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## ***SENIOR 2***

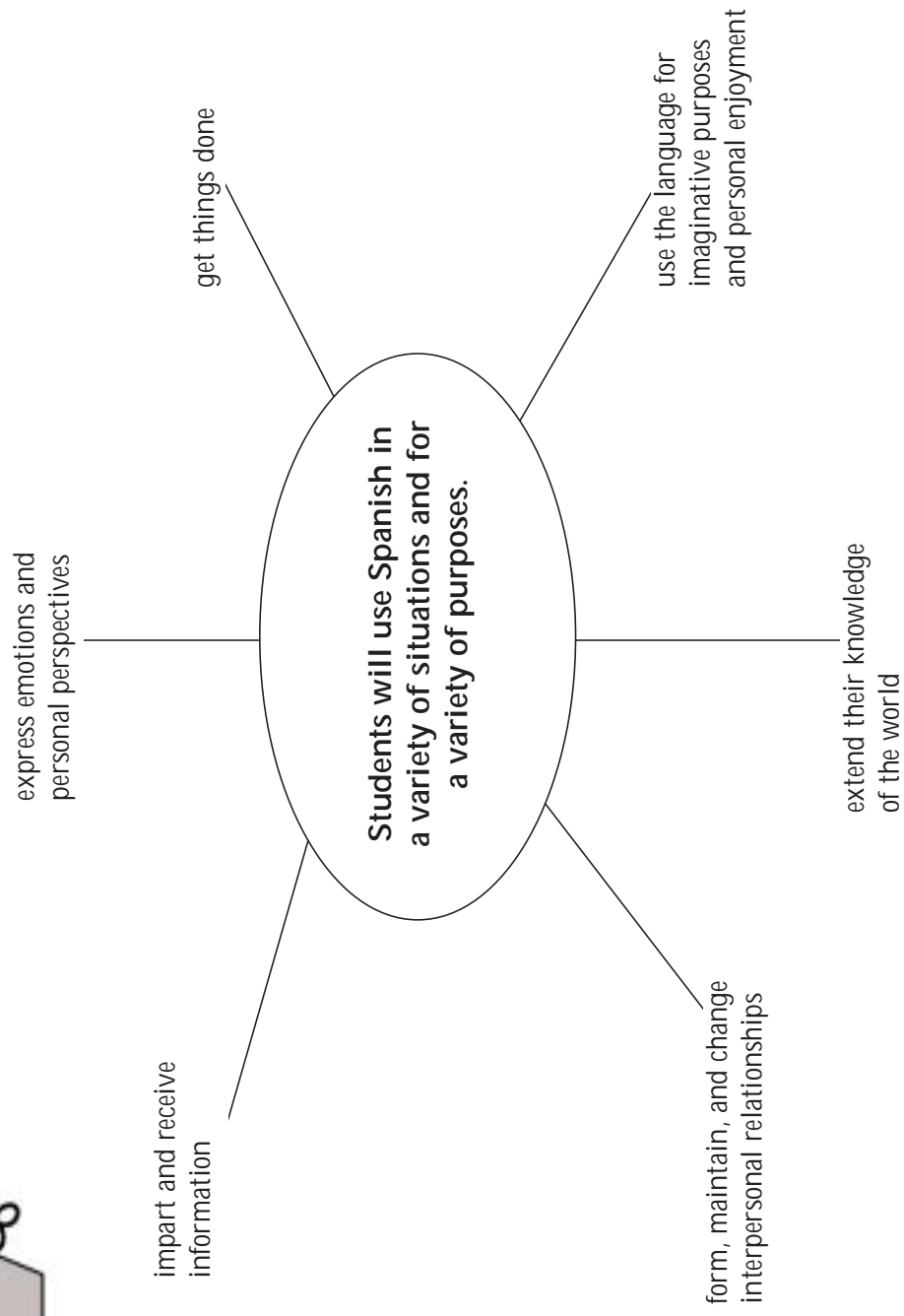
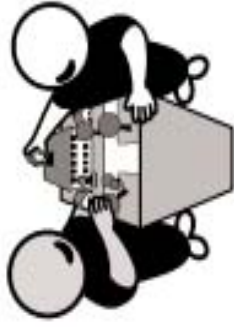
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*APPLICATIONS*  
*SENIOR 2*



# 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><b>General Learning Outcome 1: Applications</b> Students will use Spanish in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <p><b>1.1 impart and receive information</b></p> <p>1.1.1 <i>Share Factual Information</i></p> <ul style="list-style-type: none"><li>❖ ask for and provide information on a range of familiar topics</li> <li>❖ describe people, places, things, and series, or sequences of events or actions</li></ul>	<ul style="list-style-type: none"><li>➤ Form groups and give each a map and a train or bus schedule written in Spanish. Suggest that each group plan a journey. Then ask each group member to record travel details in a note for a friend who will meet the group at a particular destination (BC <i>Resource Package</i>, 46).</li> <li>➤ Invite students to use a variety of sources (e.g., books, magazines, brochures, CD-ROM encyclopedia, Internet) to research travel in a Spanish-speaking country. Ask students to each collect and present 10 helpful hints for travelling in that country. Possible topics might include <i>Things to see, Places to eat, Where to stay</i>. As an extension, the class could compile a master list of tips for travel in the Spanish-speaking country of their selection (BC <i>Resource Package</i>, 70).</li>  <li>➤ Have each student choose a Spanish-speaking country or region of personal interest from a list provided by the teacher. Then ask students to form groups according to the regions they chose and research them, using a variety of sources (e.g., tourist brochures, magazine and newspaper articles, the Internet, etc.). Provide specific instructions about the topics to be researched. Have groups develop oral, written, and visual presentations promoting their regions as tourist destinations. Ask groups to present their work at a class Travel Fair promoting their country as a travel destination. As an extension, have each student select a new travel destination based on the presentations and record reasons for the choice (BC <i>Resource Package</i>, 70).</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- After students have worked in groups to prepare travel details, have them exchange their plans with other groups, who then provide feedback about the extent to which
  - the information is clear
  - the sequence of instructions is logical
  - key details such as departure and arrival times are included
  
- Work with students to develop criteria for their Travel Fair. Criteria might include the following:
  - provides accurate, relevant, and detailed information on the assigned topics
  - uses clear and appropriate language (language competence, attend to form)
  - is logically organized (language competence)
  - takes risks to add interest and offer complex information (strategies)

See sample assessment rubrics in Classroom Assessment:

  - Generic rubric for written materials, p. 12
  - Sample assessment rubrics: Oral report assessment, p. 15

- Dos Mundos*  
Student Edition
- ¡Dime! Uno*  
Unidad 5, Lección 1
- ¡Buen Viaje!*  
Capítulo 11  
A escuchar: segunda parte  
Actividad a
- Chicos Chicas, Nivel 1*  
Al final de cada unidad  
Sección: El conocimiento del Mundo Hispano
- Planet@ 1*  
Tema 2–Tarea Final
- Internet
- ¡Buen Viaje! 3*  
Capítulo 1 y  
Capítulo 1 Video Activities  
Machu Picchu
- Chicos Chicas, Nivel 1*  
Al final de cada unidad  
Sección: El conocimiento del Mundo Hispano



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.2 express emotions and personal perspectives</b></p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences</i></p> <ul style="list-style-type: none"><li>❖ express a personal response to a variety of situations</li><li>❖ inquire about and express thoughts and preferences (e.g., <i>prefiero leche</i>)</li><li>❖ record and share thoughts and ideas with others (e.g., keep a journal of ideas for stories)</li></ul> <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none"><li>❖ inquire about, respond to, and express emotions and feelings in a variety of familiar contexts</li></ul>	<p>➤ Present students with a variety of pictures depicting activities that can be done when travelling. Ask students which activities they prefer, using questions such as <i>¿Prefieres _____ o _____ ? ¿Qué prefieres hacer _____ o _____ ?</i></p> <p>➤ Have students do a survey of preferences in the class and share thoughts and ideas about similarities and differences.</p> <p>➤ Have students view a video of a medical emergency. Have students identify and respond to the emotions expressed.</p> <p>➤ In groups of 2 or 3, have students prepare a skit on a topic such as "A trip to the doctor's office," ("<i>Una visita al consultorio médico</i>") (using expressions with <i>tener (los estados físicos)</i>). Provide specific instructions on the elements to be included (see assessment criteria).</p>



**SUGGESTIONS FOR ASSESSMENT**

- When students respond to pictures by stating their preferences, look for evidence that students
  - use the correct forms of *preferir* (language competence, attend to form)
  - use appropriate vocabulary to describe activities (language competence, attend to form)
  
- Provide students with a scoring rubric for their skit, and discuss the criteria with students before they role play “A Trip to the Doctor’s Office.” Criteria might include the following:
  - meaning is clear
  - appropriate details are included in questions and answers
  - vocabulary and expressions related to the topic are included (language competence, attend to form)
  - gestures and body language support communication (strategies)
  - pronunciation and intonation are generally accurate (language competence, attend to form)
  - interaction has some sense of fluency and spontaneity (language competence, interactive fluency)

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

**SUGGESTED LEARNING RESOURCES**

- Planet@ 1*  
Tema 3, Órbita 2
- ¡En español! 2*  
Unidad 3, Etapa 3  
No subjuntivo
- ¡Dime! Más*  
Unidad 7, Lección 2
- ¡Buen Viaje! 2*  
Capítulo 8 y Video Episode 8  
Una emergencia médica
- ¡Buen Viaje! 3*  
Capítulo 7  
pp. 301–306
- ¡Buen Viaje! 3*  
Capítulo 1
- En español 2*  
Unidad 3, Etapa 3  
Video
- Planet@ 2*  
Tema 3, Órbita 2;  
Tarea Final





PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.2 express emotions and personal perspectives (continued)</b></p> <p>1.2.2 <i>Share Emotions, Feelings (continued)</i></p> <ul style="list-style-type: none"><li>❖ record and share personal experiences involving an emotion or feeling (e.g., happiness, anger, embarrassment)</li></ul>	<p>➤ Have students do a survey to find a person with whom they would be suited to go on a trip, based on preferred activities in common. The survey could use simple questions such as: <i>¿Te gusta _____ ? ¿Prefieres _____ o _____ ?</i></p> <p>Once they have completed the survey, have students write a short paragraph about who they think would make the most appropriate travel companion for them.</p>
<p><b>1.3 get things done</b></p> <p>1.3.1 <i>Guide Actions of Others</i></p> <ul style="list-style-type: none"><li>❖ make and respond to a variety of simple requests</li><li>❖ seek, grant, or withhold permission</li><li>❖ relay simple messages</li></ul>	<p>➤ Students create new sports for a “Crazy Olympics” (“<i>Las olimpiadas locas</i>”). Each group is responsible for making a poster, listing the rules of the event, providing as much of the material needed for the sport as possible, and demonstrating the sport to the class.</p> <p>Suggested Crazy Olympics sports are listed below. (Italics reflect Spanish language use in suggested activities.)</p> <ul style="list-style-type: none"><li>• Running across the gymnasium, picking up a jelly bean with chopsticks, and placing it in another container, then reciting the alphabet backwards in the target language.</li><li>• Passing an orange from neck to neck, while singing a previously learned song from the target culture.</li><li>• Laying out a maze on the floor with masking tape and blindfolding one player who will be talked through the maze by another player. The blindfolded player must not walk on the tape.</li><li>• Running across the gymnasium, blowing up a balloon, tying a knot in it, sitting on it until it breaks, and then counting by five to 100 in the target language.</li></ul> <p style="text-align: right;"><i>(continued)</i></p>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

➤ When students survey classmates in order to find someone with whom they would be suited to go on a trip, observe that students

- speak in Spanish throughout activity
- speak to several classmates
- identify a classmate with whom they could travel by identifying common preferred activities

When students submit their paragraphs, look for

- evidence of the correct forms of *preferir* (language competence, attend to form)
- use of appropriate vocabulary to indicate preferences in their travel companion

➤ When students create “Crazy Olympics,” look for evidence that they are able to

- make and respond to a variety of simple requests
- relay simple messages
- give and follow simple sequence of instructions

When students create a poster of their “crazy” sport, look for accuracy of expression and visual impact of design.

