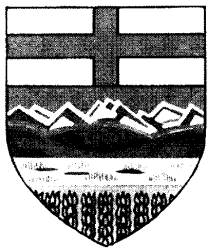
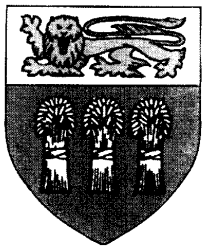
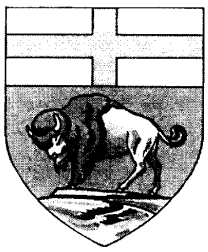

# Spanish Language and Culture

## Four-Year High School Program Implementation Manual

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## Western and Northern Canadian Protocol for Collaboration in Basic Education

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**March 2004**

# *SPANISH LANGUAGE AND CULTURE*

## *FOUR-YEAR HIGH SCHOOL PROGRAM*

*Implementation Manual*

***March 2004***

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**Members of the Spanish Language and Culture Development Teams**

**Alberta**

| | |
|---|---|
| Aline deBourcier | Consultant for International Languages,<br>Edmonton Public Schools |
| John Sokolowski | Program Manager, Alberta Learning |

**Manitoba**

| | |
|---|---|
| Liliana Ardiles | Teacher, Collège Louis-Riel<br>Division Scolaire Franco-Manitobaine |
| Gorette Bento | Teacher, Silver Heights Collegiate<br>St. James-Assiniboia School Division |
| Tess Cordeiro | Teacher, Oak Park High School<br>Pembina Trails School Division |
| Felipe Flores | Professor, Department of French, Spanish and Italian<br>University of Manitoba |
| Mandy Freynet | Teacher, Collège Jeanne-Sauvé,<br>Louis Riel School Division |
| Ani Granson | Web Technologies Consultant,<br>Manitoba Education, Citizenship and Youth |
| Rossana McCormack | Instructor / Teacher<br>The Collegiate at the University of Winnipeg |
| Mara Reich | Instructor, Collège universitaire de Saint-Boniface |
| Antonio Tavares | Multicultural Education Consultant<br>Manitoba Education, Citizenship and Youth |
| Diana Zozman | Languages other than English Consultant<br>River East-Transcona School Division |

**Saskatchewan**

| | |
|---|---|
| Dr. Joan Boyer | Second Languages Consultant,<br>Saskatchewan Learning |
| Roberto Godoybaca | Teacher, E.D. Feehan High School<br>St. Paul's Roman Catholic Separate School Division, Saskatoon |
| Cheryl Hordenchuk | Teacher, Central Collegiate<br>Moose Jaw School Division |
| Miguel Leon | Dr. Martin LeBoldus High School<br>Regina Roman Catholic Separate School Division |
| Esther Molina | Teacher, E.D. Feehan High School<br>St. Paul's Roman Catholic Separate School Division, Saskatoon |
| Ada Paez | Teacher, Archbishop M. C. O'Neill High School<br>Regina Roman Catholic Separate School Division |
| Josée Pomerleau | Teacher, École canadienne-française de Saskatoon<br>Division scolaire francophone |

**Manitoba Education, Citizenship and Youth Staff**

| | |
|---|---|
| Lynn Harrison | Desktop Publisher, Production Support Unit |
| Grant Moore | Publications Editor, Production Support Unit |
| Marjorie Poor | Publications Editor |

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# *INTRODUCTION*

Over 300 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States of America and the Philippines. It is one of the most widely spoken languages in the world.

The value of learning the Spanish language is enormous for Canadian society as a whole. Apart from the common advantages related to the learning of an international language, learning Spanish permits an insight into the rich and varied cultures in the Spanish-speaking world and bestows more opportunity to communicate directly with its people. As well, for some students with a prior knowledge of the language and cultures, it offers an opportunity for renewed contact and contributes to maintaining and developing literacy.

The learning of Spanish, or any other language, develops awareness of and sensitivity to cultural and linguistic diversity, is a means of cultural enrichment, and is a good way of fostering understanding and solidarity among peoples and countries. Furthermore, it gives individuals the opportunity to identify, question, and challenge their own cultural assumptions, values, and perspectives, and to contribute positively to society.

There is also significant evidence to suggest that learning another language contributes to the development of increased grammatical abilities in the first language and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly; and it fosters more cognitive flexibility, greater divergent thinking, creativity, and metalinguistic competence.

Moreover, in today's world, knowledge of a second language and culture in general is a benefit for individuals, enabling them to communicate and interact effectively in the global marketplace and workplace. Given the important social and economic role Spanish-speaking countries are playing in the international scene, and given their increasing economic and cultural presence in Western Canada, the learning of Spanish provides an important economic advantage.

### Background

In 2000, the *Common Curriculum Framework for International Languages, Kindergarten to Grade 12* was developed through the cooperative efforts of the provinces of Saskatchewan, Manitoba, and Alberta, under the auspices of the Western Canadian Protocol for Collaboration in Basic Education. The intent of that document was to provide a common foundation and support for the development of curricula for international language programs.

Subsequently, drafts of *Program Studies: Spanish Language and Culture Grade 7 to Grade 9* and *Program of Studies: Spanish Language and Culture 10-20-30* were developed for use in the province of Alberta. These documents provided the basis, with some adaptations, for the WNCP *Spanish Language and Culture, Four-Year High School Program* curriculum document. To support the implementation of this new curriculum, this *Spanish Language and Culture, Four-Year High School Program: Implementation Manual* has been developed collaboratively by the provinces of Alberta, Saskatchewan, and Manitoba.

### Purpose

This implementation manual will assist educators as they

- plan for instruction that supports student achievement of the outcomes
- monitor student progress in achieving the outcomes
- select learning resources to support their professional development
- select student learning resources to enhance instruction and assessment

Educators, administrators, and parents may use this document in a variety of ways.

#### *Teachers (Educators)*

Classroom teachers will find theoretical information and research concepts in the Spanish Language and Culture: Implementation Overview. Specific programming and classroom information are found in Achieving the (Four-Year High School Program) Outcomes.

### *Administrators*

Administrators will find essential information in the Spanish Language and Culture: Implementation Overview, and Achieving the (Four-Year High School Program) Outcomes. These sections may be of particular value in

- developing a programming plan for a school
- identifying directions for professional development
- developing school / divisional assessment policies and procedures
- selecting professional resources

### *Parents*

Parents may be directed to Spanish Language and Culture: Implementation Overview for information about Spanish as an international language and about second language learning in general. Achieving the (Four-Year High School Program) Outcomes provides grade-specific information and insights into classroom practices.

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# *IMPLEMENTATION OVERVIEW*

## The Benefits of Second Language Learning*

During the 1990s, there was renewed interest in language learning, especially with regard to Spanish and Asian languages in North America. There is now a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents, and the media to reexamine the advantages of second or additional languages.

The 1990s have also been characterized as the "Decade of the Brain." Increased research on brain development throughout the 1990s has focused attention on the learning process and developmental issues. Some of this research has analyzed the effect of language acquisition on the brain. The results of these studies have generated media interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

*Personal Benefits*

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people, read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of human experience by fostering an appreciation for the customs and achievements of people beyond their own communities. Ultimately, knowing a second language can also give people a competitive advantage in the work force by opening up additional job opportunities.

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* Adapted: <http://www.languagemagazine.com/internetedition/nd99/pg23.html> Kathleen M. Marcos, Assistant Director, ERIC Clearinghouse on Languages and Linguistics Center for Applied Linguistics. Adapted from "Second Language Learning: Everyone Can Benefit." *K-12 Foreign Language Education: The ERIC Review*, Volume 6, Issue 1, fall 1998. <http://www.accesseric.org/resources/ericreview/vol6no1/langlern.html#1>

For many people, there's something inherently enjoyable about successfully speaking in another tongue. Learning a new language can be an intensely challenging and rewarding experience.

*Cognitive Benefits*

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and non-verbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert, and Tucker; Hakuta; Weatherford).

*Academic Benefits*

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English. However, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can really help a child comprehend written languages faster and possibly learn to read more easily, provided that children are exposed to stories and literacy in both languages (Bialystok "Effects of Bilingualism"). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than monolinguals and bilinguals who have learned only one writing system, in understanding specific representation properties, even in English.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in "immersion" type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier, and Abbott). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain; Genesee *Learning*; Swain).

*Societal Benefits*

Bilingualism and multilingualism have many benefits to society. Canadians who are fluent in more than one language can enhance Canada's economic competitiveness abroad, maintain its political and security interests, and work to promote an understanding of cultural diversity within our nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees, and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, healthcare providers, customer service representatives, and law enforcement personnel also serve their constituencies more effectively when they can reach across languages and cultures. Developing the language abilities of the students now in school will improve the effectiveness of the work force later.

## The Benefits of Learning Spanish Language and Culture

In this century, different languages and cultures will increasingly influence our lives. In the Americas, Spanish and the Latin American cultures will have a great impact. In Latin America, you need not only to speak Spanish, but also to be familiar with the culture to be successful.

Today, Spanish rivals English as the language of choice in the Americas with 250 million native Spanish speakers in the Caribbean, Central America, South America, and North America. In twenty years, one out of every six people living in the United States will be Spanish-speaking.

In Canada, our social and economic connections with the Spanish-speaking world are growing and developing at an exponential rate. In the last three decades, there has been a significant increase in Canadians of Spanish-speaking origin.

There are other reasons to consider learning Spanish:

- *A world language:* 300 million people speak Spanish, making it one of the largest markets for business and one of the most useful languages in the world for travel.
- *Better understanding of English:* Much of the vocabulary of English has Latin origins by way of French. Since Spanish is also a Latin language, studying Spanish will provide insights into English vocabulary. Similarly, both Spanish and English share Indo-European roots, so their grammars are similar. The learning of English grammar is enhanced by studying the grammar of another language, for the study forces you to think about how your language is structured. It is not unusual, for example, to gain an understanding of English verb tenses and moods by learning how those verbs are used in Spanish.

- *Knowing our neighbors:* Many Canadians are of Spanish-speaking origin. Knowing Spanish enhances our opportunities to communicate with our neighbours.
- *Cultural understanding:* Knowing another language gives us a window into that culture's way of knowing and being. In our increasingly interdependent and connected global society, cultural understanding is critical.
- *Learning other languages:* If you learn Spanish, you will have a head start in learning the other Latin-based languages such as Portuguese, French, and Italian. Spanish may even help you learn other languages such as Ukrainian and German, since they too have Indo-European roots and have some characteristics (such as gender and extensive conjugation) that are present in Spanish but not English.
- *Spanish literature, the arts, and film:* Spanish also offers a wealth of literature, both modern and traditional. Spanish-language films continue to receive praise from the film industry and viewers. Spanish music, dance, and art forms have influenced contemporary popular and classical culture.
- *Employment opportunities:* Canadian companies and businesses provide services or have subsidiaries in Latin America. The reverse is also true. Many Latin American countries are important trading partners with Canada and the United States. Spanish is useful for those planning a career in one of the helping professions and any occupation that involves international trade, communications, or tourism.
- *Travel and tourism:* Because there are so many Spanish-speaking countries and they are relatively easy to travel to, many Canadians frequently visit Spanish-speaking countries. While it is possible to visit Spanish-speaking countries and get by with English only, speaking Spanish provides greater opportunities to meet new people, communicate with local people, and gain insights into the communities and cultures.
- *Easy for English speakers to learn:* Because of its Latin roots, a similar alphabet, and regular pronunciation rules, Spanish is one of the easiest languages for an English speaker to learn. Spelling of Spanish words closely corresponds to their pronunciation. The mastering of Spanish grammar presents a bigger challenge for speakers of English.

## The Second/International Language Learner

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in ever new and more complex contexts with ever increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

*Junior/Senior High School Learners*

Language and literacy development begins with the child's earliest experiences with language. The development of oral language, reading, writing, viewing, and representing are interrelated processes. Early years learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in the early years is fostered through experience and play. Social interaction is also a vital part of the students' social, emotional, intellectual, and linguistic development.

The middle years may be an especially significant and challenging time for both learners and teachers. Myriam Met argues the following:

> Middle school students are characterized by a number of developmental changes—physical, social, emotional, and cognitive. These changes and the feelings they bring about have implications for language instruction and learning. Great care should be exercised in activities that require students to generate physical descriptions or comparisons. Students may feel awkward about their appearance, may be reluctant to stand before the class for individual presentations, and should be allowed more sheltered opportunities such as small group or student-teacher interaction. The need for movement necessitates activities that physically engage students. Hands-on materials and manipulatives provide opportunities for movement while addressing the needs of kinesthetic and tactile learners. Group work allows students to move about the room. In middle school classrooms, it is not unusual to see small groups of students stretched out or seated on the floor.

> Piaget has suggested that the middle years are the time children move from the stage of concrete to formal operations. How new concepts are acquired will be influenced by maturational development. The difficulty many middle school students experience in mastering abstract grammar concepts may not be as much a reflection of aptitude as of cognitive maturity. These students will benefit more from concrete experiences, such as vocabulary presented through direct experiences, manipulation of real objects, and pictures, all set in a meaningful context. ("Middle Schools" 2–3)

Middle and senior years learners need many of the same classroom and school supports that create a welcoming and motivating learning environment for younger learners. However, there are some significant differences between older second language learners and younger ones. First, there is evidence from brain research that older second language learners use related but different parts of their brain to learn a second language. This suggests a different learning process, one that is more dependent on the student's first language. Research suggests that older learners are able to "transfer" many first language skills to their second or additional language (Curtiss; Johnson and Newport).

However, their first language will influence skills in the new language in terms of accent, intonation, and other factors. This does not mean that older students will be less able to become proficient in the additional language, only that some aspects of their first or dominant language will carry over into their second language. Equally important is the overall exposure and opportunity to use the language in everyday situations. The more time devoted to language learning the greater the proficiency achieved (Curtain and Pesola).

*Factors That Influence Multilingual Development*

It is important that teachers and parents recognize that there are a number of personal factors or individual characteristics which affect learners and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but are important to consider as they are one of the reasons learners will acquire language at different paces. Tracey Tokuhama-Espinosa identifies ten key factors that have an impact on individual learners. The ten key factors include aptitude, timing, motivation, strategy, consistency, opportunity, the linguistic relationship between the languages, siblings, gender, and hand-use. For the purpose of this document we will look at nine of the factors which are most relevant for language learners in high school settings.

*Aptitude:* Every individual is born with a certain aptitude for different life skills. Aptitude is based on inherited genes. While teachers cannot influence how much aptitude a learner has, they can make the most of what does exist, and shore it up by using the other nine factors.

*Timing:* This refers to the windows of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are a particularly important period in children's linguistic development. During this period and especially during the first three years of life, the foundations for thinking, language, vision, attitudes, aptitudes, and other characteristics are laid down. Since 50 percent of the ability to learn is developed in the first years of life and another 30 percent by age eight, early childhood development programs have the opportunity to encourage early learning and development. This does not mean, however, that 50 to 80 percent of one's intelligence, wisdom, or knowledge is formed during early childhood. It simply means that during the first few years of life, children form their main learning pathways in the brain (Bloom). There are six main pathways to the brain. They include learning by sight, sound, taste, touch, smell, and doing (Dryden and Vos). Later in life, everything an individual learns will grow from the information gained during these early years. Between four and seven years old is a wonderful window for learning new languages. Learners who enter Spanish Language and Culture programs with bilingual or multilingual early childhood and school experiences may initially have an advantage or progress more rapidly than monolingual children. The learning of an additional language in the high school years may be more challenging for certain learners. However, it is equally important to recognize that older learners benefit from their increased knowledge and experience of the world, as well as their first language literacy and language skills. Older learners have a more extensive and well-developed range of first language skills which they can apply to their second language learning.

The debate over whether it is better to begin learning a second language at an early age or to wait until students are more mature has not been resolved. There is, however, some evidence in support of starting second language learning early. As indicated earlier there is evidence that there are some differences in the brain processes between learning a second language as a young learner and as an older learner. Students who begin learning at an earlier age have a greater exposure to the language over time. Older learners are more likely to reflect aspects of their first language, especially in their oral production in terms of intonation, register, and rhythm of speech. Although the increased cognitive abilities of older students may, in part, compensate

for the reduced amount of time spent on language learning in the case of late entry, students cannot be expected to attain the same level of skill and knowledge as those who begin in kindergarten or grade one.

*Motivation:* Learners' preparedness for learning international languages is partially dependent on their motivation, which includes both positive and negative, as well as internal and external factors, such as how a student feels about the language being learned, and the attitude of other significant persons such as parents and peers. A positive relationship with the language teacher facilitates communication and motivates students.

*Strategy:* In her study, Tracey Tokuhama-Espinosa found that families who had a well-developed plan that provided for good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place for the implementation of Spanish Language and Culture programs.

*Consistency:* It is critical that second language learners are exposed to language learning opportunities in a consistent and continuous fashion. In a school setting this translates into the importance of scheduling Spanish Language and Culture programs to provide for well-sequenced and consistent language learning opportunities.

*Opportunity:* A student may have a great motivation to learn an additional language, but if they do not have the opportunity to practise it in meaningful situations, they will never truly become proficient. It is important that sufficient time be allocated for Spanish Language and Culture programs during the school day. Students and parents can supplement and enhance classroom language learning experiences by seeking out or building opportunities for language learning in the home and in the community, as well as participating in related extra-curricular activities sponsored by schools.

*The Linguistic Relationship between Languages:* This simply means whether or not the language being learned and those that the learner is already fluent in share a common historical root. For example, German and English share roots, as do the Romance languages, or Latin languages, of Italian, French, Portuguese, Spanish, and Romanisch. If the learner's first language shares roots with the second language, then the second language is easier to learn due to the similarity of grammar, vocabulary, and sound systems and the fact that learners may more easily transfer their first language skills. It is important that teachers be aware of the linguistic diversity present in the classroom and the language skills of students. Such knowledge will enable teachers to respond to learner needs and characteristics much more effectively and will assist in assessing student learning.

*Gender:* There is evidence that women and men approach language learning from different parts of the brain. Men tend to localize language in the brain to a rather small and specific area and are relatively literal in their appraisal of conversations, whereas women tend to have their language skills spread out over a wider area of the brain, giving greater importance to things such as intonation, facial movements, and body language. Teachers need to consider gender differences in planning for instruction. It is important to use a variety of instructional approaches that respond to diverse student characteristics.

*Hand-Use:* Most people have their main language area of the brain in the left frontal and parietal lobes, but unexplainably, a small percentage (30%) of those who write with their left hand and 5% of those who write with their right hand may actually have language spread out over a greater area. This is not to say that this special group are better at international languages than others, but rather that they may favour different teaching methods.

While all ten factors affect all learners, they will do so in different ways. Such individuality is what gives researchers and educators awe at the human capacity for language, and what challenges policy makers and administrators to re-think an individual approach to language education.

## Brain Research and Second Language Learning

Brain research has provided greater insights into how language learning happens or is processed in the brain and the significance for second language teaching. Researchers have conceptualized the brain as being composed of four distinct elements: the reptile brain, the emotional brain, the "little brain," and the thinking brain (Jensen; Dryden and Vos; MacLean). The brain stem, sometimes called the reptile brain, controls many of our body's involuntary functions such as breathing. The mammalian or emotional brain is located in the center of the brain and stores memory. Therefore, *learning is easier if it is made emotional or fun*. In fact, the door to learning is emotion (Jensen; MacLean; Dryden and Vos).

Where does thinking about the language we are learning take place? Our cortex, or thinking brain, includes the motor cortex and the sensory cortex. Within the cortex, there are many kinds of intelligence centers. Harvard psychologist Howard Gardner (*Frames* and speech) has spent many years analyzing the human brain and its impact on education, including language learning. Gardner says that we have several types of intelligence:

*Linguistic Intelligence:* The ability to read, write, and communicate with words.

*Logical-Mathematical Intelligence:* The ability to reason and calculate.

*Musical Intelligence:* The musical ability highly developed by composers and top musicians.

*Visual-Spatial Intelligence:* The ability to master position in space. This intelligence is used by architects, painters, and pilots.

*Visual Intelligence:* The ability to memorize visually and use the imagination.

*Kinesthetic Intelligence:* The physical intelligence used by dancers and athletes.

*Social Intelligence:* The ability to relate to others, used by salespeople and motivators.

*Introspective Intelligence:* The ability to know one's inner feelings, wants, and needs.

*Natural Intelligence:* The ability to learn by exploring nature.

*Implications for Language Learning*

The implications of brain research and multiple intelligence theory to second language teaching are many.

1. *Learning is experiential:* We learn by engaging in real hands-on activities and tasks.
2. *Learning uses all senses:* Reinforce learning with pictures and sounds, learn by touching, learn by tasting, and learn by smelling (Dryden and Rose).
3. *Learning should be fun:* The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn because it creates emotional attachments, and emotion is the door to learning (Jensen; Dryden and Vos; Dryden and Rose).
4. *Learning is best when in a relaxed but challenging state:* Avoid stress. Research shows that 80 percent of learning problems are stress-related (Stokes and Whiteside).
5. *Learning through music and rhythm:* Music is an effective way to learn a new language. Often one can remember the songs learned in early childhood. We do so because lyrics combined with music are easier to learn (Lozanov; Campbell; Brewer and Campbell).

6. *Learning through action:* Learning activities that use the body and the mind together are powerful tools for learning. While traditionally, we encouraged students to sit all day long, we now know that we learn more when we move as we learn. Utilize learning strategies that include physical interaction and encourage students to dance and move to the rhythm when learning a second or third language (Gardner *Frames*; Doman; Dryden and Vos).
7. *Learning by engaging with others:* Having students practise a language by talking to each other over a meal, for example, is a great way to learn (Gardner *Frames*; Dryden and Vos).
8. *Learning by reflecting:* It is important to let children take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen *Fundamentals*).
9. *Learning by linking:* "The more you link, the more you learn" (Vos). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos). For example, link numbers and words in a playful way (Dryden and Rose). Reciting the numbers from one to ten in Spanish in rhythm is an effective way to begin language learning—"*Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez*."
10. *Learning uses the whole world as the classroom:* Real life experiences and situations engage learners, and bring meaning and context to the learning process (Dryden and Vos).

## Considerations for Effective Spanish Language and Culture Programs

International language programs are complex and multifaceted, providing a rich environment for the learning of language and culture.

Effective international languages learning environments are those in which

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk-taking and choice
- diversity in learning styles and needs are accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the Spanish language is emphasized
- quality multimedia, print, human, and other resources are available and applied in a supportive, meaningful, and purposeful manner

Spanish Language and Culture programs strive to provide a rich language learning environment, stressing communicative competence, high academic achievement, and enriched cultural experiences that maximize student opportunities for learning.

*Time*

The amount of time allocated to Spanish Language and Culture courses across western Canada may vary. Generally, these are optional courses or subjects. For the purpose of this document, we have assumed that students at each grade level will experience 110 to 125 hours of classroom-based Spanish language and culture instruction.

If the amount of time is reduced, then the expected level of achievement should be adjusted accordingly.

When planning for instructional time in Spanish Language and Culture programs, administrators and teachers should carefully consider the impact of scheduling on the linguistic development of the students. In the junior high school and high school settings, it is recommended that Spanish Language and Culture language courses be scheduled to ensure maximum continuity of exposure to the language throughout the school year. If students lose contact with the language for long periods of time, whether on a weekly or a yearly basis, added time must be taken to review previously-learned material that may have been forgotten. Students benefit from using the language on a daily basis.

*Prior Knowledge*

The Spanish Language and Culture Program of Studies assumes that the students will have limited or no previous knowledge of the Spanish language upon entry into the program. In situations where the majority of students do have previous knowledge of the Spanish language, schools may offer an accelerated program or may assess students and plan courses to suit the students' individual needs. In all cases, students' language levels should be assessed and programs adapted when necessary to meet individual language learning needs.

Students who already have a second language, particularly one that is related to the Spanish language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

*Class Groupings*

In some situations, students from two grades may have to be combined into one Spanish class. As well, many classrooms will contain students at the same grade level with varying proficiency levels. By organizing the classroom activities around a task or a content-related project, students of different ages and different levels of ability can be accommodated in a single classroom. Although all students will be working on similar tasks or projects, expectations will be different for each grade or sub-group. Careful planning from year to year and across grade levels will ensure that students experience a variety of learning activities on a broad range of topics.

*Opportunities for Language Use and Real-Life Applications*

Proficiency-based instruction, which focuses on what students can do with what they know, is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate. Reports suggest that in middle schools where proficiency-based approaches are used, a larger and more diverse population of students experience success (Met "Middle Schools").

Students will be more successful language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of language learning through meaningful contact with fluent speakers of Spanish and authentic Spanish texts, such as newspapers, magazines, electronic communications, and multimedia resources.

While it is important to have a rich language environment in the classroom, it is also important to attempt to provide co-curricular and extra-curricular activities during which students have the opportunity to use and develop their Spanish language skills. Such school- and community sponsored activities as language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits, and exchanges are important. It is also important to encourage students to continue the development of their Spanish-language skills by using the language for personal enjoyment, listening to music, attending Spanish cultural events and performances, and accessing and using self-study resources.

*Choice of Topics and Tasks*

The choice of learning topics and tasks should be guided by the needs, interests, and daily experiences of the students, as well as the recommended areas of experience. In the curriculum, different areas of experience and themes are suggested as possible organizers to guide the choice of tasks. The recommended areas of experience are reflected in the learning activities which form part of the next section, Achieving the Outcomes.

*Language of Instruction*

It is expected that classes will take place in the Spanish language in order to maximize exposure to the language. Spanish language should dominate classroom interaction, whether the teacher or the students are speaking. Learners will sometimes use their first language, especially in the early stages of learning, but will move to the Spanish language as they gain more skill and knowledge. There may be some situations where a few minutes of class time will be used for reflection on the learning process in English or for the development of cultural understanding or skills.

*Program Support*

Effective Spanish Language and Culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administration, central administration, ministries of education, members of the local community, members of Spanish-speaking communities, post-secondary institutions, Spanish cultural institutions, and other stakeholders all play crucial roles in supporting Spanish language programs. Special attention needs to be paid to ensure that the opportunities for collaboration are maximized.

*Resources*

Planning lessons and assembling resources for the Spanish Language and Culture program means more than finding a good text with accompanying workbook and audiotapes. As much as possible, students should work with all kinds of authentic audio and print materials and resources, including documents and texts that were designed for Spanish speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, the developmental level, and the linguistic level of the students. Textbooks and materials should set accessible goals that provide learners with a sense of accomplishment and closure.

Other important characteristics of effective learning resources are:

- Materials should be flexible enough to accommodate the diversity found in schools—a variety of learning styles, interests, abilities, attention spans, and backgrounds.
- Activities should reinforce positive aspects of students' self-image.
- Learning should be made concrete through contextualized vocabulary presentations and the extensive use of visuals such as pictured vocabulary, videos, and charts.
- Exercises and activities should include hands-on student involvement, whether through the use of manipulatives or other forms of physical interaction.
- Instructional experiences should emphasize the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules.
- Abstract concepts should be made accessible through concrete experience and scaffolding of complex tasks.
- Interaction with peers should be integrated into these materials to provide for the cognitive and social benefits of pair and group work.
- Materials should be seen by students as relevant to their interests. (Met "Middle Schools")

*The Role of the Teacher*

The teacher is the key to success in the Spanish classroom. Effective teaching demands a broad range of teacher knowledge and skills both in the Spanish language and in second language pedagogy.

Spanish Language and Culture teachers must be proficient speakers of the language, have a good understanding of Spanish culture, and possess a strong background in a variety of second language teaching methodologies. In addition, teachers will benefit from experience, professional development, and expertise in

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multi-media and computer-assisted learning
- resource-based language learning

Teachers should continue to engage in professional development in order to maintain or improve their proficiency in the Spanish language and keep their teaching skills current.

The classroom climate created by the teacher cannot be over-emphasized. Students will respond positively to an encouraging teacher and a warm, supportive, and accepting learning environment. Clear expectations and strong classroom management skills are necessary to allow students to perform to their potential.

*Student Motivation*

When students value their learning, believe they can succeed, and feel in control of the learning process, they develop motivation, or the desire to learn. Teachers can foster students' motivation to learn by

- instilling in each student a belief that s/he can learn
- helping students become aware of their own learning processes, and teaching them strategies for monitoring and enhancing these processes
- assigning tasks and materials of appropriate difficulty, and making sure that students receive the necessary instruction, modelling, and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Spanish language learning, and communicating the value of learning another language for later success in the world beyond the classroom
- involving students in the choice of themes, topics, resources, and activities around which learning experiences will take place, to foster a sense of ownership
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Spanish print and non-print resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose, and build a sense of community

*The Physical Environment*

The Spanish Language and Culture classroom is the main instructional area in the school where Spanish language teaching and learning occur. Its size, design, and contents should be able to accommodate a variety of language learning activities. Of course, a permanent location is preferred whether it is a special language room shared by several teachers or the Spanish teacher's own classroom. This will provide learners with a sense of stability and familiarity; reduce the Spanish teacher's preparation time, as all materials can be displayed in the classroom as necessary and stored in one location; and eliminate the inconvenience of transporting instructional materials. The physical layout of the room is best determined by the Spanish Language and Culture teacher.

# Notes

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# *ACHIEVING THE OUTCOMES*

## Contents

The *Spanish Language and Culture Implementation Manual* identifies the prescribed general and specific outcomes by grade from the first to the fourth year. In addition, it provides suggestions for instruction, assessment, and the selection of learning resources to assist educators as they work with students to achieve the prescribed outcomes.

## Guide to Reading the Columns

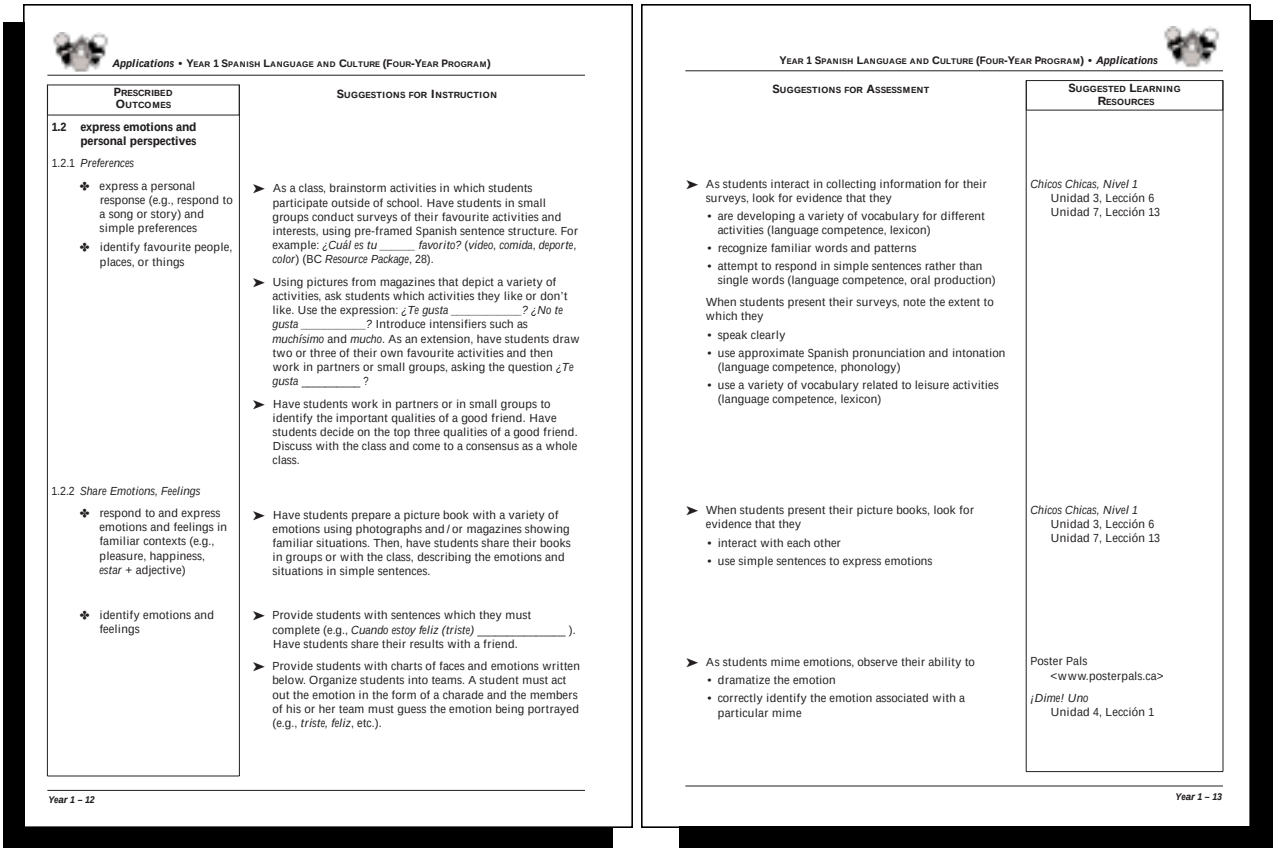
The General Outcome, which is the same from the first to the fourth year, is listed at the top of the first page.

Column one on each page cites the heading for a cluster of specific outcomes in bold print, and the heading for the specific outcome in italics. The specific outcome is highlighted by an asterisk.

Column two includes examples of teaching and learning activities that help to illustrate the intent of the specific outcome, under the heading **Suggestions for Instruction**. Spanish language samples of student materials related to the specific outcome may be included.

