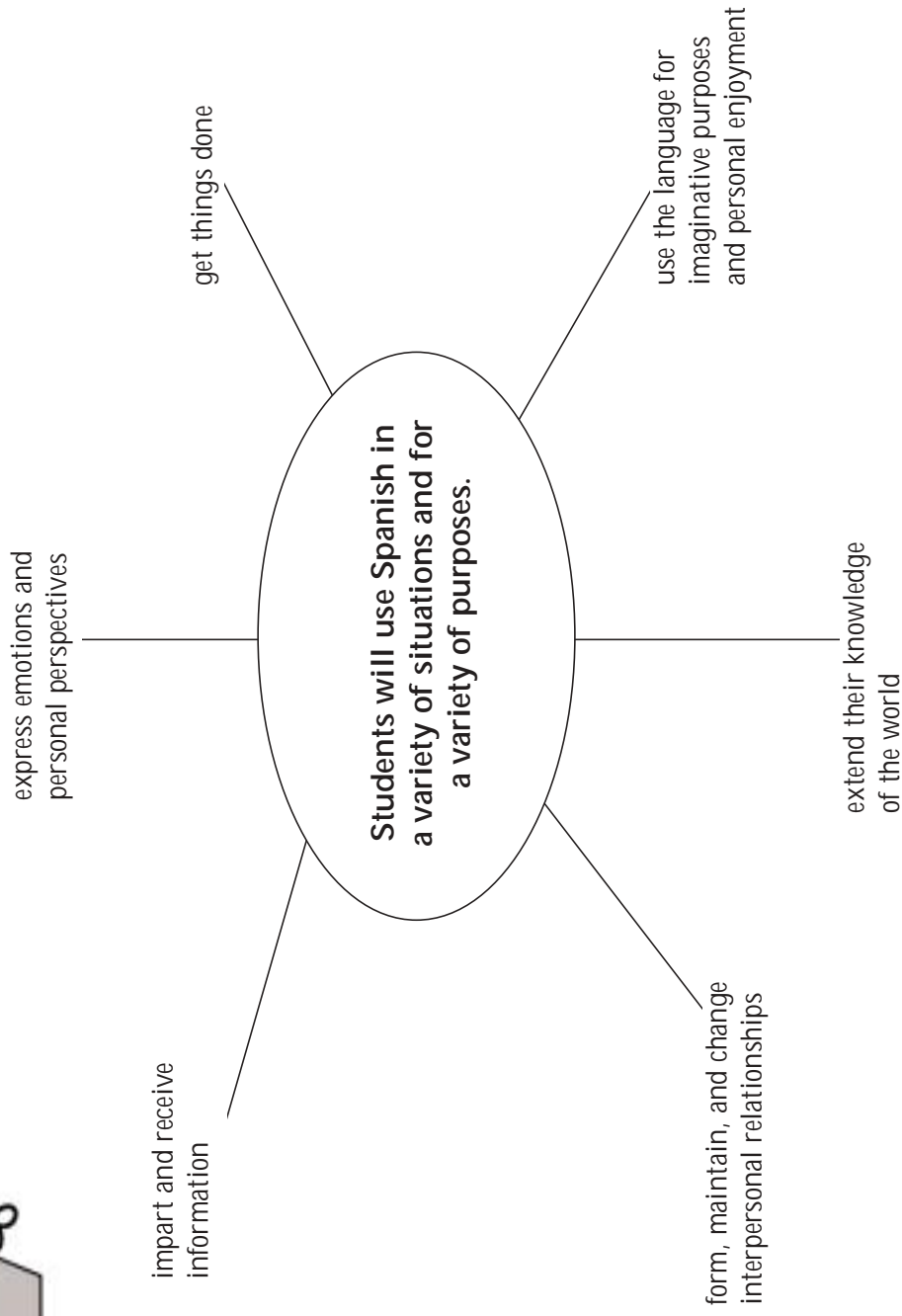

SENIOR 4

Applications	3
Language Competence	21
Global Citizenship	49
Strategies	65

APPLICATIONS
SENIOR 4



Applications





APPLICATIONS

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

The specific learning 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 learning outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications learning outcomes must be read in conjunction with the Language Competence learning outcomes.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 1: Applications</p> <p>Students will use Spanish in a variety of situations and for a variety of purposes.</p> <p>1.1 impart and receive information</p> <p>1.1.1 <i>Share Factual Information</i></p> <ul style="list-style-type: none">❖ share detailed information on a specific topic (e.g., a report or biography)	<ul style="list-style-type: none">➤ Have students in small groups identify ways they could help improve the environment by assessing their own lifestyles and actions. Ask groups to share their ideas and incorporate them into a letter-writing campaign (perhaps to one institution) aimed at promoting a healthy environment. Students could send their letter by email, fax, or mail (BC <i>Resource Package</i>, 68). <i>Variation:</i> Instead of writing a letter to an institution, do a letter exchange with peers, either Spanish-speaking or other Spanish learners. Or, write a letter to a Spanish editor of a Spanish magazine or newspaper.➤ 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 <i>Resource Package</i>, 54).➤ Ask students to set up budgets for the first year after Senior 4. 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 <i>Resource Package</i>, 68).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students examine issues such as the environment, look for evidence of the extent to which they
 - take positions and make their views clear
 - give relevant reasons and examples to support their arguments
 - listen actively and attempt to respond to or build on others' ideas

- When students look at job opportunities, look for evidence that they are able to
 - locate factual information
 - discuss information and identify key information

- 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! 2
Unidad 5, Etapa 1, 2, 3

¡Buen Viaje! 2
pp. 322, 323

¡Buen Viaje! 3
pp. 322–326

<www.usuarios.lycos.es/medam20/>

¡En español! 2
Unidad 6, Etapa 1
p. 338

¡Dime! Dos
Unidad 7, Lección 2, 3

¡Buen Viaje! 2
Capítulo 14

¡En español! 3
Unidad 3, Etapa 1
p. 174



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.2 express emotions and personal perspectives</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences</i></p> <ul style="list-style-type: none">❖ express opinions❖ support their own opinions	<ul style="list-style-type: none">➤ Have students prepare a debate on topics such as ONU, NAFTA. Possible key questions might include <i>¿Cómo será el mundo?</i>➤ Have students form two groups and prepare a debate on the following question: <i>¿El mundo será mejor o peor en 100 años?</i> <p>One group would defend the notion that the world will be a better place and one group would defend the notion that the world will be a worse place to live in 100 years.</p>
<p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none">❖ compare the expression of emotions and feelings in formal and informal situations	<ul style="list-style-type: none">➤ 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.
<p>1.3 get things done</p> <p>1.3.1 <i>Guide Actions of Others</i></p> <ul style="list-style-type: none">❖ lodge a complaint❖ persuade others to take a course of action	<ul style="list-style-type: none">➤ Have students work in groups to prepare two role plays. Each group will have a leader to oversee the conversations. <p>Role Play #1—Each group member is the member of a family that is discussing the son's/daughter's plans after graduation (informal).</p> <p>Role Play #2—The son/daughter is at a formal interview. Each group member is a part of the interview process (formal).</p> <p><i>Alternative:</i> Stay in a hotel. Something is wrong with your room. Complain to the desk clerk (formal).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare a debate, discuss assessment criteria before they begin. Criteria might include the following:
 - accurate and detailed information is presented
 - appropriate use of formal language/register (language competence, sociocultural context)
 - language structures (vocabulary/expressions) are used appropriately (language competence, attend to form)
 - pronunciation and intonation are generally accurate (language competence, attend to form)
 (See criteria for debate assessment in Planning, pp. 94–95.)