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

*¡En español! 2*  
Unidad 1, Etapa 1

*¡Dime! Más*  
Unidad 6, Lección 1, 2

*Chicos Chicas, Nivel 1*  
Unidad 7, Lección 13



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.3 get things done (continued)</b></p> <p>1.3.1 <i>Guide Actions of Others (continued)</i></p> <ul style="list-style-type: none"> <li>❖ make and respond to a variety of simple requests</li> <li>❖ seek, grant, or withhold permission</li> <li>❖ relay simple messages</li>   <li>❖ encourage or discourage others from a course of action</li>   <li>❖ give and follow a simple sequence of instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a team to put together the pieces of a geographical puzzle relating to the target country with discussion in the target language.</li> <li>• Hopping across the gymnasium, with one leg tied to another student’s leg, pulling a letter out of a fish bowl, and reciting six words in the target language that begin with that letter.</li> </ul> <p>Students in each group explain the rules of their Crazy Olympics sport and demonstrate the activity. Events are timed, scores are tallied, and winners are announced. Winners receive gold, silver, or bronze medals. The Crazy Olympics could be videotaped. Parents, school administrators, and other classes could be invited to view the event.</p> <p>Students view the videotape and discuss which sport they found most exciting, amusing, or interesting to watch.</p> <ul style="list-style-type: none"> <li>➤ Have students plan <i>Teléfono malogrado</i> where they relay simple messages to one another. The first student in a line says a phrase, then each student relays the message to the student sitting next, and so on, until the last student says what the message is. Compare the message of the first student to the one of the last student. See if they are the same or not.</li> <li>➤ Have each student choose a simple game for which they will provide simple instructions in Spanish on how to play. Then ask the student to lead the game.</li>   <li>➤ Have students work in pairs to choose and make a recipe from a Spanish-speaking country. Have students prepare the dish at home and bring it to class. Have students give the sequence of instructions to make the dish in the format of a cooking show.</li> </ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students present and participate in games, look for evidence that they
  - are prepared, with clear instructions
  - are able to respond to classmates' questions
  - encourage participation in the game and participate
  
- When students present their dish and provide instructions for its creation, look for evidence that
  - students are prepared and provide sufficient details
  - instructions are sequenced and comprehensive

*¡Buen Viaje! 2*  
 Capítulo 5  
 Vocabulario

*¡Viva el Español! ¿Qué tal?*  
*Culture Resource Book*



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.3 get things done (continued)</b></p> <p>1.3.2 <i>State Personal Actions</i></p> <ul style="list-style-type: none"><li>❖ express a wish or a desire to do something</li><li>❖ make an offer or an invitation, and respond to offers and invitations made by others</li><li>❖ inquire about and express ability and inability to do something (e.g., <i>hablo español</i>)</li></ul> <p>1.3.3 <i>Manage Group Actions</i></p> <ul style="list-style-type: none"><li>❖ suggest, initiate or direct action in group activities</li><li>❖ encourage other group members to participate</li> <li>❖ assume a variety of roles and responsibilities as group members</li><li>❖ negotiate in a simple way with peers in small-group tasks</li><li>❖ offer to explain or clarify</li></ul>	<p>➤ Brainstorm with students about the type of activities that they like to do on the weekend. Discuss with students the kind of questions/expressions they need in order to plan weekend activities with a friend. Provide students with an information gap activity with two different schedules and some common activities to organize. (For example, “¿Puedes ir al cine a las tres de la tarde?” “No, no puedo. Tengo que ir a la clase de piano.” “¿Y a las siete de la noche?” “Sí, sí puedo.”)</p> <p>Then have students organize their own weekend activities in pairs, using the key questions and expressions provided in the model dialogue.</p> <p>➤ Provide students with maps of their city or of a Spanish-speaking city. Students work in pairs in order to give each other directions to particular destinations on the maps.</p> <p>➤ When doing activities on the qualities of a good friend, have the students reflect on their own behaviour towards their friends in their personal journal. Can they remember occasions when they had a positive or negative effect on a friend by something they did or said?</p> <p>➤ When students are preparing a project in groups such as the Travel Fair, assign specific roles to each member of the group. Practice some structures and vocabulary for each role (e.g., facilitator, recorder, observer, summarizer). Rotate the roles within each group.</p>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- While students organize weekend activities in pairs, look for evidence that they
  - invite (*querer, poder*)
  - accept, including key details about time and activities
  - decline, giving reasons (*tener que*)
  - use a logical sequence of events
  
- When students are using maps to give and follow directions to various destinations, observe that students are
  - using Spanish to give clear directions
  - using appropriate vocabulary expressions
  - able to arrive at the proper destinations
  
- When students are preparing a group project, look for evidence that they
  - encourage other group members to participate
  - assume a variety of roles and responsibilities
  - negotiate in a simple way with peers
  - offer to explain or clarify

*¡Díme! Algo*  
Unidad 3, Lección 3

*¡Buen Viaje! 3*  
Capítulo 3, pp.103–121

*Chicos Chicas, Nivel 1*  
Unidad 7, Lección 13, 14

*¡En español! 1A*  
Unidad 4, Etapa 1

*¡Dime! Uno*  
Unidad 5, Lección 1

*Planet@ 1*  
Tema 2, Órbita 1

*Planet@ 2*  
Tema 3, Tarea Final



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.4 extend their knowledge of the world</b></p> <p>1.4.1 <i>Discover and Explore</i></p> <ul style="list-style-type: none"><li>❖ make and talk about personal observations</li><li>❖ explore classification systems and criteria for categories</li><li>❖ discover relationships and patterns</li></ul> <p>1.4.2 <i>Gather and Organize Information</i></p> <ul style="list-style-type: none"><li>❖ record and share personal knowledge of a topic</li><li>❖ compare and contrast items in simple ways</li><li>❖ compose questions to guide research</li><li>❖ identify sources of information</li><li>❖ record observations</li></ul> <p>1.4.3 <i>Solve Problems</i></p> <ul style="list-style-type: none"><li>❖ recognize and describe a problem, then propose solutions</li><li>❖ understand and use the steps in the problem-solving process</li></ul>	<p>➤ Have students prepare <i>Jeopardy</i>, through research, with categories from themes studied in class (e.g., professions, weekend activities, health and safety, sports, etc.). Ensure that students have done sufficient research to create questions of varying difficulty.</p> <p>Divide the students into teams. One team chooses a category, a definition or answer is given by the teacher, and the team must provide the appropriate question (e.g., <i>Definition: Ayuda a las personas enfermas. Question: ¿Eres enfermera?</i>)</p> <p>➤ Provide students with pictures of people involved in typical activities involving a daily routine (e.g., getting up, getting dressed, brushing teeth, having breakfast, etc.). Together or in groups, have students arrange photos into a logical sequence. Provide the appropriate reflexive verbs with the pictures, or discuss these verbs as photos are arranged into sequence. As an extension, have students work in pairs to prepare a vignette entitled: "A day in the life of _____." ("<i>Un día en la vida de _____.</i>") Students research a famous person and then create a day in the life of a famous person and present it to the class, with one person narrating and the other miming the actions.</p> <p>➤ Form groups of four and have each group discuss the purchase of a gift for a friend, family members, or teacher. Ask groups to arrive at a consensus on their gift choices and state reasons to support them (BC <i>Resource Package</i>, 52).</p>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students create a *Jeopardy* game, look for evidence that
  - statements prepared are appropriate and comprehensible
  - appropriate categories are created for the game
  - identify relationships and patterns
  
- As students work in pairs to sequence daily activities and then present them in the form of mime and narration, look for evidence that
  - students sequence the daily activities logically
  - actions performed by the “actor” correspond to the narration
  
- When students participate in interactions such as discussing the purchase of a gift, look for evidence that they are able to
  - present their opinions
  - respond appropriately to questions and cues from others
  - provide a rationale for their suggestions
  - use appropriate vocabulary and structures

*¡Dime! Más*  
 Unidad 8, Lección 1

*¡Buen Viaje! 1B*  
 Capítulo 12  
 Rutina diaria

*¡Buen Viaje! 3*  
 Capítulo 2, pp.62–65

*¡Dime! Uno*  
 Unidad 5, Lección 2  
 Video





PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.4 extend their knowledge of the world (continued)</b></p> <p>1.4.3 <i>Solve Problems (continued)</i></p> <ul style="list-style-type: none"><li>❖ recognize and describe a problem, then propose solutions</li><li>❖ understand and use the steps in the problem-solving process</li></ul> <p>1.4.4 <i>Explore Opinions and Values</i></p> <ul style="list-style-type: none"><li>❖ express their views on a variety of topics within their direct experience</li><li>❖ gather opinions on a topic within their direct experience</li><li>❖ recognize differences of opinion</li></ul>	<p>➤ Have students watch a video about a problematic situation in a restaurant. Have students identify the problem and discuss possible solutions.</p> <p>➤ See Suggestions for Instruction in “Explore Opinions and Values” (below).</p> <p>➤ Have students form groups and provide each group with a number of topics that involve differences of opinion or tastes. These could include</p> <ul style="list-style-type: none"><li>• curfews</li><li>• family vacations</li><li>• tattoos and body piercing</li><li>• dress codes in school</li><li>• safe sex</li></ul> <p>Have students express their views, discuss opinions of group members, and then develop a summary of the opinions expressed.</p>



**SUGGESTIONS FOR ASSESSMENT**

- When students watch a video and work to identify the problem and possible solutions, observe their ability to
  - participate in the discussion
  - recognize and discuss the problem
  - offer logical solutions with justifications
  
- As students work in groups to find solutions for situational problems, look for evidence that they are able to
  - clearly identify the problem
  - express their opinions
  - propose a variety of solutions
  - choose one solution

**SUGGESTED LEARNING RESOURCES**

*¡Dime! Uno*  
 Unidad 5, Lección 3

Alternative:  
 Other videos featuring mime could be used for this activity.

*Planet@ 1*  
 Tema 3, Órbita 2a



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.5 imaginative purposes and personal enjoyment</b></p> <p>1.5.1 <i>Humour/Fun</i></p> <ul style="list-style-type: none"><li>❖ use the language for fun and to interpret humour (e.g., simple amusing texts)</li></ul> <p>1.5.2 <i>Creative/Aesthetic Purposes</i></p> <ul style="list-style-type: none"><li>❖ use the language creatively and for aesthetic purposes (e.g., write poems based on simple, repetitive, and modelled language)</li></ul>	<ul style="list-style-type: none"><li>➤ Provide students with several humorous expressions related to food and restaurants. Have students either use these expressions in a role play or have them illustrate the expressions. Display the illustrations in the class and have students guess which expression corresponds with each illustration (e.g., <i>Anda a freír espárragos</i>).</li><li>➤ Have students create a comic that depicts a humorous problem that might occur during a vacation, or have students create a humorous comic that represents a common misuse of a <i>falso amigo</i>—cognate (e.g., <i>Estoy embarazada</i>).</li><li>➤ Have students create a <i>patio de comidas</i> (Food Court) in class. Have students work in groups to prepare a menu for their mini-restaurant, as well as possible food samples.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students illustrate humorous expressions related to food, look for evidence that students are able to
  - create an illustration that corresponds with the meaning of the expression
  - create a neat illustration
  - take risks to be original and creative
  
- Work with students to establish assessment criteria for a comic. Criteria might include the following:
  - cognate (*falso amigo*) is used in a humorous way
  - Spanish expression/vocabulary is used correctly (language competence, attend to form)
  - sentences are correctly constructed (language competence, attend to form)
  - spelling is accurate (language competence, attend to form)
  
- When students work in groups to organize a menu and *patio de comidas*, look for evidence that they are
  - participating actively
  - making an effort to use Spanish
  
- When students create their own menu for a mini-restaurant as part of a food court, establish criteria with students before they begin. Criteria might include the following:
  - menu is organized in a typical menu format (language competence, written production)
  - vocabulary related to food and menus is incorporated (language competence, written production, and attend to form)
  - correct use of illustrations to enhance understanding (strategies, language use strategies)

*101 Spanish Idioms*  
Sección 3  
Algo en que pensar

See as a reference:  
Gessler Publishing Co. Inc.  
New York  
Comic Strips

*USO interactivo del vocabulario*  
*Planet@ 1*  
Tema 3, Órbita 1  
*¡Dime! Uno*  
Unidad 5, Lección 3



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>1.5 imaginative purposes and personal enjoyment (continued)</b></p> <p>1.5.3 <i>Personal Enjoyment</i></p> <ul style="list-style-type: none"><li>❖ use the language for personal enjoyment (e.g., listen to favourite songs in Spanish, play games alone or with friends)</li></ul>	<ul style="list-style-type: none"><li>➤ Invite students to participate in a class outing to a restaurant.</li><li>➤ Have students view a Spanish version of an English song at home or on the Internet. Provide a few suggestions.</li><li>➤ Provide students with Spanish teen magazines to peruse before and after class.</li></ul>
<p><b>1.6 form, maintain, and change interpersonal relationships</b></p> <p>1.6.1 <i>Manage Personal Relationships</i></p> <ul style="list-style-type: none"><li>❖ apologize and refuse politely</li> <li>❖ talk about themselves, and respond to the talk of others by showing attention and interest</li></ul>	<ul style="list-style-type: none"><li>➤ Provide students with expressions to apologize and refuse politely (e.g., <i>lo siento, no gracias, no puedo comer ..., tengo alergia a ...</i>). Have students prepare a role play in which one of them has a food allergy or is a vegetarian or vegan and has to apologize and refuse politely to eat certain foods.</li><li>➤ Invite students to form small groups to brainstorm reasons that people choose to become vegetarians.  After a class discussion, ask students to complete a questionnaire on personal eating habits. Information gathered may be used to create articles or displays (BC <i>Resource Package</i>, 68).</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students participate in an outing to a Spanish restaurant, look for evidence that they
  - have a positive attitude
  - use Spanish
  - use vocabulary related to food and restaurants
  - write an entry in their learning journal about the experience
  
- When students role play, look for evidence that they use appropriate expressions to apologize and refuse politely.
  
