spanish-speaking artists, have students each choose one artist and research the history of the artist and his or her work. Have students use their research to produce an informational text about the artist for a gallery catalogue.
2.3.3 *Visual Interpretation*	
❧ identify the purposes, intended audiences, messages, and points of view in a variety of visual media, in guided and unguided situations	➤ Invite students to examine cartoons or comic strips written in Spanish and to note common expressions. Have students pay particular attention to the visual. Have students think about what meaning is communicated visually and how it is done.
❧ identify some techniques and conventions used in a variety of visual media, in guided and unguided situations	➤ Have students view a variety of Spanish commercials and have them identify the specific purpose, intended audience, and message of each. Have students consider how the visual component of the commercial contributes to the interpretation.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Work with students to develop criteria for their resumes. Examples include the following:

- accurate and relevant information in included

- format is appropriate

- target vocabulary and expressions are used correctly (language competence, attend to form)

- layout is clear and organized

➤ When students research the history of an artist and his or her work, discuss criteria with students before they begin. Criteria might include the following:

- appropriate format

- detailed and accurate information is provided

- language structures, vocabulary, and verb tenses are used correctly (language competence, attend to form)

(See history assessment criteria in Classroom Assessment, p. 16.)

➤ When students analyze Spanish-language cartoons or comic strips, look for evidence that they are able to interpret the visual to derive additional meaning.

➤ When students view Spanish commercials, look for evidence that they

- use visual clues to help identify purpose, intended audience, and message

- focus on key vocabulary and expressions to help identify purpose, intended audience, and message

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¡En español!
Unidad 6, Etapa 1, 2, 3

¡Buen Viaje! 2
Capítulo 14

Planet@ 2
Tema 2

Internet

Destinos: An Introduction to Spanish Video Series

¡Dime! Pasaporte al mundo 21

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 interpret and produce written texts (continued)	
2.3.3 *Visual Interpretation (continued)*	
❖ identify the purposes, intended audiences, messages, and points of view in a variety of visual media, in guided and unguided situations ❖ identify some techniques and conventions used in a variety of visual media, in guided and unguided situations	➤ Have students participate in a gallery walk of artwork by various famous Spanish-speaking artists. Have students identify the feelings and emotions the art evokes as well as the techniques used to create the mood/emotions of the piece. Alternatively, have students participate in a virtual tour of a museum via the Internet.
	➤ Have students form groups and identify a current issue that is prevalent in the media. Have each student find a visual representation of the issue (e.g., a picture or editorial cartoon from a newspaper, a newspaper or magazine ad, a TV commercial, etc.). Then have students work in their groups to identify the techniques used in order to send a particular message to the public. Have students present their findings to the class.
2.3.4 *Representation*	
❖ express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	➤ Ask each student to choose and practise a simple Spanish poem and to create a visual that represents the work's main ideas. Students can then read their poems and present their creative works to the class (BC *Resource Package*, 48).
	➤ Have each student select a short article from a newspaper in Spanish, identify three interesting facts in it, and report them to the class. Ask students to present their information in visual formats, with some key words in Spanish added, or exchange visual displays and articles with classmates (BC *Resource Package*, 30).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students react to artwork by famous Spanish-speaking artists, look for evidence that they are able to • describe techniques and conventions used by artist • explain/interpret artist's work (e.g., answer "What is artist expressing?") • identify feelings and emotions evoked by artwork • use target language pertaining to art and expressing opinions	*¡Dime! Pasaporte al mundo 21* *Destinos: An Introduction to Spanish* Video Series Museo El Prado Internet
➤ As students analyze visual interpretations in the media of current issues, look for evidence that they are able to • identify techniques and explain their effectiveness • work collaboratively with group members (strategies) • present techniques to class clearly, with appropriate pronunciation, fluency, and intonation (language competence, attend to form)	*¡En español! 2* Unidad 1, Etapa 3, p. 72 *¡En español! 3* Unidad 6, Etapa 1, p. 390 *¡Buen Viaje! 3* Capítulo 5, pp. 223–229
➤ When students work with newspaper articles and convey interesting facts to the class, look for evidence that they are able to • communicate thoughts, ideas, and feelings clearly • use key words and phrases	*Planet@ 3* and *4* Sección: Ruta literaria

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 interpret and produce written texts (continued) 2.3.4 *Representation (continued)* ❖ express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	➤ Invite students to research a current issue that interests them (e.g., the environment, child poverty) using brochures, articles, videos, or films as resources. Then ask them to organize awareness campaigns for the class. Campaigns could be carried out using posters, public announcements, leaflets, and fundraising activities (BC *Resource Package*, 62). ➤ After students have become familiar with the main aspects of a short story in Spanish, have students form groups and have each group select a part of the story to re-create in a chosen visual medium. Ask students to present and display their work for peer responses (BC *Resource Package*, 72). ➤ Invite students to view examples of stelae (carved Mayan stone pillars commemorating important people and events in Mayan history). Then have them create their own stelae, each representing at least four important events in the student's life (e.g., a special birthday). Have each student share his or her stela with a partner and explain what it represents or symbolizes. As an extension, suggest that students compare Mayan stelae with First Nations totem poles (e.g., similarities, differences, material used, decorative style, and symbolism (BC *Resource Package*, 32).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Work with students to develop criteria for their awareness campaigns on current issues. Examples include the following:
• information is accurate and relevant
• appropriate details are included, designed to appeal to or convince the audience
• a variety of visual techniques are used
• visual techniques are effective in conveying the message
• presentation is clear and easy to follow
• vocabulary, expressions, and structure are appropriate and add to the effect
	¡En español! 2
	    Unidad 5, Etapa 1–3
	