Column three includes suggestions for classroom assessment under the heading **Suggestions for Assessment**.

Column four provides suggestions for resources that Spanish Language and Culture program teachers have used or reviewed in the development of this document and in their classrooms. These resources are listed under the heading **Suggested Learning Resources**. All resources listed can be found in either the References section of this document or in Appendix C found on page Appendices – 13. Further information on some of these resources can be found in the annotated bibliography of learning resources found at <http://www.edu.gov.mb.ca/ks4/learnres/spanish/sp7-S4com2000-2003.pdf>.



*Applications* • YEAR 1 SPANISH LANGUAGE AND CULTURE (FOUR-YEAR PROGRAM)

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.2 express emotions and personal perspectives** | |
| 1.2.1 *Preferences* | |
| ❖ express a personal response (e.g., respond to a song or story) and simple preferences | ➤ As a class, brainstorm activities in which students participate outside of school. Have students in small groups conduct surveys of their favourite activities and interests, using pre-framed Spanish sentence structure. For example: *¿Cuál es tu _____ favorito?* (*video*, *comida*, *deporte*, *color*) (BC *Resource Package*, 28). |
| ❖ identify favourite people, places, or things | ➤ Using pictures from magazines that depict a variety of activities, ask students which activities they like or don't like. Use the expression: *¿Te gusta _____? ¿No te gusta _____?* Introduce intensifiers such as *muchísimo* and *mucho*. As an extension, have students draw two or three of their own favourite activities and then work in partners or small groups, asking the question *¿Te gusta _____ ?* |
| | ➤ Have students work in partners or in small groups to identify the important qualities of a good friend. Have students decide on the top three qualities of a good friend. Discuss with the class and come to a consensus as a whole class. |
| 1.2.2 *Share Emotions, Feelings* | |
| ❖ respond to and express emotions and feelings in familiar contexts (e.g., pleasure, happiness, *estar* + adjective) | ➤ Have students prepare a picture book with a variety of emotions using photographs and / or magazines showing familiar situations. Then, have students share their books in groups or with the class, describing the emotions and situations in simple sentences. |
| ❖ identify emotions and feelings | ➤ Provide students with sentences which they must complete (e.g., *Cuando estoy feliz (triste)* _____ ). Have students share their results with a friend. |
| | ➤ Provide students with charts of faces and emotions written below. Organize students into teams. A student must act out the emotion in the form of a charade and the members of his or her team must guess the emotion being portrayed (e.g., *triste, feliz*, etc.). |

*Year 1 – 12*

YEAR 1 SPANISH LANGUAGE AND CULTURE (FOUR-YEAR PROGRAM) • *Applications*

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students interact in collecting information for their surveys, look for evidence that they<br>• are developing a variety of vocabulary for different activities (language competence, lexicon)<br>• recognize familiar words and patterns<br>• attempt to respond in simple sentences rather than single words (language competence, oral production)<br>When students present their surveys, note the extent to which they<br>• speak clearly<br>• use approximate Spanish pronunciation and intonation (language competence, phonology)<br>• use a variety of vocabulary related to leisure activities (language competence, lexicon) | *Chicos Chicas, Nivel 1*<br>Unidad 3, Lección 6<br>Unidad 7, Lección 13 |
| ➤ When students present their picture books, look for evidence that they<br>• interact with each other<br>• use simple sentences to express emotions | *Chicos Chicas, Nivel 1*<br>Unidad 3, Lección 6<br>Unidad 7, Lección 13 |
| ➤ As students mime emotions, observe their ability to<br>• dramatize the emotion<br>• correctly identify the emotion associated with a particular mime | Poster Pals<br><www.posterpals.ca><br>*¡Dime! Uno*<br>Unidad 4, Lección 1 |

*Year 1 – 13*

## Integration of Outcomes

The Spanish Language and Culture documents (*Framework* and *Implementation Manual*) assume that the general and specific outcomes will be delivered in an integrated manner, even though the curriculum document itself is divided into numbered sections. Although the *Spanish Language and Culture, Four-Year High School Program: Implementation Manual* contains four-column sections, the four-column section treats each specific learning outcome separately to provide suggestions specific to that learning outcome. In the classroom, single outcomes are rarely taught in isolation. Effective integrated Spanish Language and Culture learning experiences typically address many outcomes simultaneously. Teaching vocabulary or grammar points in isolation is not an effective method. Activities designed to develop specific skills related to the form of the language should always be embedded in meaningful contexts where students will see the purpose for learning the skill and will have immediate opportunities to use the particular form in their own productions.

## Create a Context for Using Specific Outcomes

The specific outcomes listed in the four columns are not intended to be taught in the order in which they are written. Teachers are encouraged to select specific outcomes, both within a general outcome and across all four general outcomes, and to organize these outcomes into logical sequences for instructional activities. Spanish Language and Culture instruction and assessment should always occur within meaningful literacy contexts. Teachers develop authentic instruction and assessment focused on specific outcomes while developing themes, inquiries, genre studies, projects, tasks, and other learning experiences.

## Use Outcomes and Strategies Recursively

Many aspects of language arts are recursive and need to be revisited repeatedly through the use of a variety of materials and strategies. Questioning, for example, can be used repeatedly in many different contexts. Outcomes can be introduced using one strategy, and then revisited and extended, using different strategies or different topics, until students have achieved the particular outcomes.

## The Four General Outcomes

### Applications

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

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

### Language Competence

Students will use Spanish **effectively** and **competently** to

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

### Global Citizenship

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

- study historical and contemporary elements of Spanish-speaking cultures
- affirm diversity
- explore personal and career opportunities

### Strategies

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

- language learning strategies
- language use strategies
- general learning strategies

### Applications

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

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

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

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

### Language Competence

***Students will use Spanish effectively and competently.***

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

Although the outcomes isolate 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.

### Global Citizenship

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

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

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.

**Strategies**

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

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

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

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

# *YEAR 1*

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# APPLICATIONS
## YEAR 1

# Applications

*express emotions and personal perspectives*

*impart and receive information*

*get things done*

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

*form, maintain, and change interpersonal relationships*

*extend their knowledge of the world*

*use the language for imaginative purposes and personal enjoyment*

# *APPLICATIONS*

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

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

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

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

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

**PRESCRIBED OUTCOMES**

**General Outcome 1: Applications**

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

**1.1 impart and receive information**

1.1.1 *Share Factual Information*

- ✤ identify concrete people, places, and things
- ✤ ask for and provide basic information
- ✤ respond to simple, predictable questions

**SUGGESTIONS FOR INSTRUCTION**

➤ Have students form two circles, one inside the other. With music playing, ask one circle to walk in one direction and the other to walk in the opposite direction. When the music stops, have students interview the classmate opposite them, using familiar patterns such as (BC *Resource Package*, 12)*:

- *¿Cómo te llamas? Yo me llamo _____ y tú?*
- *¿Cuántos años tienes? Tengo _____ años, y tú?*
- *¿Cómo estás? Estoy _____*

➤ Have students in pairs use pre-framed models to dramatize situations in which they need to provide specific information, real or fictitious. For example, ask students to imagine that they are arriving at a border crossing where they must provide information required to have their passports stamped (BC *Resource Package*, 20).

➤ Play *Information Search*. Give each student a questionnaire. Students ask each other these questions and put their signature beside the questions they would answer "yes" to.

| *Busca a una persona* | *Firma* |
|---|---|
| *¿Tienes un hermano?* | _____ |
| *¿Tienes una bicicleta?* | _____ |
| *¿Tienes una computadora?* | _____ |

➤ *Variation:* Use pictures instead of words for *Busca a una Persona* (e.g., *¿Tienes una _____?* (BC *Resource Package*, 20)

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| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students exchange information using familiar Spanish patterns, look for evidence that they recognize, use and respond to simple patterns or questions | *¡En español! 1*<br>pp. 4, 5<br>*¡Buen Viaje! 1A*<br>Lección Preliminar<br>*Chicos Chicas, Nivel 1*<br>Unidad 1, Lección 1 and 2<br>*¡Viva el Español!: ¡Hola!*<br>Unidad 1, Lección 1 |
| ➤ When students exchange specific information (e.g., as they dramatize arriving at a border crossing), look for evidence that they are able to<br>• use the patterns and frames with less and less support<br>• make themselves understood<br>• complete the activity using only Spanish | *¡Buen Viaje! 1B*<br>Capítulo 11 |
| ➤ Observe students during the Information Search and look for evidence that they<br>• ask and respond to questions<br>• understand and use accurate vocabulary | *¡En español! 1*<br>Unidad 1, Etapa 3<br>Actividad 16 and 18<br>*¡Viva el Español!: ¡Hola!*<br>*Resource and Activity Book*<br>Vocabulary Review<br>Masters 97–106 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.1 impart and receive information (continued)**<br>1.1.1 *Share Factual Information (continued)*<br>✤ identify concrete people, places, and things<br>✤ ask for and provide basic information<br>✤ respond to simple, predictable questions | ➤ Invite students to conduct simple interviews in pairs, using simple questions (e.g., *¿Cómo te llamas?, ¿Cúal es tu número de teléfono?, ¿Cúal es tu dirección?*, etc.). Students may choose to play the part of an imaginary or famous person.<br>➤ Have students work in pairs to ask each other simple questions related to Year 1 themes (e.g., *¿Dónde está Perú?, ¿Dónde está la escuela?*, etc.)<br>➤ *Variation:* Instead of asking students to put their signature on the paper, ask each student to write the name of a classmate and *Sí* or *No* next to it. Once they have finished the question / answer period, ask students to write a report on the findings of their search (e.g., *Tom tiene una bicicleta pero no tiene una computadora*).<br>➤ Put the name of each student on an index card. Prepare a list of basic questions or questions about personal information (e.g., *¿Cuál es tu apellido? ¿Dónde vives?*). Each day ask a few students 3-5 of these basic questions.<br>➤ *Timed Dialogue Activity:* Students are given a particular topic on which to speak. In pairs, the students discuss the topic in a certain time limit. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students work in pairs to ask simple questions, look for evidence that they<br>• ask questions using appropriate intonation<br>• respond to questions<br>• use appropriate pronunciation | *¡Dos Mundos!*<br>Student Edition |
| ➤ Check on language competence and attend to form. | |
| ➤ Prepare a simple scoring scale out of 3 points for the responses to basic questions.<br>• 1/3 Student responds with a word or words.<br>• 2/3 Student responds in a complete sentence, but with grammatical errors.<br>• 3/3 Student responds in a complete, grammatically correct sentence. | *¡Buen Viaje! 1*<br>Preliminar D<br>*Chicos Chicas, Nivel 1*<br>Unidad 1, Lección 1 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.1 impart and receive information (continued)**<br>1.1.1 *Share Factual Information (continued)*<br>✤ identify concrete people, places, and things<br>✤ ask for and provide basic information<br>✤ respond to simple, predictable questions | ➤ Have students prepare a personal coat of arms that might include name, birthdate, place of birth, family members, etc. Have students use drawings within their coat of arms and display in the classroom.<br><br>➤ Ask students in pairs to role-play making arrangements for meetings with friends. Have partners ask each other questions to elicit information regarding times, places, and dates, using the following patterns (BC *Resource Package*, 28):<br>• *¿Cuándo?*<br>• *¿A qué hora?*<br>• *¿Dónde?*<br>➤ Students are given five written questions and write their responses. For example:<br>• *¿Cuál es tu color favorito?*<br>• *¿Qué es tu canción favorita?*<br>• *¿Cuál es tu deporte favorito?*<br>The students are put into groups and one student reads the answers. The others guess who wrote these responses.<br>➤ Each student writes two truths about themselves and one lie. The students walk around to different partners and read aloud their statements. The students guess which is the lie.<br>➤ Provide students with a chart where there is missing information. Students will have to ask the questions (*¿Cuándo?, ¿A qué hora?, ¿Dónde?*) in order to be able to complete it. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ After students have completed their coat of arms, students should be able to respond to written and oral questions about their coat of arms. For example:<br>• *¿Cuál es tu nombre?*<br>• *¿Cuándo es tu cumpleaños?*<br>Prepare a checklist to identify the extent to which students are able to<br>• respond to simple, predictable questions<br>• comprehend questions asked | *¡En español! 1*<br>Etapa Preliminar<br>Unidad 1, Etapa 3<br>*¡Dime! Uno*<br>Unidad 4, Lección 1 |
| ➤ Observe role-playing activities for evidence that students are increasingly able to<br>• make themselves understood in Spanish<br>• use learned patterns and vocabulary (language competence, attend to form)<br>• take risks to add details or unfamiliar language<br>• use strategies such as nonverbal communication and visual props to support their messages (strategies) | *¡Dime! Uno*<br>Unidad 3, Lección 1<br>*¡Buen Viaje! 1*<br>Capítulo 4<br>Expansion activities with TPR storytelling (see Teaching and Learning, pp. 98–101) |
| ➤ Check for accurate information on the chart. | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.2 express emotions and personal perspectives** | |
| 1.2.1 *Preferences* | |
| ✤ express a personal response (e.g., respond to a song or story) and simple preferences<br>✤ identify favourite people, places, or things | ➤ As a class, brainstorm activities in which students participate outside of school. Have students in small groups conduct surveys of their favourite activities and interests, using pre-framed Spanish sentence structure. For example: *¿Cuál es tu _____ favorito?* (*video*, *comida*, *deporte*, *color*) (BC *Resource Package*, 28).<br>➤ Using pictures from magazines that depict a variety of activities, ask students which activities they like or don't like. Use the expression: *¿Te gusta _____? ¿No te gusta _____?* Introduce intensifiers such as *muchísimo* and *mucho*. As an extension, have students draw two or three of their own favourite activities and then work in pairs or small groups, asking the question *¿Te gusta _____* ?<br>➤ Have students work in pairs or in small groups to identify the important qualities of a good friend. Have students decide on the top three qualities of a good friend. Discuss with the class and come to a consensus as a whole class. |
| 1.2.2 *Share Emotions, Feelings* | |
| ✤ respond to and express emotions and feelings in familiar contexts (e.g., pleasure, happiness, *estar* + adjective) | ➤ Have students prepare a picture book with a variety of emotions using photographs and / or magazines showing familiar situations. Then, have students share their books in groups or with the class, describing the emotions and situations in simple sentences. |
| ✤ identify emotions and feelings | ➤ Provide students with sentences which they must complete (e.g., *Cuando estoy feliz (triste)* _____ ). Have students share their results with a friend.<br>➤ Provide students with charts of faces and emotions written below. Organize students into teams. A student must act out the emotion in the form of a charade and the members of his or her team must guess the emotion being portrayed (e.g., *triste, feliz*, etc.). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students interact in collecting information for their surveys, look for evidence that they<br>• are developing a variety of vocabulary for different activities (language competence, lexicon)<br>• recognize familiar words and patterns<br>• attempt to respond in simple sentences rather than single words (language competence, oral production)<br><br>When students present their surveys, note the extent to which they<br>• speak clearly<br>• use approximate Spanish pronunciation and intonation (language competence, phonology)<br>• use a variety of vocabulary related to leisure activities (language competence, lexicon) | *Chicos Chicas, Nivel 1*<br>Unidad 3, Lección 6<br>Unidad 7, Lección 13 |
| ➤ When students present their picture books, look for evidence that they<br>• interact with each other<br>• use simple sentences to express emotions | *Chicos Chicas, Nivel 1*<br>Unidad 3, Lección 6<br>Unidad 7, Lección 13 |
| ➤ As students mime emotions, observe their ability to<br>• dramatize the emotion<br>• correctly identify the emotion associated with a particular mime | Poster Pals<br><www.posterpals.ca><br><br>*¡Dime! Uno*<br>Unidad 4, Lección 1 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.3 get things done** | |
| 1.3.1 *Guide Actions of Others* | |
| ✤ indicate basic needs and wants<br>✤ ask for permission<br>✤ give and respond to simple oral instructions or commands (e.g., *¿Tienes un lápiz?*) | ➤ Post basic classroom expressions in the classroom, using sentences and pictures. Invite students to refer to these expressions when making requests or giving instructions (e.g., *¿Puedo ir al baño?¿Puedo tener un papel? Pasa el bolígrafo. Cierra la puerta. Escribe tu nombre*, etc.). |
| ✤ suggest a course of action, and respond to a suggestion | ➤ Teach a new word or expression everyday. The English translation or a drawing can be added to a poster that is hung somewhere in the classroom. Use formal or informal expressions with consistency and do not mix both forms at this level. |
| 1.3.2 *State Personal Actions* | |
| ✤ respond to offers, invitations, and instructions<br>✤ ask or offer to do something<br>✤ indicate choice from among several options | ➤ Provide students with a one-week blank “agenda” and have them work in groups inviting each member to participate in an activity during that one week. Students will respond by accepting or declining the invitations. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Observe students and look for evidence that they are able to make appropriate requests in the classroom, school, etc. | *¡Dime! Uno*<br>Unidad 1, Lección 2<br>*¡Buen Viaje! 1A*<br>Capítulo 1<br>*¡En español! 1*<br>Etapa preliminar<br>Frases útiles |
| ➤ Promote the use of some of the most common expressions in class on a regular basis.<br>➤ Ask students a question which will require the use of the expressions learned in their response. Provide a specific example of a question and response for one of the expressions. | |
| ➤ When students use the "agenda," , look for evidence that they<br>• make invitations<br>• respond to invitations<br>• use appropriate vocabulary to state personal actions | *¡Viva el Español!: ¡Hola! Resource and Activity Book*<br>Vocabulary Cards<br>Masters 34–96 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.3 get things done (continued)** | |
| 1.3.3 *Manage Group Actions*<br>✤ manage turn-taking<br>✤ encourage other group members to act appropriately<br>✤ ask for help or clarification of what is being said or done in the group | ➤ Organize students into groups of four. Provide students with a very simple text to read. After the reading of the text, one person in the group asks prepared questions about the text. The second person answers the questions. The third person represents the answers visually. The fourth person makes corrections or additions to the answers.<br>*Variation:* Present each group a list of questions related to a theme being studied. One person asks one question, the next person responds, the third person represents the answer visually and the fourth person makes modifications to the answer. Students then change roles for the next question.<br>➤ Organize a group activity in which students take turns or take on specific roles that they must determine amongst themselves (e.g., *Go fish—"¿Tienes un suéter?" "No, anda a pescar."*). |
| **1.4 extend their knowledge of the world** | |
| 1.4.1 *Discover and Explore*<br>✤ investigate the immediate environment (e.g., use kinaesthetic, spatial, musical abilities) | ➤ Have students play the game "*Veo, veo*" ("I Spy")in which a student describes an object in the classroom and the others try to identify the object being described.<br>➤ Invite students to prepare simple questions and the answers, in pairs, about the classroom and the school (e.g., *¿Cuántas sillas hay en la clase?*, *¿Cuántos pisos hay en la escuela?*). Have students work in groups as teams asking questions of each other and keep a tally of correct answers.<br>➤ Do a simplified version of twenty questions. Bring in a cultural object / *realia*. Invite students to guess its name and what it is used for (e.g., mate gourd and straw). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students work in groups, look for evidence that they<br>• use appropriate vocabulary related to roles and turn-taking (language competence, lexicon)<br>• use Spanish when talking about turn-taking | Easy Spanish Readers<br>*¡En grupos!*<br>Sección: Cultura |
| ➤ When students play "*Veo, veo*," look for evidence that they<br>• describe objects relevant to their immediate environment<br>• attempt to identify the objects described | |
| ➤ When students work in pairs to ask simple questions, look for evidence that they<br>• ask questions relevant to their immediate environment<br>• respond to questions in complete sentences | *Chicos Chicas, Nivel 1* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.4 extend their knowledge of the world** | |
| 1.4.2 *Gather and Organize Information*<br>✤ gather simple information<br>✤ organize items in different ways<br>✤ sequence items in different ways | ➤ Place the name of a profession on the back of each student in the class. Have students circulate in the class, asking each other questions in order to determine what their profession is. Alternatively, place the name of a profession on the back of one student, who comes to the front of the class. The student shows the tag with the profession to the other students in the class and then asks questions of the other students in order to determine what his/her profession is.<br>➤ Invite students to complete a variety of forms that require basic information (e.g., passport application, library card application, etc.).<br>➤ Have students listen to a simple story, view a short video sequence, or examine a scrambled comic strip. Then have students work in pairs or in small groups to put the main events of the story into the correct sequence. Students could use simple words or drawings to depict the story. |
| 1.4.3 *Solve Problems*<br>✤ experience problem-solving situations in the classroom (e.g., in stories)<br>✤ choose between alternative solutions | ➤ Form groups of four and have each group discuss the purchase of a gift for a friend, family members, or teacher. Provide a brief description of the individual. The teacher provides a sample dialogue demonstrating the negotiation process. Ask groups to arrive at a consensus on their gift choices and state reasons to support them (BC *Resource Package*, 52).<br>➤ Provide students with scenarios of simple school problems. In groups or as a class, students respond to guided questions related to the scenario and arrive at a possible solution. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students circulate and ask questions about professions, look for evidence that they<br>• ask relevant questions<br>• respond to questions with simple information | *Planet@ 1*<br>pp. 16–18<br>Activities 2 and 3, p. 18 |
| ➤ When students gather and organize basic information, look for evidence that they are able to<br>• provide and organize pertinent information<br>• priorize information | *Chicos Chicas, Nivel 1*<br>Unidad 4, Lección 8 |
| ➤ When students sequence the events of a story, look for evidence that they are able to<br>• put the story in a logical sequence<br>• use drawings and simple vocabulary effectively to depict the sequence of events<br>• present the sequence of events in simple sentences with the aid of the drawing and vocabulary | *¡Buen Viaje! 1A*<br>Capítulo 3<br>Culminación, Actividad C |
| ➤ As students discuss in groups the purchase of a gift, look for evidence that they<br>• provide suggestions for gift choices<br>• work cooperatively to arrive at a consensus on their gift choice | *¡Viva el Español!: ¡Hola!*<br>*Resource and Activity Book*<br>Master 30 |
| ➤ As students work through scenarios of simple school problems, look for evidence that they are able to<br>• identify the problem<br>• propose possible solutions<br>• work cooperatively to discuss possible solutions and to choose a solution | *¡En español! 1*<br>Unidad 2, Etapa 1 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.4 extend their knowledge of the world (continued)** | |
| 1.4.4 *Explore Opinions and Values* | |
| ✤ listen attentively to the opinions expressed<br>✤ respond sensitively to the ideas and products of others<br>✤ make connections between behaviour and values (e.g., in texts or role play) | ➤ Provide students with a simple text in which characters express opinions. Have students agree or disagree with the opinions of the text. |
| **1.5 imaginative purposes and personal enjoyment** | |
| 1.5.1 *Humour/Fun* | |
| ✤ use the language for fun (e.g., learn simple riddles, jingles and humorous songs) | ➤ Provide students with tongue twisters in Spanish. Allow students time to practice the tongue twisters in pairs or in groups. Students then present the twisters to the class.<br>➤ Provide students with Spanish names, nicknames, cognates (e.g., *Pancho*, *Francisco*, *jonrón*, *Homerun*). |
| 1.5.2 *Creative/Aesthetic Purposes* | |
| ✤ use the language creatively | ➤ Invite each student to compose a poem based on her or his own name or a Spanish name. Explain that each line should be a word or phrase describing a favourite activity or personal quality and should include a letter from the name. For example, using the name Pepe (BC *Resource Package*, 48).<br>sim**P**ático<br>gen**E**roso<br>me gusta **P**atinar<br>fu**E**rte |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students listen to or read a text in which opinions are expressed, look for evidence that they<br>• identify opinions expressed<br>• express their own opinion to agree or disagree | |
| ➤ When students participate in activities such as tongue twisters, look for evidence that they are able to<br>• listen actively to follow instructions<br>• model Spanish intonation and pronunciation<br>• take risks to respond in Spanish<br>• participate willingly | *¡En español! 1*<br>Unidad 5, Etapa 2<br>Unidad 1, Etapa 1<br>*¡Viva el Español!: ¡Hola!*<br>Appendix |
| ➤ When students compose a poem based on their names, provide students with a checklist. Criteria might include the following:<br>• appropriate adjectives with the correct gender are used<br>• the pattern / frame of the poem is maintained | *¡Dime! Uno*<br>Unidad 3 |

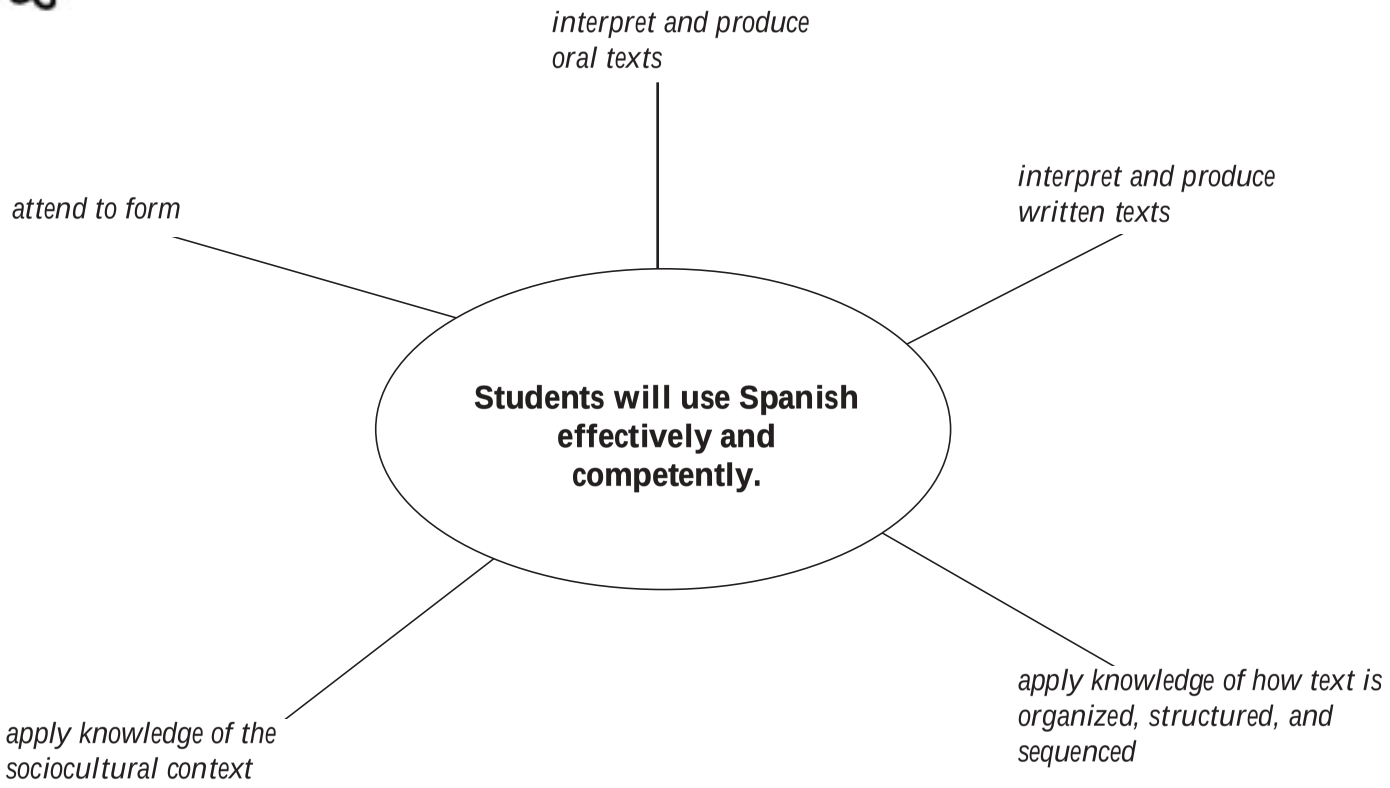
| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.5 imaginative purposes and personal enjoyment (continued)** | |
| 1.5.2 *Creative/Aesthetic Purposes (continued)* | |
| ✤ use the language creatively | ➤ Using a popular Spanish song, have students replace parts of the lyrics with their own words (e.g., *Para bailar la Bamba/Para comer la manzana*). |
| 1.5.3 *Personal Enjoyment* | |
| ✤ use the language for personal enjoyment (e.g., listen to favourite music) | ➤ Brainstorm with students Spanish language activities that they think would be fun. Have students attempt at least one of the activities identified. |
| **1.6 form, maintain, and change personal relationships** | |
| 1.6.1 *Manage Personal Relationships* | |
| ✤ exchange greetings and farewells<br>✤ address a new acquaintance, and introduce themselves<br>✤ exchange some basic personal information—name, age<br>✤ initiate relationships (e.g., invite others to join) | ➤ Invite students to prepare simple skits/dialogues with greetings, basic information, and closing expressions. Provide students with model dialogues that they can modify to prepare their own dialogues to demonstrate meeting someone new and making an effort to get to know the person. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students replace parts of the lyrics of a Spanish song with their own words, look for evidence that<br>• students are engaged in the task<br>• chosen words are logical and appropriate | *¡Buen Viaje! 1*<br>Tape Manual, CD 1<br>*¡Viva el Español!: ¡Hola!*<br>*Resource and Activity Book*<br>Song cassette<br>*Chicos Chicas, Nivel 1*<br>CD / cassette<br>Primer contacto, p. 10, #1<br>Unidad 1, Lección 2, p. 18, #1<br>Unidad 2, Lección 3, p. 28, #1 |
| ➤ When students prepare simple skits / dialogues, look for evidence that they have included<br>• greetings<br>• introductions<br>• basic information<br>• closing expressions | *¡En español! 1*<br>Video, Unidad 1, Etapa1<br>"En vivo"<br>*¡En grupos!*<br>Capítulo 1<br>*¡Viva el Español!: ¡Hola!*<br>*Resource and Activity Book*<br>¡A conversar y a leer!<br>Masters 107–106 |

# Notes

# LANGUAGE COMPETENCE
## YEAR 1

# Language Competence



# *LANGUAGE COMPETENCE*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 2: Language Competence**<br>Students will use Spanish **effectively** and **competently**. | |
| **2.1 attend to form** | |
| 2.1.1 *Phonology* | |
| ✤ pronounce some common words and phrases comprehensibly<br>✤ use intonation to express meaning<br>✤ distinguish particular sounds of the language | ➤ Have students sit in a circle. Each student reads a word from a list provided. Have students help each other with the pronunciation of the words. As an extension, play a game in which the group gains points each time a word is pronounced correctly.<br>➤ Provide students with a list of basic statements, questions, and exclamations. Model appropriate intonation for each and have students prepare short skits using the appropriate intonation of the expressions on the list. |
| 2.1.2 *Orthography* | |
| ✤ relate all letters of the alphabet to the sounds they represent<br>✤ use spelling patterns and mechanical conventions correctly (e.g., capitalization, punctuation) | ➤ Have students invent an ABC song to a melody of their choice in Spanish.<br>➤ Provide students with a list of words and phrases and have them recognize when ¿?, etc. are necessary and explain why.<br>➤ Compare capitalization rules for French or English and Spanish (e.g., months, days of the week, nationalities, titles, etc.) using supporting texts from books, Internet, etc.<br>➤ Seek opportunities to highlight sound-symbol relationships that may cause problems (*c*, *e*, *i*, *g*, *j*, *s*, and *z*). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Through observation, look for evidence that students are able to<br>• demonstrate correct pronunciation<br>• monitor classmates' pronunciation | *Planet@ 1*<br>pp. 8–10<br>*Colección tiempo: Para pronunciar* |
| ➤ Through observation, look for evidence that students are able to demonstrate correct intonation to express appropriate meaning | |
| ➤ Through observation, look for evidence that students are able to<br>• pronounce the letters of the alphabet correctly<br>• use punctuation correctly | |
| ➤ Look for evidence that students are able to apply Spanish rules of capitalization and punctuation in their written work | |
| ➤ Through observation, look for evidence that students are able to correctly spell using the Spanish alphabet and particularly potential problematic letters (e.g., *c*, *e*, *i*, *g*, *j*, *s*, and *z*). | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.1 attend to form (continued)**<br>2.1.3 *Lexicon*<br>✤ use a repertoire of words and phrases in familiar contexts, within the following areas of experience:<br>— people around me<br>✓ greetings<br>✓ personal information<br>✓ people and description<br>✓ professions/ occupations<br>✓ clothing<br>✓ body parts<br>— school<br>✓ school facilities<br>✓ in the classroom<br>✓ time and calendar<br>— activities<br>✓ in the home<br>✓ in the community—places, transportation, weather<br>✓ favourite activities<br>— celebrations—personal<br>— introduction to Spanish-speaking world (geography)<br>— any other areas that meet the needs and interests of students | ➤ Have students work in groups of three or four. Provide each group with pictures of a variety of vocabulary studied in class. Say a particular vocabulary word out loud and have students show the picture of the word to the class as soon as they find it. This activity could be done as a game, with a point given to the team who shows the picture first.<br>➤ Have students play a variety of games in order to develop vocabulary. For example, use laminated games of "Snakes and Ladders," dice, and markers. Include pictures of vocabulary studied in themes in certain boxes of the game.<br>Player One rolls the dice and moves the marker the correct number of spaces from left to right. He/she must identify the word in Spanish the marker is covering. The next player then rolls the dice. Students move up the ladder or down the snake. The winner is the person who is able to complete the board and land on the last square first. The player must roll the exact number necessary to reach the last square (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, 238).<br>➤ Play a game of "Veo, veo" ("I Spy").<br>*"Veo, veo"*<br>*"¿Qué ves?"*<br>*"Una casa"*<br>*"¿De qué color?"*<br>Have students play the game completely in Spanish.<br>➤ *Checkers:* Prepare a checkers board with pictures of vocabulary studied in a theme. Player One covers the first row with white checkers and Player Two covers the first row on the opposite side with red checkers. Player One moves diagonally forward, identifying and spelling the Spanish word the checker was on. The game continues as in checkers (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, 238). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students play vocabulary games, note the extent to which students are able to<br>• identify game vocabulary in Spanish<br>• engage themselves in the game<br>• cooperate with group members<br>• seek help for language clarification | *¡Viva el Español!: ¡Hola!*<br>*Resource and Activity Book*<br>Vocabulary cards<br>Masters 34–96<br><br>*USO de la gramática española:*<br>*Junior elemental*<br><br>*¡Viva el Español!: ¡Hola!*<br>*Resource and Activity Book*<br>Game / Activity Pages<br>Masters 136–154 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.1 attend to form (continued)**<br>2.1.4 *Grammatical Elements*<br>✤ use, in **modelled situations**, the following grammatical elements:<br>— *me/te/le*<br>— *nos/les/os gusta/n*<br>— pronouns after prepositions: *mí*, *ti*, *él*, *ella*, *usted*, *nosotros / as*, *vosotros / as*, *ellos / as*, *ustedes*<br>— adverbs ending in *mente*<br>— commonly used verbs: *querer, ir, hacer, poder venir, salir, jugar, saber*<br>— possessive adjectives: *mi, tu, su, mis, tus, sus nuestro/a(s), vuestro/a(s)*<br>— demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la,estos/as, esos/as,aquellos/as*<br>— affirmative commands (*tú* and *ustedes / vosotros* forms, for commonly used verbs)<br>— affirmative and negative expressions: *alguien, nadie, algo, nada, también*<br>— reflexive verbs<br>— present progressive (*estar* + gerund) | **Modelled Situations:** This term is used to describe learning situations where a model of specific grammatical elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the grammatical elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.<br>Example of a modelled situation:<br>In preparation for a group project, students will keep a journal of their daily activities for a week. Students practise the structure "*tener que* + infinitive" using the sentence patterns provided. Each student asks five classmates, *¿Qué tienes que hacer después de clases hoy?* Students answer saying, *Tengo que . . .,* with an infinitive of their choice. Each person then summarizes the results of their mini survey, *Tres estudiantes tienen que estudiar*, and so on. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Observe students as they do the exercise. Are they able to<br>• ask the question following the model<br>• respond to the question using "*tengo que* + infinitive"<br>• summarize their results using third person singular and plural forms of the verb *tener* in a comprehensive manner | *¡En español! I*<br>Actividad 17, p. 110<br>*USO de la gramática española: Junior elemental*<br>*Colección tiempo: Para conjugar*<br>*Rosetta Stone I and II* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|

**2.1 attend to form (continued)**

2.1.4 *Grammatical Elements (continued)*

- ✤ use, in **structured situations**, the following grammatical elements:
  - — affirmative / negative / interrogative sentences in the present tense
  - — regular *–ar, –er, –ir*
  - — verbs in the present tense
  - — gender and number of nouns, adjectives
  - — commonly used verbs: *ser, estar, tener, ser vs. estar*
  - — *tener que* + infinitive
  - — *ir* + *a* + infinitive (immediate future)
  - — definite and indefinite articles: *el, la, los, las, un, una, unas, unos*

**N.B.**

Ensure students are aware that *usted* is used throughout Latin America but *vosotros/as* is used in Spain. However, for general classroom practice choose to use one or the other and do so consistently.

**Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific grammatical elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the grammatical elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Example of a structured situation:

In preparation for a research project on typical activities of young people in selected Spanish-speaking countries, students listen to a rapid conversation where a Canadian student is talking to an exchange student from Mexico. The students check off, on a prepared answer sheet, what the exchange student does and does not do.

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When correcting student answers, note if they are able to<br>• distinguish affirmative from negative responses<br>• match the infinitive form of the verb on the answer sheet with the conjugated form heard in the recorded conversation | *USO de la gramática española: Junior elemental*<br>*Colección tiempo: Para conjugar*<br>*Rosetta Stone I and II* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.1 attend to form (continued)**<br>2.1.4 *Grammatical Elements (continued)*<br>✤ use, in **independent situations**, the following grammatical elements:<br>— subject pronouns: *yo, tú, él, ella, usted, nosotros/ as, vosotros/as, ustedes*<br>— singular pronouns (*yo, tú, él, ella*) with regular verbs<br>— first, second, and third person singular with regular verbs<br>— affirmative and negative sentences | **Independent Situations:** This term is used to describe learning situations where students use specific grammatical elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the grammatical elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.<br>Example of an independent situation:<br>Students send a letter, an email message, or a recorded message to a Spanish-speaking pen pal explaining what they do regularly. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Assess student messages using the following criteria:<br>• consistent correct use of all subject pronouns<br>• consistent correct forms of regular verbs (singular)<br>• consistent use of correct word order for affirmative and negative statements | *USO de la gramática española: Junior elemental*<br>*Colección tiempo: Para conjugar*<br>*Rosetta Stone I and II* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.2 interpret and produce oral texts** | |
| 2.2.1 *Aural Interpretation* | |
| ✤ understand a series of simple sentences in **guided** situations | ➤ Have students listen to a tape of an event, story, or interview. Then have students answer simple comprehension questions (oral or written).<br>➤ Post several pictures of people in the classroom. Number each picture. Then give a description of each person, without indicating which person is being described. Students must guess which person corresponds to the description given. |
| 2.2.2 *Oral Production* | |
| ✤ produce simple words and phrases in **guided** situations | ➤ Refer to the last example provided in Written Production (p. 42). |
| 2.2.3 *Interactive Fluency* | |
| ✤ engage in simple interactions, using short, isolated lexical phrases | ➤ Suggest that students in groups organize small garage sales, or simulate an outdoor market. Have purchasers state what they are looking for and ask for information about the items. Ask vendors and purchasers to exchange greetings. Encourage students to discuss prices and bargain for items they want to purchase (BC *Resource Package*, 44). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students respond to questions related to an event or story, look for evidence that they are able to<br>• respond with accurate information<br>• recount the event or events in the correct sequence, using simple sentences | *¡Buen Viaje! 1A*<br>Listening Tapes<br>Capítulo 1–4<br>*¡Dime! Uno*<br>Unidad 2, Lección 1 |
| ➤ Criteria for the oral presentation might include<br>• student speaks clearly and with appropriate pronunciation (language competence, phonology)<br>• student uses the collage effectively as a visual aid to support the presentation | *Planet@ 1*<br>p. 98 |
| ➤ Discuss criteria with students before they simulate situations such as garage sales. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following:<br>• meaning is clear<br>• appropriate details are included in questions and answers<br>• pronunciation and intonation are comprehensible (language competence, phonology)<br>• able to interact successfully | *¡Buen Viaje! 1A*<br>Capítulo 3<br>*¡Viva el Español!: ¡Hola! Resource and Activity Book*<br>¡A conversar y a leer!<br>Masters 107–116 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.3 interpret and produce written texts** | |
| 2.3.1 *Written Interpretation* | |
| ✤ understand a series of simple sentences in guided situations | ➤ Provide students with a timetable belonging to a student from a Spanish-speaking country. Have students use the timetable to extract information, using teacher-generated questions (BC *Resource Package*, 14). |
| | ➤ Have students form groups of three or four. Provide students with a simple text that has been divided into three or four sections. (Each section may be only three or four sentences in length.) For the first part of the activity, give each group a section of the text. Each member of the group has the same part of the text. Students read their section of the text together and discuss. Students then regroup into new groups where each member of the group has a different part of the text (jigsaw). (See Teaching and Learning, p. 77.) Students read text together, put it into the correct order and then present the main ideas of the text. They may either illustrate, present an oral summary, or prepare a written summary. |
| 2.3.2 *Written Production* | |
| ✤ produce phrases and short, simple sentences in guided situations | ➤ After having extracted information from a Spanish student's timetable, invite each student to prepare a timetable in Spanish, noting subjects and teachers. Ask students to display their timetables on a bulletin board. |
| | ➤ Provide students with a sample form letter or email on a topic already studied, such as daily activities or likes and dislikes. Have them develop their own letter or email and send them to a Spanish-speaking peer or pen pal (BC BC *Resource Package*, 36). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students extract information from a student's timetable, look for evidence that they are able to<br>• find the appropriate information<br>• use appropriate vocabulary (language competence, oral production)<br>• answer questions in simple sentences, as much as possible (language competence, oral production) | *Chicos Chicas, Nivel 1*<br>Unidad 3, Lección 6<br>p. 42, #2 and #3 |
| ➤ When students participate in a jigsaw activity to understand a simple text, look for evidence that they are able to summarize the main ideas of the text in an organized sequence (language competence, production—written or oral). | |
| ➤ Work with students to develop a simple checklist they can use for self and peer assessment of their letters or emails.The checklist might include items such as the following:<br>• sentence frames are written correctly and completed appropriately<br>• meaning is clear<br>• greeting and closing are appropriate (language competence, discourse)<br>• punctuation is appropriate (language competence, orthography)<br>• spelling, including accents, is correct (language competence, orthography) | *Chicos Chicas, Nivel 1*<br>Unidad 3, Lección 6<br>p. 42, #2 and #3<br><br>*Chicos Chicas, Nivel 1*<br>Unidad 1, p. 24<br>Unidad 4, p. 60<br>Unidad 6, p. 84 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.3 interpret and produce written texts (continued)**<br>2.3.2 *Written Production (continued)*<br>✤ produce phrases and short, simple sentences in guided situations | ➤ Post a variety of pictures related to theme studied—people, favourite activities, geography, etc. Have students prepare a written description of the pictures.<br>➤ Have students work in pairs. One student receives a picture of an extra-terrestrial being. This student describes the creature to his/her partner without showing the picture. The partner must draw the extra-terrestrial being, based on the description given by his/her partner and by asking questions to clarify the description. Students then prepare, in collage form, their own extra-terrestrial being and a written paragraph which describes their creation. They then present both the written paragraph and the collage to the class. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students work in pairs to draw extra-terrestrials based on descriptions given, look for evidence that<br>• the drawings of the partners are similar<br>• students have attempted to use simple sentences in their descriptions<br>• students are able to react to and clarify the description | *¡En grupos!*<br>pp. 13, 14<br><br>*¡Viva el Español!: ¡Hola! Resource and Activity Book*<br>Masters 1–154 |
| ➤ Discuss criteria for the collage, written description, and oral presentation of an extra-terrestrial of the student's own creation. Criteria for the collage might include the following:<br>• a variety of body parts are represented<br>• collage is well organized<br><br>Criteria for the written description might include the following:<br>• the written description corresponds accurately to the collage<br>• number and type of body parts are described accurately<br>• simple verbs such as *ser* and *tener* are used correctly (language competence, attend to form)<br>• adjectives are used correctly (language competence, attend to form)<br><br>Criteria for the oral production might include the following:<br>• student speaks clearly and with appropriate pronunciation (language competence, phonology)<br>• student uses the collage effectively as a visual aid to support the presentation | *Chicos Chicas, Nivel 1*<br>Unidad 4<br>pp. 56–57 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.3 interpret and produce written texts (continued)**<br>2.3.2 *Written Production (continued)*<br>✤ produce phrases and short, simple sentences in guided situations | ➤ Lead a discussion with students on the topic of "What Makes a Good School?" (*"¿Qué es lo que hace que una escuela sea buena?"*) Use a graphic organizer to record students' responses.<br><br>Working in pairs or small groups, students design an ideal school of the future. Encourage them to think creatively and imaginatively. Remind them that certain elements must be present in the design: a floor plan with all areas labeled in the target language and a student handbook with such information as the school philosophy, number of students, curricular offerings, schedules, school rules (regarding dress, discipline, etc.), a school calendar, school colours, mottos, a song and a mascot, food services, activities and athletics, innovative programs, and a media centre.<br><br>Students work together to create as many visual/aural representations of each aspect of the school of the future as possible.<br><br>In pairs or groups, students present their projects to the class. The media specialist or a student videotapes the presentations.<br><br>Create a roundtable discussion in which students further express their views about the ideal school. Arrange for these discussions to be videotaped. The videotape can be shown at a parents' night or a curriculum fair.<br><br>Display student projects in the school's main lobby with a short introductory written description. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Discuss criteria for the written description, visual representation, and oral presentation of the ideal school. Criteria for the visual representation might include the following:<br>• all necessary elements are present in the design<br>• visual presentation is well organized<br>Criteria for the written description might include the following:<br>• the written description corresponds accurately to the visual representation<br>• school elements are described accurately<br>• simple verbs such as *ser* and *tener* are used correctly (language competence, attend to form)<br>Criteria for the oral presentation might include the following:<br>• student speaks clearly and with appropriate pronunciation (language competence, phonology)<br>• student uses the visual representation effectively to support the oral presentation<br>(See criteria for written and oral presentations in Classroom Assessment, pp. 11–15.) | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.3 interpret and produce written texts (continued)** | |
| 2.3.3 *Viewing* | |
| ✤ derive meaning from a variety of visuals and other forms of non-verbal communication in guided situations | ➤ Provide students with a variety of clothing advertisements from Spanish catalogues or magazines. Have students consider in which situations the clothing would be worn. Provide context.<br>➤ Provide students with pictures that accompany a simple story. Allow students to create their own simple story individually or in groups, based on the pictures provided. Provide students with a story map to help them organize their ideas. After the completion of their own versions of the story, read to students the actual story that accompanies the pictures. |
| 2.3.4 *Representation* | |
| ✤ use a variety of visuals and other forms of non-verbal communication to express meaning in guided situations | ➤ Have students create a comic strip. Students can present their story as a power point presentation or they may dramatize their story.<br>➤ Have students play pictionary or charades with vocabulary related to themes studied |
| **2.4 apply knowledge of the sociocultural context** | |
| 2.4.1 *Register* | |
| ✤ distinguish between formal and informal situations, and use simple forms in formal and informal situations with guidance (e.g., *usted*, *tú*) | ➤ Have students view a simple video and have them note when characters use *tú* and when they use *usted*.<br>➤ In order to help students distinguish between the use of *tú* and *usted*, provide students with pictures of different people in conversation (e.g., two young people, a child and an older person, etc.). Then have students draw in cartoon bubbles above the pictures and complete with simple dialogue using either *tú* or *usted*. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Look for evidence that students are able to match the clothing to an appropriate situation based on visual clues. | |
| ➤ When students create a story based on pictures, look for evidence that they are able to use visual clues to help them create a simple story. | |
| ➤ When students create comic strips, look for evidence that the visuals are congruent with the story created. | |
| ➤ When students play games such as pictionary or charades, look for evidence that they<br>• draw or dramatize the vocabulary accurately<br>• participate actively in the game | |
| ➤ When students view a video with situations where characters use *tú* or *usted*, look for evidence that students are able to<br>• identify the types of situations in which *tú* and *usted* are used<br>• explain why the formal or informal register are used | *¡Dime! Uno*<br>Unidad 1, Lección 1<br>*¡En español! 1*<br>Unidad 1, Etapa 1 |
| ➤ When students prepare simple dialogue to correspond with pictures of a variety of people in conversation, look for evidence that students are able to use *tú* and *usted* in the appropriate situations. | *¡En español! 1*<br>Unidad 1, Etapa 1<br>Actividad 6<br>Video: En vivo<br>*Chicos Chicas, Nivel 1* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.4 apply knowledge of the sociocultural context (continued)** | |
| 2.4.2 *Idiomatic Expressions* | |
| ✤ understand and use some simple idiomatic expressions as set phrases | ➤ *Idiomatic expressions, social conventions, non-verbal communication*—Provide students with some simple idiomatic expressions and social conventions. Students work in groups and choose 1 to 2 expressions. They then prepare a skit which incorporates these idiomatic expressions as well as basic social conventions and non-verbal communication commonly used in Spanish-speaking countries. |
| 2.4.3 *Variations in Language* | |
| ✤ identify variations in language<br>✤ experience a variety of voices<br>✤ acknowledge individual differences in speech | ➤ Have students listen to a video or audiotape that demonstrates a variety of speakers of different ages and regions of the Spanish-speaking world. Have students focus on voices and individual differences in speech.<br>➤ Present students with examples of clothing vocabulary used in different Spanish-speaking countries. Have students create collages on a theme demonstrating variations in language. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Discuss criteria with students before they role-play situations in which idiomatic expressions, social conventions, and non-verbal communication are to be used. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include:<br>• meaning is clear<br>• at least one idiomatic expression is used<br>• appropriate social conventions have been included<br>• appropriate non-verbal communication (gestures) have been included to support communication<br>• pronunciation and intonation are generally accurate (language competence, phonology)<br>• interaction has some sense of fluency and spontaneity (language competence, interactive fluency)<br>(See role-play assessment criteria in Classroom Assessment, p. 11.) | *¡Dime! Uno*<br>Unidad 1, Lección 1<br>*¡Buen Viaje! 1A*<br>Capítulo 1, Preliminar<br>Capítulo 3, p. 83 |
| ➤ When students listen to a video or audiotape, look for evidence that students are able to identify variations in language, voices, and speech. | *¡Dime! Uno* |
| ➤ When students create their own Spanish-language cartoons using greetings from different Spanish-speaking countries, look for evidence that vocabulary corresponds to the countries. | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.4 apply knowledge of the sociocultural context (continued)** | |
| 2.4.4 *Social Conventions* | |
| ✤ imitate simple, routine social interactions<br>✤ use basic social expressions appropriate to the classroom<br>✤ use basic politeness conventions | ➤ Before planing games, provide students with basic social expressions appropriate to the classroom (e.g., *Perdón*, *es mi turno*, *lo siento*, *es tu turno*). Have students use these expressions throughout the games.<br><br>➤ Distribute pictures or show an excerpt of a video that depicts people greeting each other in different ways. Discuss students' interpretation of what is happening in the pictures or video. Discuss cultural differences in greetings. Have students prepare a simple role play that depicts two people from different cultures greeting each other. |
| 2.4.4 *Non-verbal Communication* | |
| ✤ understand the meaning of and imitate some common non-verbal behaviours used in the Spanish-speaking world (e.g., nodding and shaking head)<br>✤ experiment with using some simple non-verbal means of communication | ➤ Refer to previous example under idiomatic expressions. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Through observation, look for evidence that students use basic social expressions appropriate to the classroom during games. | *¡Dime! Uno*<br>Unidad 1, Lección 1 |
| ➤ As students view and role-play various greetings, look for evidence that they are able to<br>• imitate simple routine social interactions<br>• use basic social expressions<br>• use basic politeness conventions | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish** | |
| 2.5.1 *Cohesion/Coherence* | |
| ✤ link words or groups of words in simple ways, using linear connectors (e.g., *y, pero, también, primero, después*, etc.)<br>✤ link a sequence of sentences in an organized fashion | ➤ Provide students with three or four pictures of activities. Students must then organize the pictures in the most logical sequence, using *primero, después, luego, al final*. Have students punctuate properly when writing the activities down. |
| 2.5.2 *Text Forms* | |
| ✤ experience a variety of text forms<br>✤ recognize some simple text forms (e.g., lists, letters, stories, songs) | ➤ Have students prepare lists:<br>a) clothing for different seasons<br>b) favourite activities in winter and summer<br>➤ Using a simple form letter, have students write a letter to someone from a Spanish-speaking country who is coming to visit. In the letter, students indicate what clothing is needed in Canada and which activities are possible. Have students pay attention to punctuation.<br>➤ Have students work in pairs in order to email each other a simple message in Spanish. |
| 2.5.3 *Patterns of Social Interaction* | |
| ✤ initiate and respond to social interaction patterns in guided situations (e.g., question-answer) | ➤ 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. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Prepare a checklist for assessment of students' organization of pictures in a logical sequence. Criteria might include the following:<br>• four linear connectors are used<br>• pictures are in a logical sequence (applications, extend their knowledge of the world)<br>• appropriate simple descriptions are given for each picture (language competence, oral / written production) | *Dos Mundos*<br>Student Edition |
| ➤ Work with students to develop a simple checklist they can use for self and peer assessment of their letters or email. The checklist might include items such as the following:<br>• details of appropriate clothing and activities for the seasons are given<br>• sentence frames are written correctly and completed appropriately<br>• meaning is clear (applications)<br>• greeting and closing are appropriate<br>• punctuation is appropriate (language competence, orthography)<br>• spelling, including accents, is correct (language competence, orthography)<br>(See examples of written material assessment criteria in Classroom Assessment, p. 12.) | *¡En español! 1*<br>Mas comunicación<br>Actividad 4<br>*¡Dime! Uno*<br>Unidad 5, Lección 2<br>*¡Buen Viaje! 1A*<br>Capítulo 3<br>*Chicos Chicas, Nivel 1*<br>Unidad 1, p. 24<br>Unidad 4 p. 60<br>Unidad 6, p. 84 |
| ➤ 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<br>• make plans for an activity responding to the following question: Where? When? Why? How? What?<br>• present clear, complete and appropriate messages<br>• use vocabulary and expressions appropriately<br>• be aware of and follow the pattern (i.e., respond to a question with a related answer) | *¡Dime! Uno*<br>Unidad 3, Lección 2<br>*¡Buen Viaje! 1B*<br>p. 302 |

# Notes

# GLOBAL CITIZENSHIP
## YEAR 1

# Global Citizenship

*study historical and contemporary elements of Spanish-speaking cultures*

*affirm diversity*

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

*explore personal and career opportunities*

# *GLOBAL CITIZENSHIP*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 3: Global Citizenship**<br>Students will acquire the knowledge, skills, and attitudes to be effective **global citizens** through the exploration of the cultures of the Spanish-speaking world. | |
| **3.1 study historical and contemporary elements of Spanish-speaking cultures** | |
| 3.1.1 *Access/Analyze Cultural Knowledge of the Spanish-Speaking World*<br>✤ ask questions and make observations about elements of Spanish-speaking cultures using their first language | ➤ Invite guests from different Spanish-speaking cultures in the local community to the class. Have students prepare questions for the guests and then discuss the new information gathered about Spanish-speaking cultures in the community.<br>➤ Have students prepare posters of the guests including a picture of the country they come from, the capital city, and their place of birth. Ask them to write a short story in basic Spanish about three or four interesting points they have learned. |
| 3.1.2 *Knowledge of Spanish-Speaking Cultures*<br>✤ participate in activities and experiences that reflect elements of SpanItures<br>✤ identify places in the world where Spanish is spoken | ➤ Have students make up their own nametags using a traditional format from the Spanish-speaking world (e.g., first and second names followed by father's surname and mother's maiden name). As an extension activity, give pairs of students imaginary family trees listing the names of grandparents, parents, and other relatives, and have them fill in the names of the children, beginning with the oldest child (BC *Resource Package*, 26). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When invited guests speak to the class, observe to what extent students<br>• ask relevant questions<br>• listen attentively to the guest<br>• demonstrate an effort to speak Spanish<br>• identify elements of Spanish-speaking cultures in the local community<br>(See guest observation checklist in Planning, p. 73.) | *¡Buen Viaje! 1*<br>Lecturas y Conexiones<br>*Chicos Chicas, Nivel 1*<br>Al final de cada unidad<br>Sección: El conocimiento del Mundo Hispano<br>*Planet@ 1*<br>Sección: 350 millones<br>*Chicos Chicas, Nivel 1*<br>Unidad 4, Lección 7, p. 50 |
| ➤ When students participate in cultural activities, frequently ask questions that cause them to reflect and comment on what they are experiencing and learning. Look for evidence that they<br>• participate actively and take risks in learning more about Spanish-speaking cultures<br>• understand the activities<br>• use vocabulary related to the activities (language competence, phonology)<br>• comment on how the activities are the same as or different from such activities in other cultures (global citizenship, affirming diversity) | *Chicos Chicas, Nivel 1*<br>Unidad 4<br>*¡Viva el Español!: ¡Hola! Resource and Activity Book*<br>Masters 32 and 33 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)** | |
| 3.1.3 *Applying Cultural Knowledge* | |
| ✤ identify elements of Spanish-speaking cultures in the local community | ➤ Refer to first instructional strategy on page Year 1–58. |
| 3.1.4 *Diversity within Spanish-speaking Cultures* | |
| ✤ experience diverse elements of the Spanish-speaking cultures (e.g., music, clothing, food) | ➤ Divide the class into groups and have each group research one Spanish-speaking country with respect to one aspect such as celebrations, family life, clothing, food, pastimes, geography, etc.). Have students prepare an activity, related to their topic, in which the class could participate and that would reflect that country's traditions or customs (e.g., making a type of food, playing a game, etc.). |
| ✤ identify some elements that reflect diversity within Spanish-speaking cultures like rock and folk music | ➤ Play three musical selections from different Spanish-speaking cultures (e.g., Colombia—cumbia, Spain—flamenco, Mexico—mariachi). Have students answer prepared questions about where they believe the music is from and its characteristics. Have students discuss in groups.<br>➤ *Variation:* Students won't be able to recognize certain rhythms because of a lack of framework. Include the following activity instead: Choose one song from three or four contemporary singers or musicians such as Gloria Estefan, Ricky Martin, Gypsy Kings, and discuss in the students' first language the characteristics of each type of music and where it is from. |
| 3.1.5 *Valuing Spanish-Speaking Cultures* | |
| ✤ show a willingness to participate in cultural activities and experiences related to Spanish-speaking cultures | ➤ Give students the opportunity to correspond with a pen pal in a Spanish-speaking country. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Evaluate students on the following aspects of their activity:<br>• accuracy / appropriateness of the focus of the activity<br>• awareness of diversity demonstrated<br>• response in a learning log to the following questions:<br>"What did you learn about the diversity of the country studied?"<br>"Were you surprised by what you learned?" | *Chicos Chicas, Nivel 1*<br>Al final de cada unidad<br>Sección: El conocimiento del Mundo Hispano<br>*Planet@ 1*<br>Sección: 350 millones |
| ➤ Prepare assessment items on this topic or have them identify the type of music as part of a listening test. | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.2 affirm diversity** | |
| 3.2.1 *Awareness of First Language* | |
| ✤ recognize similarities between Spanish and their first language (e.g., cognates) | ➤ Provide students with a list of words that includes both English / French and Spanish words. Students match the English / French word with its Spanish cognate (e.g., *invitación*—invitation). Have students explain the similarities and differences between the English / French and Spanish words.<br>➤ *Variation:* Provide students with a text in Spanish where the majority of the words are cognates.<br>➤ Present important grammatical differences in word order (e.g., smart man, *un hombre inteligente*).<br>➤ On the first day of class, brainstorm with students all the Spanish words that they already know. Post them in the classroom. |
| 3.2.2 *General Language Knowledge* | |
| ✤ recognize that languages can be grouped into families based on common origins<br>✤ explore the variety of languages spoken by those around them | ➤ Point out the origins of the Spanish language and the English language.<br>➤ Provide students with a list of words in Spanish, English, French, German, Italian, and Portuguese (e.g., French—*la main*; Spanish—*la mano*; Portuguese—*a mao*; Italian—*la mano*; German—*die Hand*). Have students work in groups to categorize the words according to commonalities. Have students draw conclusions about families of languages<br>*Extension:* Invite students who speak other languages to contribute to the lists. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students match English words with Spanish cognates, look for evidence that they are able to<br>• match the words correctly<br>• give some similarities between English / French and Spanish<br>• give some differences between English / French and Spanish<br><br>➤ As students examine grammatical structures and vocabulary in Spanish and in other languages, look for evidence that they are able to recognize similarities and differences. | *¡Dime! Uno*<br>Lección preliminar<br>Unidad 1, Lección 3<br><br>*¡Buen Viaje! 1A*<br>Capítulo 2, p. 62<br><br>*Planet@ 1*<br>Glosario<br><br>*Chicos Chicas, Nivel 1*<br>Glosario |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.2 affirm diversity (continued)** | |
| 3.2.3 *Awareness of Own Culture*<br>✤ explore and recognize similarities between their own culture and other cultures (celebrations, food, roles of family members) | ➤ Ask students to brainstorm a list of special events celebrated by their families. Have each student choose an important family celebration and create a poster representing it. Students then present their celebrations to the class, using their posters as prompts, and the class completes a Celebrations of Our Class table. Headings should be in Spanish and might include *Nombre, Una ocasión especial, Fecha, Cosas interesantes*. Have students then choose a Spanish-speaking country, research one important celebration, and prepare a poster describing / illustrating the celebration. Students should discuss similarities between their family celebrations and those of the Spanish-speaking world (BC *Resource Package*, 26). |
| 3.2.4 *General Cultural Knowledge*<br>✤ recognize that culture is expressed through a variety of forms, such as stories, art forms, crafts, music<br>✤ recognize that geography, climate, and history affect the culture of a particular region | ➤ Bring a variety of artifacts from Spanish-speaking countries into the classroom.<br>➤ *Variation:* Provide students with a map of the Spanish-speaking countries and ask them to write the name of the artifact next to the country after a short explanation.<br>➤ Instead of making *piñatas* in class because of the amount of class time it will take to make them, provide students with the instructions on how to make them. Provide students with information about their origin and on what occasions *piñatas* are used.<br>➤ Explore the role that soccer plays in the culture of many Spanish-speaking countries. Have students also examine the national sports of other countries and their importance in culture (e.g., hockey in Canada, basketball / baseball in USA, etc.). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students describe family celebrations and events, they can show their awareness of similarities across cultures through representations such as<br>• Venn diagrams showing common and unique features<br>• picture charts comparing features of activities in Spanish-speaking cultures with related activities in other cultures<br>• collages of pictures, symbols, and words from a variety of cultures, based on a common theme (e.g., greeting words, festive occasions, family celebrations such as birthdays and weddings, names) | *¡Dime! Uno*<br>Unidad 4, Lección 1, 2<br>*Destinos: An Introduction to Spanish*<br>Video Series<br>Episodio 3<br>La Semana Santa<br>*Dos Mundos*<br>Student Edition |
| ➤ Before students begin, discuss criteria such as<br>• number of features<br>• logic of associations<br>• accuracy of their portrayals of cultural aspects | |
| ➤ Note students' participation in and response to creative works. Students may show their interest by<br>• being attentive when a new activity is introduced<br>• taking risks to take part in creative activities<br>• suggesting that the class repeat or extend creative activities they have enjoyed (BC *Resource Package*, 25) | *¡Buen Viaje! 1*<br>Teacher's Edition<br>Capítulo 4<br>Actividades comunicativas 3<br>*Abrir Paso*<br>Libro 1 |
| ➤ As a cultural component of a test, ask students questions about some of the artifacts and where they are from (e.g., matching exercise). | *¡Dime! Uno*<br>Unidad 4, Lección 1 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.2 affirm diversity (continued)** | |
| 3.2.5 *Valuing Diversity* | |
| ✤ demonstrate a willingness to interact and work with others who are different (e.g., culture, lifestyle, and interests) | ➤ Have students change partners regularly for new activities. |
| 3.2.6 *Intercultural Skills* | |
| ✤ adapt to new situations<br>✤ listen with attention to the opinions of others<br>✤ initiate new relationships (e.g., make a new classmate feel welcome)<br>✤ respect opinions of others and recognize stereotypical thinking<br>✤ reflect on own actions and the impact of these actions on others | ➤ Discuss stereotypes and how they can limit people. Provide students with pictures that show stereotypes of Canada (RCMP in red uniforms, Aboriginals in wildlife settings, etc.). Ask students how representative these pictures are of Canadian culture. Then provide students with stereotypical pictures of Spanish culture (Mexican men in sombreros sleeping, etc.). Discuss with students how accurate these images might be and encourage students to discuss their own opinions and experiences regarding stereotypes. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students work with a variety of students in the class, observe the extent to which they are<br>• willing and open to work with different classmates<br>• willing to cooperate in order to carry out tasks in pairs | |
| ➤ Observe the extent to which students<br>• show sensitivity towards classmates, the community, and current events<br>• listen attentively to and acknowledge opinions that are different from their own | *Chicos Chicas, Nivel 1*<br>Al final de cada unidad<br>Sección: El conocimiento del Mundo Hispano<br>*Planet@ 1*<br>Sección: 350 millones |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.3 personal and career opportunities** | |
| 3.3.1 *Spanish and Spanish-Speaking Cultures* | |
| ✤ identify purposes for learning Spanish | ➤ At the beginning of the course, have students respond to the question: Why study Spanish? This can be done as a brainstorming activity. Display a poster in the classroom with the responses given by the students.<br>➤ Generate, with the students, a list of the "Top Ten Reasons" (*"Las 10 mejores razones para aprender el español"*) for learning Spanish.<br>➤ Conduct an interview with students at the end of the semester in which students respond to the questions:<br>• Why are you learning Spanish?<br>• Where do you see yourself using Spanish in the future?<br>• Who do you know that knows Spanish? How has it helped / been useful to them? |
| 3.3.2 *Cultural and Linguistic Diversity* | |
| ✤ identify purposes for learning additional languages and learning about world cultures<br>✤ suggest some reasons for participating in activities and experiences that reflect elements of different cultures | ➤ Provide students with maps and atlases. In groups, have students make a list of the countries or label maps where Spanish is spoken and where languages other than English are spoken. In their groups, have students discuss the following question: What are the purposes of learning world languages?<br>➤ After participating in various activities such as making *piñatas*, have students suggest reasons for participating in activities and experiences that reflect elements of different cultures. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Have students respond in a learning log to the following questions:<br>• What are the most important reasons for learning Spanish, for you personally?<br>• Did you see new / different reasons for learning Spanish, based on the class discussion? If so, which of these would you now consider as personally important?<br>• What advantages are there to learning world languages? How might this benefit you in the future? | *Planet@ 1*<br>p. 11 |
| ➤ As students generate a list of reasons for studying Spanish, look for evidence that they<br>• provide thoughtful suggestions<br>• participate in the activity<br>• understand some important reasons for studying another language such as Spanish | |
| ➤ When students respond to questions about their reasons for learning Spanish and other languages, participating in different cultural activities, and their future with Spanish and learning other international languages, look for evidence that they<br>• give thoughtful responses<br>• are able to explain their reasons and responses adequately, with relevant detail | *Chicos Chicas, Nivel 1*<br>Unidad 0, pp. 6–9<br>*¡Viva el Español!: ¡Hola! Resource and Activity Book*<br>Maps: Masters 131–135 |