- When students examine issues such as vegetarianism, look for evidence for the extent to which they
  - take positions
  - give relevant reasons to support their arguments
  - listen actively and attempt to respond to or build on others' ideas
  - participate in the discussion using Spanish

*¡Viva el Español!*  
*Resource and Activity Book*  
 Songs/Tape sección



PRESCRIBED LEARNING  
OUTCOMES

1.6 **form, maintain, and change interpersonal relationships (continued)**

1.6.1 *Manage Personal Relationships (continued)*

- ❖ talk about themselves, and respond to the talk of others by showing attention and interest

- ❖ make and break social engagements

SUGGESTIONS FOR INSTRUCTION

- Have students form two circles: an inner circle and an outer circle. Students begin by talking with the person opposite them. Discussion could be focussed on:
  - weekend activities
  - daily routine
  - vacation plans, etc.

After students have spoken for 2-3 minutes, have members of the outer circle move clockwise. Students then begin a new discussion with a different partner.

- For more choices, refer to “State Personal Actions”— inquire about and express ability or inability (Senior 2 – 14).



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING  
RESOURCES**

- When students interact in casual exchanges with peers, look for evidence that they
  - speak Spanish
  - make an effort to speak during the whole time assigned

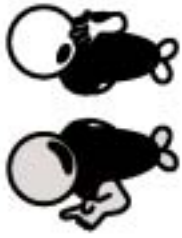




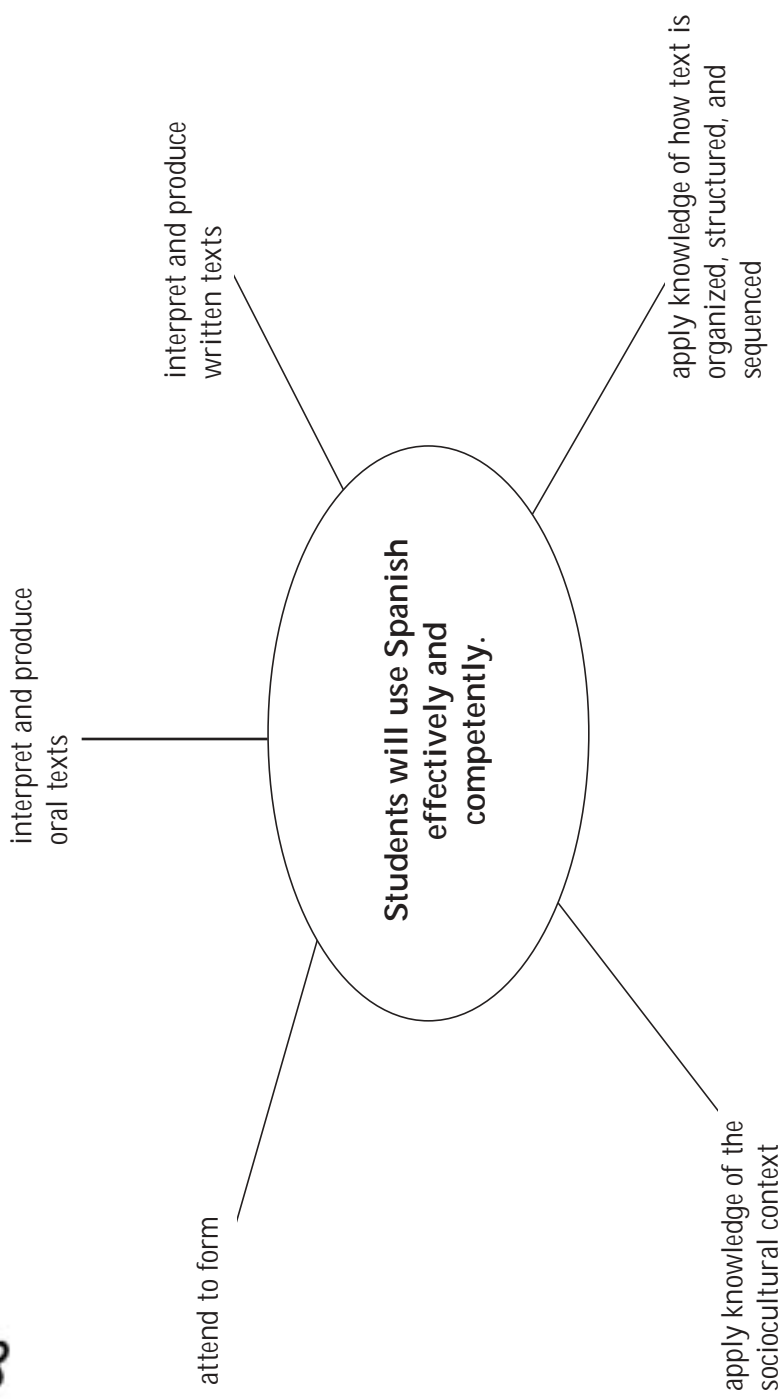
## Notes

*LANGUAGE  
COMPETENCE  
SENIOR 2*





# 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><b>General Learning Outcome 2: Language Competence</b> Students will use Spanish <b>effectively</b> and <b>competently</b>.</p> <p><b>2.1 attend to form</b></p> <p>2.1.1 <i>Phonology</i></p> <ul style="list-style-type: none"><li>❖ use comprehensible pronunciation, stress, and intonation when producing words or phrases</li><li>❖ recognize some of the effects that intonation and stress have in different situations</li><li>❖ identify and reproduce some critical sound distinctions that are important for meaning (e.g., minimal pairs [e.g., <i>pero/perro, papal/papa, mina/niña</i>])</li></ul> <p>2.1.2 <i>Orthography</i></p> <ul style="list-style-type: none"><li>❖ recognize the role that accentuation plays in the Spanish language</li></ul>	<p><b>SUGGESTIONS FOR INSTRUCTION</b></p> <ul style="list-style-type: none"><li>➤ Provide students with a list of familiar words or phrases and have them read them, focusing on correct pronunciation, stress, and intonation (e.g., <i>plátano, jamón, café</i>, etc.). Have students create sentences using these words and read them aloud in groups.</li><li>➤ Seek opportunities in the classroom to highlight critical Spanish sound distinctions:<ul style="list-style-type: none"><li>• //l</li><li>• ñ/n</li><li>• rr/r</li></ul></li><li>➤ Provide students with basic accentuation rules and have students identify where the accent goes by listening to a list of words. Have students practise pronunciation of those words.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- Look for evidence that students are able to pronounce correctly, based on common rules.
  
- Prepare an observation checklist. Observe the students' ability to reproduce appropriately in context the following critical sound distinctions:
  - *ll*
  - *ñ/n*
  - *rr/r*
  
- Look for evidence that students are able to identify where the accent goes in the Spanish language.

**SUGGESTED LEARNING RESOURCES**

*Colección tiempo: Para pronunciar*



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.1 attend to form (continued)</b></p> <p>2.1.3 <i>Lexicon</i></p> <ul style="list-style-type: none"><li>❖ use a range of vocabulary and expressions in familiar contexts, within the following areas of experience:<ul style="list-style-type: none"><li>— foods<ul style="list-style-type: none"><li>✓ restaurants</li><li>✓ market</li></ul></li><li>— shopping, fashion, and fads</li><li>— sports and exercise</li><li>— vacations and travel</li><li>— social life</li><li>— health and safety<ul style="list-style-type: none"><li>✓ physical states</li><li>✓ visit to the doctor</li></ul></li><li>— daily routine</li><li>— introduction to cultural diversity in the Spanish-speaking world</li></ul></li></ul>	<ul style="list-style-type: none"><li>➤ The following learning activities focus on words and their meanings:<ol style="list-style-type: none"><li>1. Game (Senior 2 – 12)</li><li>2. Day In a Life (Senior 2 – 16)</li><li>3. Food Court (Senior 2 – 120)</li><li>4. Writing a Storybook (Senior 2 – 40)</li><li>5. All About Me (Senior 2 – 48)</li><li>6. Writing a Classified Ad (Senior 2 – 78)</li></ol></li><li>➤ As students prepare role plays for different scenarios such as visiting the doctor’s office, provide them with specific expressions related to illness.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- Look for evidence that students spell and use vocabulary appropriately.

**SUGGESTED LEARNING RESOURCES**

*USO interactivo del vocabulario*  
*Rosetta Stone I and II*





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"><li>❖ use, in <b>modelled situations</b>, the following grammatical elements:<ul style="list-style-type: none"><li>— irregular verbs in present tense: <i>conocer, saber, dar, poner, traer, preferir</i></li><li>— preterite tense</li><li>— imperfect tense</li><li>— perfect tense</li><li>— simple future tense</li><li>— direct object pronouns</li><li>— <i>por/para</i></li><li>— <i>hace</i>, expressions of time</li><li>— personal <i>a</i></li><li>— impersonal <i>se</i></li><li>— <i>caer bien/mal</i></li></ul></li></ul>	<p><b>Modelled Situations:</b> This term is used to describe learning situations where a model of specific grammatical elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.</p> <p>In preparing for writing an autobiography students practise using the imperfect tense to talk about age and habitual actions following the model: <i>Cuando tenía _____ años, tocaba el piano.</i> Using pictures of childhood activities, students write sentences based on the grammar pattern provided.</p>



**SUGGESTIONS FOR ASSESSMENT**

- Assess whether students are able to write
  - the correct form (imperfect tense) of the verb
  - the correct structure for talking about age
  - the verb that corresponds to activity in the picture

**SUGGESTED LEARNING RESOURCES**

*USO de la gramática española:  
Junior intermedio*

*Colección tiempo: Para conjugar*

*Rosetta Stone I and II*

*¡Dime! Dos*

Unidad 4, Lección 1, p. 178



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.1 attend to form (continued)</b></p> <p>2.1.4 <i>Grammatical Elements (continued)</i></p> <p>❖ use, in <b>structured situations</b>, the following grammatical elements:</p> <ul style="list-style-type: none"><li>— <i>me/te/le</i></li><li>— <i>nos/les/os gusta/an</i></li><li>— commonly used verbs: <i>querer, ir, hacer, poder, venir, salir, jugar, saber</i></li><li>— <i>tener que</i> + infinitive</li><li>— <i>ir + a + infinitive</i> (immediate future)</li><li>— definite and indefinite articles: <i>el, la, los, las, un, una, unas, unos</i></li><li>— possessive adjectives: <i>mi, tu, su, mis, tus, sus nuestro/a(s), vuestro/a(s)</i></li><li>— adverbs ending in <i>mente</i></li><li>— demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i></li><li>— affirmative commands (<i>tú</i> and <i>ustedes</i> forms, for commonly used verbs)</li><li>— affirmative and negative expressions: <i>alguien, nadie, algo, nada, también</i></li><li>— reflexive verbs</li><li>— present progressive: (<i>estar + gerund</i>)</li><li>— pronouns after prepositions: <i>mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i></li></ul>	<p><b>Structured Situations:</b> This term is used to describe learning situations where a familiar context for the use of specific grammatical elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.</p> <p>In preparation for a role play related to sports, students read a text about baseball in Puerto Rico and other Caribbean countries. The familiar topic, illustrations, and well-known proper names help them understand the text which includes commonly used verbs like <i>jugar</i>, and definite and indefinite articles.</p>



**SUGGESTIONS FOR ASSESSMENT**

- When assessing student comprehension, students should be able to understand the meaning of familiar verbs and articles in the text without direct support from the teacher or other students.