	¡En español! 3
	    Unidad 5, Etapa 3
	
	¡Dime! Pasaporte al mundo 21
	
	¡Buen Viaje! 2
	    Capítulo 8, p. 237
	    Capítulo 11, p. 322, 323
	
	¡Buen Viaje! 3
	    Capítulo 7, pp. 322–326

➤ When students re-create short stories, look for evidence that they are able to
• identify and explain techniques and conventions used to express meaning
• interpret the feelings, ideas, and themes of the original work
• incorporate detail to engage the audience
	¡Dime! Pasaporte al mundo 21
	
	¡Buen Viaje! 2
	    Literatura
	
	¡Buen viaje! 3
	    Literatura

➤ Before students make their own stelae, work with them to develop criteria such as the following:
• techniques and conventions used in the creation of stelae are identified
• required information is included (four events with dates)
• symbols presents (glyphs) for important events
• dates written in Mayan number system
• attention to detail of the Mayan samples
	¡En español! 3
	    Unidad 5, Etapa 2,
	    pp. 360–361
	
	¡Dime! Pasaporte al mundo 21
	    Unidad 3, Lección 1,
	    pp. 134–135
	
	¡Buen Viaje! 3
	    Capítulo 8,
	    pp. 371–377
	
	Imágenes de América Latina

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of the sociocultural context 2.4.1 *Register* ❖ use suitable, simple formal language in a variety of contexts ❖ explore the differences in register between spoken and written language	➤ Provide students with examples of letters or postcards that were written to describe experiences during travel to various destinations. Discuss with students the type of language used in a familiar writing context such as a postcard. Identify specific vocabulary, language structures etc. that correspond to a formal or informal register. Have students write a letter or a postcard to a friend, teacher or family member. The letter or postcard would describe the student's experiences during a trip to a Spanish-speaking country. ➤ Form groups and provide each group with a different Letter-to-the-Editor. Have students read the letter together, examining the organization, sentence structure, and vocabulary used in such a letter. Discuss the audience and purpose of a Letter-to-the-Editor and establish the relationship between the audience, purpose, and language. Have students then write a Letter-to-the-Editor on a current issue that interests them.
2.4.2 *Idiomatic Expressions* ❖ explore and interpret idiomatic expressions in popular and contemporary culture	➤ Have students view Spanish commercials and have students work in small groups to identify popular, contemporary expressions (e.g., Got Milk?—English).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Work with students to develop a checklist they can use for self and peer assessment of their letters or postcards. The checklist might include items such as the following: • vocabulary and sentence structure suit audience and purpose • greeting and closing suit audience and purpose • meaning is clear • punctuation is correct (language competence, attend to form) • spelling is correct (language competence, attend to form)	*¡En español! 2* Unidad 3, Etapa 2 pp. 213, 214 *¡Dime! Dos* Unidad 8, Lección 3, pp. 428–430
➤ Work with students to develop a checklist they can use for self and peer assessment of their Letter-to-the-Editor. The checklist might include items such as the following: • audience and purpose are clear • sentence structure and vocabulary are appropriate to audience and purpose • organization and form is appropriate to a Letter to the Editor • formal register is used • punctuation is correct (language competence, attend to form) • spelling is correct (language competence, attend to form)	Internet
➤ When students watch Spanish commercials, look for evidence that they are able to • identify key vocabulary in order to decipher/ understand idiomatic expressions • use visual clues to help provide context	Teacher's Discovery <www.teachersdiscovery. com> A number of resources are available on this website that may be useful.

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of the sociocultural context (continued)	
2.4.3 *Variations in Language*	
❖ experiment with some variations in language	➤ Have students view a portion of a taped news broadcast (e.g., *CNN en español*) featuring interviews with ordinary people. Have students identify variations in language (e.g., differences in vocabulary and pronunciation used by the newscaster and by people interviewed). Have students prepare an interview in which they incorporate some identified differences in language.
2.4.4 *Social Conventions*	
❖ interpret and use a variety of formal and informal social conventions, with guidance	➤ Have students work in small groups and create skits in which they have to use varying social conventions (e.g., addressing customs officer or a friend during a trip).
2.4.5 *Non-verbal Communication*	
❖ interpret and use a variety of forms of non-verbal communication, with guidance	➤ Show students clip of a video/film. Ask students to note gestures that are similar and different from those with which they are familiar.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students view a newscast, look for evidence that they are able to • identify expressions/vocabulary that vary from one speaker to another • suggest reasons for differences • identify differences in pronunciation or intonation	*¡En español! 2* Unidad 1 Local TV Channels

➤ When students prepare a skit using varying social conventions, look for evidence that they are able to
 	
• apply social conventions
 	
• use *usted* or *tú* appropriately
 	
• speak clearly, with appropriate pronunciation and intonation (language competence, attend to form)
 	
• use gestures to help support communication (strategies)
 	
(See role-play assessment criteria in Classroom Assessment, p. 11.)
	¡Dime! Dos
	   Unidad 2, Lección 2, p. 89
	   Unidad 6, Lección 2,
	   pp. 310– 311
	   Unidad 8, Lección 2, p. 423
	
	¡Buen Viaje! 2
	   Capítulo 6, 7

➤ When students view films, look for evidence that they are able to • identify forms of non-verbal communication such as shaking hands and kissing, hugging, gestures • compare findings with their own culture	*Spanish 10G: A Course for Distance Learning* Diccionario de gestos