# Notes

# STRATEGIES
## YEAR 1

# Strategies

*language learning strategies*

*language use strategies*

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

*general learning strategies*

# *STRATEGIES*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 4: Strategies**<br>Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication. | |
| **4.1 language learning strategies** | |
| 4.1.1 *Cognitive* | |
| ✤ use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by writing and repeating them silently or aloud) | ➤ Ask each student to create and maintain a personal dictionary. As new Spanish words are learned, encourage students to illustrate them in their dictionaries with drawings or magazine clippings (BC *Resource Package*, 12). |
| | ➤ Have students listen to a dialogue in which two young people describe what they like to do in their free time. Have students create a Venn diagram to show which activities each person likes individually and which activities they both like, using the words and expressions heard in the dialogue. |
| 4.1.2 *Metacognitive* | |
| ✤ use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language) | ➤ Have students discover how their own effort to participate daily in class will enhance their learning. At the end of the class, have students rate their performance on aspects of their daily communication.<br>➤ Encourage students to plan to do at least one Spanish activity on days when there is no Spanish class so as to extend exposure to the language. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Check students' personal dictionaries for evidence that they are<br>• adding an increasing variety of words<br>• correctly matching pictures and labels<br>• organizing words and phrases in logical ways<br>• focussing on words that are useful or interesting to them | |
| ➤ When students create a Venn diagram based on a dialogue of the preferred activities of two young people, look for evidence that they are able to<br>• reuse vocabulary and expressions heard in the dialogue<br>• correctly identify the activities of each person (language competence, aural comprehension)<br>• correctly identify the activities that both people have in common (language competence, aural comprehension) | *Chicos Chicas, Nivel 1*<br>CD / cassette<br>Unidad 7, Lección 13, p. 86, #1 |
| ➤ At the end of class, have students use checklists to rate their performance on aspects of their daily oral communication. Items might include:<br>• I volunteered questions and information.<br>• I practised new vocabulary and patterns.<br>• I talked only in Spanish.<br>• I tried to correct my mistakes.<br>• I supported and encouraged others.<br>(See oral checklist criteria examples in Classroom Assessment, p. 14.) | *¡En español! 1*<br>Más comunicación<br>Gap activities<br>Actividad 5, 6, 7 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **4.1 language learning strategies (continued)** | |
| 4.1.2 *Metacognitive (continued)* | |
| ✤ use simple metacognitive strategies, with guidance, to enhance language learning (e.g.,rehearse or role-play language) | ➤ Encourage students to reflect on their learning style by generating a list of questions related to a previous activity. Questions might include:<br>• What part of the activity did you find the most useful?<br>• What strategies did you use to be successful in this activity?<br>• What might have improved your language learning?<br>• What aspects of your group work worked well? How could you change or improve your contribution to the group in further activities?<br>• What can you learn from the mistakes you made? |
| 4.1.3 *Social/Affective* | |
| ✤ use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text, take risks and try unfamiliar tasks and approaches, and understand that making mistakes is a natural part of language learning) | ➤ Have students work with a partner in order to read and understand a simple story in Spanish. Have students then share reading comprehension strategies and write down a new strategy that they learned. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Provide frequent opportunities for students to reflect on what they have learned and set personal goals related to language skills. For example, at the beginning of a week or class, students might each record two goals or intentions such as<br>• number of times they will speak Spanish<br>• new vocabulary or structures they want to learn<br>• appropriate vocabulary and expressions are used | *¡Dime! Uno*<br>Communicative Pair Activities, Unidad 1, 2, 3, 4<br>Lección preliminar |
| ➤ Check that students are aware of how working with a partner benefits their abilities to understand and to complete task. | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **4.2 language use strategies** | |
| 4.2.1 *Interactive* | |
| ✤ use simple interactive strategies with guidance (e.g., indicate lack of understanding verbally or non- verbally) | ➤ Teach students set phrases for classroom interactions:<br>*¿Cómo se dice ...?*<br>*¿Qué quiere decir ...?*<br>*Repita, por favor.*<br>*Más despacio, por favor.* |
| 4.2.2 *Interpretive* | |
| ✤ use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension, listen and read selectively, make predictions about what they expect to hear or read, use gestures, use key words) | ➤ During activities provide students with phrases such as, *no entiendo*, *no comprendo*, *puede repetir*, *por favor* to indicate lack of understanding.<br>➤ Find simple songs that deal with the topics covered in a class. Play the song two or three times so that students can find the right words to fill in the blanks. Then as they sing along, ask them to mime and use gestures to represent and interpret the lyrics.<br>➤ Involve students in TPR ( Total Physical Response) activities (see Teaching and Learning, pp. 98–101).<br>➤ Invite students to participate in the game "*Simón dice"* ("Simon says…").<br>➤ Have students reflect on strategies which they use to find meaning in unfamiliar texts. Give students a piece of written / oral text. Have them listen / read. Put some unfamiliar vocabulary on the board. Have students read / listen to the text again. Have students find meaning for the unfamiliar words, using the context of the text and the words around the unfamiliar words.<br>➤ Before reading an illustrated text, have students examine the pictures and guess what the text might be about. Have students confirm or refute their guesses as they read the text. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When observing classroom interactions keep anecdotal records of the extent to which students use interactive strategies to keep going in Spanish. | |
| ➤ While students are learning Spanish songs, look for evidence that students are<br>• curious about the meanings of songs<br>• trying to match their interpretations (gestures and expressions) to the meanings or moods | *¡Buen Viaje! 1*<br>CD 1<br>*¡Viva el Español!: ¡Hola!*<br>*Resource and Activity Book*<br>Song cassette (music and lyrics), pp. 48–59 |
| ➤ As students participate in TPR activities, look for evidence that they are able to<br>• listen actively to follow instructions<br>• follow the leader's instructions with correct movements | *¡Buen Viaje! 1*<br>Expansion activities with TPR storytelling (See Teaching and Learningk, pp. 98–101) |
| ➤ Provide each student with a personal checklist of what steps to take when he or she does not understand a word in a text. Have students keep the checklist at the front of their notebook. | |
| ➤ As students use illustrations to predict meaning, look for evidence that they are able to<br>• use clues in illustrations to make predictions<br>• confirm or refute predictions based on reading | *Chicos Chicas, Nivel 1* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **4.2 language use strategies (continued)** | |
| 4.2.2 *Interpretive (continued)* | |
| ✤ use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension, listen and read selectively, make predictions about what they expect to hear or read, use gestures, use key words) | ➤ Provide students with a plan to help them write a friendly letter. Include a set of specific points for each category (it will help on the assessment).<br>1. *Descripción física* (3 to 4 features)<br>2. *Personalidad* (3 features)<br>3. *Hablar de mis planes para el verano o la Navidad.* (3 or 4 activities)<br>4. *Mi familia* (number of people, ages, professions, activities you do with them ...)<br>5. *Mis amigos* (name two, give their names, nationalities, characteristics ...) |
| 4.2.3 *Productive* | |
| ✤ use simple productive strategies with guidance (e.g., mimic what the teacher says, use words that are visible in the immediate environment) | ➤ Throughout the course, have students use words and expressions that have been posted in the classroom. |
| **4.3 general learning strategies** | |
| 4.3.1 *Cognitive* | |
| ✤ use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning, classify objects according to attributes) | ➤ Provide students with 15 to 20 words on a theme to be studied (Word Splash). Have students identify words whose meanings they think they understand and those they do not understand. Students then work in pairs sharing definitions and searching for information on words they do not understand (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, 40). Have students use five words in simple sentences. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Look for evidence that students are using words and expressions<br>• with more frequency<br>• with greater independence<br>• more effectively | *Chicos Chicas, Nivel 1*<br>Conjugación, pp. 114–121<br>Glosario, pp. 122–128 |
| ➤ Have students use their learning logs to examine<br>• words they already understood<br>• how closely they were able to guess the meanings of words<br>• how the new words relate to themes studied | *¡Dime! Uno*<br>Preliminar<br>Unidad 1–4<br>*¡Buen Viaje! 1*<br>Capítulo 1–4 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **4.3 general learning strategies (continued)** | |
| 4.3.2 *Metacognitive* | |
| ✤ use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning, explore and identify different learning styles) | ➤ Invite students to maintain a learning log. Students respond to questions such as "How do you learn best (e.g., visually, orally, listening, speaking, etc.)?" / *"¿Cómo aprendes mejor (visualmente, oralmente, escuchando, hablando, etc.)?"* |
| 4.3.3 *Social/Affective* | |
| ✤ use simple social and affective strategies to enhance general learning (e.g., seek help from others, participate in cooperative learning) | ➤ Before students begin work in cooperative groups, work with students on specific cooperative skills. Provide students with examples of phrases or expressions in Spanish that would be appropriate for specific skills (e.g. encouraging each other, taking turns, etc.).<br><br>Teach students Spanish words of encouragement (e.g., *bueno*, *bien hecho*, *fantástico*). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Take in students' learning logs from time to time. Students' logs could include<br>• observations and reflections about their learning<br>• personal language goals<br>• strategies that work well for them<br>Assessment criteria for the learning log could include:<br>• Does the student use the log regularly?<br>• Does the student show signs of understanding his/her personal learning style?<br><br>➤ Provide students with self and peer assessment forms for the cooperative group work that takes place (see Appendices C, D, and E of this section). | |

# Notes

# APPENDICES
## YEAR 1

# Appendix A

## My Presentation of Narrative Text / *Mi presentación de un relato*

Name / *Nombre* _____ Date / *Fecha* _____

| | Yes / *Sí* | No / *No* |
|---|---|---|
| • Did I have a clear beginning? / *¿Tuve un comienzo claro?* | ❑ | ❑ |
| • Did I include details in order for the middle? / *¿Incluí detalles para los acontecimientos en orden lógico?* | ❑ | ❑ |
| • Did I have a strong ending? / *¿Tuve un final eficaz?* | ❑ | ❑ |
| • Did I name characters? / *¿Nombré a los personajes?* | ❑ | ❑ |
| • Did I describe characters? / *¿Describí a los personajes?* | ❑ | ❑ |
| • Did I describe the setting? / *¿Describí el ambiente?* | ❑ | ❑ |
| • Did I use visual aids? / *¿Usé apoyo visual?* | ❑ | ❑ |
| • Did I use audio aids? / *¿Usé apoyo auditivo?* | ❑ | ❑ |

## My Presentation of Narrative Text / *Mi presentación de un texto informativo*

Name / *Nombre* _____ Date / *Fecha* _____

| | Yes / *Sí* | No / *No* |
|---|---|---|
| • Did I state the purpose of the presentation? / *¿Establecí el propósito de mi presentación?* | ❑ | ❑ |
| • Did I introduce the topic? / *¿Presenté el tema?* | ❑ | ❑ |
| • Did I provide background information for the topic? / *¿Proporcioné antecedentes para el tema?* | ❑ | ❑ |
| • Did I present the main ideas in appropriate sequence? / *¿Presenté las ideas principales en secuencia apropiada?* | ❑ | ❑ |
| • Did I include descriptive details when appropriate? / *¿Incluí detalles descriptivos cuando era apropiado?* | ❑ | ❑ |
| • Did I have a strong closing statement? / *¿Tuve una conclusión eficaz?* | ❑ | ❑ |
| • Did I use visual aids: diagrams, charts, graphs, maps, timelines, illustrations, artifacts, models? / *¿Usé apoyo visual: diagramas, cuadros, tablas, mapas, organizadores gráficos, ilustraciones, artefactos, modelos?* | ❑ | ❑ |
| • Did I use sound effects when appropriate? / *¿Usé efectos sonoros en los momentos apropiados?* | ❑ | ❑ |
| • Did I share enough knowledge about the topic? / *¿Compartí suficiente información sobre el tema?* | ❑ | ❑ |

# Appendix B

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

### Content Organization/*Organización del contenido*

Have I / *¿He*

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

### Audiovisual Aids/*Apoyo audiovisual*

I plan to use / *He planificado usar*

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

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

I plan to / *He planificado*

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

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

# Appendix C

## How We Co-operated In Our Group Work—Form A
### *Cómo coopeeramos 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 turea.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

_____

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

_____

# Appendix D

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

Name / *Nombre*_____ Date / *Fecha* _____

Group Members / *Miembros del grupo* _____ _____

_____ _____

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

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

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

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

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

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

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

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

☞

☞

☞

☞

## Appendix E

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

Name / *Nombre*_____ Date / *Fecha* _____

Group Members / *Miembros del grupo* _____ _____

_____ _____

| Check one. / *Marca una.* | Yes / *Sí* | No / *No* |
|---|---|---|
| I contributed ideas. / *Aporté ideas.* | | |
| I listened to others. / *Escuché a otros.* | | |
| I asked questions. / *Hice preguntas.* | | |
| I encouraged others. / *Motivé a otros.* | | |
| I disagreed politely. / *Discrepé cortesménte.* | | |
| I stayed on task. / *Me mantuve en la tarea.* | | |

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

- 
- 
- 
- 

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

- 
- 
- 
- 

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

- 
- 
- 
- 

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

- 
- 
- 
- 

# Notes

# *YEAR 2*

Applications *3*
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# APPLICATIONS
## YEAR 2

# Applications

*express emotions and personal perspectives*

*impart and receive information*

*get things done*

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

*form, maintain, and change interpersonal relationships*

*extend their knowledge of the world*

*use the language for imaginative purposes and personal enjoyment*

# *APPLICATIONS*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 1: Applications**<br>Students will use Spanish in a variety of **situations** and for a variety of **purposes**. | |
| **1.1 impart and receive information** | |
| 1.1.1 *Share Factual Information* | |
| ✤ ask for and provide information on a range of familiar topics | ➤ 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 *Resource Package*, 46). |
| ✤ describe people, places, things, and series, or sequences of events or actions | ➤ 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 *Things to see*, *Places to eat*, *Where to stay*. As an extension, the class could compile a master list of tips for travel in the Spanish-speaking country of their selection (BC *Resource Package*, 70).<br><br>➤ 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 *Resource Package*, 70). |

| 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<br>• the information is clear<br>• the sequence of instructions is logical<br>• key details such as departure and arrival times are included | *Dos Mundos*<br>Student Edition<br>*¡Dime! Uno*<br>Unidad 5, Lección 1<br>*¡Buen Viaje!*<br>Capítulo 11<br>A escuchar: segunda parte<br>Actividad a<br>*Chicos Chicas, Nivel 1*<br>Al final de cada unidad<br>Sección: El conocimiento del Mundo Hispano<br>*Planet@ 1*<br>Tema 2–Tarea Final |
| ➤ Work with students to develop criteria for their Travel Fair. Criteria might include the following:<br>• provides accurate, relevant, and detailed information on the assigned topics<br>• uses clear and appropriate language (language competence, attend to form)<br>• is logically organized (language competence)<br>• takes risks to add interest and offer complex information (strategies)<br>See sample assessment rubrics in Classroom Assessment:<br>• Generic rubric for written materials, p. 12<br>• Sample assessment rubrics: Oral report assessment, p. 15 | Internet<br>*¡Buen Viaje! 3*<br>Capítulo 1 y<br>Capítulo 1 Video Activities<br>Machu Picchu<br>*Chicos Chicas, Nivel 1*<br>Al final de cada unidad<br>Sección: El conocimiento del Mundo Hispano |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.2 express emotions and personal perspectives** | |
| 1.2.1 *Share Ideas, Thoughts, Opinions, Preferences*<br>✤ express a personal response to a variety of situations<br>✤ inquire about and express thoughts and preferences (e.g., *prefiero leche*)<br>✤ record and share thoughts and ideas with others (e.g., keep a journal of ideas for stories) | ➤ 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 *¿Prefieres _____ o _____ ? ¿Qué prefieres hacer_____ o _____ ?*<br>➤ Have students do a survey of preferences in the class and share thoughts and ideas about similarities and differences. |
| 1.2.2 *Share Emotions, Feelings*<br>✤ inquire about, respond to, and express emotions and feelings in a variety of familiar contexts | ➤ Have students view a video of a medical emergency. Have students identify and respond to the emotions expressed.<br>➤ In groups of 2 or 3, have students prepare a skit on a topic such as "A trip to the doctor's office," (*"Una visita al consultorio médico"*) (using expressions with *tener* (*los estados físicos*). Provide specific instructions on the elements to be included (see assessment criteria). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students respond to pictures by stating their preferences, look for evidence that students<br>• use the correct forms of *preferir* (language competence, attend to form)<br>• use appropriate vocabulary to describe activities (language competence, attend to form) | *Planet@ 1*<br>Tema 3, Órbita 2<br>*¡En español! 2*<br>Unidad 3, Etapa 3<br>No subjuntivo<br>*¡Dime! Más*<br>Unidad 7, Lección 2<br>*¡Buen Viaje! 2*<br>Capítulo 8 y Video Episode 8<br>Una emergencia médica<br>*¡Buen Viaje! 3*<br>Capítulo 7<br>pp. 301–306 |
| ➤ 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:<br>• meaning is clear<br>• appropriate details are included in questions and answers<br>• vocabulary and expressions related to the topic are included (language competence, attend to form)<br>• gestures and body language support communication (strategies)<br>• pronunciation and intonation are generally accurate (language competence, attend to form)<br>• interaction has some sense of fluency and spontaneity (language competence, interactive fluency)<br>(See role-play assessment criteria in Classroom Assessment, p. 11.) | *¡Buen Viaje! 3*<br>Capítulo 1<br>*En español 2*<br>Unidad 3, Etapa 3<br>Video<br>*Planet@ 2*<br>Tema 3, Órbita 2;<br>Tarea Final |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.2 express emotions and personal perspectives (continued)**<br>1.2.2 *Share Emotions, Feelings (continued)*<br>✤ record and share personal experiences involving an emotion or feeling (e.g., happiness, anger, embarrassment) | ➤ 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: *¿Te gusta _____ ? ¿Prefieres _____ o _____ ?*<br>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. |
| **1.3 get things done**<br>1.3.1 *Guide Actions of Others*<br>✤ make and respond to a variety of simple requests<br>✤ seek, grant, or withhold permission<br>✤ relay simple messages | ➤ Students create new sports for a "Crazy Olympics" (*"Las olimpiadas locas"*). 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.<br>Suggested Crazy Olympics sports are listed below. (Italics reflect Spanish language use in suggested activities.)<br>• 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.<br>• Passing an orange from neck to neck, while singing a previously learned song from the target culture.<br>• 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.<br>• 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. |

*(continued)*

| 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<br>• speak in Spanish throughout activity<br>• speak to several classmates<br>• identify a classmate with whom they could travel by identifying common preferred activities<br><br>When students submit their paragraphs, look for<br>• evidence of the correct forms of *preferir* (language competence, attend to form)<br>• use of appropriate vocabulary to indicate preferences in their travel companion | *¡En español! 2*<br>Unidad 1, Etapa 1<br><br>*¡Dime! Más*<br>Unidad 6, Lección 1, 2<br><br>*Chicos Chicas, Nivel 1*<br>Unidad 7, Lección 13 |
| ➤ When students create "Crazy Olympics," look for evidence that they are able to<br>• make and respond to a variety of simple requests<br>• relay simple messages<br>• give and follow simple sequence of instructions<br><br>When students create a poster of their "crazy" sport, look for accuracy of expression and visual impact of design.<br><br>(See poster assessment criteria in Planning, p. 86.) | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.3 get things done (continued)** | |
| 1.3.1 *Guide Actions of Others (continued)* | |
| ✤ make and respond to a variety of simple requests<br>✤ seek, grant, or withhold permission<br>✤ relay simple messages | • Working in a team to put together the pieces of a geographical puzzle relating to the target country with discussion in the target language.<br>• 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.<br>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.<br>Students view the videotape and discuss which sport they found most exciting, amusing, or interesting to watch. |
| ✤ encourage or discourage others from a course of action | ➤ Have students plan *Teléfono malogrado* 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. |
| ✤ give and follow a simple sequence of instructions | ➤ 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.<br>➤ 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. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students present and participate in games, look for evidence that they<br>• are prepared, with clear instructions<br>• are able to respond to classmates' questions<br>• encourage participation in the game and participate | *¡Buen Viaje! 2*<br>Capítulo 5<br>Vocabulario<br>*¡Viva el Español! ¿Qué tal?*<br>*Culture Resource Book* |
| ➤ When students present their dish and provide instructions for its creation, look for evidence that<br>• students are prepared and provide sufficient details<br>• instructions are sequenced and comprehensive | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.3 get things done (continued)** | |
| 1.3.2 *State Personal Actions* | |
| ✤ express a wish or a desire to do something<br>✤ make an offer or an invitation, and respond to offers and invitations made by others<br>✤ inquire about and express ability and inability to do something (e.g., *hablo español*) | ➤ 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, si puedo."*)<br><br>Then have students organize their own weekend activities in pairs, using the key questions and expressions provided in the model dialogue. |
| 1.3.3 *Manage Group Actions* | |
| ✤ suggest, initiate or direct action in group activities<br>✤ encourage other group members to participate | ➤ 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.<br><br>➤ 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? |
| ✤ assume a variety of roles and responsibilities as group members<br>✤ negotiate in a simple way with peers in small-group tasks<br>✤ offer to explain or clarify | ➤ 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. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ While students organize weekend activities in pairs, look for evidence that they<br>• invite (*querer, poder*)<br>• accept, including key details about time and activities<br>• decline, giving reasons (*tener que*)<br>• use a logical sequence of events | *!Díme! Algo*<br>Unidad 3, Lección 3<br>*¡Buen Viaje! 3*<br>Capítulo 3, pp.103–121<br>*Chicos Chicas, Nivel 1*<br>Unidad 7, Leccion 13, 14 |
| ➤ When students are using maps to give and follow directions to various destinations, observe that students are<br>• using Spanish to give clear directions<br>• using appropriate vocabulary expressions<br>• able to arrive at the proper destinations | *¡En español! 1A*<br>Unidad 4, Etapa 1<br>*¡Dime! Uno*<br>Unidad 5, Lección 1<br>*Planet@ 1*<br>Tema 2, Órbita 1<br>*Planet@ 2*<br>Tema 3, Tarea Final |
| ➤ When students are preparing a group project, look for evidence that they<br>• encourage other group members to participate<br>• assume a variety of roles and responsibilities<br>• negotiate in a simple way with peers<br>• offer to explain or clarify | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.4 extend their knowledge of the world** | |
| 1.4.1 *Discover and Explore*<br>✤ make and talk about personal observations<br>✤ explore classification systems and criteria for categories<br>✤ discover relationships and patterns | ➤ Have students prepare *Jeopardy*, 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.<br>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., *Definition: Ayuda a las personas enfermas*. *Question: ¿Eres enfermera?*) |
| 1.4.2 *Gather and Organize Information*<br>✤ record and share personal knowledge of a topic<br>✤ compare and contrast items in simple ways<br>✤ compose questions to guide research<br>✤ identify sources of information<br>✤ record observations | ➤ 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 _____ ." (*"Un día en la vida de _____."*) 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. |
| 1.4.3 *Solve Problems*<br>✤ recognize and describe a problem, then propose solutions<br>✤ understand and use the steps in the problem-solving process | ➤ 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 *Resource Package*, 52). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students create a *Jeopardy* game, look for evidence that<br>• statements prepared are appropriate and comprehensible<br>• appropriate categories are created for the game<br>• 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<br>• students sequence the daily activities logically<br>• actions performed by the "actor" correspond to the narration | *¡Dime! Más*<br>Unidad 8, Lección 1<br>*¡Buen Viaje! 1B*<br>Capítulo 12<br>Rutina diaria<br>*¡Buen Viaje! 3*<br>Capítulo 2, pp.62–65 |
| ➤ When students participate in interactions such as discussing the purchase of a gift, look for evidence that they are able to<br>• present their opinions<br>• respond appropriately to questions and cues from others<br>• provide a rationale for their suggestions<br>• use appropriate vocabulary and structures | *¡Dime! Uno*<br>Unidad 5, Lección 2<br>Video |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.4 extend their knowledge of the world (continued)** | |
| 1.4.3 *Solve Problems (continued)*<br>✤ recognize and describe a problem, then propose solutions<br>✤ understand and use the steps in the problem-solving process | ➤ Have students watch a video about a problematic situation in a restaurant. Have students identify the problem and discuss possible solutions.<br>➤ See Suggestions for Instruction in "Explore Opinions and Values" (below). |
| 1.4.4 *Explore Opinions and Values*<br>✤ express their views on a variety of topics within their direct experience<br>✤ gather opinions on a topic within their direct experience<br>✤ recognize differences of opinion | ➤ Have students form groups and provide each group with a number of topics that involve differences of opinion or tastes. These could include<br>• curfews<br>• family vacations<br>• tattoos and body piercing<br>• dress codes in school<br>• safe sex<br>Have students express their views, discuss opinions of group members, and then develop a summary of the opinions expressed. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students watch a video and work to identify the problem and possible solutions, observe their ability to<br>• participate in the discussion<br>• recognize and discuss the problem<br>• offer logical solutions with justifications | *¡Dime! Uno*<br>Unidad 5, Lección 3<br><br>Alternative:<br>Other videos featuring mime could be used for this activity. |
| ➤ As students work in groups to find solutions for situational problems, look for evidence that they are able to<br>• clearly identify the problem<br>• express their opinions<br>• propose a variety of solutions<br>• choose one solution | *Planet@ 1*<br>Tema 3, Órbita 2a |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.5 imaginative purposes and personal enjoyment** | |
| 1.5.1 *Humour/Fun* | |
| ✤ use the language for fun and to interpret humour (e.g., simple amusing texts) | ➤ 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., *Anda a freír espárragos*). |
| | ➤ 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 *falso amigo*—cognate (e.g., *Estoy embarazada*). |
| 1.5.2 *Creative/Aesthetic Purposes* | |
| ✤ use the language creatively and for aesthetic purposes (e.g., write poems based on simple, repetitive, and modelled language) | ➤ Have students create a *patio de comidas* (Food Court) in class. Have students work in groups to prepare a menu for their mini-restaurant, as well as possible food samples. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students illustrate humorous expressions related to food, look for evidence that students are able to<br>• create an illustration that corresponds with the meaning of the expression<br>• create a neat illustration<br>• take risks to be original and creative | *101 Spanish Idioms*<br>Sección 3<br>Algo en que pensar |
| ➤ Work with students to establish assessment criteria for a comic. Criteria might include the following:<br>• cognate (*falso amigo*)is used in a humorous way<br>• Spanish expression / vocabulary is used correctly (language competence, attend to form)<br>• sentences are correctly constructed (language competence, attend to form)<br>• spelling is accurate (language competence, attend to form) | See as a reference:<br>Gessler Publishing Co. Inc.<br>New York<br>Comic Strips |
| ➤ When students work in groups to organize a menu and *patio de comidas*, look for evidence that they are<br>• participating actively<br>• making an effort to use Spanish<br>➤ 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:<br>• menu is organized in a typical menu format (language competence, written production)<br>• vocabulary related to food and menus is incorporated (language competence, written production, and attend to form)<br>• correct use of illustrations to enhance understanding (strategies, language use strategies) | *USO interactivo del vocabulario*<br>*Planet@ 1*<br>Tema 3, Órbita 1<br>*¡Dime! Uno*<br>Unidad 5, Lección 3 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.5 imaginative purposes and personal enjoyment (continued)** | |
| 1.5.3 *Personal Enjoyment* | |
| ✤ use the language for personal enjoyment (e.g., listen to favourite songs in Spanish, play games alone or with friends) | ➤ Invite students to participate in a class outing to a restaurant.<br>➤ Have students view a Spanish version of an English song at home or on the Internet. Provide a few sugestions.<br>➤ Provide students with Spanish teen magazines to peruse before and after class. |
| **1.6 form, maintain, and change interpersonal relationships** | |
| 1.6.1 *Manage Personal Relationships* | |
| ✤ apologize and refuse politely | ➤ Provide students with expressions to apologize and refuse politely (e.g., *lo siento*, *no gracias*, *no puedo comer ...*, *tengo alergia a ...*). 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. |
| ✤ talk about themselves, and respond to the talk of others by showing attention and interest | ➤ Invite students to form small groups to brainstorm reasons that people choose to become vegetarians.<br>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 *Resource Package*, 68). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students participate in an outing to a Spanish restaurant, look for evidence that they<br>• have a positive attitude<br>• use Spanish<br>• use vocabulary related to food and restaurants<br>• write an entry in their learning journal about the experience | *¡Viva el Español! Resource and Activity Book*<br>Songs / Tape sección |
| ➤ 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<br>• take positions<br>• give relevant reasons to support their arguments<br>• listen actively and attempt to respond to or build on others' ideas<br>• participate in the discussion using Spanish | |

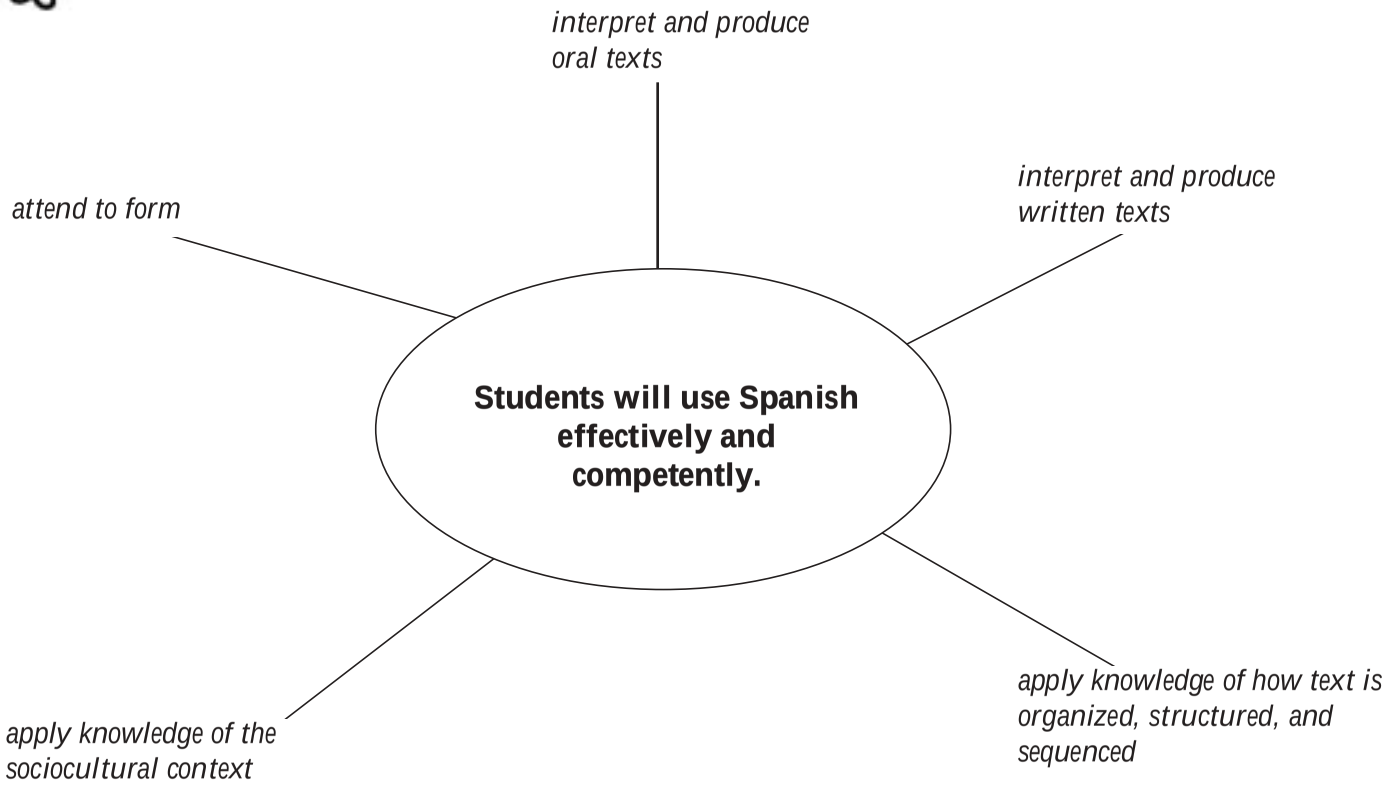
| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **1.6 form, maintain, and change interpersonal relationships (continued)** | |
| 1.6.1 *Manage Personal Relationships (continued)* | |
| ✤ talk about themselves, and respond to the talk of others by showing attention and interest | ➤ Have 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:<br>• weekend activities<br>• daily routine<br>• vacation plans, etc.<br>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. |
| ✤ make and break social engagements | ➤ For more choices, refer to "State Personal Actions"—inquire about and express ability or inability (Year 2 – 14). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students interact in casual exchanges with peers, look for evidence that they<br>• speak Spanish<br>• make an effort to speak during the whole time assigned | |