- Look for evidence that students are able to guide their conversation and actions in both a formal and informal situation.
 (See role-play assessment criteria in Classroom Assessment, p. 11.)

¡En español! 2
 Unidad 6, Etapa 1

¡Dime! Dos
 Unidad 7, Lección 2, 3

¡Buen Viaje! 2
 Capítulo 14



SUGGESTIONS FOR ASSESSMENT

- As students consider their futures in the context of career interests, look for evidence that they
 - express their plans and ideas with ease
 - explain their predictions
 - use future tense appropriately (language competence, attend to form)

Look for evidence that students show leadership skills when presenting their concerns on behalf of their countries, such as the following:

- presenting on behalf of their group
- keeping the group on task
- participation, collaboration, and interaction are clearly evident throughout activity

- When students prepare a mock UN conference, discuss assessment criteria before they begin. Criteria might include the following:
 - accurate and detailed information is presented
 - language structures (vocabulary and expressions) are used appropriately (language competence, attend to form)
 - pronunciation and intonation are generally accurate throughout presentation (language competence, attend to form)
- When students prepare a mock parliament, use same criteria as that of UN conference.

SUGGESTED LEARNING RESOURCES

¡En español! 2

Unidad 5, Etapa 1
Etapa 3, pp. 376, 377

¡Dime! Pasaporte al mundo 21

Sección: Pasado al presente

¡Buen Viaje! 2

Capítulo 5, pp. 213–215
Capítulo 8, p. 365

¡En español! 2

Unidad 5, Etapa 1
Etapa 3, pp. 376, 377

¡En español! 2

Unidad 5, Etapa 1, 3

¡En español! 3

Unidad 2, Etapa 1



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.4 extend their knowledge of the world</p> <p>1.4.1 <i>Discover and Explore</i></p> <ul style="list-style-type: none">❖ explore connections and gain new insights into familiar topics (e.g., using analogy, brainstorming) <p>1.4.2 <i>Gather and Organize Information</i></p> <ul style="list-style-type: none">❖ identify key ideas, summarize, and paraphrase <p>1.4.3 <i>Solve Problems</i></p> <ul style="list-style-type: none">❖ apply problem-solving skills to the resolution of a real-life problem <p>1.4.4 <i>Explore Opinions and Values</i></p> <ul style="list-style-type: none">❖ understand the concept of stereotype, and recognize stereotyping in a variety of situations	<p>➤ 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.</p> <p>➤ In preparation for a debate, have students find information about their topic/issue from a variety of sources. Have students evaluate the usefulness and reliability of the sources and incorporate relevant information into the debate.</p> <p>➤ Brainstorm or provide students with a list of conflicts/problems they may encounter in looking for a job or in looking for accommodations while living abroad. Have students work in pairs to role-play one of these problems and offer a solution.</p> <p>➤ Have students examine a current issue such as world pollution. Have students work in groups to each gather information about a different Spanish-speaking country and the current problems related to pollution that exist in that country. Invite students to also include the consequences of these problems as well as possible solutions.</p> <p>A key question to include might be <i>¿Cómo será el mundo? Si— _____</i>. Have students work with the <i>Si</i> clause in relation to this topic. As an extension, students could prepare an ad campaign/commercial promoting recycling or other solutions to problems of pollution.</p> <p>➤ Have students review a Spanish newspaper, magazine, or website. Ask them to look for evidence of stereotypes in the articles, visuals, or advertisements. In a large group setting, ask students to share their findings.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Look for evidence that students are able to
 - express their understanding
 - compare their insights with those of classmates

- Look for evidence that students are able to
 - locate information from a variety of sources
 - choose information from sources that are useful and relevant

- Look for evidence that students are able to
 - clearly identify a problem
 - develop a logical solution

- When students examine current issues such as world pollution, look for evidence that they
 - present accurate information
 - present problems and their reasons/consequences
 - use *si* clause with conditional correctly (language competence, attend to form)

- Look for evidence that students are able to identify at least one or two relevant examples.

¡En español! 2
Unidad 5, Etapa 3
p. 360

¡En español! 3
Unidad 2, Etapa 2
p. 126

¡Buen Viaje! 2
pp. 322, 323

¡Buen Viaje! 3
pp. 322–326



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students create a short skit based on an editorial cartoon, look for evidence that they
 - understand and interpret the humour of the cartoon appropriately
 - use vocabulary and idiomatic expressions correctly
 - use good oral expression (clarity, pronunciation, fluency) (language competence, attend to form)

- 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)

- 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

Internet

¡Dime! Pasaporte al mundo 21

¡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

¡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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.5 imaginative purposes and personal enjoyment (continued)</p> <p>1.5.3 <i>Personal Enjoyment</i></p> <ul style="list-style-type: none">❖ use the language for personal enjoyment (e.g., keep a personal journal)	<ul style="list-style-type: none">➤ 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, three key vocabulary words, and three 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 similar to the following:<ul style="list-style-type: none">• “Jeopardy”—Questions are related to the themes studied.• “Trivia”—¿<i>Quién quiere ser millonario?</i> (Categories: history, current issues, literature, etc.) Let students create a name for their game.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students participate in improvisation activities with vocabulary and verbs studied, look for evidence that
 - participation and interaction is evident, with students adding to/building 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)

- When students participate in games or improvisation, look for evidence that they are able to participate willingly.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.6 form, maintain, and change interpersonal relationships</p> <p>1.6.1 <i>Manage Personal Relationships</i></p> <ul style="list-style-type: none">❖ offer and respond to congratulations, and express sympathy or regret	<ul style="list-style-type: none">➤ Have students take turns in acting as the emcee or moderator for classroom presentations, debates, or guest speakers. ➤ When working in small groups, take time before the activity to focus on collaborative skills. Have students complete a checklist, evaluating their group members' contributions. A discussion will follow where group members offer suggestions and clarify misunderstanding, as well as offer and respond to congratulations.