**SUGGESTED LEARNING RESOURCES**

*USO de la gramática española:  
Junior intermedio*

*Colección tiempo: Para conjugar*

*Rosetta Stone I and II*

*¡En Español! 1*

Unidad 3, Etapa 2

En colores: cultura y comparaciones

pp. 206–207



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.1 attend to form (continued)</b></p> <p>2.1.4 <i>Grammatical Elements (continued)</i></p> <ul style="list-style-type: none"><li>❖ use, in <b>independent situations</b>, the following grammatical elements:<ul style="list-style-type: none"><li>— interrogative sentences in the present tense</li><li>— regular verbs in all persons the present tense</li><li>— gender and number of nouns, adjectives</li><li>— commonly used verbs: <i>ser, estar, tener</i></li></ul></li></ul>	<p><b>Independent situations:</b> This term is used to describe learning situations where students use specific grammatical elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.</p> <p>Have students role-play telephone conversations to plan weekend activities. Have them use question forms and regular verbs in the present tense with limited teacher guidance.</p>



**SUGGESTIONS FOR ASSESSMENT**

- When observing student role play, look for evidence that they are able to
  - use correct forms for asking questions
  - use correct conjugations of regular verbs in the present tense
  - carry out the role play with some fluency

**SUGGESTED LEARNING RESOURCES**

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="102 281 527 346"><b>2.2 interpret and produce oral texts</b></p> <p data-bbox="102 369 423 403">2.2.1 <i>Aural Interpretation</i></p> <ul data-bbox="175 428 552 529" style="list-style-type: none"><li>❖ understand short, simple texts in <b>guided</b> and <b>unguided</b> situations</li></ul>  <p data-bbox="102 1304 375 1337">2.2.2 <i>Oral Production</i></p> <ul data-bbox="175 1362 508 1463" style="list-style-type: none"><li>❖ produce short, simple texts in <b>guided</b> situations</li></ul>	<p data-bbox="605 434 1406 499">➤ Have students form groups of four. Provide students with a song, excerpt from a conversation, or TV/radio ad.</p> <p data-bbox="654 522 1406 909">Have students first discuss what kind of information they might be hearing in the upcoming text, based on their knowledge of what is found in a radio or TV ad, etc. Then have students listen to the excerpt and take notes. Students then discuss in their groups what they understood and what strategies they might use to understand the information they were unable to glean after the first listening. Provide students with one or two strategies. Play the excerpt two or three times and discuss with students what they were able to understand and the strategies they used to help their understanding</p> <p data-bbox="605 932 1419 1136">➤ Read a simple short story to students. After listening to the story, students write a sentence or draw a picture that interprets what they have understood. In groups or as a class, discuss the interpretations. Read the story out loud a final time and have students respond to comprehension questions in written form.</p> <p data-bbox="654 1159 1382 1224">An extension to this activity is to have students read the story to another class of Spanish learners.</p> <p data-bbox="605 1362 1414 1707">➤ Oral, Written, Representational—Provide students with several situations related to themes studied in class (e.g., going to a restaurant, meeting a friend, etc.). Have students create a simple story book using one of the scenarios. Students must illustrate the book and prepare a cassette (soundtrack) in which they read the story to accompany the book. Students then present the storybook, with accompanying soundtrack, to the class. Provide students with a story map to help them organize their ideas as well as checklists for self and peer assessment.</p>



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ As students work in groups to understand short texts, look for evidence that they are able to</p> <ul style="list-style-type: none"> <li>• listen for key words</li> <li>• use key words and context to create meaning</li> <li>• use listening strategies to aid in understanding</li> </ul> <p>➤ When students illustrate what they have understood about a simple short story, look for evidence that they are able to</p> <ul style="list-style-type: none"> <li>• explain their drawings to their group or to the class as a whole</li> <li>• make connections between the story and their sentence or drawing</li> </ul> <p>➤ When students prepare a storybook with an accompanying soundtrack, provide students with a story map to help them organize their ideas as well as checklists for self and peer assessment. Oral Presentation Checklist might include the following:</p> <ul style="list-style-type: none"> <li>• story makes sense/has meaning</li> <li>• pronunciation and intonation are generally accurate (language competence, attend to form)</li> <li>• expression is used to enhance communication</li> </ul> <p>(See story assessment criteria in Classroom Assessment, p. 16.)</p>	<p><i>Colección tiempo: Para comprender Mensajes orales de la vida cotidiana</i></p> <p>Easy Spanish readers</p>





PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce oral texts</p> <p>2.2.2 <i>Oral Production (continued)</i></p> <ul style="list-style-type: none"><li>❖ produce short, simple texts in <b>guided</b> situations</li></ul>	<ul style="list-style-type: none"><li>➤ In pairs, ask students to role-play and record an interview with a famous person—musical artist, athlete, or other personality. Play the interview in class.</li><li>➤ Have students prepare role plays, based on the themes studied:<ul style="list-style-type: none"><li>• At the doctor’s office</li><li>• Interview with a famous person about his/her daily routine</li><li>• Parent and child negotiating acceptable activities and curfews for the weekend</li><li>• Planning a date or an activity with a friend on the phone</li></ul></li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- When students prepare a storybook with an accompanying soundtrack, provide students with checklists for self and peer assessment.  
A Written Presentation Checklist might include the following:
  - story makes sense/has meaning
  - ideas are clear, logical/details are relevant and appropriate
  - sentence structure is clear and supports communication of ideas (language competence, attend to form)
  - vocabulary is appropriate (language competence, attend to form)
  - spelling is correct (language competence, attend to form)
  - verbs are conjugated correctly, agreement of adjectives is correct (language competence, attend to form)

A Representation Checklist might include the following:

  - sound track is effective in representing feelings and themes of story
  - good use of music and/or sound effects to support story
  - illustrations correspond to written text and to music/sound effects
  
- Provide a rubric for the student pairs to assess their ability to produce texts as required for this task. See Sample Assessment Rubrics: Generic Rubric for Written Materials in Classroom Assessment, p. 12.
  
- Discuss criteria with students before they role-play a variety of situations related to themes studied. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following:
  - meaning is clear
  - appropriate details are included in questions and answers
  - gestures and body language support communication (language competence, sociocultural context)
  - pronunciation and intonation are generally accurate (language competence, attend to form)
  - interaction has some sense of fluency and spontaneity (language competence, interactive fluency)

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

**SUGGESTED LEARNING RESOURCES**

*¡Dime! Uno*  
Unidad 6, Lección 1



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.2 interpret and produce oral texts (continued)</b></p> <p>2.2.3 <i>Interactive Fluency</i></p> <ul style="list-style-type: none"><li>❖ engage in simple interactions, using a combination of sentences</li></ul>	<ul style="list-style-type: none"><li>➤ Improvisational role play is a particularly effective activity for this outcome. See <i>Teaching and Learning</i>, pp. 101–104. Some examples follow.</li><li>➤ Provide students with videos or reading materials that portray market scenes in a Spanish-speaking region. Then have students in pairs role-play visits to markets or stores in which they would improvise the dialogue between customer and vendor. Ask students to take turns playing customer and vendor. Encourage students to discuss the articles being bought and the prices they are willing to pay (<i>BC Resource Package</i>, 36).</li><li>➤ Have students role-play a variety of situations outlined on scenario cards they draw in which they would improvise the dialogue between customer and vendor. Some examples follow:<ul style="list-style-type: none"><li>• a tourist wants to cash a traveller’s cheque at 1:50 pm, but the bank refuses to cash it because closing time is 2:00 pm;</li><li>• a hungry tourist wishes to eat at 8:00 pm, but the restaurant doesn’t serve meals before 10:00 pm;</li><li>• a tourist tries to buy fruit at a market stand at 2:00 pm, but the vendor has gone because it is a three-hour bus ride home;</li><li>• a local invites a tourist to Midnight Mass; a group of business people discover they are on the wrong bus (<i>BC Resource Package</i>, 58).</li></ul></li><li>➤ Ask students to examine the classified section of a Spanish-language newspaper to find items they need or want to purchase (e.g., computers, cars, mountain bikes, sports equipment). Students then role-play replying to the advertisements, referring to specific information from them, and asking relevant questions (<i>BC Resource Package</i>, 62).</li><li>➤ Suggest that students work in pairs to role-play telephone conversations in which they plan weekend activities. Partners should find activities both students would enjoy. Plans could include where they would go, who will go with them, when they will leave, and what they will take along (<i>BC Resource Package</i>, 74).</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students role-play visits to markets or stores in Spanish-speaking regions or replying to classified ads, note the extent to which they are able to
  - provide clear messages
  - use appropriate patterns and frames for giving directions and prices/prices and descriptions
  - adjust and clarify when miscommunication occurs
  - use intonation, miming, gestures, and body language to support communication (strategies)
  - speak clearly and smoothly, using approximate Spanish pronunciation (language competence, attend to form)

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

*España Viva*  
Video 1  
Episode 2, 3

*Destinos: An Introduction to Spanish*  
Video Series  
Episodio 4

*¡En español! 2*  
Video  
Unidad 4, Etapa 3

*Planet@*  
Tempa 3, Órbita 2a  
Video

- When students prepare telephone conversations to plan weekend activities, discuss criteria with students before they begin. Criteria might include the following:
  - who, what, where, and when (relevant details of plans) are clearly identified
  - questions and answers are clearly formulated

*¡En español! 1*  
Unidad 3, Etapa 1

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.3 interpret and produce written texts</b></p> <p>2.3.1 <i>Written Interpretation</i></p> <ul style="list-style-type: none"><li>❖ understand the main point and supporting details of texts on familiar topics in guided situations</li></ul> <p>2.3.2 <i>Written Production</i></p> <ul style="list-style-type: none"><li>❖ produce short, simple texts in guided situations</li></ul> <p>2.3.3 <i>Visual Interpretation</i></p> <ul style="list-style-type: none"><li>❖ derive meaning from the visual elements of a variety of media in guided and unguided situations</li></ul>	<p>➤ Have students form groups of three or four. Provide each group with the written text of a postcard written by travellers to various Spanish-speaking countries. Have students read the text together and try to determine the country visited, based on information given. Provide a list of countries/places or maps of the Spanish-speaking world.</p> <p>➤ Have students write a postcard, letter, or email from a real or an imaginary vacation destination.</p> <p>➤ Provide students with photos of vacation destinations and popular vacation activities. Have students choose one photo, describe what they see in the photo, and say why they chose this particular photo. This could be done orally or in written form.</p> <p>➤ Provide students with pictures that accompany a simple story. Allow students to create their own simple story individually or in groups, based on the pictures provided. Provide students with a story map to help them organize their ideas.</p> <p>After the completion of their own versions of the story, read to students the actual story that accompanies the pictures.</p>



**SUGGESTIONS FOR ASSESSMENT**

- As students work in groups with a postcard written by a traveller from a Spanish-speaking country, look for evidence that they are able to
  - select key information (words, expressions) to determine the visited country
  - make a logical choice of which country was visited, based on information provided
  
- Work with students to develop a simple checklist they can use for self and peer assessment of their letters, postcards, or emails. The checklist might include items such as the following:
  - meaning is clear
  - greeting and closing are appropriate (language competence, discourse)
  - punctuation is appropriate (language competence, attend to form)
  - spelling, including accents, is correct (language competence, attend to form)
  
- When students choose a photo of a vacation destination and vacation activities, look for evidence that they are able to
  - provide key information and relevant details to describe the chosen photo
  - provide relevant reasons for their choice of photo and interpret elements in the photo
  
- When students create their own story, based on pictures provided, provide students with a story map to help them organize their ideas. Observe the extent to which they are able to
  - use the pictures to make sense of the story
  - organize their story in a meaningful way
  - compare and contrast their stories to the actual stories

**SUGGESTED LEARNING RESOURCES**

- ¡En español! 2*  
 Etapa preliminar, Unidad 1  
 Resource Book, pp. 2–3
- 
- Chicos Chicas, Nivel 1*  
 p. 24  
 <[www.postales.com](http://www.postales.com)>  
 Hay tarjetas postales
- 
- ¡Buen Viaje! 3*  
 Capítulo 1, p. 1–7  
 Photos  
 Brochures from Travel Agencies



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.3 interpret and produce written texts (continued)</b></p> <p>2.3.4 <i>Representation</i></p> <ul style="list-style-type: none"><li>❖ express meaning through the use of visual elements in a variety of media in guided and unguided situations</li></ul>	<ul style="list-style-type: none"><li>➤ Have students create a poster giving information about a particular disease. Information could include symptoms, remedies, where to get more information etc. Have students use the imperative to provide preventative measures.</li><li>➤ Have students create a poster entitled "All about me/ <i>Todo sobre mí.</i>" Information could include<ul style="list-style-type: none"><li>• Social activities that I enjoy/ <i>Las actividades sociales que me gustan</i></li><li>• My daily routine/ <i>Mi rutina diaria</i></li><li>• My favourite or dream vacations/ <i>Mis vacaciones favoritas o soñadas</i></li><li>• My possible future profession(s)/ <i>Mi(s) futura(s) profesión(es) posible(s)</i></li></ul></li></ul>
<p><b>2.4 apply knowledge of the sociocultural context</b></p> <p>2.4.1 <i>Register</i></p> <ul style="list-style-type: none"><li>❖ identify differences between formal and informal registers in a variety of situations</li><li>❖ use formal and informal language in familiar situations</li></ul> <p>2.4.2 <i>Idiomatic Expressions</i></p> <ul style="list-style-type: none"><li>❖ use learned idiomatic expressions to enhance communication</li></ul>	<ul style="list-style-type: none"><li>➤ As students prepare various role plays (e.g. at the doctor's office, planning an activity with a friend), review with students the appropriate level of formality in different situations. Provide students with expressions that would be appropriate in formal and informal situations.</li><li>➤ Divide students into groups and provide each group with an idiomatic expression. Have students prepare a skit that illustrates the correct use of the expression (e.g., <i>¡No me tomes el pelo!</i>, <i>¡Es un plato!</i>).</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- When students prepare a poster giving information about a particular disease, discuss criteria with students before they begin. Criteria might include the following:
  - illustrations enhance the message of the text
  - name of disease and subtopics are clearly identified (language competence, written production)
  - relevant details are provided for each subtopic (language competence, written production)
  - imperative is used correctly to provide preventative measures (language competence, attend to form)
  - layout/design is neat and organized, with good use of space

(See poster assessment criteria in Planning, p. 86.)
  