# Notes

# LANGUAGE COMPETENCE
## YEAR 2

# Language Competence



# *LANGUAGE COMPETENCE*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 2: Language Competence**<br>Students will use Spanish **effectively** and **competently**. | |
| **2.1 attend to form** | |
| 2.1.1 *Phonology* | |
| ✤ use comprehensible pronunciation, stress, and intonation when producing words or phrases<br>✤ recognize some of the effects that intonation and stress have in different situations<br>✤ identify and reproduce some critical sound distinctions that are important for meaning (e.g., minimal pairs [e.g., *pero / perro*, *papal / papa*, *mina / niña*]) | ➤ Provide students with a list of familiar words or phrases and have them read them, focusing on correct pronunciation, stress, and intonation (e.g., ***plá****tano*, *jam****ón***, *ca****fé***, etc.). Have students create sentences using these words and read them aloud in groups.<br><br>➤ Seek opportunities in the classroom to highlight critical Spanish sound distinctions:<br>• *ll* / l<br>• *ñ* / n<br>• *rr* / r |
| 2.1.2 *Orthography* | |
| ✤ recognize the role that accentuation plays in the Spanish language | ➤ 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. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Look for evidence that students are able to pronounce correctly, based on common rules. | *Colección tiempo: Para pronunciar* |
| ➤ Prepare an observation checklist. Observe the students' ability to reproduce appropriately in context the following critical sound distinctions:<br>• *ll*/l<br>• *ñ*/n<br>• *rr*/r | |
| ➤ Look for evidence that students are able to identify where the accent goes in the Spanish language. | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.1 attend to form (continued)**<br>2.1.3 *Lexicon*<br>✤ use a range of vocabulary and expressions in familiar contexts, within the following areas of experience:<br>— foods<br>✓ restaurants<br>✓ market<br>— shopping, fashion, and fads<br>— sports and exercise<br>— vacations and travel<br>— social life<br>— health and safety<br>✓ physical states<br>✓ visit to the doctor<br>— daily routine<br>— introduction to cultural diversity in the Spanish-speaking world | ➤ The following learning activities focus on words and their meanings:<br>1. Game (Year 2 – 12)<br>2. Day In a Life (Year 2 – 16)<br>3. Food Court (Year 2 – 120)<br>4. Writing a Storybook (Year 2 – 40)<br>5. All About Me (Year 2 – 48)<br>6. Writing a Classified Ad (Year 2 – 78)<br>➤ As students prepare role plays for different scenarios such as visiting the doctor's office, provide them with specific expressions related to illness. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Look for evidence that students spell and use vocabulary appropriately. | *USO interactivo del vocabulario*<br>*Rosetta Stone I and II* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.1 attend to form (continued)**<br>2.1.4 *Grammatical Elements*<br>✤ use, in **modelled situations**, the following grammatical elements:<br>— irregular verbs in present tense: *conocer, saber, dar, poner, traer, preferir*<br>— preterite tense<br>— imperfect tense<br>— perfect tense<br>— simple future tense<br>— direct object pronouns<br>— *por/para*<br>— *hace*, expressions of time<br>— personal *a*<br>— impresonal *se*<br>— *caer bien/mal* | **Modelled Situations:** This term is used to describe learning situations where a model of specific grammatical elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.<br><br>In preparing for writing an autobiography students practise using the imperfect tense to talk about age and habitual actions following the model: *Cuando tenía _____ años, tocaba el piano*. Using pictures of childhood activities, students write sentences based on the grammar pattern provided. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Assess whether students are able to write<br>• the correct form (imperfect tense) of the verb<br>• the correct structure for talking about age<br>• the verb that corresponds to activity in the picture | *USO de la gramática española: Junior intermedio*<br>*Colección tiempo: Para conjugar*<br>*Rosetta Stone I and II*<br>*¡Dime! Dos*<br>Unidad 4, Lección 1, p. 178 |

**PRESCRIBED OUTCOMES**

**2.1 attend to form (continued)**

2.1.4 *Grammatical Elements (continued)*

- ✤ use, in **structured situations**, the following grammatical elements:
  - — *me/te/le*
  - — *nos/les/os gusta/an*
  - — commonly used verbs: *querer, ir, hacer, poder, venir, salir, jugar, saber*
  - — *tener que* + infinitive
  - — *ir* + a + infinitive (immediate future)
  - — definite and indefinite articles: *el, la, los, las, un, una, unas, unos*
  - — possessive adjectives: *mi, tu, su, mis, tus, sus nuestro/a(s), vuestro/a(s)*
  - — adverbs ending in *mente*
  - — demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as*
  - — affirmative commands (*tú* and *ustedes* forms, for commonly used verbs)
  - — affirmative and negative expressions: *alguien, nadie, algo, nada, también*
  - — reflexive verbs
  - — present progressive: (*estar* + *gerund*)
  - — pronouns after prepositions: *mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes*

**SUGGESTIONS FOR INSTRUCTION**

**Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific grammatical elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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 *jugar*, and definite and indefinite articles.

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ 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. | *USO de la gramática española: Junior intermedio*<br><br>*Colección tiempo: Para conjugar*<br><br>*Rosetta Stone I and II*<br><br>*¡En Español! 1*<br>Unidad 3, Etapa 2<br>En colores: cultura y comparaciones<br>pp. 206–207 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.1 attend to form (continued)**<br>2.1.4 *Grammatical Elements (continued)*<br>✤ use, in **independent situations**, the following grammatical elements:<br>— interrogative sentences in the present tense<br>— regular verbs in all persons the present tense<br>— gender and number of nouns, adjectives<br>— commonly used verbs: *ser, estar, tener* | **Independent situations:** This term is used to describe learning situations where students use specific grammatical elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.<br>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. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When observing student role play, look for evidence that they are able to<br>• use correct forms for asking questions<br>• use correct conjugations of regular verbs in the present tense<br>• carry out the role play with some fluency | *USO de la gramática española: Junior intermedio*<br>*Colección tiempo: Para conjugar*<br>*Rosetta Stone I and II* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.2 interpret and produce oral texts** | |
| 2.2.1 *Aural Interpretation* | |
| ✤ understand short, simple texts in **guided** and **unguided** situations | ➤ Have students form groups of four. Provide students with a song, excerpt from a conversation, or TV / radio ad.<br><br>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<br><br>➤ 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.<br><br>An extension to this activity is to have students read the story to another class of Spanish learners. |
| 2.2.2 *Oral Production* | |
| ✤ produce short, simple texts in **guided** situations | ➤ 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. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students work in groups to understand short texts, look for evidence that they are able to<br>• listen for key words<br>• use key words and context to create meaning<br>• use listening strategies to aid in understanding | *Colección tiempo: Para comprender*<br>Mensajes orales de la vida cotidiana |
| ➤ When students illustrate what they have understood about a simple short story, look for evidence that they are able to<br>• explain their drawings to their group or to the class as a whole<br>• make connections between the story and their sentence or drawing | Easy Spanish readers |
| ➤ 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:<br>• story makes sense / has meaning<br>• pronunciation and intonation are generally accurate (language competence, attend to form)<br>• expression is used to enhance communication<br>(See story assessment criteria in Classroom Assessment, p. 16.) | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.2 interpret and produce oral texts**<br>2.2.2 *Oral Production (continued)*<br>✤ produce short, simple texts in **guided** situations | ➤ 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.<br><br>➤ Have students prepare role plays, based on the themes studied:<br>• At the doctor's office<br>• Interview with a famous person about his/her daily routine<br>• Parent and child negotiating acceptable activities and curfews for the weekend<br>• Planning a date or an activity with a friend on the phone |

### 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 OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.2 interpret and produce oral texts (continued)**<br>2.2.3 *Interactive Fluency*<br>✤ engage in simple interactions, using a combination of sentences | ➤ Improvisational role play is a particularly effective activity for this outcome. See Teaching and Learning, pp. 101–104. Some examples follow.<br>➤ 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 (BC *Resource Package*, 36).<br>➤ 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:<br>• 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;<br>• a hungry tourist wishes to eat at 8:00 pm, but the restaurant doesn't serve meals before 10:00 pm;<br>• 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;<br>• a local invites a tourist to Midnight Mass; a group of business people discover they are on the wrong bus (BC *Resource Package*, 58).<br>➤ 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 (BC *Resource Package*, 62).<br>➤ 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 (BC *Resource Package*, 74). |

| 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<br>• provide clear messages<br>• use appropriate patterns and frames for giving directions and prices / prices and descriptions<br>• adjust and clarify when miscommunication occurs<br>• use intonation, miming, gestures, and body language to support communication (strategies)<br>• speak clearly and smoothly, using approximate Spanish pronunciation (language competence, attend to form)<br>(See sample role-play assessment in Classroom Assessment, p. 11.) | *España Viva*<br>Video 1<br>Episode 2, 3<br>*Destinos: An Introduction to Spanish*<br>Video Series<br>Episodio 4<br>*¡En español! 2*<br>Video<br>Unidad 4, Etapa 3<br>*Planet@*<br>Tempa 3, Órbita 2a<br>Video |
| ➤ When students prepare telephone conversations to plan weekend activities, discuss criteria with students before they begin. Criteria might include the following:<br>• who, what, where, and when (relevant details of plans) are clearly identified<br>• questions and answers are clearly formulated | *¡En español! 1*<br>Unidad 3, Etapa 1<br>*¡Dime! Uno*<br>Video<br>Unidad 3, Lección 1 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.3 interpret and produce written texts** | |
| 2.3.1 *Written Interpretation* | |
| ✤ understand the main point and supporting details of texts on familiar topics in guided situations | ➤ 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. |
| 2.3.2 *Written Production* | |
| ✤ produce short, simple texts in guided situations | ➤ Have students write a postcard, letter, or email from a real or an imaginary vacation destination. |
| 2.3.3 *Visual Interpretation* | |
| ✤ derive meaning from the visual elements of a variety of media in guided and unguided situations | ➤ 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.<br><br>➤ 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.<br><br>After the completion of their own versions of the story, read to students the actual story that accompanies the pictures. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ 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<br>• select key information (words, expressions) to determine the visited country<br>• make a logical choice of which country was visited, based on information provided | *¡En español! 2*<br>Etapa preliminar, Unidad 1<br>Resource Book, pp. 2–3 |
| ➤ 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:<br>• meaning is clear<br>• greeting and closing are appropriate (language competence, discourse)<br>• punctuation is appropriate (language competence, attend to form)<br>• spelling, including accents, is correct (language competence, attend to form) | *Chicos Chicas, Nivel 1*<br>p. 24<br><ww.postales.com><br>Hay tarjetas postales |
| ➤ When students choose a photo of a vacation destination and vacation activities, look for evidence that they are able to<br>• provide key information and relevant details to describe the chosen photo<br>• provide relevant reasons for their choice of photo and interpret elements in the photo | *¡Buen Viaje! 3*<br>Capítulo 1, p. 1–7<br>Photos<br>Brochures from Travel Agencies |
| ➤ 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<br>• use the pictures to make sense of the story<br>• organize their story in a meaningful way<br>• compare and contrast their stories to the actual stories | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.3 interpret and produce written texts (continued)** | |
| 2.3.4 *Representation* | |
| ✤ express meaning through the use of visual elements in a variety of media in guided and unguided situations | ➤ 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.<br>➤ Have students create a poster entitled "All about me / *Todo sobre mí*." Information could include<br>• Social activities that I enjoy / *Las actividades sociales que me gustan*<br>• My daily routine / *Mi rutina diaria*<br>• My favourite or dream vacations / *Mis vacaciones favoritas o soñadas*<br>• My possible future profession(s) / *Mi(s) futura(s) profesión(es) posible(s)* |
| **2.4 apply knowledge of the sociocultural context** | |
| 2.4.1 *Register* | |
| ✤ identify differences between formal and informal registers in a variety of situations<br>✤ use formal and informal language in familiar situations | ➤ 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. |
| 2.4.2 *Idiomatic Expressions* | |
| ✤ use learned idiomatic expressions to enhance communication | ➤ 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., *¡No me tomes el pelo!, ¡Es un plato!*). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students prepare a poster giving information about a particular disease, discuss criteria with students before they begin. Criteria might include the following:<br>• illustrations enhance the message of the text<br>• name of disease and subtopics are clearly identified (language competence, written production)<br>• relevant details are provided for each subtopic (language competence, written production)<br>• imperative is used correctly to provide preventative measures (language competence, attend to form)<br>• layout / design is neat and organized, with good use of space<br>(See poster assessment criteria in Planning, p. 86.) | *Planet@ 2*<br>Tema 4, Órbita 2 |
| ➤ Look for evidence that students use formal and informal register appropriately in their role plays. | *¡Dime! Uno*<br>Unidad 7, Lección 2<br>Video, Unidad 7 Lección 2<br>*¡Buen Viaje! 1B*<br>Capítulo 8 |
| ➤ Observe that<br>• students use the idiomatic expression<br>• the skit demonstrates the proper use of the term | *101 Spanish Idioms* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.4 apply knowledge of the sociocultural context (continued)** | |
| 2.4.3 *Variations in Language* | |
| ✤ experience a variety of accents, variations in speech, and regional variations in language | ➤ 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., *durazno* = *melocotón*, *pomelo* = *toronja*). Provide students with the correct categories, allowing them to reorganize their words if necessary.<br>➤ 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., *autobús, guagua, camión, colectivo*). |
| 2.4.4 *Social Conventions* | |
| ✤ use appropriate oral forms of address for people frequently encountered<br>✤ recognize verbal behaviours that are considered impolite<br>✤ recognize important social conventions in everyday interactions (e.g., shaking hands, hugging, kissing) | ➤ 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.<br>➤ Provide students with various social conventions (e.g., invitations, dating, going to movies, addressing elders, etc.). Then have students role-play social interactions. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Look for evidence that students identify some specific regional variations in language of the destination country. | *USO interactivo del vocabulario*<br>Lexico: Capítulo 8, 10, 11, 15 |
| ➤ As students view and interpret various greetings, look for evidence that they are able to identify similarities and differences between greetings. | *¡Dime! Uno*<br>Unidad 1, Lección 1 |
| ➤ Look for evidence that students use conventions provided appropriately. | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.4 apply knowledge of the sociocultural context (continued)** | |
| 2.4.5 *Non-verbal Communication* | |
| ✤ recognize appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact, interpersonal space, physical contact) | ➤ Have students mime the various gestures that are associated with being ill (e.g., holding your head when you have a headache).<br>➤ 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. |
| ✤ recognize that some non-verbal behaviours may be inappropriate in certain contexts (e.g., wearing a baseball cap indoors) | ➤ 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).<br>Discuss similarities and differences with Canadian culture. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Look for evidence that students use gestures accurately to convey their message.<br><br>➤ 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. | *¡Buen Viaje! 1B*<br>Capítulo 8<br><br>Diccionario de gestos |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish** | |
| 2.5.1 *Cohesion/Coherence* | |
| ✤ link sentences with simple cohesion markers (e.g., *además*, *primero*, *por último*)<br>✤ link several sentences coherently (e.g., on a single theme) | ➤ Provide students with the written instructions for a recipe, but not in order. Point out words that have a linking function (e.g., *primero, después, luego*, etc.). Have students put the instructions in the correct order, and then do a demonstration or illustrate the steps of the recipe.<br>➤ Provide students with only the pictures that represent the steps involved in the preparation of a recipe. Have students put the pictures in the correct order and then prepare the written instructions for each picture using linking words, as needed. |
| | ➤ As students establish the order of activities that are part of the daily routine, introduce important sequential markers (such as *primero, después, luego, entonces, por último, más tarde*). |
| ✤ use common conventions to structure texts (e.g., titles, paragraphs) | ➤ This outcome can be incorporated in many activities that focus on written production. |

| 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.<br><br>When students prepare a demonstration or written instructions for the steps of a recipe, look for evidence that they are able to<br>• use linking words correctly<br>• use the imperative of *tú* or *usted* correctly (language competence, attend to form)<br>• give clear instructions<br>• use vocabulary related to cooking appropriately (language competence, attend to form) | *¡Buen Viaje! 1A*<br>Capítulo 7<br><br>*¡Buen Viaje! 1B*<br>Capítulo 9<br><br>*¡Dime! Uno*<br>Unidad 8, Lección 3 |
| ➤ When students organize activities of a daily routine and use sequential markers, look for evidence that they are able to<br>• organize daily activities into a chronological sequence<br>• use appropriate sequential markers | *¡En español! 1*<br>Unidad 5, Etapa 1<br><br>*¡Dime! Más*<br>Unidad 8, Lección 1<br><br>*¡Dime! Uno*<br>Video<br>Unidad 3, Lección 3<br><br>*¡Buen Viaje! 1B*<br>Capítulo 12<br><br>*Dos Mundos*<br>Student Edition |
| ➤ Assessment should focus on correct and consistent usage of common structure. | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish (continued)**<br><br>2.5.2 *Text Forms*<br><br>✤ recognize a variety of text forms delivered through a variety of media (e.g., videotaped instructions, reports with visuals)<br>✤ use some simple text forms in their own productions (e.g., maps, questionnaires) | ➤ 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.<br><br>➤ 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.<br><br>*Haiku:* 5 syllables<br>7 syllables<br>5 syllables<br><br>*Cinquain:* Line 1—One word (noun); Tells what poem is about<br>Line 2—Two words (adjectives); Describes the word in line 1<br>Line 3—Three words (verbs); Give action words associated with line 1<br>Line 4—Four words; Express feelings or thoughts about line 1<br>Line 5—One word ( noun); Give a synonym of the word in line 1<br><br>➤ Have students work in pairs in order to email each other a simple message in Spanish. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ 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):<br>• meaning is clear<br>• interesting details are included<br>• questions are appropriate<br>• greeting and closing are appropriate<br>• sentence frames are written correctly and completed appropriately<br>• punctuation is appropriate (language competence, attend to form)<br>• spelling, including accents, is correct (language competence, attend to form) | *¡Dime! Uno*<br>Unidad 2, Lección 3<br>*¡Buen Viaje! 1A*<br>p. 37<br>*!Buen Viaje! 1B*<br>pp. 240–283<br>*Chicos Chicas, Nivel 1*<br>Unidad 6, p. 84<br>Unidad 8, p. 108 |
| ➤ When students create their own poems based on models provided, discuss criteria with students before they begin. Criteria might include the following:<br>• model has been followed<br>• appropriate and accurate vocabulary is used (language competence, attend to form) | *Chicos Chicas, Nivel 1*<br>Unidad 1, p. 24 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish (continued)** | |
| 2.5.3 *Patterns of Social Interaction* | |
| ✤ use simple conventions to open and close conversations and manage turn-taking | ➤ 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.<br><br>As an extension, students can prepare their own telephone conversation in partners and present them to the class. |
| ✤ initiate interactions and respond using a variety of simple interaction patterns (e.g., question-answer, invitation-accept / decline, request-agree / disagree) | ➤ 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. |

| 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<br>• make plans for an activity responding to the following questions: Where? When? Why? How? What?<br>• present clear, complete, and appropriate messages<br>• use vocabulary and expressions appropriately | *¡Dime! Uno*<br>Unidad 3, Lección 2<br>*¡Buen Viaje! 1B*<br>p. 302<br>*Primer plano 2*<br>Episodio 8 |
| ➤ 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:<br>• key information is provided (who, what, where, when)<br>• vocabulary and structures required to arrange meeting times and places are used correctly (language competence, attend to form)<br>• sentence structure is accurate (language competence, attend to form)<br>• spelling is accurate (language competence, attend to form)<br>➤ Assessment criteria for the response might include the following:<br>• a clear response is given<br>• sentence structure is accurate (language competence, attend to form)<br>• vocabulary and structures required to arrange meeting times and places are used correctly (language competence, attend to form) | *¡En español! 1*<br>Unidad 3, Etapa 1<br>*¡Dime! Uno*<br>Unidad 3<br>*Chicos Chicas, Nivel 1*<br>Unidad 4, p. 24<br>Tarjetas y postales virtuales |

# Notes

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 3: Global Citizenship**<br>Students will acquire the knowledge, skills, and attitudes to be effective **global citizens** through the exploration of the cultures of the Spanish-speaking world.<br>**3.1 study historical and contemporary elements of Spanish-speaking cultures**<br>3.1.1 *Access/Analyze Cultural Knowledge of the Spanish-Speaking World*<br>✤ 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)<br>✤ compare and make connections between some elements of the Spanish-speaking cultures studied and their own | ➤ 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 *Resource Package*, 26]). Highlight similarities and differences.<br>➤ 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. |

| 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<br>• make comparisons between the various cultures<br>• ask questions that lead to new information or insights<br>• show initiative and interest in seeking information from a variety of print, human, and electronic sources<br>• provide accurate information<br>• avoid stereotyping or prejudging<br><br>Provide students with lists of questions which they must answer based on the information charts prepared by different groups. | *¡Buen Viaje! 1B*<br>pp. 398, 399, 422, 423<br>307–309, 436–439<br><br>*Chicos Chicas, Nivel 1*<br>Unidad 2, pp. 34–35<br><br>*Imágenes de América Latina*<br>Capítulo 3<br><br>*Planet@ 1* and *2*<br>Sección: 350 millones |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)** | |
| 3.1.2 *Knowledge of Spanish-Speaking Cultures* | |
| ✤ identify some things they have in common with people their own age who live in Spanish-speaking cultures | ➤ 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. |
| ✤ explore some elements of Spanish-speaking cultures (e.g., influence of the geography and climate on their way of life) | ➤ 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 (BC *Resource Package*, 34). |
| 3.1.3 *Applying Cultural Knowledge* | |
| ✤ identify commonalities and differences between Spanish-speaking cultures and their own, and apply knowledge of the cultures to interpret these commonalities and differences | ➤ Using videos, the Internet, and magazines, have students identify ways in which Spanish-speaking people of their own age are similar and different. |
| ✤ use knowledge of geography to understand some elements of Spanish-speaking cultures | ➤ 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? |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students formulate questions, look for evidence that<br>• questions are relevant and clear<br>• resources are used effectively<br>• 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<br>• identify contemporary and traditional characteristics<br>• notice similarities and differences from other cultures<br>• ask questions that prompt new learning or information | *¡Buen Viaje! 1*<br>La Catrina |
| ➤ 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! 1A, 1B*<br>Lecturas culturales y Lecturas opcionales<br>*Imágenes de América Latina*<br>Capítulo 3 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)** | |
| 3.1.4 *Diversity within Spanish-Speaking Cultures*<br>✤ 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) | ➤ 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). |
| 3.1.5 *Value Spanish-Speaking Cultures*<br>✤ express an interest in finding out about people their own age who speak Spanish | ➤ 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 *Patio de comidas* (see Applications, Imaginative Purposes and Personal Enjoyment, Year 2 – 20).<br>➤ 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, Year 2 – 64.) |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students research the geography of a Spanish-speaking country, look for evidence that they are able to<br>• make a link between geography and culture<br>• label maps with appropriate information | *¡Buen Viaje! 1A*<br>Capítulo 9<br>*¡Buen Viaje! 1B*<br>Capítulo 11 |
| ➤ When students examine a list of foods, look for evidence that they<br>• participate actively in determining country of origin<br>• identify food contributions of Spanish-speaking cultures | |
| ➤ When students present information about a topic that focuses on youth, look for evidence that<br>• a clear understanding of cultural traditions for Spanish-speaking teens is evident<br>• information is presented in an interesting and organized way<br>• respect for diversity and differences in customs is maintained | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.2 affirm diversity** | |
| 3.2.1 *Awareness of First Language* | |
| ✤ identify similarities and differences between their first language and Spanish (e.g., basic word order, similar words, cognates, social conventions) | ➤ 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., *invitación-invitation*). Have students explain the similarities and differences between the English and Spanish words.<br>➤ 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. |
| 3.2.2 *General Language Knowledge* | |
| ✤ know that within a linguistic group, people can have different words for the same thing<br>✤ recognize that languages may have regional differences in such things as pronunciation, vocabulary, and structure | ➤ As students study various themes, provide them with expressions / vocabulary from a variety of Spanish-speaking countries.<br>➤ 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. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students match English words with Spanish cognates, look for evidence that they are able to<br>• match the words correctly<br>• give some similarities between English and Spanish<br>• give some differences between English and Spanish<br>Provide students with a text that has some common errors made with cognates and have students correct the text. | *¡Dime! Uno*<br>Lección preliminar<br>Unidad 1, Lección 3<br>*¡Buen Viaje! 1A*<br>Capítulo 2, p. 62 |
| ➤ 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.<br>Have students prepare a written or oral summary of their findings. | Internet / Website<br><www.caslt.org / research / musicsp.htm><br>*USO interactivo del vocabulario* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.2 affirm diversity (continued)** | |
| 3.2.3 *Awareness of Own Culture* | |
| ✤ make connections between individuals or situations in texts and their own personal experiences | ➤ After listening to and discussing a television / radio ad (see Language Competence, Aural Interpretation), have students make connections between the ad and their own personal experiences.<br>➤ As a class, brainstorm typical sports played in Canada. Then suggest that students read magazines and watch videos or television programs about sports typical in some regions of the Spanish-speaking world, especially baseball and soccer. Ask students to discuss the importance of these sports in Spanish-speaking regions. Invite them to play some of these sports or role-play a sports-related event (e.g., awards night, sports commentary [BC *Resource Package*, 34]).<br>➤ Have students generate questions they can use to interview Spanish-speaking people in the community about similarities between their own and the respondent's cultures. Ask each student to collect the information and display it on a chart (BC *Resource Package*, 34) |
| ✤ recognize and identify similarities and differences between their own culture and other cultures (e.g., occupations, seasonal activities) | ➤ Have each student compare a typical family menu for a festive occasion in a Spanish-speaking country with a festive menu the student's own family might prepare (BC *Resource Package*, 50). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students examine common sports and typical sports in the Spanish-speaking world, look for evidence that students are able to<br>• recognize similarities and differences<br>• identify common activities and behaviour associated with specific sporting events<br>• use appropriate vocabulary associated with specific sports (language competence, attend to form)<br>➤ 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<br>• similarities and differences are clearly identified<br>• chart is well organized / appropriate layout<br>• chart is neat and easy to read<br>• appropriate vocabulary is used and spelled correctly (language competence, attend to form) | *¡Dime! Uno*<br>Unidad 7<br>*¡En español! 1*<br>Unidad 3, Etapa 2<br>Cultura y comparaciones |
| ➤ 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<br>• identify similarities and differences, using appropriate vocabulary<br>• respect diversity and differences in cultures<br>➤ Look for evidence that students are able to make connections between the country's culture, geography and climate. | *¡Buen Viaje! 1A*<br>Capítulo 7<br>Video<br>*¡Buen Viaje! 1B*<br>Capítulo 14<br>*¡Dime! Uno*<br>Unidad 4, Lección 1<br>Video |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.2 affirm diversity (continued)** | |
| 3.2.4 *General Cultural Knowledge* | |
| ✤ recognize that speakers of the same language may have different cultural backgrounds | ➤ Have students listen to a variety of interviews with Spanish-speakers from different regions and countries. |
| 3.2.5 *Value Diversity* | |
| ✤ engage in activities that reflect other cultural practices | ➤ Have students engage in cultural activities such as making a *piñata* 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. |
| ✤ recognize advantages of entertaining different perspectives | ➤ 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. |
| | ➤ 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. |
| | ➤ 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. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ 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. | *Como Suena 1 and 2* |
| ➤ When students participate in cultural activities, look for evidence that they<br>• are attentive when a new activity is being introduced<br>• understand the activity<br>• participate willingly<br>• comment on how the activities are the same or different from activities in other cultures<br>• use vocabulary related to the activities (language competence, attend to form)<br>Photograph students while they are engaged in activities. This provides a tool to observes students' participation and provides an excellent means to review / discuss activities at 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. | *¡Viva el Español! Resource and Activity Book*<br>Song cassette (Music and Lyrics)<br>*¡Viva el Español!: ¿Qué tal? Culture Resource Book* |
| ➤ Check that students have completed the task in their journals. | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.2 affirm diversity (continued)** | |
| 3.2.6 *Intercultural Skills* | |
| ✤ explore how their perspective is shaped by a variety of factors | ➤ 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. |
| **3.3 explore personal and career opportunities** | |
| 3.3.1 *Spanish and Spanish-Speaking Cultures* | |
| ✤ explore personal reasons for learning Spanish (e.g., for travel, friends, family) | ➤ At the beginning of the course, brainstorm with students personal reasons for learning Spanish. |
| ✤ explore opportunities for further education and / or careers related to Spanish | ➤ 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?” |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ 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:<br>• information is accurate<br>• relevant details are provided<br>• appropriate vocabulary is used (language competence, attend to form)<br>• spelling is accurate (language competence, attend to form)<br>• brochure / poster is well-organized, with good use of space (language competence, representation)<br>(See poster assessment criteria in Planning, p. 86.) | *¡En español! 3*<br>Unidad 4, Etapa 2<br>Vocabulary<br>*¡Buen Viaje! 2*<br>Capítulo 14<br>p. 414 |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **3.3 explore personal and career opportunities (continued)**<br>3.3.2 *Cultural and Linguistic Diversity*<br>✤ explore personal reasons for learning additional languages and experiencing other cultures<br>✤ explore opportunities for further education or careers related to languages and culture<br>✤ identify some countries where there is significant linguistic and cultural diversity | ➤ During brainstorming activity at the beginning of the course, have students identify personal reasons for learning additional languages.<br><br>➤ 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. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students prepare an ad for a job, provide students with a checklist for self and peer assessment. Criteria might include the following:<br>• job duties are clearly defined<br>• requirements are clearly outlined in relation to Spanish language and culture<br>• salary is given<br>• start date and hours of work are given<br><br>Upon completion of the ads, have students respond to the following questions in a reflection journal:<br>• Would you want this type of profession? Why or why not?<br>• What are the pros and cons of the job?<br>• What role does a second language play in this profession? | *¡Dime! Dos*<br>Unidad 7, Lección 2<br>pp. 353, 363<br><br>*¡Dime! Algo*<br>Cuaderno de actividades<br>Unidad 4, Lección 2<br><br>*¡Viva el Español!: ¡Hola!*<br>*Resource and Activity Book*<br>¡A conservar y a leer!<br>pp. 177–178<br><br>*Planet@ 1*<br>Tema 2 |

# Notes

# STRATEGIES
## YEAR 2

# Strategies

*language learning strategies*

*language use strategies*

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

*general learning strategies*

# *STRATEGIES*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 4: Strategies**<br>Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication. | |
| **4.1 language learning strategies** | |
| 4.1.1 *Cognitive* | |
| ✤ 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) | ➤ Have students play VERBingo in order to better understand patterns in verbs. |
| | ➤ 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 *yo*, 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 *tú*. 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. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students participate in games, look for evidence that they are able to<br>• make connections between pictures and verb conjugations<br>• listen actively to instructions<br>• participate willingly and actively throughout game<br><br>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. | *VERBingo* |
| ➤ When students participate in a team verb conjugation game, look for evidence that students are able to<br>• try conjugations individually first<br>• solicit assistance from their team mates<br>• identify mistakes<br>• identify patterns in the verb conjugations | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **4.1 language learning strategies (continued)** | |
| 4.1.2 *Metacognitive* | |
| ✤ 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) | ➤ 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.<br>➤ 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.<br>➤ 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. |
| 4.1.3 *Social/Affective* | |
| ✤ 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) | ➤ Before students prepare a poster about a particular topic or theme, have them brainstorm and prepare a web as a pre-writing activity. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Conference with students to review their ideas with them and to verify that they have an awareness of their learning, strengths, and weaknesses. | |
| ➤ Monitor students logs throughout the year for evidence of<br>• regular use of log<br>• continuity (Do students work on things they have previously identified?)<br>• growth in the ability to reflect on their own needs and interests | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **4.2 language use strategies** | |
| 4.2.1 *Interactive* | |
| ✤ 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) | ➤ 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.).<br><br>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.<br><br>➤ 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. |
| 4.2.2 *Interpretive* | |
| ✤ identify and use a variety of interpretive strategies (e.g., prepare questions or a guide to note down information found in the text) | ➤ 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.<br><br>➤ 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. |

| 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<br>• sustain the interactions using a variety of strategies (e.g., body language, repeating)<br>• speak clearly and make themselves understood (language competence, attend to form)<br>• use appropriate vocabulary (language competence, attend to form)<br>• 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<br>• speaking Spanish throughout activity<br>• encouraging other team members<br>• soliciting information from each other in a positive way | *¡Viva el Español!*<br>*Resource and Activity Book*<br>Vocabulary Review sections |
| ➤ 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!*<br>*Resource and Activity Book*<br>Song cassette (Music and Lyrics) |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **4.2 language use strategies (continued)** | |
| 4.2.2 *Interpretive (continued)* | |
| ✤ identify and use a variety of interpretive strategies (e.g., prepare questions or a guide to note down information found in the text) | ➤ Instruct students to follow a procedure when they encounter unknown words:<br>1. Read sentences before and after the unknown word.<br>2. Find words or phrases that give clues to the word's meaning.<br>3. Look at word parts (prefixes, suffixes, etc.)<br>4. Think about words that are similar.<br>5. Use a dictionary, glossary, etc. to verify meaning.<br>6. Create a mental or visual picture to retain meaning. |
| 4.2.3 *Productive* | |
| ✤ 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) | ➤ As students prepare a storybook, encourage them to use illustrations to provide detail they are not able to express verbally.<br>➤ *Ejemplo de un plan de búsqueda* in Planning for Instruction and Assessment (see Planning, pages 67–68). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Provide students with a checklist to monitor the extent to which they use an established procedure when encountering new words. | *USO de la gramática española* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **4.3 general learning strategies** | |
| 4.3.1 *Cognitive* | |
| ✤ 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) | ➤ 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)? |
| 4.3.2 *Metacognitive* | |
| ✤ 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) | ➤ 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.<br><br>See *Ejemplo de un plan de búsqueda* in Planning for Instruction and Assessment (see Planning, pages 67–68). |
| 4.3.3 *Social/Affective* | |
| ✤ 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) | ➤ 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, E*nglish Language Arts: Grades 5 to 8: A Foundation for Implementation*, 430):<br>a) Define problem or task<br>b) Brainstorm<br>c) Clarify ideas<br>d) Confirm ideas<br>e) Elaborate ideas<br>f) Evaluate ideas<br>g) Organize information<br>h) Find solutions |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Look for evidence that students are able to<br>• identify a variety of strategies to enhance general learning<br>• 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<br>• make a plan<br>• use a plan<br>• see the value in a plan | *Imágenes de América Latina*<br>Capítulo 3 |
| ➤ 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:<br>• Did your group follow the steps? Why or why not?<br>• Which activities were most useful? less useful?<br>• How did this procedure help you to come to a decision or solve a problem? | |