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

- After the activity or event has ended, ask the student acting as moderator or emcee to reflect on their performance and record their thoughts in their learning log or journal.

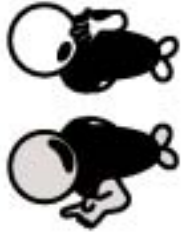
- Observe that students are able to suggest ideas and clarify misunderstandings to handle conflict situations.



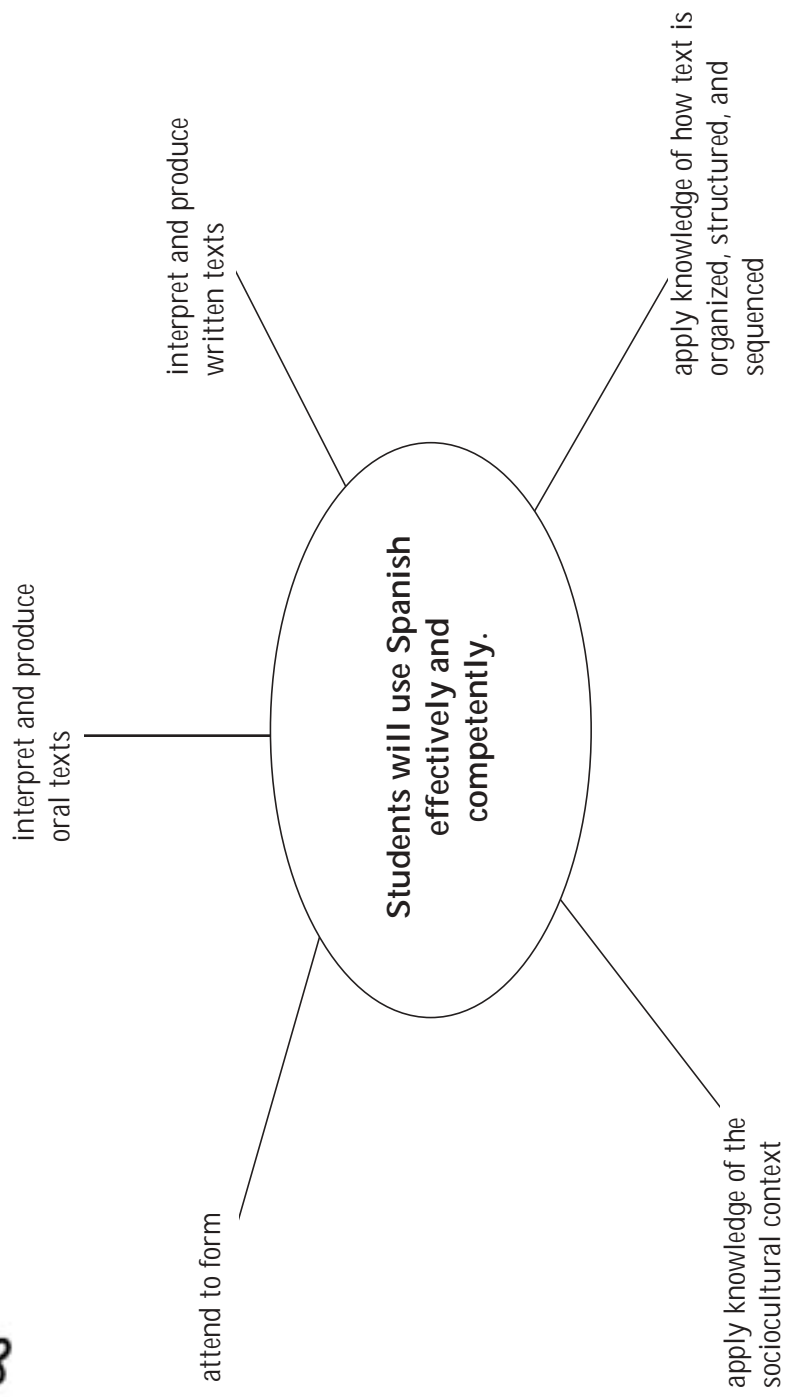
Notes

*LANGUAGE
COMPETENCE
SENIOR 4*





Language Competence





LANGUAGE COMPETENCE

General Learning 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 learning 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 learning 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 LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 2: Language Competence Students will use Spanish effectively and competently.</p> <p>2.1 attend to form</p> <p>2.1.1 <i>Phonology</i></p> <ul style="list-style-type: none">❖ speak clearly and intelligibly in a variety of situations <p>2.1.2 <i>Orthography</i></p> <ul style="list-style-type: none">❖ recognize and correctly spell familiar words (e.g., sight words)❖ apply basic spelling rules consistently and use mechanical conventions with reasonable accuracy	<ul style="list-style-type: none">➤ Model correct pronunciation with every oral activity.➤ Provide students with many opportunities to practice their oral production in pairs or in small groups. ➤ Provide students with opportunities to independently edit and peer edit written work.



PRESCRIBED LEARNING OUTCOMES
<p>2.1 attend to form (continued)</p> <p>2.1.3 <i>Lexicon</i></p> <ul style="list-style-type: none">❖ use a repertoire of words and phrases in familiar contexts that meet the needs and interests of students, particularly within the following areas of experience:<ul style="list-style-type: none">— literature<ul style="list-style-type: none">✓ poetry✓ contemporary Spanish writers— future plans— careers— studying/living abroad<ul style="list-style-type: none">✓ accommodations— looking for an apartment— history— current issues— globalization/globalism❖ select vocabulary and expressions from within their repertoire to fulfill a variety of purposes in a variety of contexts

SUGGESTIONS FOR INSTRUCTION



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

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PRESCRIBED LEARNING OUTCOMES
<p>2.1 attend to form (continued)</p> <p>2.1.4 <i>Grammatical Elements</i></p> <ul style="list-style-type: none">❖ use, in modelled situations, the following grammatical elements:<ul style="list-style-type: none">— pluperfect tense— passive voice— indicative or subjunctive with relative pronouns, for example:<ul style="list-style-type: none">✓ <i>Conozco a alguien que habla español.</i>✓ <i>Busca a alguien que hable español.</i>— imperfect subjunctive + conditional (<i>si</i> clauses)