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish	
2.5.1 *Cohesion/Coherence*	
✤ use patterns involving time or chronological sequencing to produce and interpret text	➤ Provide students with segments of a cartoon or legend/myth. Either in pairs or small groups, have students place the text in sequential order. Have students identify the words or expressions that helped them recreate the text in the correct order. As an extension, have students retell the story.
✤ use appropriate words and phrases to show a variety of relationships within texts	➤ Provide students with a newspaper or magazine article on a current issue. Have students first read the text individually and highlight words that • help establish a sequence • are transition words or connectors Students then work with a partner to review the words each person found. Discuss the findings as a whole class and put the key words on posters.
2.5.2 *Text Forms*	
✤ analyze the way different media and purposes lead to differences in the way texts are organized and presented, and apply understanding to own production	➤ Provide students with a variety of texts on the same topic (e.g., TV , radio and magazine advertisements, letters to the editor, news articles, political propaganda, etc.). Each group may receive a different type of text. Have each group analyze verb tenses used, connecting words, points of view, target audience, and text organization. Each group presents its findings to the class. Have students then choose one type and produce their own text, using the information presented in class as a guideline.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students reorganize a cartoon/legend/myth into sequential order, look for evidence that they are able to • use visual clues to help create context • identify words/expressions that help create sequence • retell story, reflecting the main ideas • retell the story, using words/expression that help create sequence (sequential markers)	*¡En español! 2* Unidad 2, pp. 168, 169 <www.turning-pages.com/mafalda/> <www.quino.com.ar> *¿Qué tal? (Revista)* <www.teacher.scholasatic.com/products/classmags/mgm_Spanish.htm>
➤ As students examine texts for words that help create sequence, transition words, and connectors, look for evidence that they are able to • identify key words that establish sequence and transition • organize key words logically for poster	*¡Buen Viaje! 2* Capítulo 5, pp. 213–215 Capítulo 8, p. 365
➤ As students analyze different types of text, look for evidence that they are able to • ask appropriate questions to find the necessary information • identify the target audience and purpose of text • explain how text is organized and give possible reasons for organization • identify verb tenses and connecting words that are common in text	*¡Buen Viaje! 2* Sección Lecturas Culturales *¡Buen Viaje! 3* Sección periodismo

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)* ❖ analyze the way different media and purposes lead to differences in the way texts are organized and presented, and apply understanding to own production	➤ Have students survey informational text to determine how authors present and organize information. Discuss how authors highlight significant information through the use of typographical features such as bold print, italics, shading, icons, and fonts. Students work in pairs or small groups to create questions using key words which are found in headings, sub-headings, bold print, or italics. Students then read the text in order to answer their questions or the questions of another pair/group (Manitoba Education and Training, *Grades 5 to 8 English Language Arts, A Foundation for Implementation*, Grade 5 – 234). ➤ After having reviewed a variety of newspaper and magazine articles, invite students to create their own article. Have students use a news story planner to help organize their ideas. The planner could include the following: • Headline • Lead • Who? What? Where? When? Why? How? Ending • Quotable Quote (Manitoba Education and Training, *Grades 5 to 8 English Language Arts, A Foundation for Implementation*, Grade 8 – 286)
2.5.3 *Patterns of Social Interaction* ❖ combine simple social interaction patterns to perform complex transactions and interactions (e.g., accept or reject a suggestion, using persuasion and negotiation)	➤ Have students prepare role plays around travel situations such as haggling to buy something in a market.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students analyze informational texts and prepare questions based on headings, sub-headings, bold print, or italics, look for evidence that students are able to

- identify typographical features of the text and give possible reasons for their use

- use key words in headings, etc., in order to create questions

- find answers to questions with the help of key words and phrases in headings, etc.

➤ When students write their own newspaper or magazine article, provide them with a checklist for self and peer assessment. Criteria might include the following:

- specific purpose and audience are evident

- headline is evident, clear

- lead relates to main point and draws reader in

- 6 W questions provide details to support main point

- appropriate ending

Language Competence, Attend to Form Outcomes:

- verb tenses are used correctly and agreement of verbs/adjectives is correct

- spelling is correct

➤ When students prepare role plays around travel situations, look for evidence that they are able to use interaction patterns typical for the context.

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

SUGGESTED LEARNING RESOURCES

¡Dime! Pasaporte al mundo 21
   Sección: Ventana al mundo 21

¡Dime! Dos
   Sección: Impacto cultural
              Leamos ahora

Planet@ 3 and *4*
   Sección: Ruta literaria

¡Dime! Dos
   Unidad 3, Lección 3
   pp. 164, 165

Notes

GLOBAL CITIZENSHIP
Year 4

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*
 	
   ❖ evaluate information from a variety of sources including personal experiences where possible, about elements of Spanish-speaking cultures (e.g., lifestyles, celebrations, and relationships)
	➤ Have students work in groups to report on media from the Spanish-speaking world (radio, TV, newspapers, magazines). Have students examine media reports from several countries on the same event and compare them to see
	
	  • what information is included and what is left out
	
	  • how media techniques are used to give a particular "slant" to a story (e.g., visuals, deadlines, emotionally loaded words, etc.).
	
	  • what political affiliations might be influencing how the story is told etc.

3.1.2 *Knowledge of Spanish-Speaking Cultures* ❖ identify and analyze historical and contemporary elements of Spanish-speaking cultures	➤ Suggest that students work in groups to research famous artists from the Spanish-speaking world, using various sources to gather information (e.g., the Internet, CD-ROMs, books, newspaper and magazine articles). Have students highlight the characteristic styles and the historical contexts that may have influenced them. Ask students to collect this information in folders and share them with the class (BC *Resource Package*, 64).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ As students analyze media from the Spanish-speaking world, look for evidence that students
• use a variety of sources and understand why this is necessary
• identify similarities and differences between North American media and Hispanic media
• identify key characteristics apparent in the media form studied (language competence, discourse)
	¡En español! 2
	    Unidad 1, Etapa 3
	