# Notes

# APPENDICES
## YEAR 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 ataención:*

_____ introductory sentence / *oración introductoria*

_____ detailed supporting sentences / *oraciones detalladas de apoyo*

_____ organization of ideas / *organización de las ideas*

_____ order of ideas / *orden de las ideas*

_____ clarity of ideas / *claridad de las ideas*

_____ concluding sentence / *oración para concluir*

_____ spelling / *ortografía*

_____ capitalization / *uso de mayúsculas*

_____ punctuation / *puntuación*

_____ subject / verb agreement / *concordancia de sujeto/verbo*

_____ sentence structure / *estructura de la oración*

_____ transitional words / phrases / *frases/palabras de transición*

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

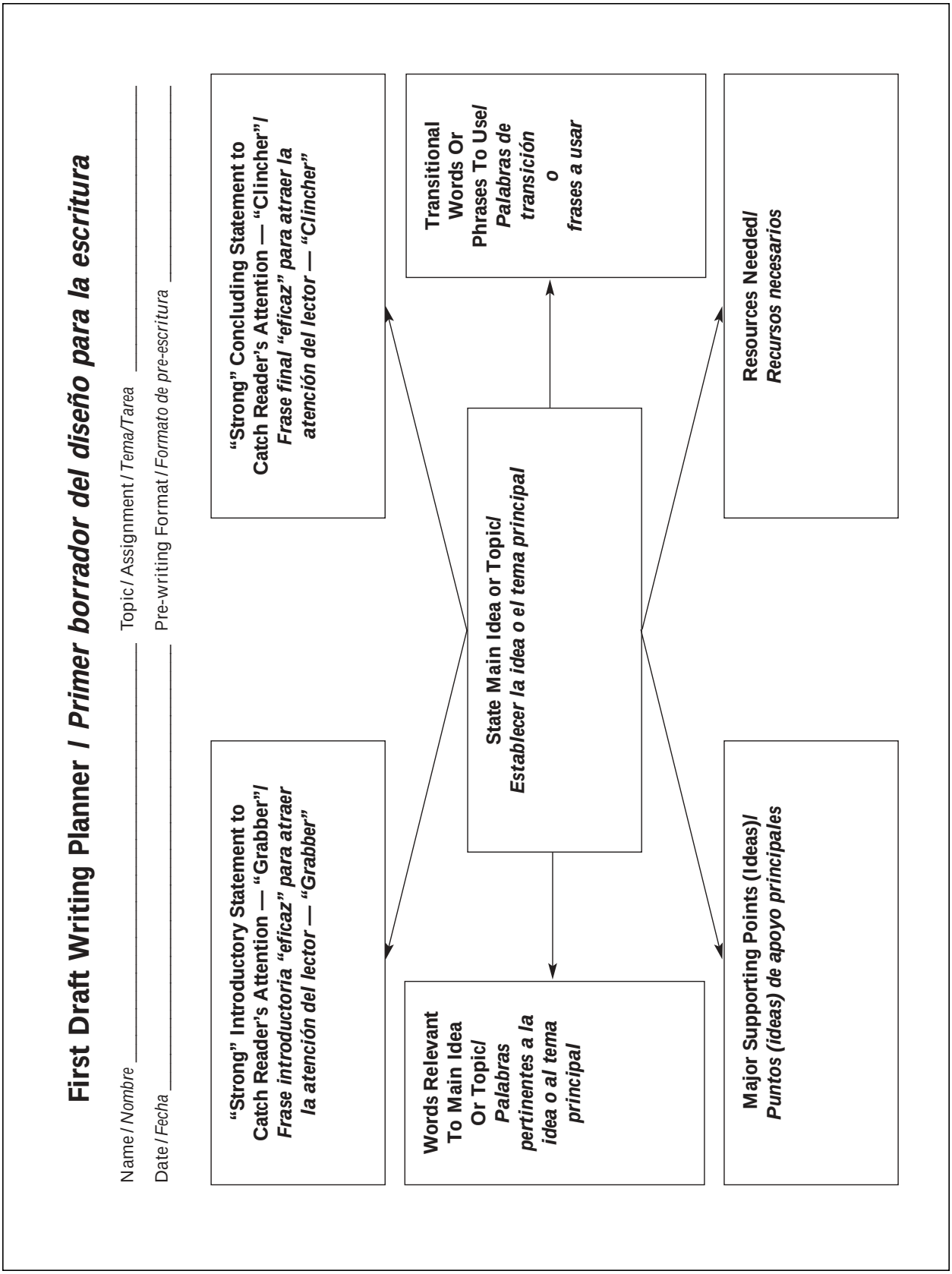
_____

_____

_____

_____

# Appendix B


First Draft Writing Planner / Primer borrador del diseño para la escritura
Name / Nombre _____
Date / Fecha _____
Topic / Assignment / Tema/Tarea _____
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"
State Main Idea or Topic/ Establecer la idea o el tema principal
Words Relevant To Main Idea Or Topic/ Palabras pertinentes a la idea o al tema principal
Transitional Words Or Phrases To Use/ Palabras de transición o frases a usar
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**

| | yes / sí | no / no |
|---|---|---|
| 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?* | | |

**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***

| yes/sí | no/no |
|---|---|
| | |

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, tesauro, 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?*

**MECHANICS:/*GRAMÁTICA Y ORTOGRAFÍA***

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

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

| 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

**Sample Inquiry Plan for Year 2***

Name _____ Date _____

**Step 1 — Develop a Focus and Plan**

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)

| | | |
|---|---|---|
| ___ point form | ___ outline | ___ I-Charts |
| ___ chart | ___ graphic organizer | ___ Cornell Notes |
| ___ web | ___ two-column notes | ___ KWL Plus Charts |

**Step 2 — Collect Information**

Check off resources used

| | | |
|---|---|---|
| ___ online catalogues | ___ periodicals | ___ interviews |
| ___ encyclopedias | ___ Internet | ___ experiments |
| ___ CD-ROMs | ___ diagrams | ___ other |
| ___ charts | ___ human resources | |
| ___ almanacs | ___ surveys | |
| ___ documentaries | ___ videos | |
| ___ biographies | ___ debates | |
| ___ forums | ___ artifacts | |

*(continued)*

**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

## My Presentation of Narrative Text / *Mi presentación de un relato*

Name / *Nombre* _____ Date / *Fecha* _____

| | Yes / *Sí* | No / *No* |
|---|---|---|
| • Did I have a clear beginning? / *¿Tuve un comienzo claro?* | ❑ | ❑ |
| • Did I include details in order for the middle? / *¿Incluí detalles para los acontecimientos en orden lógico?* | ❑ | ❑ |
| • Did I have a strong ending? / *¿Tuve un final eficaz?* | ❑ | ❑ |
| • Did I name characters? / *¿Nombré a los personajes?* | ❑ | ❑ |
| • Did I describe characters? / *¿Describí a los personajes?* | ❑ | ❑ |
| • Did I describe the setting? / *¿Describí el ambiente?* | ❑ | ❑ |
| • Did I use visual aids? / *¿Usé apoyo visual?* | ❑ | ❑ |
| • Did I use audio aids? / *¿Usé apoyo auditivo?* | ❑ | ❑ |

## My Presentation of Narrative Text / *Mi presentación de un texto informativo*

Name / *Nombre* _____ Date / *Fecha* _____

| | Yes / *Sí* | No / *No* |
|---|---|---|
| • Did I state the purpose of the presentation? / *¿Establecí el propósito de mi presentación?* | ❑ | ❑ |
| • Did I introduce the topic? / *¿Presenté el tema?* | ❑ | ❑ |
| • Did I provide background information for the topic? / *¿Proporcioné antecedentes para el tema?* | ❑ | ❑ |
| • Did I present the main ideas in appropriate sequence? / *¿Presenté las ideas principales en secuencia apropiada?* | ❑ | ❑ |
| • Did I include descriptive details when appropriate? / *¿Incluí detalles descriptivos cuando era apropiado?* | ❑ | ❑ |
| • Did I have a strong closing statement? / *¿Tuve una conclusión eficaz?* | ❑ | ❑ |
| • Did I use visual aids: diagrams, charts, graphs, maps, timelines, illustrations, artifacts, models? / *¿Usé apoyo visual: diagramas, cuadros, tablas, mapas, organizadores gráficos, ilustraciones, artefactos, modelos?* | ❑ | ❑ |
| • Did I use sound effects when appropriate? / *¿Usé efectos sonoros en los momentos apropiados?* | ❑ | ❑ |
| • Did I share enough knowledge about the topic? / *¿Compartí suficiente información sobre el tema?* | ❑ | ❑ |

# 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 senoros 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 coopeeramos 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 turea.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

_____

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

_____

# Appendix 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.

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

2. Discrepamos cortésmente.

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

3. Usamos el tiempo eficazmente.

| SIEMPRE | 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 objectivos son:

- 
- 
- 
- 

Los recursos que necesito para lograr mis objectivos son:

- 
- 
- 
- 

# Notes

# *YEAR 3*

Applications *3*
Language Competence *25*
Global Citizenship *55*
Strategies *77*

# APPLICATIONS
## YEAR 3

# Applications

*express emotions and personal perspectives*

*impart and receive information*

*get things done*

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

*form, maintain, and change interpersonal relationships*

*extend their knowledge of the world*

*use the language for imaginative purposes and personal enjoyment*

# *APPLICATIONS*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|

**General Outcome 1: Applications**

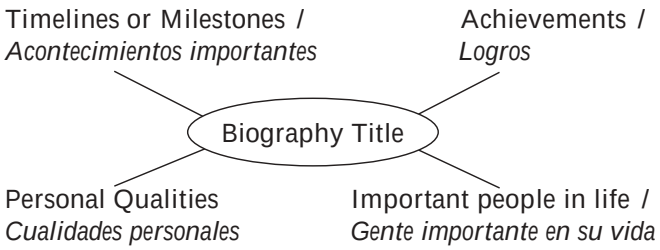
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

**1.1 impart and receive information**

1.1.1 *Share Factual Information*

- ✤ provide information on several aspects of a topic (e.g., give a simple report)
- ✤ understand and use definitions, comparisons, and examples

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




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

## SUGGESTIONS FOR ASSESSMENT

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

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

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

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

## SUGGESTED LEARNING RESOURCES

*¡En español! 2*
Unidad 2, Etapa 2

<www.buscabiografias.com>

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

*Imágenes de España*

*Imágenes de América Latina*

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

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Work with students to prepare assessment criteria for surveys. Criteria might include the following:<br>• clear formulation of questions<br>• questions are relevant to the chosen topic<br>• use of varied and appropriate vocabulary (language competence, attend to form)<br>• correct spelling (language competence, attend to form)<br>• evidence of risk-taking by attempting to go beyond vocabulary and structures practised in class (strategies) | <www.lanic.vtexas.edu/><br><www.yupimsn.com/entretenimiento/><br>*!En español! 2*<br>Etapa preliminar and Unidad 1<br>Resource Book, p. 57<br>Survey |
| ➤ As students work in groups to discuss fortunes, look for evidence that students are able to<br>• take turns to participate<br>• clearly express their agreement or disagreement with fortune drawn<br>• respond appropriately to questions and cues from others<br>• speak Spanish throughout the activity<br>(See group interaction assessment criteria in Planning, p. 64.) | *The Evolving Multicultural Classroom*<br>p. 77 |
| ➤ Provide students with criteria for assessment of poem before students begin. Criteria might include the following:<br>• appropriate selection from "emotions chart" to match the poem's tone<br>• poem should have two stanzas of four lines each (language competence, discourse)<br>• appropriate use of vocabulary and expressions (language competence, attend to form)<br>When students present the poem, look for evidence that they are able to<br>• use body language and facial expression to convey the emotion of the poem (language competence, sociocultural context)<br>• listen to peers attentively (strategies)<br>• accept peer feedback (strategies) | *Planet@ 2*<br>pp. 60, 150 |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students prepare role plays, look for evidence that they<br>• effectively communicate the emotion/s<br>• use appropriate level of formality for the context | Teacher's Discovery<br><www.teachersdiscovery.com><br>A number of resources are available on this website that may be useful. |
| ➤ Discuss criteria with students before they prepare role play situations. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following:<br>• level of formality is appropriate for the context<br>• meaning is clear<br>• appropriate details are included in questions and answers<br>Language Competence Criteria:<br>• gestures and body language support communication<br>• pronunciation and intonation are generally accurate<br>• interaction has some sense of fluency and spontaneity<br>• props and visual aids are used to support communication<br>(See role-play assessment criteria in Classroom Assessment, p. 11.) | *¡Dime! Más*<br>Unidad 5, Lección 2 |
| ➤ As students interact to complete a seven day agenda of activities, look for evidence that they are able to<br>• invite/accept/decline using patterns and structures learned<br>• speak Spanish throughout the activity<br>• interact with a variety of peers throughout the activity | *Para jugar. Juegos comunicativos. Español lengua extranjera*<br>*¡Dime! Uno*<br>Unidad 3<br>*Planet@ 1*<br>Tema 4<br>*Chicos Chicas, Nivel 1*<br>Unidad 3, Lección 5 |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students prepare an autobiography, look for evidence that they are able to<br>• use past, present, and future tenses accurately<br>• include relevant information about themselves | Ejemplos de biografías<br>*Planet@ 1*<br>Tema 5, pp. 120–125<br>*Planet@ 3* and *4*<br>Sección: Ruta literaria<br>*Planet@ 2*<br>Tema 4 |
| ➤ When students are playing the trivia game, observe that students<br>• manage turn-taking<br>• encourage each other to act appropriately<br>• ask for help or clarification of what is being said or done | |
| ➤ Look at the posters, collages, or magazine covers that students create in response to creative works for evidence that they are able to offer unique personal perspectives or impressions combining visual elements and words. | *¡Buen Viaje! 2*<br>Capítulo 13, Conexiones<br>*¡En español! 3*<br>Unidad 5, Etapa 1<br>Teaching Spanish through Music<br><www.caslt.org/research/musicsp.htm><br>*¡Dime! Pasaporte al mundo 21*<br>Unidad 2, Lección 2<br>pp. 90–91, 102–105<br>*¡Buen Viaje! 2*<br>Capítulo 13, pp. 390–391 |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students brainstorm and create webs, look for evidence that they are able to<br>• identify key ideas<br>• organize categories<br>• draw from past experiences<br>• take risks putting forward their ideas<br>• ask questions to clarify information<br><br>As students examine fairytales, look for evidence that they are able to<br>• identify the main characteristics of fairytales<br>• identify similarities and differences in different versions of a fairytale | *Planet@ 1*<br>Tema 5<br><br>Hadaluna lee<br><www.pagina.de/hadaluna><br><br>Imaginaria—Revista de Literatura Infantil y Juvenil<br><www.imaginaria.com.ar/><br><br><www.sedl.org/loteced/scenarios/spanish_legends.html><br><br>*Planet@ 2*<br>Tema 1, Recuerda |
| ➤ As students work in groups to identify a problem and consider solutions, look for evidence that students are able to<br>• state and describe the problem<br>• list possible solutions<br>• use target vocabulary and expressions (language competence, attend to form)<br>• speak Spanish during group activity | *¡Buen Viaje! 2*<br>Capítulo 11 |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students examine an issue from a particular character's point of view, look for evidence that they are able to<br>• take risks putting forward their ideas<br>• state opinions clearly<br>• include details, reasons, and examples to support opinions<br>• use a range of appropriate vocabulary and structures (language competence, attend to form)<br>• adjust language to reflect the perspective of the chosen character | *Planet@ 1*<br>p. 114<br><br>*Planet@ 1*<br>p. 131, #4<br>Modify accordingly |
| ➤ As students complete comic strips with their own versions of the conversation, look for evidence that they are able to<br>• use language in humorous ways<br>• take risks to go beyond vocabulary and structures learned in class | *Planet@ 1*<br>p. 131, #4<br><br><www.turning-pages.com/mafalda/><br><br><www.quino.com.ar><br><br>Gessler Publishing Co. Inc.<br>New York<br>Garfield Comic<br><br>Ediciones de la Flor S.R.L.<br>Colombia<br>Mafalda |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Discuss criteria for the impersonation of a famous artist, designer, poet, musician, or character within a painting. Criteria might include the following:<br>• relevant information is provided<br>• pronunciation and intonation are generally accurate (language competence, attend to form)<br>• props and visual aids are used to support communication (language competence, representation) | *¡En español! 2*<br>Unidad 4, Etapa 1<br>p. 264<br>Review<br><br>*¡En español! 3*<br>Unidad 1, Etapa 3, p. 92<br>El legendario rey del mambo<br><br>*¡Dime! Pasaporte al mundo 21*<br>Sección: Gente del mundo<br>Ventanas al mundo |
| ➤ When students prepare music awards ceremonies, look for evidence that they<br>• participate actively<br>• use the language for personal enjoyment | |
| ➤ Assess the students based on whether they have fulfilled the terms of their contract. | |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students explain the rules of a simple game, look for evidence that they are able to<br>• express agreement and disagreement<br>• play the game / rules of game are clear<br>• speak Spanish throughout the presentation<br>• use the imperative with *tú* correctly (language competence, attend to form)<br>• use appropriate vocabulary to explain game (language competence, attend to form)<br><br>➤ As students plan the presentation of a game to another class or to elementary students, provide students with criteria before they begin. Criteria might include the following:<br>• appropriate choice of game for audience<br>• correct use of imperative with *tú*<br>• clear and simple instructions<br>• good effort to interact and invite participation<br><br>➤ When students prepare a profile of themselves, look for evidence that they<br>• include all pertinent personal information<br>• use mail or email to communicate with a real person | *¡En español! 2*<br>Unidad 2, Etapa 1<br><br>*¡Buen Viaje! 2*<br>Capítulo 5 |

# Notes

# LANGUAGE COMPETENCE
## YEAR 3

# Language Competence

*interpret and produce oral texts*

*attend to form*

*interpret and produce written texts*

**Students will use Spanish effectively and competently.**

*apply knowledge of the sociocultural context*

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

# *LANGUAGE COMPETENCE*

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

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

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

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

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|

**2.1 attend to form (continued)**

2.1.4 *Grammatical Elements*

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

**Modelled Situations:** This term is used to describe learning situations where a model of specific grammatical elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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

- *Me alegro de que ustedes conozcan los lagos de Canadá.*
- *Siento que termine la celebración.*

Contrast with examples using the indicative:

- *Creo que ustedes conocen los lagos de Canadá.*
- *Marta dijo que termina la celebración.*

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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**2.1 attend to form (continued)**

2.1.4 *Grammatical Elements (continued)*

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

**Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the grammatical elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| **2.1 attend to form (continued)**<br>2.1.4 *Grammatical Elements (continued)*<br>✤ use, in **independent situations**, the following grammatical elements:<br>— *me/te/le/nos/les/os*<br>— *gusta/an*<br>— commonly used verbs in present: *querer, ir, hacer, poder, conocer, saber, venir, salir, decir, preferir*<br>— *tener que* + infinitive<br>— *ir + a* + infinitive<br>— possessive adjectives:<br>✓ *mi, tu, su, mis, tus, sus*<br>✓ *nuestros/as, vuestros/as*<br>— adverbs ending in *mente*<br>— reflexive verbs in first and third person singular forms<br>— present progressive (*estar* + gerund)<br>— commands (*tú* form—regular verbs)<br>— commands (*usted, ustedes*) for commonly used verbs<br>— pronouns after prepositions: *mí, ti, él, ella, usted, nosotros / as, vosotros / as, ellos / as, ustedes* | **Independent situations:** This term is used to describe learning situations where students use specific grammatical elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.<br>When students are writing their own fairy tale or a modern version of a traditional fairy tale, they will be required to use many of the required grammatical elements. They may be provided with a list of grammar points that they are expected to use correctly. |

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students view / listen to a program, look for evidence that they are able to<br>• understand short texts<br>• identify main information | |
| ➤ When students prepare a skit of the middle portion of a fable, discuss criteria before students begin. Criteria might include the following:<br>• meaning is clear<br>• events are sequenced to create a coherent story<br>• appropriate conventions and traditions are incorporated<br>• interesting and relevant details are incorporated<br>• gestures and body language support communication (language competence, nonverbal communication)<br>• pronunciation and intonation are generally accurate (language competence, attend to form) | |
| ➤ When students role-play, look for evidence that they are able to<br>• manage short interactions easily<br>• pause to plan and repair<br>• use the information acquired from the advertisements<br>(See role-play assessment criteria in Classroom Assessment, p. 11.) | |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students prepare webs or semantic maps, look for evidence that they are able to<br>• identify main ideas<br>• provide relevant supporting details | *¡Dime! Dos*<br>Unidad 1, Lección 3<br>Leamos ahora, p. 49<br>Unidad 2, Lección 3<br>pp. 92–94<br>Unidad 3, Lección 1<br>pp. 114–116<br>Unidad 4, Lección 1<br>pp. 170–172<br>Unidad 4, Lección 2<br>pp. 188–190<br>Other Units under<br>Sección: Para empezar |
| ➤ When assessing student reading logs, look for evidence that students are able to<br>• read more and more independently<br>• identify main ideas<br>• recognize and understand details in the text | Hadaluna lee<br><www.pagina.de/hadalunal><br><br>Imaginaria—Revista de Literatura Infantil y Juvenil<br><www.imaginaria.com.ar/><br><br>*¡Buen Viaje! 2*<br>pp. 430–447 |
| ➤ When students write a fan letter, look for evidence that they are able to produce a simple text with details to support the main point. | <www.yupimsn.com/entretenimiento/> |
| ➤ When students write their own fairytale, provide them with writing self and peer assessment tools as well as a writing planner to help them organize their ideas. Use these tools as a basis for final assessment. | Fábulas de Esopo en Educación y Desarrollo para Todos<br><www.edyd.com/Fabulas/Esopa/Eindice.htm><br><br>*¡Dime! Dos*<br>In each unit,<br>Sección: Para Empezar |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Discuss criteria for posters before students begin. Criteria might include the following:<br>• artist's name and song title are clear<br>• visual interpretation, vocabulary and expressions are appropriate<br>(See poster assessment criteria in Planning, p. 86.) | |
| ➤ As students watch a Spanish music video and attempt to interpret the lyrics, look for evidence that they are able to<br>• listen attentively<br>• interpret images to match lyrics | |
| ➤ Discuss criteria for posters before students begin. Criteria might include the following:<br>• author and title are clear<br>• visual representation, vocabulary, and expressions are appropriate | *Planet@ 2*<br>Tema 5, p. 131 |
| ➤ When students create banners or posters based on creative works they have experienced, note evidence that they are<br>• offering personal views or responses<br>• using their knowledge about Spanish works to create something new<br>• incorporating some of the features they have seen in Spanish works<br>• interested in the traditions involved | *¡Dime! Dos*<br>Unidad 6, Lección 3<br>pp. 327–329<br>*¡Buen Viaje! 2*<br>Literatura: La Muralla<br>pp. 436–437<br>*Ventanas tres* |
| ➤ When students create CD covers or video cases, ask each student to decide on three or four criteria to use for self and peer assessment. Provide opportunities to hear others' ideas before making the final selection of criteria. | |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students prepare role plays using the formal and informal registers, note the extent to which they are able to<br>• use formal and informal register in the appropriate situations<br>• provide clear messages<br>• use intonation, gestures, and body language to support communication<br>• speak clearly and smoothly, with pronunciation being generally accurate | |
| ➤ When students represent idiomatic expressions visually, look for evidence that<br>• the representation corresponds with the idiomatic expression<br>• the representation expresses the main idea of the idiomatic expression | *101 Spanish Idioms*<br>*2001 Spanish and English Idioms*, 2nd ed. |
| ➤ As students examine teen slang and social conventions for young people, look for evidence that they are able to identify variations related to age. | |
| ➤ When students interpret the use of common social conventions, look for evidence that they are able to<br>• offer personal views<br>• use their knowledge about the Spanish-speaking world to interpret the use of social conventions | *Paso a Paso 2*<br>La Catrina video series<br>*¡Buen Viaje! 3*<br>Video: La boda cubana y La quinceañera |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
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| ➤ Look for evidence that students are able to<br>• identify gestures and interpret the meaning when viewing texts<br>• use gestures in role plays | Diccionario de gestos |
| ➤ Work with students to develop a simple checklist they can use for self and peer assessment of a fan letter. The checklist might include items such as the following:<br>• meaning is clear<br>• interesting details are included<br>• questions are appropriate and polite<br>• greeting and closing are appropriate<br>• punctuation is appropriate<br>• spelling, including accents, is correct | *Dos Mundos*<br>Student Edition |
| ➤ When students complete a cloze activity, look for evidence that they are able to interpret simple references to complete the text. | |
| ➤ When students create a children's game, look for evidence that students are able to organize texts to indicate directions to follow. | |

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

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students create greeting cards in Spanish, develop appropriate criteria for the preparation of the cards. Criteria might include the following:<br>• use of simple phrases, questions, and sentences to convey the message<br>• the message meets the needs of the Spanish-speaking culture<br>• organization and layout is attractive | |

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

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

# Notes

# GLOBAL CITIZENSHIP
## YEAR 3

# Global Citizenship

*study historical and contemporary elements of Spanish-speaking cultures*

*affirm diversity*

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

*explore personal and career opportunities*

# *GLOBAL CITIZENSHIP*

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

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

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

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

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

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

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

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

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

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

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Look for evidence that students are able to<br>• apply knowledge of Hispanic holidays to letter or email to penpal<br>• apply knowledge of Hispanic holidays in the preparation of questions for guest speaker<br><br>➤ See guest checklist assessment criteria in Planning, p. 73.<br><br>➤ Provide prompts to encourage students to reflect upon what they have learned about contributions of Spanish-speaking cultures to our global society. Prompts could include the following:<br>• *Tres cosas que he aprendido son* _____ .<br>• *La contribución que más admiro es:* _____ *porque* _____ .<br>• *Todavía no comprendo* _____ . | |

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

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students draw comparisons based on their understanding of celebrations in the Spanish-speaking world, look for evidence that<br>• the information is accurate and relevant<br>• relevant details and examples are included to illustrate key points<br><br>Provide prompts such as the following to encourage students to reflect on what they have learned about culture:<br>• Three features that seem common to many cultures are:<br>• Something that often varies among different cultures is:<br>• Two views I have that are strongly influenced by my culture are: | *¡Buen Viaje! 3*<br>Capítulo 4<br>Video Activities<br>La quincañera, La boda cubana<br><br>*¡Dime! Uno*<br>Unidad 4, Lección 1,2,3<br>El cumpleaños, La boda<br><br>*¡Buen Viaje! 2*<br><br>*¡En español! 3*<br>Unidad 3, Etapa 2<br>El año Nuevo |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students design a brochure for exchange students and host families and students, develop criteria that students can use to guide their work. For example, to what extent does the brochure demonstrate the following:<br>• accurate and detailed information about Canada or about a specific province, according to the sections outlined<br>• awareness of cultural differences that might affect relationships<br>• appropriate vocabulary and structures (including verb tenses) (language competence, attend to form)<br>• good organization and a clear layout | |
| ➤ When students examine articles about cultural topics or issues, look for evidence that they<br>• are willing to learn about different customs and perspectives<br>• are sensitive when they express their findings<br>• present accurate and detailed information of the issues and opinions expressed in the articles<br>• ask thoughtful questions about different cultural perspectives | *Success for All Learners*<br>Issue-based article analysis, p. 6.115 |
| ➤ When students research about famous people in the entertainment business, look for evidence that they recognize contributions to global society made by artists from various cultures. | |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students view movies or segments of movies, look for evidence that they are able to<br>• use the context to identify main ideas (strategies, language use)<br>• build a web showing the key elements and relevant details (strategies, language use)<br>• distinguish between contemporary and traditional characteristics<br>• attempt explanations of what has changed in culture; notice similarities and differences between what is seen and their own culture<br>• ask questions that prompt new learning or information<br><br>➤ When students are exposed to media from other countries, observe the extent to which they use the experience to learn about the culture through observation and asking questions. | |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students present in the "Show and Tell" fashion, look for evidence that they are able to<br>• identify an aspect of the history, literature, arts, or crafts of the Spanish-speaking world that is of personal interest<br>• express reasons for personal interest | |
| ➤ Personal journals are not usually assessed on content. Students may be given credit for using their journal on a regular basis. | |
| ➤ When students search for information about careers in which knowledge of Spanish or another language could be applied, look for evidence that they<br>• use a variety of sources to find career information<br>• find and record relevant details<br>• participate in class and group discussions in which career options are discussed | *¡En español! 2*<br>Unidad 6, Etapa 1<br>Video: En contexto<br>*¡Dime! Dos*<br>Unidad 7, Lección 2, 3<br>*¡Buen Viaje! 2*<br>Capítulo 14<br>pp. 398–405<br>pp. 412–415 |

# Notes

# STRATEGIES
## YEAR 3

# Strategies

*language learning strategies*

*language use strategies*

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

*general learning strategies*

# *STRATEGIES*

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

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

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

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

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

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

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

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

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Look for evidence that students are able to<br>• use strategies such as acronyms in order to enhance understanding<br>• use strategies in new, specific situations | |
| ➤ In a reflection journal, have students consider the role of seating arrangement, classroom décor, and classroom setting in their learning. | |
| ➤ Look for evidence that students are able to<br>• identify the role of cooperation in order to complete a task<br>• select and use appropriate affective strategies | |

# Notes

## *YEAR 4*

Applications *3*
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# APPLICATIONS
## YEAR 4

# Applications

*express emotions and personal perspectives*

*impart and receive information*

*get things done*

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

*form, maintain, and change interpersonal relationships*

*extend their knowledge of the world*

*use the language for imaginative purposes and personal enjoyment*

# *APPLICATIONS*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 1: Applications**<br>Students will use Spanish in a variety of **situations** and for a variety of **purposes**. | |
| **1.1 impart and receive information** | |
| 1.1.1 *Share Factual Information* | |
| ✤ ask and answer questions about an informative text—oral or written | ➤ Have students work in groups of four. Provide each group with a different article on the same topic written in Spanish from magazines, newspapers, radio or TV programs, or documentaries. Have each group generate four questions based on key information. Then have students regroup so that each member of the group has a different article, with four questions (see Jigsaw, Teaching and Learning, p. 77). Have students then pool their information and ask each other the generated questions in order to get a complete picture of the topic. |
| | ➤ Suggest that students examine employment advertisements in Spanish-language newspapers as well as look at various publications designed to help young people find part-time and summer employment. Using information from these sources and a class discussion about part-time jobs, students could then work to identify the information they need to find and secure part-time employment (BC *Resource Package*, 54). |
| | ➤ Ask students to set up budgets for the first year after grade 12. Then have them form groups and discuss how they allocated money for expenses such as tuition, rent, groceries, furnishings, and transportation. Alternatively, have students prepare a budget for studying abroad, taking into consideration expenses such as flight, tuition, accommodations, groceries, transportation, books, etc. (BC *Resource Package*, 68). |