SUGGESTIONS FOR INSTRUCTION
<p>Modelled Situations: This term is used to describe learning situations where a model of specific grammatical elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the grammatical elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.</p> <p>Example of a modelled situation:</p> <p>In preparation for a group project, students will keep a journal of their daily activities for a week. Students practise the structure " <i>tener que + infinitive</i>" using the sentence patterns provided. Each student asks five classmates, <i>¿Qué tienes que hacer después de clases hoy?</i> Students answer saying, <i>Tengo que . . .</i>, with an infinitive of their choice. Each person then summarizes the results of their mini survey, <i>Tres estudiantes tienen que estudiar</i>, and so on.</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 attend to form (continued)</p> <p>2.1.4 <i>Grammatical Elements</i></p> <ul style="list-style-type: none">❖ use, in structured situations, the following grammatical elements:<ul style="list-style-type: none">— future tense— conditional mood— subjunctive mood— present subjunctive:<ul style="list-style-type: none">✓ to express wishes and hope: <i>Ojalá que ..., quiero que</i>✓ to express emotion: <i>alegrarse, sentir ...</i>✓ to express persuasion: <i>aconsejar, decir, desear, pedir</i>✓ after impersonal expressions: <i>es una lástima que ..., es necesario que ...</i>✓ to express doubt✓ after <i>cuando</i> and <i>aunque</i>— impersonal verb form with <i>se</i>	<p>Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific grammatical elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the grammatical elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.</p> <p>Example of a structured situation:</p> <p>In preparation for a research project on typical activities of young people in selected Spanish-speaking countries, students listen to a rapid conversation where a Canadian student is talking to an exchange student from Mexico. The students check off, on a prepared answer sheet, what the exchange student does and does not do.</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 attend to form (continued)</p> <p>2.1.4 <i>Grammatical Elements (continued)</i></p> <ul style="list-style-type: none">❖ use, in independent situations, the following grammatical elements:<ul style="list-style-type: none">— possessive pronouns: <i>mío, tuyo, suyo, míos, tuyos, suyos</i>— indirect object pronouns— double object pronouns— preterite tense (irregular verbs)— imperfect tense— preterite tense vs. imperfect tense— comparative, superlative, and diminutive	<p>Independent Situations: This term is used to describe learning situations where students use specific grammatical elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the grammatical elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.</p> <p>Example of an independent situation: Students send a letter, an email message, or a recorded message to a Spanish-speaking pen pal explaining what they do regularly.</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce oral texts</p> <p><i>2.2.1 Aural Interpretation</i></p> <ul style="list-style-type: none">❖ understand the main point and some supporting details of lengthy texts on familiar topics in guided situations <p><i>2.2.2 Oral Production</i></p> <ul style="list-style-type: none">❖ produce short texts on unfamiliar topics in guided situations	<ul style="list-style-type: none">➤ Present a video of a movie in Spanish, then ask students, working in small groups, to mindmap the main ideas. Prior to viewing, give students opportunities to become familiar with the important issues, setting, characters, and plot (BC <i>Resource Package</i>, 72).➤ Provide students with the lyrics of a song, with certain target vocabulary/expressions whited out. Have students listen to the song and complete the lyrics as they listen.➤ Ask students to listen to poems in Spanish and then represent them in dramatizations or illustrations (BC <i>Resource Package</i>, 24).➤ Have students prepare a TV or radio newscast, using programs such as CNN <i>en español</i> as a model. Students could include various segments such as sports, news, entertainment, and weather.



SUGGESTIONS FOR ASSESSMENT

- As students mindmap 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

- When students complete the lyrics of a song that they have listened to, look for evidence that they are able to
 - understand the main points of the song
 - identify key words and expressions

- When students prepare a TV or radio newscast, 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)

SUGGESTED LEARNING RESOURCES

¡Dime! Pasaporte al mundo 21

¡En español! 2
Unidad 1, Etapa 3

¡En español! 3
Unidad 6, Etapa 1

Spanish 10G: ¡Bienvenido!
¡Bienvenida!
Video



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce oral texts (continued)</p> <p>2.2.3 <i>Interactive Fluency</i></p> <ul style="list-style-type: none">❖ manage simple, routine interactions without undue difficulty	<ul style="list-style-type: none">➤ 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 <i>Resource Package</i>, 52). ➤ Divide the class into groups of three. Ask two students in each group to interview the third as a candidate for the ideal housemate. Before the interviews, have groups prepare lists of possible questions. Encourage students to ask additional questions while conducting the interviews (BC <i>Resource Package</i>, 68).➤ Invite a Spanish-speaking guest from the community who is familiar with/specializes in a particular theme studied. Examples include the following:<ul style="list-style-type: none">• Job/career opportunities in Spanish• Current issues• Exchange students/exchange programs
<p>2.3 interpret and produce written texts</p> <p>2.3.1 <i>Written Interpretation</i></p> <ul style="list-style-type: none">❖ understand the main point and some supporting details of lengthy texts on familiar topics in guided situations	<ul style="list-style-type: none">➤ Facilitate students' reading of a short story in Spanish by providing focus questions, background information, and vocabulary development. Have students create a web to organize the main ideas of the short story (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 6 – 132–133).



SUGGESTIONS FOR ASSESSMENT

- 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)

SUGGESTED LEARNING RESOURCES

¡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, pp. 430–447

¡Buen Viaje! 3
Sección de literatura de
cada capítulo

¡Buen Viaje! 2
Capítulo 14



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 interpret and produce written texts (continued)</p> <p>2.3.2 <i>Written Production</i></p> <ul style="list-style-type: none">❖ produce short texts on unfamiliar topics in guided situations <p>2.3.3 <i>Visual Interpretation</i></p> <ul style="list-style-type: none">❖ propose several interpretations of the visual elements of a variety of media in guided situations	<ul style="list-style-type: none">➤ 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 (<i>BC Resource Package, 60</i>).➤ 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/her work. Have students use their research to produce an informational text about the artist for a gallery catalogue.➤ 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.



SUGGESTIONS FOR ASSESSMENT

- Work with students to develop criteria for their resumes:
 - accurate and relevant information is 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/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)

- 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
 - identify feelings and emotions evoked by artwork
 - use target language pertaining to art and expressing opinions

- As students analyze visual interpretations of current issues in the media, 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)

SUGGESTED LEARNING RESOURCES

¡En español!
Unidad 6, Etapa 1, 2, 3

¡Buen Viaje! 2
Capítulo 14

Internet

Destinos: An Introduction to Spanish
Video Series

¡Dime! Pasaporte al mundo 21

¡Dime! Pasaporte al mundo 21

Destinos: An Introduction to Spanish
Video Series
Museo El Prado

Internet

¡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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 interpret and produce written texts (continued)</p> <p>2.3.4 <i>Representation</i></p> <ul style="list-style-type: none">❖ explore a variety of ways that meaning can be expressed through the visual elements of a variety of media in guided situations	<ul style="list-style-type: none">➤ 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 <i>Resource Package</i>, 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 <i>Resource Package</i>, 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 <i>Resource Package</i>, 32).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Work with students to develop criteria for their awareness campaigns on current issues. Criteria could include the following:
 - information is accurate and relevant
 - includes appropriate details designed to appeal 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