	¡Dime! Dos
	    Unidad 3, Lección 1, 2
	
	¡Buen Viaje! 3
	    Capítulo 5, Periodismo

➤ Look for evidence that students are able to
• identify and describe characteristic style or styles
• identify historical elements that influenced the famous artist
• explain how the historical elements influenced the life and works of the artist
	¡En español! 2
	    pp. 282–283
	
	¡En español! 3
	    Unidad 1, Etapa 3, p. 92
	
	¡Dime! Pasaporte al mundo 21
	    Unidad 1, Lección 3
	    Unidad 2, Lección 2,
	    pp. 100–101
	
	¡Dime! Dos
	    Unidad 3, Lección 2
	    pp. 145–147
	    Unidad 5, lección 3
	    pp. 269–273
	
	¡Buen Viaje! 2
	    Capítulo 13, pp. 390–391

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)	
3.1.3 *Apply Cultural Knowledge*	
❖ apply knowledge of elements of Spanish-speaking cultures to enhance interpersonal relations in a variety of contexts and to interpret texts (e.g., the meaning of culturally significant terms in authentic texts)	➤ Provide students with examples of advertising from Spanish Internet sites, magazines, and/or television. In groups of four, have students identify the key meaning and terms for each example. Ask students to use what they know about the culture of the country of origin of the advertisement to interpret its meaning, using both the images and the words. Then ask students to compare their findings with similar advertising in Canada (e.g., clothing, soft drinks, automobiles, etc.). Each group then presents their analysis of the differences/similarities of significant terms in media and advertising between Canada and Spanish-speaking countries
3.1.4 *Diversity within Spanish-Speaking Cultures*	
❖ apply knowledge of diverse elements of Spanish-speaking cultures to enhance interpersonal relations in a variety of contexts and to interpret texts (e.g., the role of cultural minorities)	➤ Have students discuss the influence of Spanish-speaking countries on North American music, food, literature, art, and architecture, and in their own community (BC *Resource Package*, 42).
	➤ Have students examine a world/current event in a Spanish-speaking country through several sources that represent different points of view and different groups in society.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students analyze advertising, provide prompts to encourage students to reflect upon the meaning of culturally significant terms or images. Prompts could include the following:
 	
• Key words used are :_____
 	
• Examples of the text reflecting the image(s) are
_____
 	
• Similarities with Canadian ads are
_____
 	
• Differences from Canadian ads are
_____
 	
Look for evidence that students are able to interpret the advertisement
• on a literal basis
• using connotations of words
• using images that would be suggestive to native speakers
• using idiomatic expressions
	¡En español! 3
	  p. T48
	
	¡Dime! Dos
	  Unidad 3, Lección 2
	  pp. 130, 131, 135–137
	
	¡Buen Viaje! 2
	  Capítulo 6
	  pp. 167, 171, 175

➤ When students discuss influence of Spanish-speaking countries on North American culture, look for evidence that students are able to
• identify elements of Spanish culture in North American culture
• draw a parallel between the two cultures
• understand/show awareness of similarities and differences
	¡En español! 2
	  Unidad 1, pp. 90–91
	  Unidad 2, p. 162
	  Unidad 5, p. 178
	
	¡En español! 3
	  Unidad 1, Etapa 3, pp. 86, 92
	  Unidad 5, p. 356
	
	¡Dime! Dos
	  Sección: Impacto cultural
	          Leamos ahora
	
	¡Buen Viaje! 2
	  Capítulo 2, 10
	
	Imágenes de España
	
	Imágenes de América Latina

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 study historical and contemporary elements of Spanish-speaking cultures (continued) 3.1.5 *Value Spanish-Speaking Cultures* ❖ seek out opportunities to interact with a range of people of Spanish-speaking origins (e.g., exchange letters with a pen pal) ❖ describe and evaluate the change in their perceptions concerning Spanish-speaking peoples and cultures	➤ Invite students to use maps and other relevant sources to identify the impact of Spanish exploration and immigration in North America. Then have them each select a topic for further research (e.g., food, religion, architecture). Encourage students to interview people who have travelled to this part of North America or to contact travel agents to gather information that would add to their presentations. Have students present reports in a variety of media and formats (BC *Resource Package*, 66). ➤ Brainstorm with the class a list of famous Spanish-speaking people (e.g., activists, athletes, artists, writers), and ask each student to select one person to research and report to the class (BC *Resource Package*, 74). Have students reflect on and comment on how their perception of Spanish-speaking cultures may have changed as a result of their research.
3.2 affirm diversity 3.2.1 *Awareness of First Language* ❖ analyze similarities and differences between their first language and Spanish (e.g., text forms and grammatical structures)	➤ Have students work in groups to analyze Spanish texts from media. Have them look for cognates, verb structures, proverbs, and idioms. Then have students make comparisons to their first language.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students investigate and report on aspects of early Spanish exploration and immigration in North America, discuss assessment criteria before they begin their projects. Assessment criteria might include the following: • offers some insight and thoughtful speculation about contributions of Spanish speaking cultures • bases conclusions and generalizations about contributions logically on the information presented • takes an open and objective stance that suggests respect for diversity • shows awareness of the complexity of cultural impact (e.g., avoids stereotyping) • provides thorough, relevant details and examples to add interest and illustrate key points	*¡En español! 3* 　Unidad 1, Etapa 1 　pp. 46–47 *¡Dime! Pasaporte al mundo 21* 　Sección: Del pasado al presente *¡Dime! Dos* 　Sección: Impacto cultural *¡Buen Viaje! 3* 　Capítulo 5, 8
➤ As students analyze a variety of texts from the media, look for evidence that they are able to • identify cognates and common verb tenses used • make inferences about the meaning of idiomatic expression and/or proverbs • identify differences and similarities with the language of media in their own language	*¡En español! 2* 　Unidad 1, Etapa 3