- Look for evidence that students use formal and informal register appropriately in their role plays.
  
- Observe that
  - students use the idiomatic expression
  - the skit demonstrates the proper use of the term

**SUGGESTED LEARNING RESOURCES**

*Planet@ 2*  
Tema 4, Órbita 2

*¡Dime! Uno*  
Unidad 7, Lección 2  
Video, Unidad 7 Lección 2

*¡Buen Viaje! 1B*  
Capítulo 8

*101 Spanish Idioms*





PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 500 384"><b>2.4 apply knowledge of the sociocultural context (continued)</b></p> <p data-bbox="103 407 461 441">2.4.3 <i>Variations in Language</i></p> <ul data-bbox="175 464 521 600" style="list-style-type: none"><li>❖ experience a variety of accents, variations in speech, and regional variations in language</li></ul> <p data-bbox="103 1016 407 1050">2.4.4 <i>Social Conventions</i></p> <ul data-bbox="175 1073 509 1495" style="list-style-type: none"><li>❖ use appropriate oral forms of address for people frequently encountered</li><li>❖ recognize verbal behaviours that are considered impolite</li><li>❖ recognize important social conventions in everyday interactions (e.g., shaking hands, hugging, kissing)</li></ul>	<ul data-bbox="607 470 1422 1444" style="list-style-type: none"><li>➤ Variations in Language—Give students a series of different words, on small cards or pieces of paper, that are used in different Spanish-speaking countries to mean the same foods. In groups have students categorize the words according to the food they think the words represent (e.g., <i>durazno</i> = <i>melocotón</i>, <i>pomelo</i> = <i>toronja</i>). Provide students with the correct categories, allowing them to reorganize their words if necessary.</li><li>➤ As students research and prepare different Spanish-speaking countries as vacation destinations, discuss different expressions that are used in different countries to identify transportation methods (e.g., <i>autobús</i>, <i>guagua</i>, <i>camión</i>, <i>colectivo</i>).</li><li>➤ Distribute pictures or show an extract of a video that depicts people greeting each other in different ways. Discuss students' interpretation of what is happening in the pictures or video. Discuss cultural differences in greetings. As an extension, have students prepare a simple role play that depicts two people from different cultures greeting each other.</li><li>➤ Provide students with various social conventions (e.g., invitations, dating, going to movies, addressing elders, etc.). Then have students role-play social interactions.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- Look for evidence that students identify some specific regional variations in language of the destination country.
  
- As students view and interpret various greetings, look for evidence that they are able to identify similarities and differences between greetings.
  
- Look for evidence that students use conventions provided appropriately.

*USO interactivo del vocabulario*  
Lexico: Capítulo 8, 10, 11, 15

*¡Dime! Uno*  
Unidad 1, Lección 1



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 500 384"><b>2.4 apply knowledge of the sociocultural context (continued)</b></p> <p data-bbox="103 407 513 436">2.4.5 <i>Non-verbal Communication</i></p> <ul data-bbox="175 464 561 1150" style="list-style-type: none"><li data-bbox="175 464 561 667">❖ recognize appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact, interpersonal space, physical contact)</li> <li data-bbox="175 947 561 1150">❖ recognize that some non-verbal behaviours may be inappropriate in certain contexts (e.g., wearing a baseball cap indoors)</li></ul>	<ul data-bbox="605 470 1422 1087" style="list-style-type: none"><li data-bbox="605 470 1422 569">➤ Have students mime the various gestures that are associated with being ill (e.g., holding your head when you have a headache).</li><li data-bbox="605 596 1422 869">➤ Have students watch an excerpt of a movie of a text-related video. First play the video without sound and ask students to observe carefully the actions and body movements of the characters. Play the video a second time with sound and have students attempt to identify how non-verbal communication is a factor in understanding the segment. Invite students to discuss differences among cultures.</li> <li data-bbox="605 953 1422 1087">➤ Brainstorm with students about some non-verbal behaviours that may be inappropriate in certain contexts (e.g., turning your back to someone when you are talking to others).</li></ul> <p data-bbox="654 1108 1422 1138">Discuss similarities and differences with Canadian culture.</p>



**SUGGESTIONS FOR ASSESSMENT**

- Look for evidence that students use gestures accurately to convey their message.
- Observe the classroom discussion and note the contributions each student makes. Look for evidence that students understand the significance of non-verbal communication in the video watched.

**SUGGESTED LEARNING RESOURCES**

*¡Buen Viaje! 1B*  
Capítulo 8  
Diccionario de gestos





**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students reorganize the steps involved in the preparation of a recipe, either in written or illustrated form, look for evidence that students are able to sequence the steps in a logical order.

When students prepare a demonstration or written instructions for the steps of a recipe, look for evidence that they are able to

- use linking words correctly
- use the imperative of *tú* or *usted* correctly (language competence, attend to form)
- give clear instructions
- use vocabulary related to cooking appropriately (language competence, attend to form)

- When students organize activities of a daily routine and use sequential markers, look for evidence that they are able to

- organize daily activities into a chronological sequence
- use appropriate sequential markers

- Assessment should focus on correct and consistent usage of common structure.

*¡Buen Viaje! 1A*  
Capítulo 7

*¡Buen Viaje! 1B*  
Capítulo 9

*¡Dime! Uno*  
Unidad 8, Lección 3

*¡En español! 1*  
Unidad 5, Etapa 1

*¡Dime! Más*  
Unidad 8, Lección 1

*¡Dime! Uno*  
Video  
Unidad 3, Lección 3

*¡Buen Viaje! 1B*  
Capítulo 12

*Dos Mundos*  
Student Edition



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish (continued)</b></p> <p>2.5.2 <i>Text Forms</i></p> <ul style="list-style-type: none"><li>❖ recognize a variety of text forms delivered through a variety of media (e.g., videotaped instructions, reports with visuals)</li><li>❖ use some simple text forms in their own productions (e.g., maps, questionnaires)</li></ul>	<p>➤ Provide students with a friendly letter that has been divided into different sections. Students reorganize the sections into an appropriate sequence. Discuss the usual parts of a friendly letter and standard terms. Using the letter provided by the teacher as a model, students prepare a letter that they can send to another member of the class or to a pen pal in a Spanish-speaking country.</p> <p>➤ Provide students with a model of a haiku poem, seventeen syllables, or a cinquain poem. Then have them create their own haiku or cinquain poem about a favourite social activity, a daily activity, an interesting profession, etc.</p> <p><i>Haiku:</i> 5 syllables 7 syllables 5 syllables</p> <p><i>Cinquain:</i> Line 1—One word (noun); Tells what poem is about Line 2—Two words (adjectives); Describes the word in line 1 Line 3—Three words (verbs); Give action words associated with line 1 Line 4—Four words; Express feelings or thoughts about line 1 Line 5—One word (noun); Give a synonym of the word in line 1</p> <p>➤ Have students work in pairs in order to email each other a simple message in Spanish.</p>



**SUGGESTIONS FOR ASSESSMENT**

- Work with students to develop a simple checklist they can use for self and peer assessment of their letter or email. The checklist might include items such as the following (BC *Resource Package*, 37):
  - meaning is clear
  - interesting details are included
  - questions are appropriate
  - greeting and closing are appropriate
  - sentence frames are written correctly and completed appropriately
  - punctuation is appropriate (language competence, attend to form)
  - spelling, including accents, is correct (language competence, attend to form)
  
- When students create their own poems based on models provided, discuss criteria with students before they begin. Criteria might include the following:
  - model has been followed
  - appropriate and accurate vocabulary is used (language competence, attend to form)

**SUGGESTED LEARNING RESOURCES**

*¡Dime! Uno*  
Unidad 2, Lección 3

*¡Buen Viaje! 1A*  
p. 37

*¡Buen Viaje! 1B*  
pp. 240–283

*Chicos Chicas, Nivel 1*  
Unidad 6, p. 84  
Unidad 8, p. 108

*Chicos Chicas, Nivel 1*  
Unidad 1, p. 24





PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="102 279 565 422"><b>2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish (continued)</b></p> <p data-bbox="102 436 527 472"><i>2.5.3 Patterns of Social Interaction</i></p> <ul data-bbox="175 493 565 1165" style="list-style-type: none"><li data-bbox="175 493 565 640">❖ use simple conventions to open and close conversations and manage turn-taking</li> <li data-bbox="175 913 565 1165">❖ initiate interactions and respond using a variety of simple interaction patterns (e.g., question-answer, invitation-accept/decline, request-agree/disagree)</li></ul>	<ul data-bbox="605 493 1424 1134" style="list-style-type: none"><li data-bbox="605 493 1424 724">➤ Provide students with a simple telephone conversation that is not in the correct order (e.g., getting together with a friend, ordering a pizza, leaving a message, etc.). In pairs, students reorganize the conversation into the correct order.  As an extension, students can prepare their own telephone conversation in pairs and present them to the class.</li> <li data-bbox="605 913 1424 1134">➤ Provide students with examples of invitations used in Spanish-speaking countries. Have students work in pairs to prepare an invitation to a special event that could be sent via email. If possible, have students send the message to another pair of students in the class, who must then respond to the invitation.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students prepare telephone conversations, discuss criteria with students before they begin. Assessment criteria should focus on the extent to which students are able to
  - make plans for an activity responding to the following questions: Where? When? Why? How? What?
  - present clear, complete, and appropriate messages
  - use vocabulary and expressions appropriately
  
- When students prepare an invitation to a special event, create a rubric or checklist to assess both the invitation and the response. Assessment criteria for the invitation might include the following:
  - key information is provided (who, what, where, when)
  - vocabulary and structures required to arrange meeting times and places are used correctly (language competence, attend to form)
  - sentence structure is accurate (language competence, attend to form)
  - spelling is accurate (language competence, attend to form)
  
- Assessment criteria for the response might include the following:
  - a clear response is given
  - sentence structure is accurate (language competence, attend to form)
  - vocabulary and structures required to arrange meeting times and places are used correctly (language competence, attend to form)

*¡Dime! Uno*  
Unidad 3, Lección 2

*¡Buen Viaje! 1B*  
p. 302

*Primer plano 2*  
Episodio 8

*¡En español! 1*  
Unidad 3, Etapa 1

*¡Dime! Uno*  
Unidad 3

*Chicos Chicas, Nivel 1*  
Unidad 4, p. 24  
Tarjetas y postales virtuales



## Notes

*GLOBAL  
CITIZENSHIP  
SENIOR 2*



# 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><b>General Learning Outcome 3: Global Citizenship</b></p> <p>Students will acquire the knowledge, skills, and attitudes to be effective <b>global citizens</b> through the exploration of the cultures of the Spanish-speaking world.</p> <p><b>3.1 study historical and contemporary elements of Spanish-speaking cultures</b></p> <p>3.1.1 <i>Access/Analyze Cultural Knowledge of the Spanish-Speaking World</i></p> <ul style="list-style-type: none"><li>❖ use basic research skills to find out about Spanish-speaking cultures (e.g. formulate questions about patterns of behaviour or interaction typical of people their own age in Spanish-speaking cultures)</li><li>❖ compare and make connections between some elements of the Spanish-speaking cultures studied and their own</li></ul>	<ul style="list-style-type: none"><li>➤ Invite students to research indigenous peoples such as Aztecs, Incas, or Mayas. Ask them to create charts comparing various aspects of these civilizations (e.g., food, celebrations, rituals, architecture, music, art, leisure activities [BC <i>Resource Package</i>, 26]). Highlight similarities and differences.</li><li>➤ Brainstorm with students about the types of questions they would like to ask Spanish-speaking young people, if they had the opportunity (e.g., social life, friends, school, daily routine, opportunities for the future-careers, etc.). Give students the opportunity to pair up with a pen pal either through the Internet or through the post. Have students write to Spanish-speaking youth to find the answers to their questions.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students research and represent aspects of indigenous civilizations of Mexico and Central and South America, look for evidence that they
  - make comparisons between the various cultures
  - ask questions that lead to new information or insights
  - show initiative and interest in seeking information from a variety of print, human, and electronic sources
  - provide accurate information
  - avoid stereotyping or prejudging

Provide students with lists of questions which they must answer based on the information charts prepared by different groups.