- 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 feeling, ideas, and themes of the original work
 - incorporate detail to engage the audience

- 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! 2*
Unidad 5, Etapa 1, 2, 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
-
- ¡Dime! Pasaporte al mundo 21*
- ¡Buen Viaje! 2*
Literatura
- ¡Buen Viaje! 3*
Literatura
-
- ¡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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 500 348">2.4 apply knowledge of the sociocultural context</p> <p data-bbox="103 369 279 403">2.4.1 <i>Register</i></p> <ul data-bbox="175 428 542 529" style="list-style-type: none">❖ explore differences in register between spoken and written texts <p data-bbox="103 802 441 835">2.4.2 <i>Idiomatic Expressions</i></p> <ul data-bbox="175 856 509 999" style="list-style-type: none">❖ identify influences on idiomatic expressions (e.g., region, age, occupation) <p data-bbox="103 1318 461 1352">2.4.3 <i>Variations in Language</i></p> <ul data-bbox="175 1373 548 1474" style="list-style-type: none">❖ experiment with and adapt to some variations in language	<ul data-bbox="604 428 1427 1692" style="list-style-type: none">➤ As students prepare job interviews, participate in debates, and engage in conversations with peers about studying abroad, provide them with expressions appropriate for each of these situations. ➤ Provide students with idiomatic expressions that are specific to different Spanish-speaking countries. Choose expressions that have the same meaning, but, of course, the expression is different for each country. Have students work in groups and provide each group with a different expression from a different country, but all with the same meaning. Have students prepare a short dialogue using the expression they have been given. After students have presented their dialogues, review the variety of expressions that exist in different countries to represent the same meaning. ➤ Provide students with a text geared for adults (e.g., an article) and provide them with a second text geared for children (e.g., fable, legend, modern children’s literature). Then have students work in pairs or small groups to identify how language is used differently in each text (e.g., length of sentences, vocabulary, illustrations, etc.). Have students create their own text in both child and adult forms, taking into consideration difference/variations in language.



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ When students prepare activities with varying degrees of formality, look for evidence that they</p> <ul style="list-style-type: none"> • use formal (<i>usted</i>) and informal (<i>tú</i>) appropriately • use vocabulary and expressions appropriate to formal and informal situations 	<p><i>¡En español! 2</i> Unidad 6, Etapa 2 p. 410</p> <p><i>¡En español! 3</i> Unidad 2, Etapa 1 pp. 106, 107</p> <p><i>¡Buen Viaje! 2</i> Capítulo 14</p>
<p>➤ As students interpret idiomatic expressions through dialogues, look for evidence that</p> <ul style="list-style-type: none"> • idiomatic expression is appropriately interpreted (dialogue and idiomatic expression correspond) • appropriate oral expression (pronunciation, intonation, fluency) is used (language competence, attend to form) 	<p><i>101 Spanish Idioms</i></p> <p><i>¡En español! 2, 3</i> Refrán</p>
<p>➤ As students examine texts for adults and children, look for evidence that they are able to</p> <ul style="list-style-type: none"> • identify key differences in sentence structure, vocabulary, and illustrations • create texts geared towards children and adults with variations evident 	<p><i>¡En español! 3</i> Unidad 3, Etapa 3 pp. 234, 235</p>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of the sociocultural context (continued)</p> <p>2.4.4 <i>Social Conventions</i></p> <ul style="list-style-type: none">❖ use politeness conventions in a variety of contexts <p>2.4.5 <i>Non-verbal Communication</i></p> <ul style="list-style-type: none">❖ interpret and use a variety of non-verbal behaviours in a variety of contexts	<ul style="list-style-type: none">➤ Give students social situations and ask them to improvise the situation, using appropriate formal and informal social conventions. Have some groups present in a very formal manner and others in a less formal manner.➤ Have students work in groups of three or four. Students prepare a short skit in which one person narrates the scene and the other members of the group use only actions and gestures to tell the story.
<p>2.5 apply knowledge of how text is organized, structured, and sequenced</p> <p>2.5.1 <i>Cohesion/Coherence</i></p> <ul style="list-style-type: none">❖ use appropriate words or phrases to show relationships in texts (e.g., <i>por tanto, por lo tanto, además, pero, de una manera</i>)	<ul style="list-style-type: none">➤ Provide students with a newspaper or magazine article on a current issue. Have students first read the text individually and highlight transition words, connectors, and words that help establish a sequence. <p>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.</p>



SUGGESTIONS FOR ASSESSMENT

- When students improvise social situations, assessment criteria might include the following:
 - social conventions are applied appropriately
 - language is understandable and appropriate to the context

- When students prepare a skit in which one person narrates and the others use actions and gestures, look for evidence that
 - gestures correspond with narrator’s story
 - actions are clear
 - narrator’s language use is appropriate (verb tenses, vocabulary, and expressions) (language competence, attend to form)
 - participation and interaction within group is evident (strategies)

- As students examine texts for transition words, connectors, and words that help create sequence, look for evidence that they are able to
 - identify key words that establish sequence and transition
 - organize key words logically for poster

SUGGESTED LEARNING RESOURCES

Diccionario de gestos

¡Buen Viaje! 2
 Capítulo 5, pp. 213–215
 Capítulo 8, p. 365



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 561 386">2.5 apply knowledge of how text is organized, structured, and sequenced (continued)</p> <p data-bbox="103 407 318 436">2.5.2 <i>Text Forms</i></p> <ul data-bbox="175 466 539 667" style="list-style-type: none">❖ use a variety of familiar text forms and media in their own productions (e.g., poetry, stories, media articles, websites, reports) <p data-bbox="103 877 526 907">2.5.3 <i>Patterns of Social Interaction</i></p> <ul data-bbox="175 936 555 1138" style="list-style-type: none">❖ combine simple social interaction patterns to perform complex transactions and interactions (e.g., request goods/services)	<p data-bbox="604 466 1421 634">➤ Have students prepare a comparison chart of different types of poetry or short stories (e.g., choose same author—two different pieces, or one theme—two different authors). Have students write a poem similar to the poems analyzed.</p> <p data-bbox="604 928 1421 1642">➤ Provide students with the opportunities to use a wide range of social interaction patterns within the themes studied. Examples include the following:</p> <ol data-bbox="652 1045 1421 1642" style="list-style-type: none">1. Planning to study abroad<ul data-bbox="695 1087 1421 1234" style="list-style-type: none">• Have students write letters or send emails to various institutions where they might study.• Have students invite an exchange student to speak to the class (via phone or letter).2. Current Issues<ul data-bbox="695 1297 1421 1444" style="list-style-type: none">• Have students write a Letter to the Editor regarding an issue.• Have students write letters to officials of other nations.3. Looking for an apartment<ul data-bbox="695 1507 1421 1642" style="list-style-type: none">• Have students read an ad and role-play phoning to ask for additional information.• Have students negotiate conditions for apartment (cost, utilities, damage deposit, etc.).