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirm diversity (continued)	
3.2.2 *General Language Knowledge*	
✤ make generalizations about the systematic nature of language ✤ recognize factors that influence the status of languages ✤ describe how languages evolve over time and provide reasons for their evolution	➤ When teaching new language structures, refer students to their own language and make comparisons.
3.2.3 *Awareness of Own Culture*	
✤ identify elements of ethnocentrism in their own culture.	➤ Brainstorm with students a variety of elements that help define culture (e.g., clothing, sports, music, recreational activities, education, government, etc.). Have students work in small groups and choose one element of culture. Students identify ways in which their own culture and Spanish-speaking cultures are similar, based on their own knowledge and experience. Have students then research the cultural element they have chosen in order to support or refute their ideas.
3.2.4 *General Cultural Knowledge*	
✤ explore various ways individuals acquire a cultural identity	Students present their information in a visual and oral format, specifically identifying ways in which their own culture and Spanish-speaking culture are similar.
3.2.5 *Value Diversity*	
✤ recognize contributions to global society made by people from a variety of cultures	➤ Have students research: national heroes, writers, sports people, politicians, artists. Have students identify their specific contributions to global society (e.g., Diego Rivera—Mexico, Salvador Dali—Spain, etc.).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students examine Spanish and their own language, look for evidence that they are able to • make generalizations about the nature of language • identify similarities and differences • provide examples of similarities and differences	

➤ When students examine one element of culture in detail, discuss assessment criteria before they begin. Criteria might include the following:
• similarities with own culture clearly identified
• respect for diversity and differences in customs is evident
• accurate and detailed information presented
• information presented in an interesting/original manner
• pronunciation and intonation are generally accurate (language competence, attend to form)
	¡Dime! Uno
	    Unidad 5, Lección 2
	
	¡Dime! Dos
	    Unidad 1, Lección 2
	    Unidad 2, Lección 2
	    Unidad 8, Lección 1
	
	¡Buen Viaje! 2, 3

➤ When students research a specific Spanish-speaking figure and present his/her contributions to society, discuss criteria with students before they begin. Criteria might include the following:
• individual's contributions to global society clearly identified
• accurate and detailed information presented
• appropriate vocabulary, verb tenses, and language structures used (language competence, attend to form)
	¡Dime! Pasaporte al mundo 21
	    Sección: Gente del mundo 21
	
	¡Buen Viaje! 2, 3
	
	Imágenes de España
	
	Imágenes de América Latina
	
	Planet@ 3 and *4*
	    Sección: Ruta literaria

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirm diversity (continued) 3.2.5 *Value Diversity (continued)* ❖ recognize and describe how people throughout the world are interdependent and face similar challenges	➤ Elicit a definition of the concept of a hero from students. Encourage students to elaborate on what constitute heroic qualities. Provide thumbnail sketches of familiar heroes from a variety of fields. This handout serves as a foundation for vocabulary building and fact finding. Introduce a heroic figure from a Spanish-speaking culture through a literary excerpt or a video clip. Ask students to address the question, "Do heroic traits cross cultural lines?" (*¿Las características del heroismo cruzan las fronteras culturales?"*) Students research a past or present hero from a Spanish-speaking culture and assume his or her identity for a presentation to the class. Presentations, using costumes and props, take the form of a vignette highlighting a hero's specific accomplishment, a reflection on his or her life from the point of view of the hero, etc. Students present their heroes to the class.
3.2.6 *Intercultural Skills* ❖ identify and use a variety of strategies for enhancing relations with people from different cultures ❖ recognize implications of an ethnocentric perspective	➤ Provide students with the opportunities to email, write to penpals, visit cultural centres, take trips or class exchanges, and participate in cultural days. ➤ Have students play in Spanish a cross-cultural simulation game such as Bafa Bafa. (See resources for information on Bafa Bafa and other games). Debrief the game with the students in Spanish as per the game instructions.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Before students prepare reports on heroes or on the contributions of Spanish-speaking individuals to their own countries and the world, discuss criteria such as the following:
 	
• focuses on the individual's accomplishments and contributions
 	
• shows insight into the context and importance of the contribution
 	
• information is accurate
 	
• uses relevant visual materials, music, or other features to elaborate the topic
	¡Dime! Pasaporte al mundo 21
	    Sección: Gente del mundo 21
	
	¡Buen Viaje! 2, 3
	    Sección Literatura
	
	Imágenes de España
	
	Imágenes de América Latina

➤ After playing and debriefing the cross-cultural simulation game or the alternative activity instructional activity have students write a brief reflection piece about what they learned. In small groups have students share their thoughts on what they have learned about culture and cultural bias.	University of Minnesota, Centre for Advanced Research on Language Acquisition (CARLA) Website offers information on Bafa Bafa. <www.carla.acad. umn.edu/ IS-resources.html>.

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirm diversity (continued) 3.2.6 *Intercultural Skills (continued)* ❖ recognize implications of an ethnocentric perspective	➤ After engaging in a research activity related to or which reflect cultural practices, values, and/or traditions common in Spanish Speaking cultures, have students share words that describe their feelings, reactions or emotions when they encountered aspects that were very different from their own personal practices, values, or traditions (e.g., *Día de los Muertos in Mexico*). Post the words on a flip chart or board. Then ask students to brainstorm words that might describe the feeling, reactions, or emotions that people from those cultures may use in relation to those experiences. Post these words on the opposite of the chart or board. As students to compare and contrast the charts created. Engage them in a discussion on why the differences in perspective and reactions? What role does culture play in shaping our emotional reaction to new experiences or different cultural practices? Is this a form of cultural bias?
3.3 personal and career opportunities 3.3.1 *Spanish and Spanish-Speaking Cultures* ❖ explore applications of Spanish and knowledge of Spanish-speaking cultures in the global workplace and marketplace	➤ Provide students with a model resume from the Spanish-speaking world and have them compare it to a North American resume. ➤ Have students examine classified ads from Spanish-speaking countries and have them identify jobs that are in high demand. ➤ Have students research job opportunities through the Spanish or Mexican embassy.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ As students compare resumes, look for evidence that students are able to
 	
• draw parallels between the two type of resumes
 	
• identify differences in information provided (e.g., marital status, religion, etc.).
 	