*¡Buen Viaje! 1B*  
pp. 398, 399, 422, 423  
307–309, 436–439

*Chicos Chicas, Nivel 1*  
Unidad 2, pp. 34–35

*Imágenes de América Latina*  
Capítulo 3

*Planet@ 1 and 2*  
Sección: 350 millones





PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</b></p> <p>3.1.2 <i>Knowledge of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none"><li>❖ identify some things they have in common with people their own age who live in Spanish-speaking cultures</li><li>❖ explore some elements of Spanish-speaking cultures (e.g., influence of the geography and climate on their way of life)</li></ul> <p>3.1.3 <i>Applying Cultural Knowledge</i></p> <ul style="list-style-type: none"><li>❖ identify commonalities and differences between Spanish-speaking cultures and their own, and apply knowledge of the cultures to interpret these commonalities and differences</li><li>❖ use knowledge of geography to understand some elements of Spanish-speaking cultures</li></ul>	<p><b>SUGGESTIONS FOR INSTRUCTION</b></p> <ul style="list-style-type: none"><li>➤ Brainstorm with students about the types of questions they would like to ask Spanish-speaking young people, if they had the opportunity (e.g., social life, friends, school, daily routine, opportunities for the future-careers, etc.). Give students the opportunity to pair up with a pen pal either through the Internet or through the post. Have students write to Spanish-speaking youth to find the answers to their questions.</li><li>➤ Show students a video or video-clip that takes place in a Spanish-speaking country and represents both traditional and contemporary cultures. Afterwards, provide students with specific questions to discuss what they observed in the video (<i>BC Resource Package, 34</i>).</li><li>➤ Using videos, the Internet, and magazines, have students identify ways in which Spanish-speaking people of their own age are similar and different.</li><li>➤ When comparing the Aztecs, Incas, and Mayas, explore the relationships of these indigenous peoples with the peoples of Spanish ancestry in Central and South America. How does this compare with the relationship of Canada's indigenous peoples and those of European origin?</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students formulate questions, look for evidence that
  - questions are relevant and clear
  - resources are used effectively
  - analysis supports or refutes assumptions about Spanish-speaking cultures
  
- When students discuss a video that features traditional and contemporary Spanish-speaking cultures, look for evidence that they
  - identify contemporary and traditional characteristics
  - notice similarities and differences from other cultures
  - ask questions that prompt new learning or information
  
- As students examine videos, the Internet, and magazines, look for evidence that they are able to identify similarities and differences between themselves and Spanish-speaking people of their own age.
  
- When students compare the relationships of indigenous peoples with those of Spanish ancestry, look for evidence that they are able to identify differences in ethnic backgrounds.

*¡Buen Viaje! 1*  
La Catrina

*¡Buen Viaje! 1A, 1B*  
Lecturas culturales y  
Lecturas opcionales  
*Imágenes de América Latina*  
Capítulo 3



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</b></p> <p>3.1.4 <i>Diversity within Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none"><li>❖ identify and explore commonalities and differences between diverse groups within Spanish-speaking cultures (e.g., the differences between urban and rural ways of life, ethnic backgrounds)</li></ul> <p>3.1.5 <i>Value Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none"><li>❖ express an interest in finding out about people their own age who speak Spanish</li></ul>	<ul style="list-style-type: none"><li>➤ Have students research the geography of a Spanish-speaking country and prepare a map that indicates major cities and climate. Have students relate at least one element of the culture that they are familiar with to the geography of the country (e.g., relate the foods typically eaten with the geography and climate—people in coastal areas of Spain eat more seafood).</li><li>➤ Provide a list of foods originating from Spanish-speaking countries in groups or in the form of a game. Have students guess from which country each food originated (e.g., potatoes from Peru, peanuts and chocolate from Mexico). Discuss results using a map to help locate countries, focusing on how these foods have changed our diet. As an extension, students research the origin of one of these foods and can use them as ingredients in the <i>Patio de comidas</i> (see Applications, Imaginative Purposes and Personal Enjoyment, Senior 2 – 20).</li><li>➤ Have students choose and research a topic that focuses on youth (e.g., dating, social activities/social life, etc.). Have students present their information through a video, multimedia presentation, magazine, etc. (This could be a part of the same research done for Global Citizenship—formulate questions about patterns of behaviour or interaction typical of people their own age in the Spanish-speaking cultures, Senior 2 – 64.)</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students research the geography of a Spanish-speaking country, look for evidence that they are able to
  - make a link between geography and culture
  - label maps with appropriate information
  
- When students examine a list of foods, look for evidence that they
  - participate actively in determining country of origin
  - identify food contributions of Spanish-speaking cultures
  
- When students present information about a topic that focuses on youth, look for evidence that
  - a clear understanding of cultural traditions for Spanish-speaking teens is evident
  - information is presented in an interesting and organized way
  - respect for diversity and differences in customs is maintained

*¡Buen Viaje! 1A*  
 Capítulo 9  
*¡Buen Viaje! 1B*  
 Capítulo 11



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.2 affirm diversity</b></p> <p>3.2.1 <i>Awareness of First Language</i></p> <ul style="list-style-type: none"><li>❖ identify similarities and differences between their first language and Spanish (e.g., basic word order, similar words, cognates, social conventions)</li></ul> <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none"><li>❖ know that within a linguistic group, people can have different words for the same thing</li><li>❖ recognize that languages may have regional differences in such things as pronunciation, vocabulary, and structure</li></ul>	<ul style="list-style-type: none"><li>➤ Provide students with a list of words that includes both English and Spanish words. Students match the English word with its Spanish cognate (e.g., <i>invitación-invitation</i>). Have students explain the similarities and differences between the English and Spanish words.</li><li>➤ Provide students with language structures they are learning in Spanish and language structures in their first language. Have students match the Spanish structure with a corresponding structure in their first language. Then have students compare and contrast the structures in both languages. Finally, have students complete a text in Spanish in which they must use the Spanish structures studied in the matching activity.</li><li>➤ As students study various themes, provide them with expressions/vocabulary from a variety of Spanish-speaking countries.</li><li>➤ Have students view videos or film and listen to interviews or songs from different regions. After viewing or listening for the first time, have students work in pairs to identify the differences in pronunciation, vocabulary, etc. that they were able to note. Have them view or listen a second time, asking students to add to their original list. Discuss with the whole class which differences were noted.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- When students match English words with Spanish cognates, look for evidence that they are able to
  - match the words correctly
  - give some similarities between English and Spanish
  - give some differences between English and Spanish

Provide students with a text that has some common errors made with cognates and have students correct the text.

- As students view or listen to interviews or songs from different regions, look for evidence that they are adding an increasing number of details to their list of differences after each listening/viewing.

Have students prepare a written or oral summary of their findings.

**SUGGESTED LEARNING RESOURCES**

*¡Dime! Uno*

Lección preliminar  
Unidad 1, Lección 3

*¡Buen Viaje! 1A*

Capítulo 2, p. 62

Internet /Website

<[www.caslt.org/research/musicsp.htm](http://www.caslt.org/research/musicsp.htm)>

*USO interactivo del vocabulario*





SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ When students examine common sports and typical sports in the Spanish-speaking world, look for evidence that students are able to</p> <ul style="list-style-type: none"> <li>• recognize similarities and differences</li> <li>• identify common activities and behaviour associated with specific sporting events</li> <li>• use appropriate vocabulary associated with specific sports (language competence, attend to form)</li> </ul> <p>➤ When students prepare information charts of similarities and differences between their culture and the culture of a Spanish-speaking person in the community, look for evidence that</p> <ul style="list-style-type: none"> <li>• similarities and differences are clearly identified</li> <li>• chart is well organized/appropriate layout</li> <li>• chart is neat and easy to read</li> <li>• appropriate vocabulary is used and spelled correctly (language competence, attend to form)</li> </ul>	<p><i>¡Dime! Uno</i> Unidad 7</p> <p><i>¡En español! 1</i> Unidad 3, Etapa 2 Cultura y comparaciones</p>
<p>➤ When students compare typical family menus for a festive occasion in a Spanish-speaking country with a festive menu in their own family, look for evidence that they</p> <ul style="list-style-type: none"> <li>• identify similarities and differences, using appropriate vocabulary</li> <li>• respect diversity and differences in cultures</li> </ul> <p>➤ Look for evidence that students are able to make connections between the country's culture, geography and climate.</p>	<p><i>¡Buen Viaje! 1A</i> Capítulo 7 Video</p> <p><i>¡Buen Viaje! 1B</i> Capítulo 14</p> <p><i>¡Dime! Uno</i> Unidad 4, Lección 1 Video</p>





PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.2 affirm diversity (continued)</b></p> <p>3.2.4 <i>General Cultural Knowledge</i></p> <ul style="list-style-type: none"><li>❖ recognize that speakers of the same language may have different cultural backgrounds</li></ul> <p>3.2.5 <i>Value Diversity</i></p> <ul style="list-style-type: none"><li>❖ engage in activities that reflect other cultural practices</li><li>❖ recognize advantages of entertaining different perspectives</li></ul>	<ul style="list-style-type: none"><li>➤ Have students listen to a variety of interviews with Spanish-speakers from different regions and countries.</li> <li>➤ Have students engage in cultural activities such as making a <i>piñata</i> or Spanish food, participating in a dance class, or going to a restaurant. These cultural activities may be coordinated with other disciplines/subjects in the school such as physical education, music, and social studies.</li><li>➤ When researching the geography of a Spanish-speaking country, have students find similar examples of relationships between geography and culture in Canada or in other countries they have studied in social studies. Have students make generalizations about the relationships.</li> <li>➤ Have students participate in a variety of cultural activities throughout the course, including trying new foods, listening to music that is different from what they usually hear, etc.</li> <li>➤ Have students reflect on and write a short piece in their learning journals on how their perceptions about Spanish language and culture have changed as a result of their participation in the course/class.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- As students listen to the interviews, have them complete True or False sheets based on the information given by the various speakers in the interviews.
  
- When students participate in cultural activities, look for evidence that they
  - are attentive when a new activity is being introduced
  - understand the activity
  - participate willingly
  - comment on how the activities are the same or different from activities in other cultures
  - use vocabulary related to the activities (language competence, attend to form)

Photograph students while they are engaged in activities. This provides a tool to observe students' participation and provides an excellent means to review/discuss activities at a later date.
  
- Look for evidence that students demonstrate a willingness to participate in a typically Latin-American cultural situation.
  
- Look for evidence that students are able to identify ways in which their actions impact upon others.
  
- Check that students have completed the task in their journals.

**SUGGESTED LEARNING RESOURCES**

*Como Suena 1 and 2*

*¡Viva el Español!  
Resource and Activity Book  
Song cassette (Music and Lyrics)*

*¡Viva el Español!: ¿Qué tal?  
Culture Resource Book*



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.2 affirm diversity (continued)</b></p> <p>3.2.6 <i>Intercultural Skills</i></p> <ul style="list-style-type: none"><li>❖ explore how their perspective is shaped by a variety of factors</li></ul>	<ul style="list-style-type: none"><li>➤ After role-playing situations during a trip to a Spanish-speaking country (see Language Competence, Interactive Fluency), discuss with students their reactions to these situations. Have students explore their perspectives and how these perspectives have been influenced by previous experiences in their own culture.</li></ul>
<p><b>3.3 explore personal and career opportunities</b></p> <p>3.3.1 <i>Spanish and Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none"><li>❖ explore personal reasons for learning Spanish (e.g., for travel, friends, family)</li><li>❖ explore opportunities for further education and/or careers related to Spanish</li></ul>	<ul style="list-style-type: none"><li>➤ At the beginning of the course, brainstorm with students personal reasons for learning Spanish.</li><li>➤ Brainstorm with students the answers to the question: What careers require a knowledge of Spanish? Have students work in pairs or small groups to prepare a poster and small informational brochure called “Careers and Spanish: What’s in it for you?”</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

➤ After role-playing, look for evidence that students are able to identify ways in which their perspectives have been shaped by previous experiences in their own cultures.