SUGGESTIONS FOR ASSESSMENT

- As students compare different types of poetry or short stories, look for evidence that they are able to
 - express their opinions and conclusions
 - provide examples
 - identify key features of the text form
 - use target vocabulary and expressions for comparison
 - organize chart clearly and accurately
 - produce a poem which follows format studied

- When students use social interaction patterns in the context of themes studied, consider the following criteria:
 - language use is appropriate to the situation (formality, vocabulary, and expressions)
 - appropriate format is used for the situation
 - accurate and relevant information is provided

Look for evidence that students are able to

 - use previously learned patterns in new situations
 - combine previously learned patterns to extend interactions
 - handle non-routine situations

SUGGESTED LEARNING RESOURCES

Ventanas tres

Internet

¡Buen Viaje! 2
Literatura

¡Buen Viaje! 3
Literatura

¡En español! 2
Unidad 6, Etapa 1, p. 388
Unidad 6, Etapa 2, p. 426

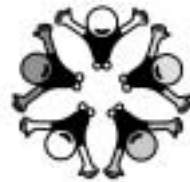
¡Buen Viaje! 2
Capítulo 8, p. 237
Capítulo 11 pp. 322, 323

¡Buen Viaje! 3
Capítulo 5, pp. 213–215
Capítulo 6, pp. 262–264
Capítulo 8, p. 365



Notes

*GLOBAL
CITIZENSHIP
SENIOR 4*





Global Citizenship

study historical and contemporary elements of Spanish-speaking cultures

affirm diversity

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

explore personal and career opportunities



GLOBAL CITIZENSHIP

General Learning 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 learning 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 LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 3: Global Citizenship</p> <p>Students will acquire the knowledge, skills, and attitudes to be effective global citizens through the exploration of the cultures of the Spanish-speaking world.</p> <p>3.1 study historical and contemporary elements of Spanish-speaking cultures</p> <p>3.1.1 <i>Access/Analyze Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ organize and represent information about elements of Spanish-speaking cultures in a variety of ways <p>3.1.2 <i>Knowledge of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ explore and identify some elements of Spanish-speaking cultures (e.g., major current events as a reflection of contemporary ways of life and cultural values)	<p>➤ As a class, brainstorm the impact of the Spanish arrival on indigenous peoples in various regions of Central and South America. Have students each select a region and research its development from the Conquest to the present day. Students could focus on topics such as resistance to the Spanish, the colonial era, independence movements, and current political situations. Ask the students to present their findings orally and in writing (BC <i>Resource Package</i>, 74).</p> <p>➤ Have students investigate past and present gender roles in the Spanish-speaking world. Information could be collected from sources such as videos, stories, songs, and guest speakers. Have students identify traditional values in areas relating to dating customs, the work force, marriage, and relationships. As a class, discuss the extent to which these values have changed (BC <i>Resource Package</i>, 66).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare research on an indigenous people and the impact of the Spanish arrival, provide students with criteria before they begin. Criteria might include the following:
 - the impact of the Spanish arrival on indigenous people is clearly identified
 - shows insight into the context and the impact on indigenous peoples
 - information is accurate (applications)
 - interesting details are provided (applications)

- When students investigate gender roles, look for evidence that they are able to
 - seek out valid and credible information and evaluate it
 - go beyond surface features to deal with subtle and complex aspects
 - pose thoughtful questions about culture and lifestyle
 - use personal experiences

¡En español! 2
Unidad 2, Etapa 3
pp. 160, 161

¡En español! 3
Etapa preliminar
pp. 18, 19
Unidad 4, Etapa 3
pp.308, 309
Unidad 5, Etapa 2

¡Dime! Pasaporte al mundo 21
Unidad 3, Lección 1
p. 12
Unidad 3, Lección 3
pp. 154–157

¡Buen Viaje! 3
Capítulo 8

¡Buen viaje! 3
Capítulo 4, 6

¡Buen Viaje! 3
Video



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare a biography of a contemporary author, artist, or painter, provide students with assessment criteria before they begin. Criteria might include the following:
 - importance/influence/role of person in and on Spanish-speaking cultures and global society is clearly identified
 - information is accurate (applications)
 - interesting details are included (applications)
 - well organized paragraphs (language competence, written production)
 - appropriate use of verb tenses, vocabulary , and other language structures (language competence, attend to form)
 - correct spelling and punctuation (language competence, attend to form)

- When students present one aspect of contemporary culture, provide them with criteria before they begin. Criteria might include the following:

- detailed knowledge of cultural characteristics
- awareness and use of a variety of current resources

Language Competence Outcomes:

- appropriate use of verb tenses, vocabulary, and other language structures
- correct spelling and punctuation
- pronunciation and intonation are accurate

Internet

¡Dime! Pasaporte al mundo 21

¡En español! 2

Sección: En Voces

¡Buen Viaje! 2, 3

Literatura

¡En español! 2

Unidad 6, Etapa 3

pp. 450, 451

¡En español! 3

Unidad 1, Etapa 3

pp. 92, 93

Unidad 3, Etapa 2

pp. 212, 213

Unidad 5, Etapa 1

pp. 320, 321

¡Dime! Pasaporte al mundo 21



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</p> <p>3.1.5 <i>Value Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ seek out and use opportunities to enter into contact with members of Spanish-speaking cultures (e.g., exchange letters with a pen pal) <p>3.2 affirm diversity</p> <p>3.2.1 <i>Awareness of First Language</i></p> <ul style="list-style-type: none">❖ analyze the ways in which their first language and Spanish are similar and ways that they are different	<p>➤ Have students work in pairs to research one Spanish-speaking country. Have students prepare a kiosk in the class or in the gymnasium that provides information about the country as well as a sample of a food dish popular in the country. Have students invite a person of Spanish-speaking background to participate in your display. After the presentations/kiosks, have students discuss the value of Spanish-speaking cultures for themselves and for the global society.</p> <p>➤ Ask students to look through Spanish magazines and cut clippings/pictures/ads that use Spanish. Then have students do the same with magazines in English. Have students prepare a collage/poster that shows similarities and differences in vocabulary and sentence structure.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare a kiosk about a Spanish-speaking country, provide students with assessment criteria before they begin. Criteria might include the following:
 - students are able to suggest why Spanish-speaking cultures are valuable for themselves and the global society
 - information is clear and pertinent (applications)
 - collaboration and interaction during preparation of kiosk is evident (strategies)