• make connections with their own experiences
 	
➤ Look for evidence that students research a variety of sources to inform themselves on how knowledge of Spanish and Spanish-speaking cultures is applicable and useful in the global workplace/marketplace.
	¡En español! 2
	    Unidad 6, Etapa 1
	
	¡Dime! Dos
	    Unidad 7, Lección 2, 3
	
	¡Dime! Dos
	    Unidad 7, Lección 2, 3

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.3 personal and career opportunities (continued) 3.3.1 *Spanish and Spanish-Speaking Cultures (continued)* ❖ explore applications of Spanish and knowledge of Spanish-speaking cultures in the global workplace and marketplace ❖ undertake a project to pursue an aspect of the Spanish-speaking world that is of personal interest 3.3.2 *Cultural and Linguistic Diversity* ❖ explore applications of language and cultural learning in the global workplace and marketplace	➤ Suggest that students review programs of study from various postsecondary institutions in Spanish-speaking countries. On the basis of the information provided, each student decides which institution he/she would like to attend, fills out the application forms, prepares a resume, and composes a cover letter stating reasons for wanting to enrol at that institution (BC *Resource Package*, 70). ➤ Have students explore the idea of marketing a product via the Internet. Have them determine what kinds of things they need to know before they build their website. Students could create a website for an imaginary product. ➤ Discuss with students ways in which they can use another language in the global marketplace. Examples might include: telephone conversations, meetings, email, fax, etc. Provide students with opportunities to simulate business situations in which a second language would be necessary. Alternatively, have students make connections with world businesses via the Internet in order to apply their knowledge of a another language in a real setting. ➤ Invite guests who work with the language to talk about job opportunities in their field, how they use the language, what their job entails, and what the prerequisites for the job are (e.g., a translator, a flight attendant, etc.).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Assess students' application forms, resumes, and covering letters for Applications Outcomes: • completeness—all appropriate detail is included • clarity—information is clear and easy to follow • persuasiveness—relevant details and examples effectively support the applications • presentation—language and structures are accurate and show a relatively high degree of sophistication and complexity (language competence, attend to form)	*Primer plano 1* Episodios 2, 3, 5

Notes

STRATEGIES
Year 4

Strategies

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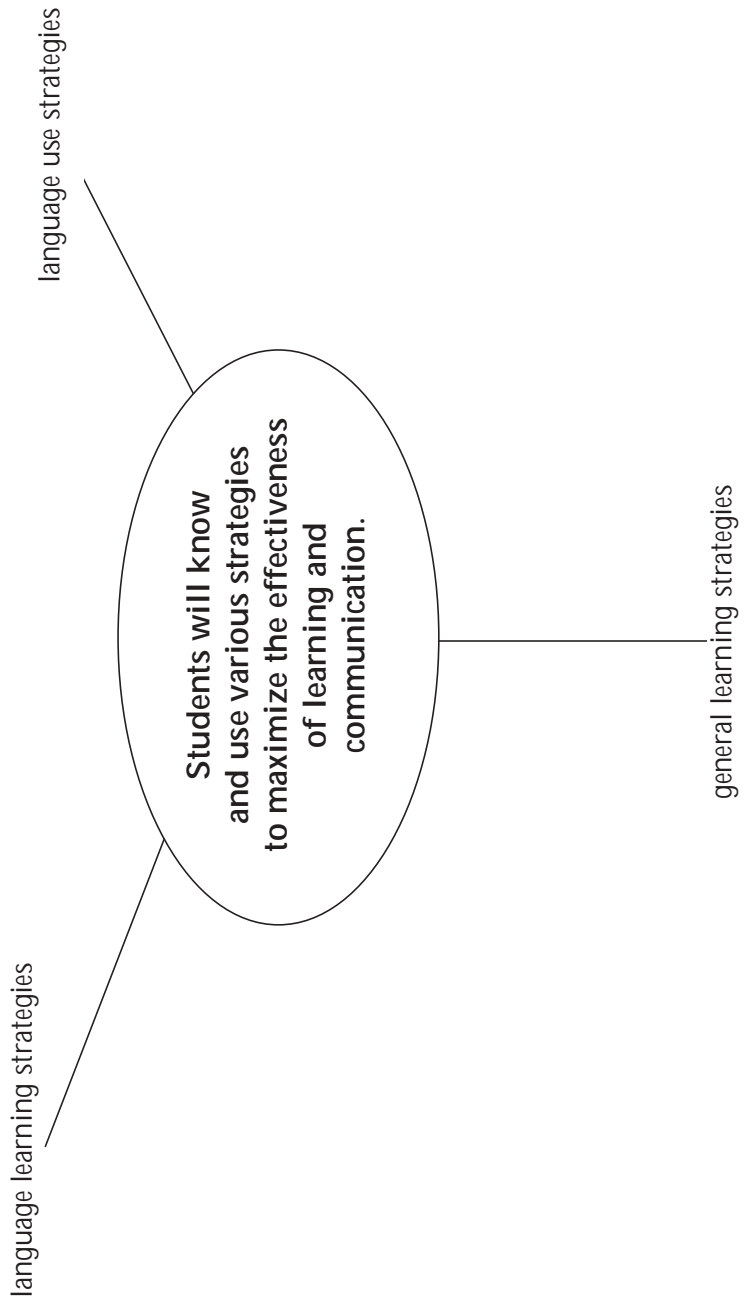
language use strategies