➤ When students prepare a poster and brochure about careers that require a knowledge of Spanish, discuss assessment criteria before students begin. Provide students with guidelines of basic questions to which they must find the responses. Assessment criteria for brochure and poster might include the following:

- information is accurate
- relevant details are provided
- appropriate vocabulary is used (language competence, attend to form)
- spelling is accurate (language competence, attend to form)
- brochure/poster is well-organized, with good use of space (language competence, representation)

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

**SUGGESTED LEARNING RESOURCES**

*¡En español!* 3  
Unidad 4, Etapa 2  
Vocabulary

*¡Buen Viaje!* 2  
Capítulo 14  
p. 414



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>3.3 explore personal and career opportunities (continued)</b></p> <p>3.3.2 <i>Cultural and Linguistic Diversity</i></p> <ul style="list-style-type: none"><li>❖ explore personal reasons for learning additional languages and experiencing other cultures</li><li>❖ explore opportunities for further education or careers related to languages and culture</li><li>❖ identify some countries where there is significant linguistic and cultural diversity</li></ul>	<ul style="list-style-type: none"><li>➤ During brainstorming activity at the beginning of the course, have students identify personal reasons for learning additional languages.</li><li>➤ As students research professions that are of interest to them, have them also research one occupation/profession that requires knowledge of another language and culture. Have students then create a classified ad for the job they researched. The ad should include job duties, requirements, salary, start date, hours of work, etc.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

- When students prepare an ad for a job, provide students with a checklist for self and peer assessment. Criteria might include the following:
    - job duties are clearly defined
    - requirements are clearly outlined in relation to Spanish language and culture
    - salary is given
    - start date and hours of work are given
- Upon completion of the ads, have students respond to the following questions in a reflection journal:
- Would you want this type of profession? Why or why not?
  - What are the pros and cons of the job?
  - What role does a second language play in this profession?

**SUGGESTED LEARNING RESOURCES**

- ¡Dime! Dos*  
Unidad 7, Lección 2  
pp. 353, 363
- ¡Dime! Algo*  
Cuaderno de actividades  
Unidad 4, Lección 2
- ¡Viva el Español!: ¡Hola!*  
*Resource and Activity Book*  
¡A conservar y a leer!  
pp. 177–178
- Planet@ 1*  
Tema 2



## Notes

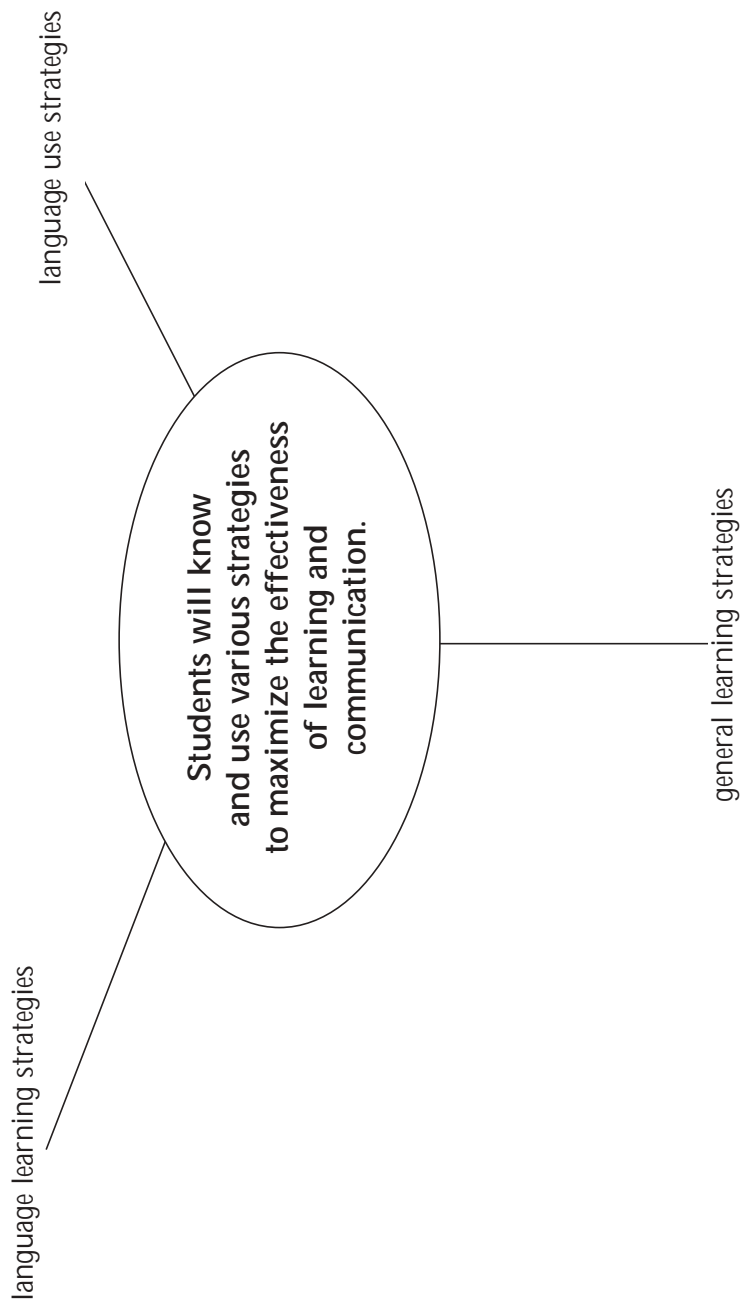
*STRATEGIES*  
*SENIOR 2*







# 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><b>General Learning Outcome 4: Strategies</b></p> <p>Students will know and use various <b>strategies</b> to maximize the <b>effectiveness</b> of learning and communication.</p> <p><b>4.1 language learning strategies</b></p> <p>4.1.1 <i>Cognitive</i></p> <ul style="list-style-type: none"><li>❖ identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things [vocabulary, structures] with similar characteristics; identify similarities and differences between aspects of the language being learned and their own language)</li></ul>	<ul style="list-style-type: none"><li>➤ Have students play Verb-Bingo in order to better understand patterns in verbs.</li> <li>➤ Divide students into two or three teams. Have each team stand in a line so that the first person is in front of the board. On the board, write all the pronoun subjects and a verb in the infinitive. Provide the first person in the line of each team with chalk or a marker. The first person in the line of each team runs to the board to conjugate the given verb with <i>yo</i>, runs back to his/her teammates and gives the marker to the next member on the team. This person runs to the board and conjugates the given verb with the subject <i>tú</i>. The game continues until the first team has completed the conjugation of the verb with all the subject pronouns. A point is awarded if the team correctly conjugates the verb.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students participate in games, look for evidence that they are able to
  - make connections between pictures and verb conjugations
  - listen actively to instructions
  - participate willingly and actively throughout game

Provide students with a test following the activity confirming their understanding of the verb patterns and conjugations. Give unknown verbs that follow the same pattern to verify if students can apply the strategy.
  
- When students participate in a team verb conjugation game, look for evidence that students are able to
  - try conjugations individually first
  - solicit assistance from their team mates
  - identify mistakes
  - identify patterns in the verb conjugations

*VERBingo*



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>4.1 language learning strategies (continued)</b></p> <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none"><li>❖ identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the listening, reading and writing processes; listen or read for key words)</li></ul> <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none"><li>❖ identify and use a variety of social and affective strategies to enhance language learning (e.g., work with others to solve problems; get feedback on tasks)</li></ul>	<ul style="list-style-type: none"><li>➤ Post a simple text at the front of the room. Have students work in teams. Students take turns going to the front and reading a portion of the text, then returning to their team and reciting what they have read. A different team member records what has been recited after each portion. At the end of the text, a reporter is chosen to read what was recited and recorded by the group. Then provide students with the original text from the front of the room and have them compare it with their versions. Afterwards, discuss with students the different methods they used to remember the text.</li><li>➤ At the beginning of the course or at the beginning of a unit, have students complete a survey asking them to identify some of their interests. This survey can be used to incorporate ideas and activities into the units planned throughout the course.</li><li>➤ Throughout a unit, have students write a learning log that identifies the activities they liked best during the unit, what they feel they learned, and what they feel they still need to work on.</li> <li>➤ Before students prepare a poster about a particular topic or theme, have them brainstorm and prepare a web as a pre-writing activity.</li></ul>





PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>4.2 language use strategies</b></p> <p>4.2.1 <i>Interactive</i></p> <ul style="list-style-type: none"><li>❖ identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction)</li></ul> <p>4.2.2 <i>Interpretive</i></p> <ul style="list-style-type: none"><li>❖ identify and use a variety of interpretive strategies (e.g., prepare questions or a guide to note down information found in the text)</li></ul>	<ul style="list-style-type: none"><li>➤ Brainstorm with students ways in which they can maintain interaction in a conversation. Teach students some strategies to maintain interaction. Organize students into teams. Provide a scenario (e.g., at the shopping mall, at a restaurant, at home with the family, etc.).  One team begins a conversation, based on the scenario that has been set. As many students as possible from the team should provide a line for the conversation in 30–60 seconds. Each student builds on the line provided by the preceding student. At the end of the allotted time, clap hands or ring a bell and provide another scene for the next team.</li> <li>➤ Have students form teams or small groups. Provide each group with several vocabulary words from themes studied. Ask a member of each team to describe the word. The other members of the team must guess what the word is, based on the description given. If the team guesses correctly, a point is awarded.</li> <li>➤ Have students listen to a song and note repeated words or phrases. Students determine what the message of the song is, based on the repeated words or phrases.</li> <li>➤ Provide students with strategies and behaviours that help promote active listening. For example, have students think about what they might hear in a text, listen for key words, or consider body language.</li></ul>



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- When students participate in spontaneous interactions such as group improvisation activities, look for evidence that they are able to
  - sustain the interactions using a variety of strategies (e.g., body language, repeating)
  - speak clearly and make themselves understood (language competence, attend to form)
  - use appropriate vocabulary (language competence, attend to form)
  - respond appropriately to questions and cues from others (applications)
  
- As students work in teams to describe vocabulary words from themes studied, look for evidence that they are
  - speaking Spanish throughout activity
  - encouraging other team members
  - soliciting information from each other in a positive way
  
- Create an observation checklist in order to verify the extent to which students have made an attempt to use a range of strategies. To verify understanding of key words or phrases, create a cloze activity that verifies the correct use of these important words or phrases.

*¡Viva el Español!*  
*Resource and Activity Book*  
 Vocabulary Review sections

*¡Viva el Español!*  
*Resource and Activity Book*  
 Song cassette (Music and Lyrics)





PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><b>4.2 language use strategies (continued)</b></p> <p>4.2.2 <i>Interpretive (continued)</i></p> <ul style="list-style-type: none"><li>❖ identify and use a variety of interpretive strategies (e.g., prepare questions or a guide to note down information found in the text)</li></ul> <p>4.2.3 <i>Productive</i></p> <ul style="list-style-type: none"><li>❖ identify and use a variety of productive strategies (e.g., use various techniques to explore ideas, use illustrations to provide detail, use the steps of the writing process)</li></ul>	<p>➤ Instruct students to follow a procedure when they encounter unknown words:</p> <ol style="list-style-type: none"><li>1. Read sentences before and after the unknown word.</li><li>2. Find words or phrases that give clues to the word's meaning.</li><li>3. Look at word parts (prefixes, suffixes, etc.)</li><li>4. Think about words that are similar.</li><li>5. Use a dictionary, glossary, etc. to verify meaning.</li><li>6. Create a mental or visual picture to retain meaning.</li></ol> <p>➤ As students prepare a storybook, encourage them to use illustrations to provide detail they are not able to express verbally.</p> <p>➤ <i>Ejemplo de un plan de búsqueda</i> in Planning for Instruction and Assessment (see Planning, pages 67–68).</p>



**SUGGESTIONS FOR ASSESSMENT**

- Provide students with a checklist to monitor the extent to which they use an established procedure when encountering new words.