- When students create a collage or poster showing similarities and differences in vocabulary and sentence structure, look for evidence that students are able to
 - clearly identify similarities and differences
 - provide examples of similarities and differences
 - create an organized poster, with appropriate layout

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

¡Dime! Pasaporte al mundo 21

Internet

¡Buen Viaje! 2, 3



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 552 317">3.2 affirm diversity (continued)</p> <p data-bbox="103 333 521 369">3.2.4 <i>General Cultural Knowledge</i></p> <ul data-bbox="175 390 545 636" style="list-style-type: none">❖ describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture <p data-bbox="103 743 370 779">3.2.5 <i>Value Diversity</i></p> <ul data-bbox="175 800 552 1079" style="list-style-type: none">❖ seek out opportunities to interact with people from various cultures that have an interest in the Spanish language and/or Spanish-speaking cultures being studied <p data-bbox="103 1272 407 1308">3.2.6 <i>Intercultural Skills</i></p> <ul data-bbox="175 1329 537 1717" style="list-style-type: none">❖ use a variety of strategies for dealing with breakdowns in communication and misunderstandings when encountering an unfamiliar culture❖ identify ethnocentric perspectives in a document or event, and explain their origins	<p data-bbox="607 390 1414 674">➤ Brainstorm with students the main aspects that are important in functioning in a Spanish-speaking country (daily life situations). Have students then work in pairs, choose a Spanish-speaking country, and make contacts with people from the community, visit embassies, and use guide books and the Internet in order to find information about these daily life situations in each country (e.g., bank procedures, shopping customs, etc.).</p> <p data-bbox="607 800 1377 869">➤ Invite recent landed immigrants to class and have them share their experiences with students.</p> <p data-bbox="607 1329 1422 1465">➤ Have students participate in a sharing circle with the invited guests in which each person has the opportunity to give his/her opinion of the theme chosen as well as ask for clarification.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Look for evidence that students are able to identify the important factors involved in intercultural competence, in daily life situations.

- When students participate in discussions with recent landed immigrants, look for evidence that students
 - have gained an appreciation for linguistic and cultural diversity for themselves and global society
 - pose questions that are well prepared and pertinent
 - listen to others; interact
 - add to and build on ideas of others
 - participate in Spanish

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

- Look for evidence that students are able to communicate effectively with guests.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.3 personal and career opportunities</p> <p>3.3.1 <i>Spanish Language and Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ explore opportunities for further education related to Spanish and Spanish-speaking cultures <p>3.3.2 <i>Cultural and Linguistic Diversity</i></p> <ul style="list-style-type: none">❖ explore opportunities for further education related to languages and cultures	<ul style="list-style-type: none">➤ 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.➤ 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 enroll at that institution (<i>BC Resource Package, 70</i>).➤ Have students prepare a resume for a job they are interested in applying for or a post-secondary institution they would like to attend. To assist them in the task, provide students with a model resume from the Spanish-speaking world and have them compare it to a North American resume.➤ 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

- 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.

- Assess students' application forms, resumes, and covering letters for the following:
 - 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)

- As students prepare their resumes, look for evidence that students are able to
 - draw parallels between the two types of resumes
 - identify differences in information provided (e.g., marital status, religion, etc.)
 - make connections with their own experiences