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students work with anticipation guides, look for evidence that they are able to<br>• express an opinion / preference using support data / justification<br>• use information found in materials which they have viewed or listened to in order to support / refute opinions<br>• speak with comfort and confidence about opinions and preferences (language competence, interactive fluency)<br>(See criteria to assess expressing opinions in Classroom Assessment, p. 17.) | *¡Buen Viaje! 3*<br>Capítulo 2, pp. 80–83<br>Capítulo 5<br>Sección periodismo<br>Capítulo 7<br>Sección periodismo |
| ➤ When students express feelings evoked by paintings, look for evidence that they are able to<br>• provide a relevant overall impression or interpretation<br>• offer a personal perspective or reaction<br>• make connections with other experiences | *Imágenes de España*<br>*Imágenes de América Latina*<br>*¡En español 2*<br>Etapa 2<br>Chicago, pp. 50, 53, 66, 67<br>*¡En español 3*<br>Unidad 3, Etapa 2<br>pp. 212–213<br>*¡En español! 2*<br>Video: En Colores: El arte latino de Chicago<br>*¡Dime! Pasaporte al mundo 21*<br>Unidad 2, Lección 1<br>pp. 90–91<br>Unidad 2, Lección 2<br>pp. 100–106<br>*¡Dime! Uno*<br>Unidad 6, Lección 2, p. 287<br>Unidad 6, Lección 3<br>pp. 300–301<br>*Planet@ 3* and *4*<br>Sección: Ruta literaria |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students prepare an ad campaign for a product they have created, discuss assessment criteria before students begin. Criteria might include the following:<br>• campaign shows creativity and engages / persuades the audience<br>• a slogan has been developed, using appropriate language<br>• the product has been described and its use is clear<br>• the target audience is clear<br>Language Competence Outcomes:<br>• spelling is accurate<br>• verbs / adjectives agree in gender and number<br>• pronunciation and intonation are generally accurate | *¡En español! 3*<br>Unidad 6, Etapa 2, p. 412<br>Aquí tienes mi número<br>*¡Dime! Dos*<br>Unidad 3, Lección 2<br>pp. 131–135 |
| ➤ As students prepare an itinerary and visual interpretation of a dream trip to a Spanish-speaking country, look for evidence that<br>• students express the possibility of taking this trip<br>• the information presented is accurate<br>• a variety of activities / sites are presented in the visual interpretation and in the itinerary<br>• cultural characteristics of the chosen destination are evident (global citizenship)<br>When students prepare a written text to accompany the visual interpretation and itinerary, look for evidence that<br>• the written text corresponds with the visual interpretation and itinerary<br>• verb tenses to talk about the future are used correctly (language competence, attend to form) | *Planeta @*<br>Tema 3<br>*¡Buen Viaje! 2*<br>Capítulo 1, p. 20, 21, 27<br>*¡Buen Viaje! 3*<br>Capítulo 1<br>*¡En español! 2*<br>Unidad 4, Etapa 1, p. 244<br>En la pensión<br>*¡Dime! Dos*<br>Unidad 3, Lección 3<br>pp. 162–163<br>Unidad 4, Lección 2<br>pp. 200–201<br>Unidad 6, Lección 1<br>pp. 292—293<br>Unidad 8, Lección 1<br>pp. 388–389<br>Unidad 8, Lección 3<br>pp. 406–407, 411–413<br>*Planet@ 2*<br>Tema 3 |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students question classmates about a visual interpretation and itinerary, look for evidence that they<br>• ask pertinent questions to clarify and obtain additional information<br>• add relevant comments to enhance information | *Planet@ 2*<br>Tema 2 |
| ➤ When students read and discuss legends, look for evidence that they are able to<br>• offer a personal perspective or reaction when making connections with present day life<br>• provide the main ideas of both legends<br>• provide a relevant interpretation of the common meaning of the legend | *¡En español! 2*<br>Unidad 2, Etapa 3<br>pp. 116–117<br>El monte de nuestro alimento<br>*¡En español! 2*<br>Unidad 5, Etapa 3<br>pp. 376–377<br>La cascada de la novia<br><www.andaluciaglobal.com> |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students work in groups with newspaper articles, look for evidence that they<br>• ask appropriate questions to find information and details needed<br>• focus on key words and phrases<br>• make logical inferences based on language / vocabulary used to organize the article into logical sequence | *¡Buen Viaje! 1A*<br>pp. 228, 233<br>*¡Buen Viaje! 1B*<br>pp. 448–453<br>*¡Buen Viaje! 2*<br>pp. 440–441 |
| ➤ When students prepare summaries of articles, provide students with a checklist based on the rules of summarization provided. Look for evidence that, in the summary, students are able to<br>• identify the topic sentence<br>• focus on key words and phrases<br>• include only relevant information, without trivial and repetitious information<br>• present summaries clearly, with generally accurate pronunciation and intonation (language competence, attend to form) | *¡Dime! Dos*<br>Second Instructional Strategy |

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

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

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

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students re-create plays, look for evidence that they are able to<br>• interpret the feelings, ideas, and themes of the original work<br>• create appropriate dialogue<br>• incorporate detail to engage the audience<br>• show evidence of practice and rehearsal (fluency, sense of ease) in their presentations (language competence, attend to form) | *¡Dime! Pasaporte al mundo 2*<br>*¡Dime! Uno*<br>Unidad 5, Lección 3<br>*¡En español! 2*<br>Unidad 5, Etapa 3<br>pp. 376–377<br>*¡Buen Viaje! 2*<br>Literatura, pp. 430–447<br>*¡Buen Viaje! 3*<br>Sección de literatura<br>Cada capítulo<br>*Planet@ 3* and *4*<br>Sección: Ruta literaria |
| ➤ When students dramatize or illustrate poems, look for evidence that they are<br>• trying to interpret the mood of the poem<br>• engaged in the task<br>• interested in sharing their work with others | *¡En español! 2*<br>Unidad 6, Etapa 3<br>pp. 448–449<br>*¡En español! 3*<br>Unidad 3, Etapa 1<br>pp. 190–191<br>Unidad 3, Etapa 3<br>pp. 234–235<br>*¡Buen Viaje! 3*<br>Capítulo 1, pp. 44–51<br>Capítulo 2, pp. 92–95<br>Capítulo 3, pp. 140–144<br>Capítulo 4, pp. 194–199<br>Capítulo 5, pp. 239–243<br>Capítulo 8, pp 395–397<br>pp. 404–407<br>*Planet@ 3* and *4*<br>Sección: Ruta literaria |

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

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

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

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

# Notes

# LANGUAGE COMPETENCE
## YEAR 4

# Language Competence

*interpret and produce oral texts*

*attend to form*

*interpret and produce written texts*

**Students will use Spanish effectively and competently.**

*apply knowledge of the sociocultural context*

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

# *LANGUAGE COMPETENCE*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 2: Language Competence**<br>Students will use Spanish **effectively** and **competently**. | |
| **2.1 attend to form** | |
| 2.1.1 *Phonology* | |
| ✤ produce consistently the essential sounds, stress, rhythm, and intonation patterns of the Spanish language | ➤ Model correct pronunciation with every oral activity.<br>➤ Provide students with many opportunities to practise their oral production in pairs or in small groups. |
| 2.1.2 *Orthography* | |
| ✤ apply spelling rules and mechanical conventions consistently and accurately | ➤ Provide students with opportunities to independently edit and peer edit written work. |

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| | *USO interactivo del vocabulario*<br>*Imágenes de España*<br>Material de prácticas<br>*Imágenes de América Latina*<br>Material de prácticas<br>*Rosetta Stone I and II* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.1 attend to form (continued)**<br>2.1.4 *Grammatical Elements*<br>✤ use, in **modelled situations**, the following grammatical elements:<br>— pluperfect tense<br>— passive voice<br>— indicative or subjunctive with adjective and adverbial clauses: *Conozco a alguien que habla español, Busco a alguien que hable español*<br>— present + future (*si* clauses)<br>— imperfect subjunctive and conditional (*si* clauses)<br>— double object pronouns | **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.<br>Examples include the following:<br>• using sample dialogues which are read to the students by the teacher<br>• the teacher modelling sentence patterns to the students which they may repeat after the teacher (e.g., greeting-response)<br>• the student following a written example of a repeated sentence or grammar pattern |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| | *Colección tiempo: Para pronunciar*<br>*Rosetta Stone I and II* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|

**2.1 attend to form (continued)**

2.1.4 *Grammatical Elements (continued)*

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

**Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Examples include the following:

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| | *Colección tiempo: Para pronunciar*<br>*Rosetta Stone I and II* |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.1 attend to form (continued)**<br>2.1.4 *Grammatical Elements (continued)*<br>✤ use, in **independent situations**, the following grammatical elements:<br>— stem changing verbs in the present tense<br>— irregular verbs: *dar, poner, traer*<br>— preterite tense<br>— imperfect tense<br>— preterite vs. imperfect<br>— comparative, superlative, and diminutive<br>— perfect tense<br>— direct object pronouns<br>— possessive pronouns: *mío, tuyo, suyo, míos, tuyos, suyos*<br>— impersonal *se* | **Independent situations:** This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.<br>Examples include the following:<br>• A Grade 12 student should be able to describe his favourite friends and their pastimes freely and with a high level of language proficiency to another student.<br>• A Grade 9 student in a four-year Spanish program should be able to use *me/te/le gusta* correctly, freely and with confidence in written and oral contexts. |

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students view Spanish commercials, look for evidence that they<br>• identify the message<br>• have used specific details in their interpretation<br>• are open to considering a variety of views and interpretations | *Colección tiempo: Para pronunciar*<br>*Rosetta Stone I and II* |
| ➤ As students mind map the main ideas of a Spanish movie, look for evidence that<br>• main ideas are relevant and clear<br>• issues, setting, plot, and characters are identified<br>• ideas are shared and elaborated in groups | *¡Dime! Pasaporte al mundo 21* |
| ➤ Establish expectations and criteria for bulletin board displays and synopses through discussion with students. Criteria might include the following:<br>• synopses are accurate, focus on key events or stories, and include interesting details to support the main point<br>• information comes from a variety of sources<br>• display is organized around a common theme (main point)<br>• a variety of topics and Spanish-speaking cultures are included | *¡En español! 2*<br>Unidad 1, Etapa 3<br>*¡Buen Viaje! 3*<br>Capítulo 5, p. 223 |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students prepare a TV or radio news broadcast, discuss criteria with students before they begin. Criteria might include the following:<br>• relevant information with interesting details<br>• appropriate format<br>• clear organization of ideas<br>• appropriate oral expression (fluency, clarity, pronunciation) (language competence, attend to form)<br>• appropriate use of target vocabulary and expressions (language competence, attend to form), collaboration / participation / engagement in preparation of task (strategies)<br>(See TV or radio broadcast program assessment criteria in Planning, p. 92.) | *¡En español! 2*<br>Unidad 1, Etapa 3<br>*¡En español! 3*<br>Unidad 6, Etapa1<br>*Spanish 10G: ¡Bienvenido! ¡Bienvenida!*<br>Video |
| ➤ As students prepare role plays, discuss assessment criteria with students before they begin. Criteria might include the following:<br>• students keep interaction going<br>• students are able to handle unexpected events by using short pauses to plan what to say<br>• students are able to identify breakdowns in communication and find ways to get meaning across<br>• meaning is clear<br>• appropriate details are included in questions and answers<br>• gestures and body language support communication (strategies)<br>• pronunciation and intonation are generally accurate (language competence, attend to form)<br>(See role-play assessment criteria in Classroom Assessment, p. 11.) | *¡Buen Viaje! 2*<br>Capítulo 1, 6, 7<br>*¡Buen Viaje! 3*<br>Capítulo 1<br>*Primer plano 2*<br>Episodios 1 y 2<br>*Planet@ 2*<br>Tema 3 |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Assessment criteria for simulated interviews should focus on the extent to which students<br>• present clear, complete, and appropriate messages<br>• interact with growing spontaneity<br>• sustain interaction with an easy flow of language<br>• use vocabulary and idioms effectively (language competence, attend to form)<br>• avoid serious errors in tense and structure that obscure communication (language competence, attend to form) | *Planet@ 2*<br>Tema 2<br>*¡En español! 2*<br>Unidad 6, Etapa 3, p. 410<br>*¡En español! 3*<br>Unidad 1, Etapa 3<br>pp. 78, 79, 81, 84, 85<br>*¡Buen Viaje! 2*<br>Literatura, p. 430–447<br>*¡Buen Viaje! 3*<br>Sección de literatura de cada capítulo |
| ➤ When invited speakers from the community visit the classroom, look for evidence that students<br>• ask thoughtful and relevant questions<br>• listen attentively / actively to speaker<br>(See guest observation assessment criteria in Planning, p. 73.) | *¡Buen Viaje! 2*<br>Capítulo 14 |
| ➤ As students use the Before-During-After Reading Map for the reading of legends or myths, look for evidence that students are able to<br>• identify the key elements of the story<br>• focus on key words, phrases, and ideas<br>• make logical inferences based on the title, author, and illustrations (strategies)<br>Have students retell the story in written and oral form. | *¡En español! 3*<br>Unidad 6, Etapa 1,<br>pp. 390–411<br>*En español! 2*<br>Unidad 2, Etapa 2<br>pp. 116–117<br>Unidad 5, Etapa 3<br>pp. 376–377<br>Hadaluna Lee<br><www.andaluciagobal.com><br>*Planet@ 3* and *4*<br>Sección: Ruta literaria |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students work with reviews, look for evidence that they are able to<br>• identify the main points<br>• provide details<br>• use cognates and contextual clues to derive meaning | |
| ➤ When students prepare and present a script of a Spanish legend or myth in Reader's Theatre style, discuss assessment criteria with students before they begin. Criteria might include the following:<br>• main ideas and supporting details are evident in storyline<br>• appropriate vocal and facial expressions as well as gestures are used (strategies)<br>Language Competence Outcomes:<br>• appropriate language structures and verb tenses are used<br>• voice is projected with appropriate intonation<br>• pronunciation is generally accurate | *¡En español! 3*<br>Unidad 5, p. 386–387<br>*¡Buen Viaje! 1A*<br>pp. 228–233<br>*¡Buen Viaje! 1B*<br>pp. 448–453<br>*¡Buen Viaje! 2*<br>pp. 440–441<br>*Planet@ 2* and *3*<br>Sección: Ruta literaria |
| ➤ When students prepare a magazine, newsletter, or newspaper, discuss assessment criteria with students before they begin. Criteria might include the following:<br>• thoughts, ideas and feelings are clearly communicated<br>• a front page or cover page tells what the document is about<br>• visuals support the ideas in the articles<br>• accurate and detailed information supports the main point<br>Language Competence, Attend to Form Outcomes:<br>• language structures and verb tenses are used appropriately<br>• spelling is correct<br>• punctuation is correct | *¡Buen Viaje! 3*<br>Capítulo 5, p. 223<br>*¡Buen Viaje! 3*<br>Sección periodismo<br>Todos los capítulos<br>*¡En español! 2*<br>Unidad 1 |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Work with students to develop criteria for their resumes. Examples include the following:<br>• accurate and relevant information in included<br>• format is appropriate<br>• target vocabulary and expressions are used correctly (language competence, attend to form)<br>• layout is clear and organized | *¡En español!*<br>Unidad 6, Etapa 1, 2, 3<br>*¡Buen Viaje! 2*<br>Capítulo 14<br>*Planet@ 2*<br>Tema 2 |
| ➤ When students research the history of an artist and his or her work, discuss criteria with students before they begin. Criteria might include the following:<br>• appropriate format<br>• detailed and accurate information is provided<br>• language structures, vocabulary, and verb tenses are used correctly (language competence, attend to form)<br>(See history assessment criteria in Classroom Assessment, p. 16.) | |
| ➤ When students analyze Spanish-language cartoons or comic strips, look for evidence that they are able to interpret the visual to derive additional meaning. | |
| ➤ When students view Spanish commercials, look for evidence that they<br>• use visual clues to help identify purpose, intended audience, and message<br>• focus on key vocabulary and expressions to help identify purpose, intended audience, and message | Internet<br>*Destinos: An Introduction to Spanish*<br>Video Series<br>*¡Dime! Pasaporte al mundo 21* |

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

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Work with students to develop criteria for their awareness campaigns on current issues. Examples include the following:<br>• information is accurate and relevant<br>• appropriate details are included, designed to appeal to or convince the audience<br>• a variety of visual techniques are used<br>• visual techniques are effective in conveying the message<br>• presentation is clear and easy to follow<br>• vocabulary, expressions, and structure are appropriate and add to the effect | *¡En español! 2*<br>Unidad 5, Etapa 1–3<br>*¡En español! 3*<br>Unidad 5, Etapa 3<br>*¡Dime! Pasaporte al mundo 21*<br>*¡Buen Viaje! 2*<br>Capítulo 8, p. 237<br>Capítulo 11, p. 322, 323<br>*¡Buen Viaje! 3*<br>Capítulo 7, pp. 322–326 |
| ➤ When students re-create short stories, look for evidence that they are able to<br>• identify and explain techniques and conventions used to express meaning<br>• interpret the feelings, ideas, and themes of the original work<br>• incorporate detail to engage the audience | *¡Dime! Pasaporte al mundo 21*<br>*¡Buen Viaje! 2*<br>Literatura<br>*¡Buen viaje! 3*<br>Literatura |
| ➤ Before students make their own stelae, work with them to develop criteria such as the following:<br>• techniques and conventions used in the creation of stelae are identified<br>• required information is included (four events with dates)<br>• symbols presents (glyphs) for important events<br>• dates written in Mayan number system<br>• attention to detail of the Mayan samples | *¡En español! 3*<br>Unidad 5, Etapa 2,<br>pp. 360–361<br>*¡Dime! Pasaporte al mundo 21*<br>Unidad 3, Lección 1,<br>pp. 134–135<br>*¡Buen Viaje! 3*<br>Capítulo 8,<br>pp. 371–377<br>*Imágenes de América Latina* |

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

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students view a newscast, look for evidence that they are able to<br>• identify expressions / vocabulary that vary from one speaker to another<br>• suggest reasons for differences<br>• identify differences in pronunciation or intonation | *¡En español! 2*<br>Unidad 1<br>Local TV Channels |
| ➤ When students prepare a skit using varying social conventions, look for evidence that they are able to<br>• apply social conventions<br>• use *usted* or *tú* appropriately<br>• speak clearly, with appropriate pronunciation and intonation (language competence, attend to form)<br>• use gestures to help support communication (strategies)<br>(See role-play assessment criteria in Classroom Assessment, p. 11.) | *¡Dime! Dos*<br>Unidad 2, Lección 2, p. 89<br>Unidad 6, Lección 2, pp. 310– 311<br>Unidad 8, Lección 2, p. 423<br>*¡Buen Viaje! 2*<br>Capítulo 6, 7 |
| ➤ When students view films, look for evidence that they are able to<br>• identify forms of non-verbal communication such as shaking hands and kissing, hugging, gestures<br>• compare findings with their own culture | *Spanish 10G: A Course for Distance Learning*<br>Diccionario de gestos |

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **2.5 apply knowledge of how text is organized, structured, and sequenced in Spanish (continued)** | |
| 2.5.2 *Text Forms (continued)* | |
| ✤ analyze the way different media and purposes lead to differences in the way texts are organized and presented, and apply understanding to own production | ➤ Have students survey informational text to determine how authors present and organize information. Discuss how authors highlight significant information through the use of typographical features such as bold print, italics, shading, icons, and fonts. Students work in pairs or small groups to create questions using key words which are found in headings, sub-headings, bold print, or italics. Students then read the text in order to answer their questions or the questions of another pair / group (Manitoba Education and Training, *Grades 5 to 8 English Language Arts, A Foundation for Implementation*, Grade 5 – 234).<br>➤ After having reviewed a variety of newspaper and magazine articles, invite students to create their own article. Have students use a news story planner to help organize their ideas. The planner could include the following:<br>• Headline<br>• Lead<br>• Who? What? Where? When? Why? How? Ending<br>• Quotable Quote (Manitoba Education and Training, *Grades 5 to 8 English Language Arts, A Foundation for Implementation*, Grade 8 – 286) |
| 2.5.3 *Patterns of Social Interaction* | |
| ✤ combine simple social interaction patterns to perform complex transactions and interactions (e.g., accept or reject a suggestion, using persuasion and negotiation) | ➤ Have students prepare role plays around travel situations such as haggling to buy something in a market. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students analyze informational texts and prepare questions based on headings, sub-headings, bold print, or italics, look for evidence that students are able to<br>• identify typographical features of the text and give possible reasons for their use<br>• use key words in headings, etc., in order to create questions<br>• find answers to questions with the help of key words and phrases in headings, etc. | *¡Dime! Pasaporte al mundo 21*<br>Sección: Ventana al mundo 21<br>*¡Dime! Dos*<br>Sección: Impacto cultural<br>Leamos ahora<br>*Planet@ 3* and *4*<br>Sección: Ruta literaria |
| ➤ When students write their own newspaper or magazine article, provide them with a checklist for self and peer assessment. Criteria might include the following:<br>• specific purpose and audience are evident<br>• headline is evident, clear<br>• lead relates to main point and draws reader in<br>• 6 W questions provide details to support main point<br>• appropriate ending<br>Language Competence, Attend to Form Outcomes:<br>• verb tenses are used correctly and agreement of verbs / adjectives is correct<br>• spelling is correct | *¡Dime! Dos*<br>Unidad 3, Lección 3<br>pp. 164, 165 |
| ➤ When students prepare role plays around travel situations, look for evidence that they are able to use interaction patterns typical for the context.<br>(See role-play assessment criteria in Classroom Assessment, p. 11.) | |

# Notes

# GLOBAL CITIZENSHIP
## YEAR 4

# Global Citizenship

*study historical and contemporary elements of Spanish-speaking cultures*

*affirm diversity*

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

*explore personal and career opportunities*

# *GLOBAL CITIZENSHIP*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 3: Global Citizenship**<br>Students will acquire the knowledge, skills, and attitudes to be effective **global citizens** through the exploration of the cultures of the Spanish-speaking world. | |
| **3.1 study historical and contemporary elements of Spanish-speaking cultures** | |
| 3.1.1 *Access/Analyze Cultural Knowledge of the Spanish-Speaking World*<br>✤ evaluate information from a variety of sources including personal experiences where possible, about elements of Spanish-speaking cultures (e.g., lifestyles, celebrations, and relationships) | ➤ Have students work in groups to report on media from the Spanish-speaking world (radio, TV, newspapers, magazines). Have students examine media reports from several countries on the same event and compare them to see<br>• what information is included and what is left out<br>• how media techniques are used to give a particular "slant" to a story (e.g., visuals, deadlines, emotionally loaded words, etc.).<br>• what political affiliations might be influencing how the story is told etc. |
| 3.1.2 *Knowledge of Spanish-Speaking Cultures*<br>✤ identify and analyze historical and contemporary elements of Spanish-speaking cultures | ➤ Suggest that students work in groups to research famous artists from the Spanish-speaking world, using various sources to gather information (e.g., the Internet, CD-ROMs, books, newspaper and magazine articles). Have students highlight the characteristic styles and the historical contexts that may have influenced them. Ask students to collect this information in folders and share them with the class (BC *Resource Package*, 64). |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students analyze media from the Spanish-speaking world, look for evidence that students<br>• use a variety of sources and understand why this is necessary<br>• identify similarities and differences between North American media and Hispanic media<br>• identify key characteristics apparent in the media form studied (language competence, discourse) | *¡En español! 2*<br>Unidad 1, Etapa 3<br>*¡Dime! Dos*<br>Unidad 3, Lección 1, 2<br>*¡Buen Viaje! 3*<br>Capítulo 5, Periodismo |
| ➤ Look for evidence that students are able to<br>• identify and describe characteristic style or styles<br>• identify historical elements that influenced the famous artist<br>• explain how the historical elements influenced the life and works of the artist | *¡En español! 2*<br>pp. 282–283<br>*¡En español! 3*<br>Unidad 1, Etapa 3, p. 92<br>*¡Dime! Pasaporte al mundo 21*<br>Unidad 1, Lección 3<br>Unidad 2, Lección 2,<br>pp. 100–101<br>*¡Dime! Dos*<br>Unidad 3, Lección 2<br>pp. 145–147<br>Unidad 5, lección 3<br>pp. 269–273<br>*¡Buen Viaje! 2*<br>Capítulo 13, pp. 390–391 |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students analyze advertising, provide prompts to encourage students to reflect upon the meaning of culturally significant terms or images. Prompts could include the following:<br>• Key words used are :_____<br>• Examples of the text reflecting the image(s) are _____<br>• Similarities with Canadian ads are _____<br>• Differences from Canadian ads are _____<br>Look for evidence that students are able to interpret the advertisement<br>• on a literal basis<br>• using connotations of words<br>• using images that would be suggestive to native speakers<br>• using idiomatic expressions | *¡En español! 3*<br>p. T48<br>*¡Dime! Dos*<br>Unidad 3, Lección 2<br>pp. 130, 131, 135–137<br>*¡Buen Viaje! 2*<br>Capítulo 6<br>pp. 167, 171, 175 |
| ➤ When students discuss influence of Spanish-speaking countries on North American culture, look for evidence that students are able to<br>• identify elements of Spanish culture in North American culture<br>• draw a parallel between the two cultures<br>• understand / show awareness of similarities and differences | *¡En español! 2*<br>Unidad 1, pp. 90–91<br>Unidad 2, p. 162<br>Unidad 5, p. 178<br>*¡En español! 3*<br>Unidad 1, Etapa 3, pp. 86, 92<br>Unidad 5, p. 356<br>*¡Dime! Dos*<br>Sección: Impacto cultural<br>Leamos ahora<br>*¡Buen Viaje! 2*<br>Capítulo 2, 10<br>*Imágenes de España*<br>*Imágenes de América Latina* |

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

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

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students examine Spanish and their own language, look for evidence that they are able to<br>• make generalizations about the nature of language<br>• identify similarities and differences<br>• provide examples of similarities and differences | |
| ➤ When students examine one element of culture in detail, discuss assessment criteria before they begin. Criteria might include the following:<br>• similarities with own culture clearly identified<br>• respect for diversity and differences in customs is evident<br>• accurate and detailed information presented<br>• information presented in an interesting/original manner<br>• pronunciation and intonation are generally accurate (language competence, attend to form) | *¡Dime! Uno*<br>Unidad 5, Lección 2<br>*¡Dime! Dos*<br>Unidad 1, Lección 2<br>Unidad 2, Lección 2<br>Unidad 8, Lección 1<br>*¡Buen Viaje! 2, 3* |
| ➤ When students research a specific Spanish-speaking figure and present his/her contributions to society, discuss criteria with students before they begin. Criteria might include the following:<br>• individual's contributions to global society clearly identified<br>• accurate and detailed information presented<br>• appropriate vocabulary, verb tenses, and language structures used (language competence, attend to form) | *¡Dime! Pasaporte al mundo 21*<br>Sección: Gente del mundo 21<br>*¡Buen Viaje! 2, 3*<br>*Imágenes de España*<br>*Imágenes de América Latina*<br>*Planet@ 3* and *4*<br>Sección: Ruta literaria |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Before students prepare reports on heroes or on the contributions of Spanish-speaking individuals to their own countries and the world, discuss criteria such as the following:<br>• focuses on the individual's accomplishments and contributions<br>• shows insight into the context and importance of the contribution<br>• information is accurate<br>• uses relevant visual materials, music, or other features to elaborate the topic | *¡Dime! Pasaporte al mundo 21*<br>Sección: Gente del mundo 21<br>*¡Buen Viaje! 2, 3*<br>Sección Literatura<br>*Imágenes de España*<br>*Imágenes de América Latina* |
| ➤ After playing and debriefing the cross-cultural simulation game or the alternative activity instructional activity have students write a brief reflection piece about what they learned. In small groups have students share their thoughts on what they have learned about culture and cultural bias. | University of Minnesota, Centre for Advanced Research on Language Acquisition (CARLA) Website offers information on Bafa Bafa. <www.carla.acad. umn.edu/ IS-resources.html>. |

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

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

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

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

# Notes

# STRATEGIES
## YEAR 4

# Strategies

*language learning strategies*

*language use strategies*

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

*general learning strategies*

# *STRATEGIES*

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

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

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

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

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

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **General Outcome 4: Strategies**<br>Students will know and use various strategies to maximize the **effectiveness** of learning and communication.<br>**4.1 language learning strategies**<br>4.1.1 *Cognitive*<br>✤ evaluate the success of their use of a variety of cognitive strategies to enhance language learning | ➤ Before beginning a project, provide students with the opportunity to examine different reference materials. Have students work in groups. Provide each group with a different source of information to work with (e.g., dictionaries, textbooks, grammars, computer programs, etc.).<br>Have each group respond to specific questions about the reference material to help students focus on the particular uses of the material. Then have each group prepare a poster which outlines the organization/specific uses of the reference material they worked with. Students then report their findings to the class.<br>➤ Read aloud a section of a text (short story, poem, etc.). Allow students two to three minutes to sketch following the reading. Have students share their sketches with a partner, discussing the main ideas and their representation. Have students write the big ideas revealed in the section of the text beside the sketch. Continue the reading of the selection, repeating the sketch-share process. Have students use the sketches and big ideas to complete a summary of the material heard (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Strategies, 206).<br>➤ Have students discuss their experience using the sketch-share process and whether it helped them make sense of the text.<br>➤ Have students discuss how they used the vocabulary dictionary developed during each theme studied. For example:<br>Tema<br>Verbos Nombres<br>Adjetivos Expresiones |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ When students work in groups to examine different resource materials, look for evidence that they are able to<br>• explain how the material is organized<br>• provide specific uses for material<br>• suggest ways in which material can be used for specific projects<br>• use a variety of reference materials when working on projects<br>• use reference materials independently | *Colección tiempo: Para conjugar* |
| ➤ As students sketch, pair, and share, look for evidence that they are able to<br>• identify main ideas<br>• create sketches that correlate with main ideas<br>• evaluate its usefulness | *¡En español! 2*<br>Unidad 5, Etapa 3, pp. 376–377<br>Unidad 6, Etapa 1, pp. 404–405<br>*¡En español! 2*<br>Unidad 2, Etapa 3, pp. 162–163<br>*¡Buen Viaje! 2, 3*<br>Literatura |
| ➤ Review students' vocabulary dictionaries for evidence that students are able to<br>• record appropriate meanings for the words and phrases they include<br>• organize words and phrases in a logical way<br>• extend their dictionaries as they encounter new words and expressions | |

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

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ Collect students' learning logs from time to time and look for evidence that students respond thoughtfully and with appropriate detail. | |
| ➤ As students prepare a task, provide opportunities for them to reflect on the task and how they will best be successful. Questions might include the following:<br>• What is my role and what do I need to do to complete the task?<br>• What are the obstacles I need to overcome and how can I overcome them?<br>• Who can I ask to help me accomplish my task? How can that person help me? | |

| PRESCRIBED OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| **4.2 language use strategies** | |
| 4.2.1 *Interactive* | |
| ✤ evaluate the success of their use of a variety of interactive strategies to deal with specific communicative situations (e.g., use a range of fillers, hesitation devices, and gambits to sustain conversations; use circumlocution to compensate for lack of vocabulary) | ➤ Show students a TV interview. Have them note and then interpret the fillers, hesitation devices, etc. used during the interview. Then have students each prepare five questions that they could ask a classmate about a current event or issue. Students then work in pairs to interview each other, paying special attention to fillers, hesitation devices, and circumlocution used. Alternatively, two students at a time could be asked to interview each other in front of the class. Following the activity, have students reflect on and share their thoughts regarding the effectiveness of the learning strategy used.<br>➤ Have students participate in an inside/outside circle activity and provide students with paraphrasing expressions/vocabulary in order to better maintain the flow of the conversation. Following the activity, have students reflect on and share their thoughts regarding the effectiveness of the learning strategy used. |
| 4.2.2 *Interpretive* | |
| ✤ evaluate the success of their use of a variety of interpretive strategies to deal with specific communicative situations (e.g., use key content words or discourse markers to follow an extended text) | ➤ Provide students with a guide to help them to skim non-fiction material encountered during study of the media. Use the following guide (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 244):<br>1. Read the title and the first paragraph, and last paragraph or summary.<br>2. Read all the bold print headings, sub-headings, and captions.<br>3. Read the first sentence of each paragraph.<br>4. If the first sentence does not have the main idea, quickly move your eyes to the end of the paragraph and read the last sentence.<br>5. Reread the heading, then move through the paragraph looking for bold print, italics, names, dates, or key words on the topic.<br>6. After skimming all the paragraphs in the selection, read the last paragraph of the selection again.<br>Following the activity, have students reflect on and share their thoughts regarding the effectiveness of the learning strategy used. |

| SUGGESTIONS FOR ASSESSMENT | SUGGESTED LEARNING RESOURCES |
|---|---|
| ➤ As students prepare questions and interview a classmate, look for evidence that they are able to<br>• formulate appropriate questions<br>• use fillers and hesitation devices during interview<br>• speak clearly, with accurate pronunciation and intonation (language competence, attend to form) | *¡Dime! Pasaporte al mundo 21*<br>Unidad 1, Lección 3<br>pp. 66, 69<br>*¡Dime! Dos*<br>Unidad 3, Lección 1<br>pp. 112–113, 117–120 |
| ➤ As students participate in an inside/outside circle activity, look for evidence that they are<br>• interacting with partners<br>• attempting paraphrasing techniques to ensure understanding and maintain flow of the conversation | |
| ➤ Provide students with a checklist for self assessment of skimming strategies, based on the guideline provided. Look for evidence that students are able to<br>• focus on key words and phrases<br>• use bold print, italics, etc. to find information | *¡En español! 2*<br>Unidad 1, Etapa 3<br>*¡Dime! Pasaporte al mundo 21*<br>Sección: Ventana al mundo 21<br>*¡Buen Viaje! 3*<br>Sección periodismo |

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

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

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

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

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

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

# Notes

# *TEACHING AND LEARNING SPANISH LANGUAGE AND CULTURE*

The Philosophy and Principles of Teaching and Learning Spanish Language and Culture *3*
Teaching and Learning in the Spanish Classroom *45*
Combined Grades in the Second Language Classroom *105*

# *TEACHING AND LEARNING SPANISH LANGUAGE AND CULTURE*

## The Philosophy and Principles of Teaching and Learning Spanish Language and Culture

### Second Language Teaching Methodologies*

Theodore Rodgers argues that methodology in second language teaching has been characterized in a variety of ways. A somewhat classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers and learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching methodology.