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* ❖ evaluate the success of their use of a variety of cognitive strategies to enhance language learning	➤ Before beginning a project, provide students with the opportunity to examine different reference materials. Have students work in groups. Provide each group with a different source of information to work with (e.g., dictionaries, textbooks, grammars, computer programs, etc.). Have each group respond to specific questions about the reference material to help students focus on the particular uses of the material. Then have each group prepare a poster which outlines the organization/specific uses of the reference material they worked with. Students then report their findings to the class. ➤ Read aloud a section of a text (short story, poem, etc.). Allow students two to three minutes to sketch following the reading. Have students share their sketches with a partner, discussing the main ideas and their representation. Have students write the big ideas revealed in the section of the text beside the sketch. Continue the reading of the selection, repeating the sketch-share process. Have students use the sketches and big ideas to complete a summary of the material heard (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Strategies, 206). ➤ Have students discuss their experience using the sketch-share process and whether it helped them make sense of the text. ➤ Have students discuss how they used the vocabulary dictionary developed during each theme studied. For example: Tema Verbos Nombres Adjetivos Expresiones

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students work in groups to examine different resource materials, look for evidence that they are able to • explain how the material is organized • provide specific uses for material • suggest ways in which material can be used for specific projects • use a variety of reference materials when working on projects • use reference materials independently	*Colección tiempo: Para conjugar*

➤ As students sketch, pair, and share, look for evidence that they are able to
 	
• identify main ideas
 	
• create sketches that correlate with main ideas
 	
• evaluate its usefulness
	¡En español! 2
	    Unidad 5, Etapa 3, pp. 376–377
	    Unidad 6, Etapa 1, pp. 404–405
	
	¡En español! 2
	    Unidad 2, Etapa 3, pp. 162–163
	
	¡Buen Viaje! 2, 3
	    Literatura

➤ Review students' vocabulary dictionaries for evidence that students are able to • record appropriate meanings for the words and phrases they include • organize words and phrases in a logical way • extend their dictionaries as they encounter new words and expressions	

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.1 language learning strategies (continued) 4.1.2 *Metacognitive* ❖ evaluate the success of their use of a variety of metacognitive strategies to enhance language learning	➤ As students participate in a variety of activities throughout the course, have them reflect upon the methods of language acquisition that are most personally useful. In a learning log, have students respond to questions such as: • Which activities (methods of language acquisition) helped you learn the best? Why? • Which methods of language acquisition do you think you should work on/use more?
4.1.3 *Social/Affective* ❖ evaluate the success of their use of a variety of social and affective strategies to enhance language learning	➤ Have students use self-talk in order to help them prepare and feel competent to do a task. Following the activity, have students share personal perspectives on whether self-talk is an effective strategy for them.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Collect students' learning logs from time to time and look for evidence that students respond thoughtfully and with appropriate detail. ➤ 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* ❖ evaluate the success of their use of a variety of interactive strategies to deal with specific communicative situations (e.g., use a range of fillers, hesitation devices, and gambits to sustain conversations; use circumlocution to compensate for lack of vocabulary)	➤ Show students a TV interview. Have them note and then interpret the fillers, hesitation devices, etc. used during the interview. Then have students each prepare five questions that they could ask a classmate about a current event or issue. Students then work in pairs to interview each other, paying special attention to fillers, hesitation devices, and circumlocution used. Alternatively, two students at a time could be asked to interview each other in front of the class. Following the activity, have students reflect on and share their thoughts regarding the effectiveness of the learning strategy used. ➤ Have students participate in an inside/outside circle activity and provide students with paraphrasing expressions/vocabulary in order to better maintain the flow of the conversation. Following the activity, have students reflect on and share their thoughts regarding the effectiveness of the learning strategy used.
4.2.2 *Interpretive* ❖ evaluate the success of their use of a variety of interpretive strategies to deal with specific communicative situations (e.g., use key content words or discourse markers to follow an extended text)	➤ Provide students with a guide to help them to skim non-fiction material encountered during study of the media. Use the following guide (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 244): 1. Read the title and the first paragraph, and last paragraph or summary. 2. Read all the bold print headings, sub-headings, and captions. 3. Read the first sentence of each paragraph. 4. If the first sentence does not have the main idea, quickly move your eyes to the end of the paragraph and read the last sentence. 5. Reread the heading, then move through the paragraph looking for bold print, italics, names, dates, or key words on the topic. 6. After skimming all the paragraphs in the selection, read the last paragraph of the selection again. Following the activity, have students reflect on and share their thoughts regarding the effectiveness of the learning strategy used.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ As students prepare questions and interview a classmate, look for evidence that they are able to
 	
• formulate appropriate questions
 	
• use fillers and hesitation devices during interview
 	
• speak clearly, with accurate pronunciation and intonation (language competence, attend to form)
	¡Dime! Pasaporte al mundo 21
	   Unidad 1, Lección 3
	   pp. 66, 69
	
	¡Dime! Dos
	   Unidad 3, Lección 1
	   pp. 112–113, 117–120

➤ As students participate in an inside/outside circle activity, look for evidence that they are • interacting with partners • attempting paraphrasing techniques to ensure understanding and maintain flow of the conversation	

➤ Provide students with a checklist for self assessment of skimming strategies, based on the guideline provided. Look for evidence that students are able to
 	
• focus on key words and phrases
 	
• use bold print, italics, etc. to find information
	¡En español! 2
	   Unidad 1, Etapa 3
	