SUGGESTED LEARNING RESOURCES

¡Dime! Dos
 Unidad 7, Lección 2,



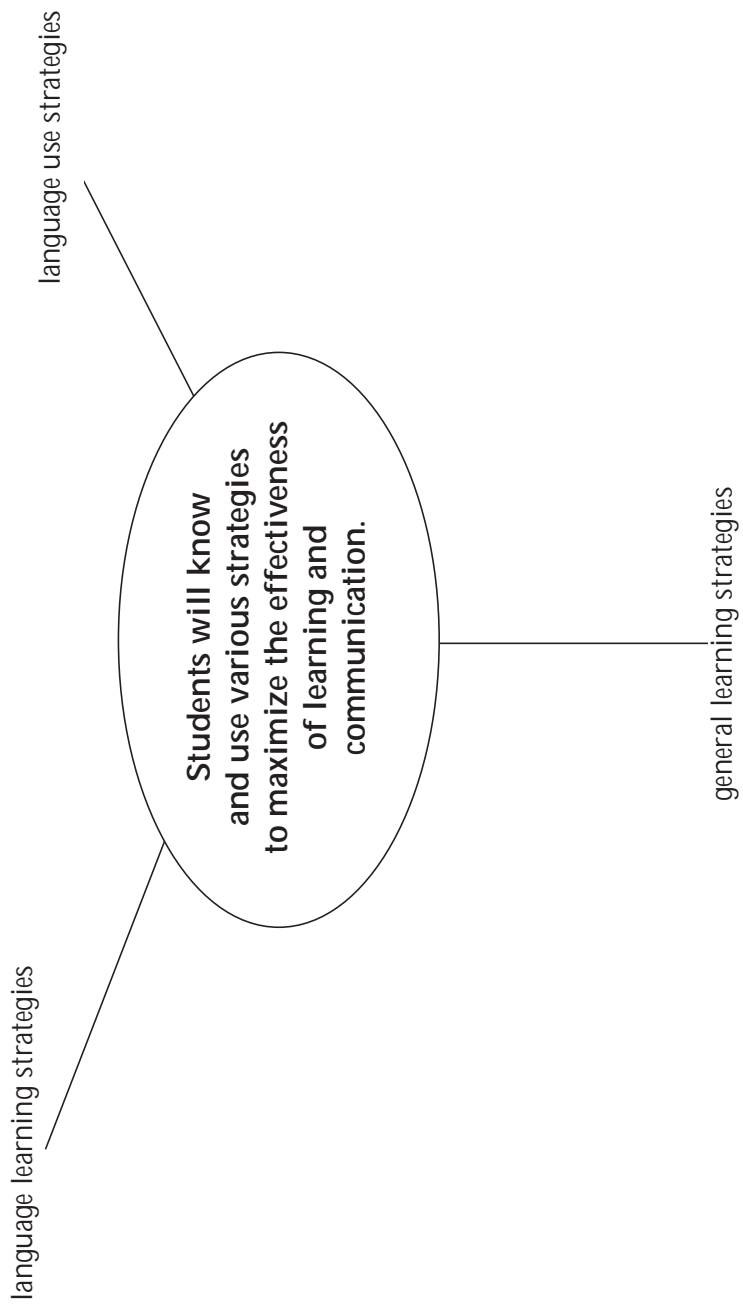
Notes

STRATEGIES
SENIOR 4





Strategies





STRATEGIES

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

Under the Strategies heading are specific learning outcomes that will help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. The learning 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 learning 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 learning 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 learning 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 LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 4: Strategies Students will know and use various strategies to maximize the effectiveness of learning and communication.</p> <p>4.1 language learning strategies</p> <p>4.1.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ evaluate the success of their use of a variety of cognitive strategies to enhance language learning <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ evaluate the success of their use of a variety of metacognitive strategies to enhance language learning	<p>SUGGESTIONS FOR INSTRUCTION</p> <ul style="list-style-type: none">➤ 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, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Strategies – 206). In a learning log, have students discuss how the strategies used helped them better understand the text.➤ Have students prepare a vocabulary dictionary during each theme studied—<i>Tema, Verbos, Nombres, Adjetivos, Expresiones</i>. A part of the dictionary could also be devoted to idiomatic expressions from various Spanish-speaking countries and important transitional and sequential words.➤ As students work with a variety of texts, encourage them to reflect on and assess their strategies for acquiring meaning. Questions might include the following:<ul style="list-style-type: none">• What are some of the helpful things you learned about Spanish words and patterns?• How can you use this knowledge to help you with new materials?• What strategies did you use to help you understand the text?



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

➤ As students sketch, pair, and share, look for evidence that they are able to

- identify main ideas
- create sketches that correlate with main ideas

¡En español! 2
 Unidad 5, Etapa 3
 pp. 376, 377
 Unidad 6, Etapa 1
 pp.404, 405

➤ 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

¡En español! 2
 Unidad 2, Etapa 3
 pp.162, 163
¡Buen Viaje! 2, 3
 Literatura

➤ Assess students' reflection journals for evidence that they are able to

- articulate the strategies that they used
- give reasons/explanations of why certain strategies were more useful to them

¡Buen Viaje! 3
 Capítulo 5, pp. 213–215
 Capítulo 8, p. 365



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.1 language learning strategies (continued)</p> <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ evaluate the success of their use of a variety of social and affective strategies to enhance language learning	<ul style="list-style-type: none">➤ When students participate in a student exchange, an interview, or other communicative tasks with Spanish-speaking individuals, ask them to do a reflective journal piece on their use of social and affective strategies. Encourage them to contemplate how they could use a greater variety or use specific strategies more effectively.
<p>4.2 language use strategies</p> <p>4.2.1 <i>Interactive</i></p> <ul style="list-style-type: none">❖ 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)	<ul style="list-style-type: none">➤ 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. <p>Inside/outside circle activity: Arrange students in two circles where they are facing each other. Ask students in the outside circle to rotate in one direction and the students in the inside circle to rotate in the opposite direction. At a given time, ask students to stop moving. Each student will converse with the person he/she is facing.</p> <p>Have students then evaluate how successfully they were able to use interactive strategies in order to maintain communication.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Have students hand in their journals. Look for evidence of the following:
 - identification of specific strategies used
 - discussion of the effectiveness of the strategies used
 - consideration of additional strategies or a more effective use of the strategies already used

- 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

Success for All Learners
¡Buen Viaje! 3
 p. 365



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.2 language use strategies (continued)</p> <p>4.2.2 <i>Interpretive</i></p> <ul style="list-style-type: none">❖ evaluate the success of their use of a variety of interpretative strategies to deal with specific communicative situations (e.g., use key content words or discourse markers to follow extended text) <p>4.2.3 <i>Productive</i></p> <ul style="list-style-type: none">❖ 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)	<p>➤ 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, <i>Success for All Learners</i>, 6.117, Annex 22). In a learning log, have students then evaluate whether or not the use of the analysis of an issue-based article was effective/useful in helping them understand the article.</p> <p>(See form for analysis of an issue-based article in Planning, p. 84.)</p> <p>➤ Have students individually read the lyrics to a song or a poem. Then have students work in small groups to determine the meaning and message, using key words to help them determine meaning.</p> <p>➤ Provide students with examples of Spanish legends and myths. Read together or in groups, with students taking turns to read out loud. Have students take notes or visually represent what they hear and then discuss and reflect on the story, characters, and author's intent or theme. Have groups choose a legend/myth and review it into a script. In a learning log, have students reflect on the effectiveness of taking notes or visually representing the story in order to better understand it.</p>



SUGGESTIONS FOR ASSESSMENT

- When students complete an analysis of an issue-based article or determine the meaning and message of a song, 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 a current issue reflection log in Planning, p. 89.)

- As students work in groups 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

SUGGESTED LEARNING RESOURCES

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; 404–407

¡En español! 3

Unidad 3, Etapa 1,
pp 190, 191

Unidad 3, Etapa 3
pp. 234, 235

¡En español! 2

Unidad 1, Etapa 3

¡Dime! Pasaporte al mundo 21

Sección: Ventanas al
mundo 21

¡Buen Viaje! 3

Sección periodismo

Planet@ 3 and 4

Sección: Ruta literaria



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.3 general learning strategies</p> <p>4.3.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ select and use appropriate cognitive strategies to enhance general learning in a variety of situations (e.g., make inferences, identify and justify the evidence on which their inferences are based) <p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ select and use appropriate metacognitive strategies to enhance general learning in a variety of situations (e.g., work with others to monitor their own learning) <p>4.3.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ select and use appropriate social and affective strategies to enhance general learning in a variety of situations (e.g., take risks, try unfamiliar tasks and approaches)	<ul style="list-style-type: none">➤ Have students view a video on a target theme and have them prepare a mind map of the purpose/intent of the video as well as evidence on which they base their opinion. Students then work with a partner to examine the combined ideas of both people, and finally, students share their information with the class. ➤ 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. (See questions for reflection log in Planning, p. 89.) ➤ Author's Chair—After studying a literary piece or genre, ask students to write a poem or short story based on the literary piece studied. Have students present to the class and have classmates ask students questions on the students' writing. As an extension, put all pieces together and create a class anthology, with each student receiving a copy. ➤ Ask students to brainstorm situations outside of school in which they can use Spanish, either in person, by telephone, in writing, or via the Internet. Have students work in pairs to apply their Spanish skills in out-of-school situations.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students prepare mindmaps of the purpose/intent of a video, look for evidence that
 - ideas are relevant
 - examples/evidence for opinions is given
 - interaction and collaboration with partner is evident

- 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 participate in an Author’s Chair activity, look for evidence that students are able to
 - take risks to ask and respond to questions thoughtfully
 - interact and participate in the discussion

¡Buen Viaje! 3
Video

¡En español! 3
Unidad 2, Etapa 1, 2, 3

¡Buen Viaje! 2
Capítulo 8, p. 237
Capítulo 11 pp. 322, 323

¡Buen Viaje! 3
Capítulo 7
pp. 322–326

Ventanas tres

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

¡Buen Viaje! 2, 3
Literatura



Notes