**SUGGESTED LEARNING RESOURCES**

*USO de la gramática española*



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION								
<p><b>4.3 general learning strategies</b></p> <p>4.3.1 <i>Cognitive</i></p> <ul style="list-style-type: none"> <li>❖ identify and use a variety of cognitive strategies to enhance general learning (e.g., record key words and concepts in abbreviated form—verbal, graphic, or numerical—to assist with performance of a learning task; use mental images to remember new information; focus on and complete learning tasks)</li> </ul> <p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none"> <li>❖ identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan in advance about how to approach a task, keep a learning journal such as a diary or log)</li> </ul> <p>4.3.3 <i>Social/Affective</i></p> <ul style="list-style-type: none"> <li>❖ identify and use a variety of social and affective strategies to enhance general learning (e.g., encourage themselves to try even though they might make mistakes; participate actively in conferencing and brainstorming; take part in group decision-making processes)</li> </ul>	<p>➤ When using audiovisual resources, show the resource with no sound the first time. Ask students to concentrate on what they see and to talk about one image that is dominant for them. After the activity, talk about how they remember things. Do they see a picture in their mind (visual), hear words or sounds (auditory), or feel physical sensations or movement (kinesthetic)?</p> <p>➤ When introducing a research project (e.g., Mayas, Incas, Aztecs), have students brainstorm about where they might find information. Provide students with a plan to help them organize their research and how they will divide the work. After the project, ask students to reflect on how effective their planning was.</p> <p><i>See Ejemplo de un plan de búsqueda in Planning for Instruction and Assessment (see Planning, pages 67–68).</i></p> <p>➤ Provide students with a procedure to support them in the group decision-making process/problem-solving process. A sample set of steps for group process problems/decisions to follows (Manitoba Education and Training, <i>English Language Arts: Grades 5 to 8: A Foundation for Implementation</i>, 430):</p> <table border="0"> <tr> <td>a) Define problem or task</td> <td>e) Elaborate ideas</td> </tr> <tr> <td>b) Brainstorm</td> <td>f) Evaluate ideas</td> </tr> <tr> <td>c) Clarify ideas</td> <td>g) Organize information</td> </tr> <tr> <td>d) Confirm ideas</td> <td>h) Find solutions</td> </tr> </table>	a) Define problem or task	e) Elaborate ideas	b) Brainstorm	f) Evaluate ideas	c) Clarify ideas	g) Organize information	d) Confirm ideas	h) Find solutions
a) Define problem or task	e) Elaborate ideas								
b) Brainstorm	f) Evaluate ideas								
c) Clarify ideas	g) Organize information								
d) Confirm ideas	h) Find solutions								



**SUGGESTIONS FOR ASSESSMENT**

**SUGGESTED LEARNING RESOURCES**

- Look for evidence that students are able to
  - identify a variety of strategies to enhance general learning
  - identify one or two strategies that are particularly effective for them
  
- When students prepare a research project using a plan, look for evidence that they
  - make a plan
  - use a plan
  - see the value in a plan
  
- Present students with a situation and have them work in groups, following the procedure discussed. Have students do a group evaluation after the activity in which they answer the following types of questions:
  - Did your group follow the steps? Why or why not?
  - Which activities were most useful? less useful?
  - How did this procedure help you to come to a decision or solve a problem?

*Imágenes de América Latina*  
Capítulo 3



## Notes

*APPENDICES*  
*SENIOR 2*

## Appendix A

### Peer Writing Assessment / *Evaluación de la escritura del compañero/de la compañera*

Name of Student / *Nombre del estudiante* \_\_\_\_\_

Form or Genre of Written Work / *Forma o género del trabajo escrito* \_\_\_\_\_

Peer Editor / *Compañero(a) editor(a)* \_\_\_\_\_

Date / *Fecha* \_\_\_\_\_

A. After reading your written work, I would like to compliment you on the following: / *Después de leer tu trabajo escrito, quisiera felicitarte por lo siguiente:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. The following “checked items” are the areas of your written work that require attention: / *Los siguientes rubros que están “marcados,” son las áreas de tu trabajo escrito que necesitan atención:*

- |  |   |
|--|---|
| _____ introductory sentence/<br><i>oración introductoria</i>                 | _____ spelling/<br><i>ortografía</i>                                      |
| _____ detailed supporting sentences/<br><i>oraciones detalladas de apoyo</i> | _____ capitalization/<br><i>uso de mayúsculas</i>                         |
| _____ organization of ideas/<br><i>organización de las ideas</i>             | _____ punctuation/<br><i>puntuación</i>                                   |
| _____ order of ideas/<br><i>orden de las ideas</i>                           | _____ subject/verb agreement/<br><i>concordancia de sujeto/verbo</i>      |
| _____ clarity of ideas/<br><i>claridad de las ideas</i>                      | _____ sentence structure/<br><i>estructura de la oración</i>              |
| _____ concluding sentence/<br><i>oración para concluir</i>                   | _____ transitional words/phrases/<br><i>frases/palabras de transición</i> |

C. Comments/Recommendations: / *Comentarios/Recomendaciones:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix B

### First Draft Writing Planner / Primer borrador del diseño para la escritura

Name/Nombre \_\_\_\_\_ Topic/Assignment/Tema/Tarea \_\_\_\_\_

Date/Fecha \_\_\_\_\_ Pre-writing Format/Formato de pre-escritura \_\_\_\_\_

**"Strong" Introductory Statement to Catch Reader's Attention — "Grabber"/  
Frase introductoria "eficaz" para atraer la atención del lector — "Grabber"**

**"Strong" Concluding Statement to Catch Reader's Attention — "Clincher"/  
Frase final "eficaz" para atraer la atención del lector — "Clincher"**

**Words Relevant To Main Idea Or Topic/  
Palabras pertinentes a la idea o al tema principal**

↓

**State Main Idea or Topic/  
Establecer la idea o el tema principal**

**Transitional Words Or Phrases To Use/  
Palabras de transición o frases a usar**

**Resources Needed/  
Recursos necesarios**

**Major Supporting Points (Ideas)/  
Puntos (ideas) de apoyo principales**

**Resources Needed/  
Recursos necesarios**



## Appendix C

### Writing Self-Assessment / *Autoevaluación para la escritura*

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

Writing Selection/*Selección para la escritura* \_\_\_\_\_

Check the appropriate box./*Marca la casilla apropiada.*

1st draft/*1er borrador*

final draft/*borrador final*

Check off a “yes” or “no” response for each question. The “no” responses indicate areas that require attention. Select at least two areas each from CONTENT and MECHANICS that need attention. Complete section three, GOAL SETTING./

*Marca una respuesta “sí” o “no” para cada pregunta. La respuesta “no” indica las áreas que necesitan atención. Elige por lo menos dos áreas de CONTENIDO y de GRAMÁTICA Y ORTOGRAFÍA, respectivamente, que necesitan atención. Completa la sección tres, ESTABLECIMIENTO DE OBJETIVOS.*

#### SECTION ONE: CONTENT

1. Does my writing make sense?/*¿Mi escritura tiene sentido?*
2. Are my ideas clear?/*¿Mis ideas son claras?*
3. Do I stay on topic?/*¿Me mantengo en el tema?*
4. Are my ideas in order?/*¿Mis ideas están en orden?*
5. Do I complete each thought?/*¿Completo cada idea?*

yes/sí	no/no

#### CONTENT:/CONTENIDO:

**Areas to work on:/Áreas en las que hay que trabajar:**

## Appendix C (continued)

### Writing Self-Assessment (continued)/ Autoevaluación para la escritura (continuación)

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

Writing Selection/Selección para la escritura \_\_\_\_\_

**SECTION TWO: MECHANICS/SECCIÓN DOS: GRAMÁTICA Y ORTOGRAFÍA**

1. Have I checked for spelling errors?/  
*¿He verificado si hay errores de ortografía?*
2. Did I use spelling/word resources (dictionary, thesaurus, spell check) to assist me with correct spelling?/  
*¿Usé recursos de ortografía /vocabulario (diccionario, tesaurus, corrector de ortografía) para ayudarme con la ortografía correcta?*
3. Have I used end punctuation, commas, quotation marks, and colons correctly?/  
*¿He usado correctamente la puntuación final, las comas, las comillas y los dos puntos?*
4. Did I use capital letters where required?/  
*¿Usé las letras mayúsculas dónde era necesario?*
5. Did I check for subject/verb agreement?/  
*¿Verifiqué la concordancia de sujeto /verbo?*
6. Did I use the proper format for this writing genre?/  
*¿Usé el formato apropiado para este género de escritura?*

yes/sí	no/no

**MECHANICS:/GRAMÁTICA Y ORTOGRAFÍA**

Areas to work on:/Áreas en las que hay que trabajar:

**SECTION THREE: GOAL SETTING/SECCIÓN TRES: ESTABLECIMIENTO DE OBJETIVOS**

1. Content Goals:/Objetivos para el Contenido:	Action Plan:/Plan de acción:	Indicator of Success:/Indicador de éxito:
2. Mechanics Goals:/Objetivos para la Gramática y la Ortografía:	Action Plan:/Plan de acción:	Indicator of Success:/Indicador de éxito:

## Appendix D

<b>Sample Inquiry Plan for Year 2*</b>		
Name _____ Date _____		
<b>Step 1 — Develop a Focus and Plan</b>		
Identify possible areas of inquiry through brainstorming. Record ideas here.		
Topic _____		
Access prior knowledge to determine what you already know. List the information in point form below or use a graphic organizer.		
What do you want to know? Develop relevant questions on the topic to establish a purpose for seeking information. Write your questions below.		
Create and use a plan. My audience is _____ _____ _____		
My final product will be _____		
I will make notes using (check the form you will use)		
<input type="checkbox"/> point form	<input type="checkbox"/> outline	<input type="checkbox"/> I-Charts
<input type="checkbox"/> chart	<input type="checkbox"/> graphic organizer	<input type="checkbox"/> Cornell Notes
<input type="checkbox"/> web	<input type="checkbox"/> two-column notes	<input type="checkbox"/> KWL Plus Charts
<b>Step 2 — Collect Information</b>		
Check off resources used		
<input type="checkbox"/> online catalogues	<input type="checkbox"/> periodicals	<input type="checkbox"/> interviews
<input type="checkbox"/> encyclopedias	<input type="checkbox"/> Internet	<input type="checkbox"/> experiments
<input type="checkbox"/> CD-ROMs	<input type="checkbox"/> diagrams	<input type="checkbox"/> other
<input type="checkbox"/> charts	<input type="checkbox"/> human resources	
<input type="checkbox"/> almanacs	<input type="checkbox"/> surveys	
<input type="checkbox"/> documentaries	<input type="checkbox"/> videos	
<input type="checkbox"/> biographies	<input type="checkbox"/> debates	
<input type="checkbox"/> forums	<input type="checkbox"/> artifacts	
<i>(continued)</i>		

**Sample Inquiry Plan for Senior 2:** Used by permission of Linda Ross, Brandon School Division No. 40.

\* For a Spanish version of this form, see Planning, pp. 67–68.

**Sample Inquiry Plan for Senior 2 (continued)**

**Step 2 — Collect Information (continued)**

My sources of information are:

Author's Name	Title of Source	Date of Publication
Place of Publication	Publisher's Name	
_____	_____	_____
_____	_____	_____
_____	_____	_____

Evaluate information sources for accuracy, currency, usefulness, sufficiency (enough), and reliability (authority) using criteria developed by the class and based on criteria developed for Grade 8. Attach your assessment of information sources to this organizer.

Notemaking: Make your notes using the method that you selected in Step 1. Attach your notes to this organizer.

Check your notes to determine if the information in your notes is current, relevant, and complete. Make the necessary revisions in your notes.

**Step 3 — Process Information**

Write your rough draft. Be sure to use detail to support the main ideas. Attach your rough draft to this organizer.

Revise using a different colour of ink to

- eliminate unnecessary information
- address gaps in information
- clarify ideas and information
- sequence ideas and information
- generate reader interest by writing effective sentences which convey content clearly

Edit using a different colour of ink for:

- correct use of transitional devices
- accurate spelling
- accurate capitalization and punctuation
- complete sentences
- sentence variety
- appropriate vocabulary
- grammar — verb tense, subject/verb and pronoun/noun agreement, correct modifiers
- appropriate tone for intended audience

Remember to revise and edit first independently, then with a peer or in a group, and finally with the teacher.

**Step 4 — Present a Final Product**

Share the results of your inquiry with your audience.

**Step 5 — Self-Assess and Reflect**

Reflect on what you have learned during the inquiry process. What impact has it had on you? Identify what your strengths are when using the inquiry process. Set new goals for your next inquiry project. Write your reflections below.

## Appendix E

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

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

## Appendix F

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

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

Have I/¿He

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

#### Audiovisual Aids/*Apoyo audiovisual*

I plan to use/*He planificado usar*

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

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

I plan to/*He planificado*

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

**Appendix G**

## How We Co-operated In Our Group Work—Form A

### *Cómo cooperamos en nuestro grupo de trabajo—Formulario A*

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

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

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

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

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

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

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

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

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

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

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

5. We helped all group members understand the task. / *Ayudamos a todos los miembros del grupo a comprender la tarea.*

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

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

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

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

## Appendix H

### Evaluación de trabajo en grupo — Formulario B

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

Miembros del grupo \_\_\_\_\_

*Piensa cómo se desempeñó tu grupo. Colorea la casilla apropiada.*

1. Escuchamos las opiniones e ideas de cada uno.

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

2. Discrepamos cortésmente.

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

3. Usamos el tiempo eficazmente.

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

*¿Que hiciste tú o qué hicieron los miembros de tu grupo para crear armonía en el grupo?*

☞

☞

☞

☞



## Appendix I

### ¿Cómo fue el trabajo de mi grupo?

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

Miembros del grupo \_\_\_\_\_

Marca una

Sí

No

Aporté ideas.		
Escuché a otros.		
Hice preguntas.		
Motivé a otros.		
Discrepé cortésmente.		
Me mantuve en la tarea.		

En mi grupo, me fue muy bien en:

- 
- 
- 
- 

Mis objetivos para la próxima vez son:

- 
- 
- 
- 

Los pasos que debo seguir para alcanzar mis objetivos son:

- 
- 
- 
- 

Los recursos que necesito para lograr mis objetivos son:

- 
- 
- 
-

## Notes