	¡Dime! Pasaporte al mundo 21
	   Sección: Ventana al mundo 21
	
	¡Buen Viaje! 3
	   Sección periodismo

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.2 language use strategies (continued) 4.2.2 *Interpretive (continued)* ❖ evaluate the success of their use of a variety of interpretive strategies to deal with specific communicative situations (e.g., use key content words or discourse markers to follow an extended text)	➤ Provide students with an article about a current issue. First have them read the article individually. Then ask students to work in pairs and to re-read the article out loud. In pairs, have students then complete an analysis of an issue-based article (Manitoba Education and Training, *Success for all Learners*, 6.115 Attachment 22). Following the activity, have students reflect on and share their thoughts regarding the effectiveness of the learning strategy used.
4.2.3 *Productive* ❖ evaluate the success of their use of a variety of productive strategies to deal with specific communicative situations (e.g., take notes when reading or listening to assist in producing personal texts)	➤ Have students work in pairs. One student reads a portion of an article out loud while the other student takes notes. Have students then change roles, continuing the reading/note-taking cycle until the article is completed. Have students rewrite the article and then verify their article with the original article for accuracy. Following the activity, have students reflect on and share their thoughts regarding the effectiveness of the learning strategy used. ➤ Have students first review their own texts with the help of Spanish dictionaries and verb books. Then have a classmate edit the text. Students then correct their texts and either submit them to another classmate or the teacher for a final editing. Students then prepare the final copy of their text. Following the activity, have students reflect on and share their thoughts regarding the effectiveness of the learning strategy used.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students complete an analysis of an issue-based article, look for evidence that students • attempt to infer meaning through re-reading • use a variety of interpretive strategies to understand the text • select strategies that are appropriate to the type of text and reading task (See Fact-Based and Issue-Based Article Analysis sheet in Planning pp. 83–84.)	*Success for All Learners* p. 6.117, Annex 22 *Ventanas tres* *¡Dime! Pasaporte al mundo 21* *¡Buen Viaje! 2* Capítulo 8, p. 237 Capítulo 11, pp. 322, 323 *¡Buen Viaje! 3* Capítulo 7, pp. 322–326 *¡Buen Viaje! 3* Capítulo 1, pp. 44–51 Capítulo 2, pp. 92–95 Capítulo 3, pp. 140–144 Capítulo 5, pp. 239- 243 Capítulo 8 pp. 395–397 pp. 404–407
➤ As students work in pairs to take notes based on an article, look for evidence that they are able to • focus on key words and phrases • listen attentively/actively to partner • make accurate modifications to notes during verification • use their notes to reproduce article accurately in written form	*¡En español! 2* Unidad 1, Etapa 3 *¡Dime! Pasaporte al mundo 21* Sección: Ventanas al mundo 21 *¡Buen Viaje! 3* Sección periodismo
➤ As students edit their work, look for evidence that they are • using a variety of resources • editing with increasing frequency and ease	

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning strategies 4.3.1 *Cognitive* ❖ evaluate the success of their use of a variety of cognitive strategies to enhance general learning in specific situations (e.g., formulate key questions to guide research)	➤ Provide students with a planning guide to help them formulate key questions/ideas for a research project. A sample guide could include (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 182): • Name, Date,Topic • What questions do I want to answer? • In what resources am I likely to find information? • How will I record my information? • How will I give credit to my sources? • How will I share my findings with the class? • How will I assess my work? Following the activity, have students reflect on and share their thoughts regarding the effectiveness of the learning strategy used. (See *Ejemplo de un plan de búsqueda* in Planning, pp. 67–68.)
4.3.2 *Metacognitive* ❖ evaluate the success of their use of a variety of metacognitive strategies to enhance general learning in specific situations (e.g., keep a learning journal such as a diary or log)	➤ Have students keep a learning log. Provide students with questions such as the following (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 38): • What did I understand about the work I did today? • How did I relate what I already knew with new information? • How have my ideas changed? • What did I not understand? • What questions do I still have? • How could I find answers to my questions? • How well is my learning log helping me to learn? (See *Boleta de salida de la investigación* in Planning, p. 69.)

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students use a planning guide to help guide research, look for evidence that students are
 	
• answering questions with detail
 	
• considering several alternatives
 	
• applying planning guide questions to development of research project
 	
➤ Collect students' learning logs from time to time and look for evidence that students respond thoughtfully and with appropriate detail.
	¡En español! 3
	     Unidad 2, Etapa 1–3
	
	¡Buen Viaje! 2
	     Capítulo 8, p. 237
	     Capítulo 11, pp. 322, 323
	
	¡Buen Viaje! 3
	     Capítulo 7, pp. 322–326

PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning strategies (continued) 4.3.2 *Metacognitive (continued)* ✤ evaluate the success of their use of a variety of metacognitive strategies to enhance general learning in specific situations (e.g., keep a learning journal such as a diary or log)	➤ Have students list current issues. Then in pairs have them focus on one current event. For two weeks, students must gather information about their particular issue. In the third week, have students give a summary of the two weeks' news in the form of a news broadcast. During this assignment, have students keep a reflection journal in which they examine their learning process, how working with a partner helped them, and what they found challenging.
4.3.3 *Social/Affective* ✤ evaluate the success of their use of a variety of social and affective strategies to enhance general learning in specific situations (e.g., take part in group problem-solving processes)	➤ As students work in groups to prepare projects, have them identify different ways in which problems can be solved. Have students solve a problem based on one or more ways chosen by the group.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students complete a reflection journal of their experiences during partner work , look for evidence that students are able to • express/explain aspects of their learning • explain the effectiveness and challenges of working in pairs • suggest areas of improvement for future tasks ➤ As students work in groups to arrive at solutions to problems, look for evidence that they • provide a variety of solutions • choose solutions with reasons • take risks to express their opinions • participate actively in the group	*Planet@ 2*

Notes