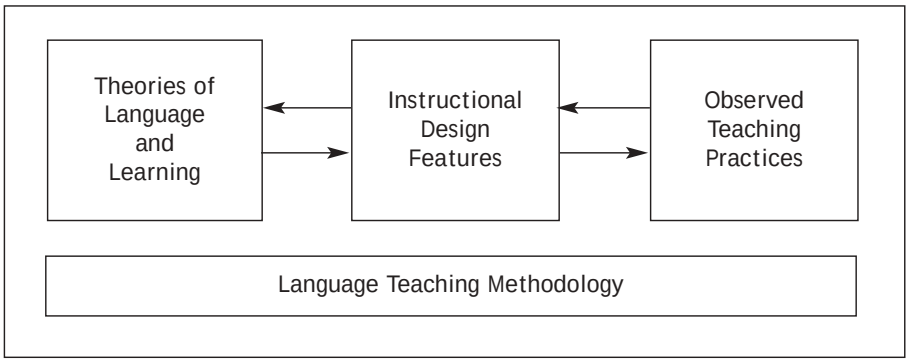



**Figure 1. Language Teaching Methodology**
(From: *Language Teaching Methodology* by Theodore S. Rodgers, Professor Emeritus, University of Hawaii)

### *Schools of Language Teaching Methodology*

Within methodology a distinction is often made between methods and approaches. Methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied

* Adapted from *Language Teaching Methodology* by Theodore S. Rodgers, Professor Emeritus, University of Hawaii.

in a variety of different ways in the classroom. This distinction is probably most usefully seen as defining a continuum of entities ranging from highly prescribed methods to loosely described approaches.

The period from the 1950s to the 1980s has often been referred to as "The Age of Methods," during which a number of quite detailed prescriptions for language teaching were proposed. Situational Language Teaching evolved in the United Kingdom while a parallel method, Audio-Lingualism, emerged in the United States. In the middle-methods period, a variety of methods were proclaimed as successors to the then prevailing Situational Language Teaching and Audio-Lingual methods. These alternatives were promoted under such titles as Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response. In the 1980s, these methods in turn came to be overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching (CLT). Communicative Language Teaching advocates subscribed to a broad set of principles such as these:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

However, CLT advocates avoided prescribing the set of practices through which these principles could best be realized, thus putting CLT clearly on the approach rather than the method end of the spectrum.

Communicative Language Teaching has spawned a number of off-shoots that share the same basic set of principles, but which spell out philosophical details or envision instructional practices in somewhat diverse ways. These CLT spin-off approaches include The Natural Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching.

It is difficult to describe these various methods briefly and yet fairly, and such a task is well beyond the scope of this document. However, several up-to-date texts are available that do detail differences and similarities among the many different approaches and methods that have been proposed. (See Larsen-Freeman, and Richards and Rodgers.) Perhaps it is possible to get a sense of the range of method proposals by looking at a synoptic view of the roles defined for teachers and learners within various methods. Such a synoptic (perhaps scanty) view can be seen in the following chart.

| Teaching Methods and Teacher and Learner Roles | | |
|---|---|---|
| **Method** | **Teacher Roles** | **Learner Roles** |
| Situational Language Teaching | Context Setter<br>Error Corrector | Imitator<br>Memorizer |
| Audio-lingualism | Language Modeller<br>Drill Leader | Pattern Practicer<br>Accuracy Enthusiast |
| Communicative Language Teaching | Needs Analyst<br>Task Designer | Improviser<br>Negotiator |
| Total Physical Response | Commander<br>Action Monitor | Order Taker<br>Performer |
| Community Language Learning | Counsellor<br>Paraphraser | Collaborator<br>Whole Person |
| The Natural Approach | Actor<br>Props User | Guesser<br>Immerser |

**Figure 2. Methods and Teacher and Learner Roles**
(From: *Language Teaching Methodology* by Theodore S. Rodgers, Professor Emeritus, University of Hawaii)

The **Total Physical Response (TPR)** teaching method is one in which students respond with physical activity to an increasingly complex set of commands. The students' physical activity responses signal their comprehension of the command. This is ideally suited for beginning language students, but can be adapted and made more complex for higher level students.

The **Natural Approach (NA)** promotes communicative proficiency by providing real-world, authentic experiences, and language experiences with meaningful contexts.

As suggested in the chart, some schools of methodology see the teacher as an ideal language model and commander of classroom activity, whereas others see the teacher as a background facilitator and classroom colleague to learners.

There are other global issues to which spokespersons for the various methods and approaches respond in alternative ways. For example, should second language learning by adults be modelled on first language learning by children? One set of schools (e.g., Total Physical Response, Natural Approach) notes that first language acquisition is the only universally successful model of language learning we have, and thus that second language pedagogy must necessarily model itself on first language acquisition. An opposed view (e.g., Silent Way, Suggestopedia) observes that adults have different brains, interests, timing constraints, and learning environments than do children, and

that adult classroom learning therefore has to be fashioned in a way quite dissimilar to the way in which nature fashions how first languages are learned by children.

Another key distinction turns on the role of perception versus production in early stages of language learning. One school of thought proposes that learners should begin to communicate, to use a new language actively, on first contact (e.g., Audio-Lingual Method, Silent Way, Community Language Learning), while the other school of thought states that an initial and prolonged period of reception (listening, reading) should precede any attempts at production (e.g., Natural Approach).

### A Post-communicative Approach to Teaching and Learning International Languages

The diversity of methods and approaches that were described above may seem to suggest that what makes for good practice is a contested area. However, one finds that there is an increasing integration of ideas as to what constitutes effective and meaningful second language teaching and learning. Krashen's theory that second language learners "acquire" language skills in many of the same ways that first language learners develop linguistic knowledge has had an enormous influence on second language / international language theory and practice. Proponents of communicative approaches have had an equally powerful influence. In many ways, the contemporary international language teacher reflects a "post-communicative" approach to teaching. That is, their understanding of the teaching and learning draws significantly on communicative theory but incorporates other theoretical perspectives, such as multiple intelligences and constructivist theories.

### Communicative Language Teaching*

Renate Schulz provides a historical background and description of Communicative Language Teaching (CLT). In the 1970s and 1980s, second / international language instruction moved away from an almost exclusive focus on the components of language—grammar, vocabulary, and pronunciation—to a focus on the development of communicative proficiency—the ability to communicate in the target language (language being studied) in real-life contexts. Communicative language teaching builds on the understanding that language use is governed not only by phonological and grammatical rules, but also by sociolinguistic and discourse rules (Canale and Swain). In other words, natural language use is a complex, creative activity that takes different

* Adapted from "Foreign Language Education in the United States: Trends and Challenges" by Renate A. Schulz.

forms depending on a variety of factors, including the context in which the interaction occurs, the characteristics of the speaker or writer (e.g., age, gender, social status, level of education, and geographic origin), the characteristics of the listener or reader, and the purpose of the interaction (Hymes).

Whereas previous second / international language teaching methods—such as the grammar translation and audio-lingual methods—focused predominantly on grammatical form within a sentence-level context (or sometimes without any meaningful context), communicative language teaching focuses on the meaning of a message within a given situation, realizing that different cultures may have different ways to perform different speech acts in different contexts. It is the context that determines what is said, how it is said, to whom it is said, and why it is said. Thus communicative language teaching often uses language functions or speech acts (e.g., asking questions, apologizing, complimenting, reporting, giving directions, and making requests), rather than specific grammatical structures, as its organizing principles.

With the communicative language teaching approach, teachers and students use the target language extensively, if not exclusively. Students are given information-exchange tasks that they can complete by working in pairs or small groups. This interactive, situational language practice requires learners "to interpret, express, and negotiate meaning in the new language" (Lee and VanPatten 1).

Communicative language teaching also advocates the use of culturally authentic texts written by native speakers for native speakers instead of simplified or edited texts developed expressly for second / international language learners. Effective use of authentic texts includes having the learners perform interesting and level-appropriate tasks after or while seeing, hearing, or viewing culturally authentic materials. For example, it would be inappropriate to give beginning learners a newspaper editorial and ask them to translate or summarize its content. However, even beginning learners can find dates and names of persons or places and can often get the general sense of what is being said.

Although discrete-point grammar instruction, mechanical pattern practice, and instant and direct error correction—which dominated second / international language instruction in the past—are generally frowned upon in the communicative classroom, attention to grammatical patterns continues to play an important role. This is true particularly for adolescent and adult learners, who are often intrigued by—and find it helpful to understand—structural differences between their own and the target language. The role of grammar is to support the exchange of meaning, the informational contents, and the communicative purposes dealt with in the classroom.

### Constructivist Theory

Constructivist theory emphasizes the importance of the learner's active construction of knowledge and the interplay between new knowledge and the learner's prior knowledge. Effective international language instruction will provide opportunities for students to construct and create their own understanding of how to make meaning from what they hear and read, and how they use their understanding to construct and create their own meanings in speech and writing. Myriam Met ("Middle Schools") describes a constructivist approach to the learning of international languages in the text that follows:

> In order to construct knowledge of a new language, students need exposure to the target language. This exposure makes the transmission of meaning in second languages accessible and understandable to students. Internalizing the relationship between meaning and the forms used to convey it is essential for production; students cannot spontaneously produce language they do not understand. In the first phase of internalization, students learn to understand what is heard by matching meaning with language. Learners need to notice features in the input (vocabulary, syntax, discourse markers) to which they can assign meanings. Through a carefully implemented sequence of instructional activities, students can be assisted to move through the construction of meaning. Students should be provided with comprehensible examples of new structures as used in authentic situations and extended spoken and written texts, as well as many opportunities to hear, understand, and match language with meaning.

### Characteristics of Effective Programs

It is well known that almost all young children acquire their first language naturally in the course of normal development and that they can acquire a second language simultaneously if their second language environment is similar to that of their first language environment. Numerous research studies have shown that adolescents and young adults can be quite efficient language learners (again with the exception of acquiring native-like pronunciation) in situations in which exposure to the language is limited to a classroom setting. As Swain and Lapkin ("Canadian Immersion") point out, "Older learners may not only exhibit as much success in learning certain aspects of a second language as younger learners, but they can also accomplish this learning in a shorter period of time" (150).

There are several factors or characteristics of effective second / international language programs. In a review of the international literature on effective languages programming, Pufahl, Rhodes, and Christian (*Other Countries*) identified and summarized a number of additional factors or characteristics of successful program models.

### *An Early Start*

As can be expected, time is a factor. Many international respondents reported that beginning language study early promotes achievement of higher levels of language proficiency. Seven of the countries that were studied have widespread or compulsory education in second / international languages by age eight, and another eight countries introduce second / international languages in the upper elementary grades. In many cases, a second second / international language is offered or required in the elementary grades. What is essential for the development of a lasting and usable competence in a second / international language is a lengthy, well-articulated, high-quality instructional sequence. This means that if language proficiency is the major goal of instruction, then the length of formal language study needs to be four years or more.

### *A Well-Articulated Framework*

Instruction must be well-articulated in a continuous, sequentially planned and executed curriculum through which students progress without interruption from the beginning of their second / international language study to high school graduation. Several respondents noted the importance of a well-articulated curriculum framework that motivates and guides the development of an effective system of second / international language education. Many European countries have adapted their second / international language teaching at the national level to the frameworks and standards articulated by the Council of Europe's language policy and activities. *A Common European Framework of Reference for Languages*, developed and revised over the past decade, has had high impact. The *Framework* is a planning instrument that provides a common basis and terminology for describing objectives, methods and approaches, skills, practices, and assessments in language teaching, and it is used for planning syllabuses, examinations, teaching materials, and teacher training programs throughout Europe.

Similar developments have emerged in Canada and the United States. *The Western Canadian Protocol, Common Curriculum Framework for International Languages* (2000) was an attempt to improve the effectiveness of international language education in western Canada by providing a common well-articulated framework for the development of language-specific curriculum.

### *Rigorous Teacher Education*

One of the most often cited factors related to excellence in second / international language education is a well-trained teaching corps.

### *Comprehensive Use of Technology*

Innovative technologies and media are frequently cited as a way to increase access to information and entertainment in a second / international language, provide interaction with speakers of other languages, and improve second / international language teaching in the classroom.

### *Access to Information and Entertainment*

Most respondents, in particular those from Canada, Denmark, and Thailand, highlighted the importance of the Internet and specialized databases for information retrieval. In smaller countries, many television shows are broadcast in a second / international language and subtitled rather than dubbed. In Denmark, where English is omnipresent through the many American and British television programs, films, computer games, and music videos, teachers have developed successful strategies for integrating students' informal second / international language exposure into classroom teaching.

### *Interaction and Collaboration with Speakers of Other Languages*

Access to information on the World Wide Web and the use of new information technologies, especially networked computers, has contributed to increased communication among second / international language teachers and students in many countries. Through email, mailing lists, discussion groups, and chat rooms, the Internet has increased access to and communication in the second / international language with both native and non-native speakers.

In addition, improvements in travel and reduced costs have made it possible for increased direct contact through tourism, education, and business / work-related activities. Satellite communication and improvements in telecommunication have brought the "world" into homes throughout the world, no matter how remote. Multilingual television channels have increased the linguistic diversity in every nation.

### *Effective Teaching Strategies*

Respondents mentioned several innovative methods for language instruction, which fall roughly into the categories highlighted below.

*Integration of Language and Content Learning*

Learning content-area subjects through the medium of a second / international language has become increasingly popular in many of the responding countries. In some cases, a second / international language is used as the medium of instruction in non-language subjects, frequently at the secondary school level when students have acquired sufficient proficiency in the second / international language. In Luxembourg, for example, both German and French are used as a medium of instruction throughout students' school careers to support simultaneous learning of both languages. In immersion programs, called "bilingual programs" in Europe, primary school children are taught subject matter almost exclusively in a second or international language. Similar bilingual and French immersion programs in Canada have demonstrated the possibilities and effectiveness of each model.

*Communicative Teaching Methods*

In Denmark, Germany, the Netherlands, New Zealand, Peru, and Spain, a focus on communicative and intercultural learning has not only stimulated a productive discussion of teaching objectives, methods, and underlying rationales that are now reflected in curricula and textbooks, but has also resulted in increased oral and written proficiency for their students.

*Focus on Language Learning Strategies*

Several respondents reported that a recent focus on how to learn a second / international language has been important to the success of language education in their countries. In Denmark, for example, teachers focus on raising students' awareness of various communication strategies, including strategies to bridge vocabulary gaps, reading and listening strategies, and general language learning strategies.

*Building on the First or Subsequent Languages*

There is increasing awareness and knowledge of the importance of the students' first language on second language learning. Successful approaches consider students' first languages as a foundation upon which to build second language proficiency. In Luxembourg, several projects demonstrate that acknowledging the sociocultural context and the already developed competencies of children in their first language will boost learning of subsequent languages.

### *Other Characteristics of Successful Programs*

Other notable methods include the sole use of the second / international language in the classroom; a modular approach to teaching in which students are grouped according to proficiency level rather than age or grade level; and project-oriented learning that emphasizes the use of authentic materials through technology and integrates learning about culture and nations with language and content learning.

## The Influence of Contemporary Theory and Practice on the WNCP

The research summarized in the preceding section has informed the development of the WNCP *Spanish Language and Culture, Four-Year High School Program: Implementation Manual*. In developing this document, developing communicative competence has been at the forefront of the enterprise. Both the curriculum framework and the suggestions for instruction and assessment included in this manual demonstrate an acute awareness of the importance of meaningful and relevant learning experiences and tasks, which provide a context for acquiring and using Spanish.

### *Four Components*

Communicative competence is represented by four interrelated and interdependent components. The "Applications" component deals with what the students will be able to do in Spanish, the functions they will be able to perform, and the contexts in which they will be able to operate. "Language Competence" addresses the students' knowledge of the Spanish language and their ability to use that knowledge to interpret and produce meaningful **texts*** appropriate to the situation in which they are used. "Global Citizenship" aims to develop intercultural competence with a particular focus on Spanish cultures. The "Strategies" component helps students learn and communicate more effectively and more efficiently. Each of these components is described more in the *The Common Curriculum Framework for Spanish Language and Culture, Four-Year High School Program* and also in this document.

### *Modes of Communication*

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes rather than the traditional language arts (reading, writing, listening, speaking, viewing, representing).

* See Appendix A: Glossary for definitions of terms.

**Interaction** is most often direct, face-to-face oral communication. It can also take the form of written communication between individuals using a medium such as email where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively. Negotiating meaning involves working to make oneself understood and to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

**Interpretation** is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or figuring out meaning in other ways. Reading and listening will sometimes involve viewing and interpreting visual elements such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the author or speaker.

**Production** is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication (e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker). Oral and written presentations will sometimes be enhanced by representing the meaning visually, using pictures, diagrams, models, drama techniques, or other non-verbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful because the participants cannot directly negotiate meaning.

### *Viewing and Representing*

It is common in Canada to conceptualize language arts as comprising six elements (reading, writing, speaking, listening, viewing, and representing). While the six language arts cannot be separated in a real sense in the classroom, viewing and representing are discussed separately here because they have been formally identified as language arts in this curriculum.

Many students are avid and sophisticated consumers of visual media, and their familiarity with visual forms may facilitate literacy with other forms. Teachers can make use of this knowledge by creating links between conventions in visual media and similar conventions in written texts.

Viewing and representing are language arts in their own right. Students need to learn the techniques and conventions of visual language to become more conscious, critical, and appreciative readers of visual media, and more effective creators of visual products.

Films and video productions increase students' experiences, much as written texts do, and they offer similar opportunities for discussion. Films also provide rich opportunities to explore the similarities and differences between visual and written language. Students may enhance their own products and presentations by using visuals with written text and/or sound.

Students may use visual representation for both informal and formal expression. Drawing or sketching may, in fact, be the first and most natural way for some students to clarify thinking and generate ideas. They may also use tools such as frames, maps, webs, and other graphic organizers to comprehend parts and their relationships. Visual tools are especially useful because they can represent the non-linear nature of thought and show relationships among ideas. For beginning learners of Spanish Language and Culture, visual tools may be an effective way to facilitate and demonstrate comprehension.

Students may use representation to express their mental constructs of the ideas, theories, or scenes in written texts. Events, ideas, and information may be depicted in graphic organizers, storyboards, murals, comic strips, or collages. After studying visual media, students make informed use of design elements in developing charts, slides, posters, and booklets. Other creative forms of expression, such as music, drama, dance, or mathematics, can be a means of representing students' understanding of a topic or a concept. The inclusion of representing as a language art extends the means by which students can communicate and demonstrate their learning in authentic ways.

### *Three Types of Language Learning*

As students actively use the language arts, they engage in three kinds of language learning:

- Students learn language: Language learning is a social process that begins in infancy and continues through life. Language-rich environments enhance and accelerate the learning process.
- Students learn through language: As students listen, read, or view, they focus primarily on making meaning. Students use language to increase their knowledge of the world.
- Students learn about language: Knowledge of how language works is a subject and a discipline in itself and is fundamental to effective communication.

These three kinds of language learning are integrated in the classroom. Students may engage in learning tasks principally to make sense of the world. In the process of learning through language, however, their facility with language and their knowledge about language increases.

### *Developing Language Competence*

Language competence is a broad term which includes not only knowledge about the language, but also 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. Tasks involve students in understanding, manipulating, producing, or interacting in Spanish while their attention is principally focused on meaning rather than form. Activities or 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 the task will be taught, practised, and assessed as students are involved in various aspects of the task itself, not in isolation.

### *Teaching the Form of the Language*

Teaching the form of a second language has been the topic of much discussion but there is still a need for more research to clarify many issues that remain unresolved. However, we can make the following observations with some certainty:

- Exposing students to the language without explicitly teaching its structures and formal properties is not enough to enable most students to become fluent.
- Teaching grammar through exercises that are unrelated to meaningful communication will not help students improve their language competence.
- Activities or tasks which focus on the form of the language should take up a relatively small part of the overall class time. The majority of classroom time should be spent on communicative activities, in other words, on activities where the focus is on meaning.
- Students cannot be expected to master a particular structure after a single lesson on it. They need to be exposed to the structure repeatedly, in a variety of situations, and have the opportunity to use it over an extended period of time before it will be learned.

How does the teacher decide when to introduce specific structures or forms? In programming that takes a task-based or content-based approach, the choice of grammar structures or forms to work on explicitly is based on the immediate needs of the students. In other words, students learn about the structures and forms they will need to use in order to carry out the task that is the focus of the unit. This way

of ordering the teaching of grammar requires a careful analysis of the tasks the students will work on to determine which structures are essential and in which context they will be used. With careful planning, the teacher can ensure that specific points are revisited regularly in a variety of contexts.

An effective method of raising the students' consciousness of particular structures or rules is to help them discover the rule themselves. Once they are aware of the structure, they will be more likely to notice it in texts they are working with and thus have their learning reinforced. Grammatical problem-solving activities (see page 68) can be used to help students discover patterns from a number of examples of correct and incorrect sentences. If students work in pairs or small groups and are able to do the activity in Spanish, they will also be getting an opportunity to use the language in an authentic situation, in this case to learn something new. Even if students do the activity in English and are guided by the teacher, they will still benefit from the analysis.

Structural exercises can be effective tools for teaching grammar provided they meet certain criteria:

- Sentences used for the exercises should be taken directly from students' own productions or from texts they are using in their communicative activities.
- Understanding the meaning of the sentence should be necessary in order to do the exercise.
- Students should have the opportunity to use the structure they have just analyzed to accomplish the task that is the focus of the unit.

See the section on Instructional Methods for more specific details and examples of structural exercises (page 51).

### *Teaching Aural Interpretation*

Stephen Krashen's theory of second language acquisition (*Principles and Practice*) emphasizes the importance of comprehensible input. Students must hear the language spoken in situations which help them understand what is being said if they are to acquire the language. They may go through a "silent period" before being willing to try to use the language themselves, but this does not mean that they are not learning.

To maximize acquisition of the Spanish language, especially in the very early stages, input should have the following characteristics:

- Texts are as authentic as possible. (Authentic means they were produced for speakers of Spanish and not for second language learners.)
- Speech is slower and more clearly articulated, although not distorted.

- Syntax is simple, sentences short.
- High frequency vocabulary is used.
- The meaning is clarified by the use of gestures, facial expressions, visuals, or concrete objects.
- The topic is familiar to the student.
- The content is interesting and/or relevant to the student.

As students become more proficient, the language to which they are exposed can more closely resemble the normal speech of a native speaker and the non-verbal supports can be reduced. In order for students to continue to learn, input should always be just a little beyond their current capabilities.

Since the Spanish classroom may be the only place students are exposed to the language, it is important that Spanish be used as much as possible. Students can gradually be taught the vocabulary and structures needed to carry out classroom routines in Spanish, until the whole class is taking place in the second language.

### *Teaching Oral Production*

Oral production activities are distinct from activities where there is interaction (and the possibility of negotiation of meaning) between individuals. Even though they are not interactive, they must still be communicative. This means that they will have the following characteristics:

- The topic is interesting and/or relevant to the students.
- The student producing the text has a **real** purpose (e.g., sharing factual information, expressing a personal opinion).
- The text is presented to a **real** audience (a person or persons other than a teacher who is listening for the sole purpose of teaching and assessing the student).
- **Real** communication takes place; in other words, the audience does not already know what the speaker is telling them.
- The students presenting the text usually have an opportunity to plan and prepare what they are going to say beforehand and to rehearse their presentation. For this reason, greater accuracy, better pronunciation and intonation, and greater fluency can be expected than in interactive situations.

### *Developing Interactive Fluency*

Research has shown that students need more than comprehensible input to learn a second language. They also need output; in other words, they need opportunities to interact with others and to try to make themselves understood, if they are to develop accuracy and fluency. Producing language helps learners to notice gaps in their knowledge and then to try to find the correct form, in order to be understood.

Studies have also shown that nearly two-thirds of the talking that goes on in classrooms is done by the teacher. This is rather alarming when we know that interaction is essential for learning a language. If the teacher controls dialogue by asking questions of one student at a time, each individual student will have very little opportunity to try out new vocabulary and structures. Students must have the opportunity to interact in Spanish in authentic situations as much as possible.

Face-to-face interaction is different from other situations (e.g., reading a story, writing a letter, listening to a song, speaking to a group) in that negotiation of meaning is possible. The speaker knows more or less immediately whether or not the message has been understood. The conversational partner may indicate lack of understanding, ask for clarification, or simply respond, thinking they have understood. This back and forth process continues until a mutual understanding has been reached.

However, interactive activities, if they are to be effective, cannot be left to chance. They must be carefully planned and structured. Here are some suggestions:

- By using cooperative mixed-level groups, the teacher provides students with many opportunities to express themselves, to use the language in communicative situations, and to test their ability to get their message across. It is important to teach and assess cooperative skills related to using the Spanish language in cooperative groups. A more detailed description of cooperative learning can be found in the section on instructional methods (page 72).
- Students can be taught strategies for making themselves understood, without having recourse to English, when they don't know or cannot remember a word or phrase. Strategies include using gestures, synonyms, paraphrasing, looking at word lists posted in the classroom, and so on. See the list of interactive strategies in Appendix E, page Appendices – 35.

- Students often need to be encouraged to be a little more precise, a little more accurate. However, in interactive activities the focus should remain on the meaning the student is trying to convey. It is possible to respond to the message and yet push students to improve their language. If they are using a general word, for example, respond to what they are saying while at the same time using a more precise word. If they make a mistake in grammar or pronunciation, respond to the content (the meaning) of their message, but incorporate the correct structure or pronunciation into your response. If the idea is vague or very general, ask students to provide more details, justify their opinion, or be more precise.
- Students can learn to use similar techniques in their interactions with their fellow students. This involves strategies like asking questions to get more information or a clearer answer, indicating when one has not understood, or repeating what was said in a different way to check for understanding.
- None of these suggestions will work unless the classroom provides a safe environment for students, an environment where they know they can make mistakes without being ridiculed or punished. Students need to understand that taking risks (trying out new vocabulary and structures, using language that they are not quite sure of, trying to say things they want to say but have not yet learned fully) and making the inevitable mistakes are part of the process of effective language learning.

### *Teaching Written Interpretation*

Students learning to read Spanish at the middle or secondary level have the advantage that they already know how to read in their first language and can transfer many of their skills and strategies to the task of reading Spanish, their second or additional language. The alphabet is the same. Students already understand that a written text has a message and that it is made up of individual words. They know that they don't always have to understand every word, they can read ahead and come back, or they can just guess at the meaning of words they don't know, and so on.

Since written language is a source of comprehensible input in the same way that oral language is, much of what was said about aural interpretation above is true of written interpretation as well. Written texts used in the early stages of learning Spanish should have the following characteristics:

- They are as authentic as possible. (Authentic means they were written for speakers of Spanish and not for second language learners.)

- Syntax is simple, sentences are short, texts are also short or made up of short sections.
- High frequency vocabulary is used.
- The meaning is clarified by the use of illustrations and other contextual clues.
- The topic is familiar to the student.
- The content is interesting and/or relevant to the student.

As students become more proficient, the written texts to which they are exposed can more closely resemble the normal language of a native speaker with fewer visual supports. In order for students to continue to learn, input should always be just a little beyond their current capabilities.

The term "written interpretation" is a reminder that the objective of reading is to interpret the meaning of the text. Activities such as reading aloud, while they have their place in the second language classroom, are more suited to practising good pronunciation or learning the correlation between sounds and spelling than to developing comprehension. For beginning readers of Spanish it is difficult to attend to the meaning of a text at the same time as the sound-symbol system.

### *Teaching Written Production*

Research on teaching writing shows that student achievement is higher when the teaching approach emphasizes writing as a **process**, rather than writing as a **product**.

In the traditional **product-oriented approach**, form and correctness are the focus of attention. The teacher provides drills on specific skills, makes many of the major decisions for the students (e.g., topic, length, what form the text will take), and is the only audience. Students are asked to concentrate on following rules, to work alone, and to constantly pay attention to technical matters such as grammar and spelling. They usually write only one version of the text, which the teacher corrects. Because no one else will read the writing, students often pay little attention to the teacher's comments.

Research has clearly shown that a concentration on grammar actually slows students' development as writers because the insistence on correctness reduces their willingness to experiment and invent. Grammar instruction that relates directly to students' writing, and is in response to their needs, is effective in improving writing.

The experience of classroom teachers and research conducted during recent years shows that a **process-oriented approach** to teaching writing is more successful. In this approach, students are led through a series of stages in their writing and gradually learn to use this process independently.

### *Strategic Learning in Spanish Language and Culture*

Fostering strategic learning in the Spanish Language and Culture classroom is essential for ensuring effective and lifelong learning. To develop high levels of language skills, including literacy, students need instruction in the strategies that skillful learners use in approaching language tasks. Students need to be taught learning strategies through demonstration, explicit instruction, guided practice, and independent practice with feedback and support. Therefore, students in the WNCP Spanish Language and Culture Four-Year High School Program are encouraged to acquire and apply a wide range of strategies to enhance their learning and their ability to communicate effectively.

Strategies are systematic and conscious plans, actions, and thoughts that learners select and adapt to each task. Strategies are often described as knowing what to do, how to do it, when to do it, and why it is useful. The Spanish Language and Culture Program of Studies includes clusters of specific outcomes designed to promote three types of strategic learning in the Spanish Language and Culture classroom: language learning strategies, language use strategies, and general learning strategies.

*Language learning strategies* refer to actions taken by learners to enhance their own language learning. These strategies are subdivided into three categories: *cognitive*, *metacognitive*, and *social/affective*.

*Cognitive* language learning strategies operate directly on the language. These include such strategies as using different techniques for remembering new words and phrases, deducing grammar rules or applying previously-learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously-learned language.

*Metacognitive* language learning strategies are higher order skills that students use to manage their own learning. These include planning for their language learning, monitoring their own language learning, and evaluating their success in language learning.

*Social* language learning strategies are actions learners take that involve interactions with native speakers of the Spanish language or interactions with other learners of Spanish in order to assist or enhance their own language learning. For example, asking another student for help to understand a text written in Spanish, or asking a native speaker for an unknown vocabulary item would be social language learning strategies.

*Affective* language learning strategies are methods students use to regulate their emotions, motivation, and attitudes to make themselves more conducive to learning.

*Language use strategies* are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in *The Common Curriculum Framework for Spanish Language and Culture, Four-Year High School Program* are organized according to the three communicative modes: *interaction, interpretation,* and *production*.

*General learning strategies* refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three sub-categories: *cognitive*, *metacognitive*, and *social/affective*. There is a distinctive similarity between language learning strategies and general learning strategies; the determining difference, however, is whether the purpose of the application of the specific strategy is the learning of the language or of other concepts. Often, the other concepts include subject-area concepts, such as social studies or health concepts.

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 able to use specific strategies at a particular grade level. The goal is to help students become more active, more self-directed, more autonomous, and more expert in choosing the strategies that work best for them. Effective language learners tend to use more strategies and to apply them in a more appropriate fashion than less effective learners. A global list of strategies that will benefit students can be found in Appendix E of this document.

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' ability to construct meaning, acquire language, and achieve the Spanish Language and Culture outcomes. All students benefit from strategic instruction, but individual students need varying degrees of support in learning and using strategies.

### Inclusive Teaching Approaches

Every classroom is a diverse classroom. Students bring with them a rich array of cultural backgrounds, learning styles, personal interests, and characteristics. It is important for teachers to consider the needs of all the learners in the classroom. The charts that follow provide an overview of points to consider and useful strategies for adapting instruction for diverse students.

### Balanced Instruction in Spanish Language and Culture

Planning for balance while ensuring sufficient instruction and practice in all the outcomes defined for a particular grade is a particularly challenging task. Teachers strive to incorporate a variety of instructional strategies and teaching and learning activities in their classrooms. This includes varying instructional groupings and methods to meet the learning needs of a wide range of students.

Teachers also strive to ensure balance in their delivery of the curricular outcomes. They are attentive to the need for integrating the Application, Language Competence, Strategies, and Global Citizenship outcomes to achieve balanced instruction. They are careful to provide instruction in linguistic elements, such as grammar or vocabulary, within the context of concrete applications.

Themes, integrated units, and learning sequences provide opportunities for explicit instruction in many outcomes. Instructional activities such as mini-lessons are necessary to introduce, develop, or reinforce particular skills. In every planning decision, reflective teachers ask:

- What is an appropriate balance for my students?
- Am I achieving that balance in my classroom, both in the short term and the long term?
- Is my instruction helping students to achieve the appropriate outcomes of the Spanish Language and Culture Program of Studies?

Teachers strive for balance in their classrooms. A communicative approach requires the teacher to be a guide and a language model. One of the main functions of the teacher is to discover or invent ways of encouraging students to communicate meaningfully with each other. Instead of actively directing and controlling all activities, the teacher will set up conditions for meaningful practice, and then take on roles such as observer, facilitator, resource person, catalyst, challenger, and encourager.

Teachers also endeavour to provide a range of learning materials and resources. It is important to provide many opportunities for students to interact with a wide range of oral, literary, and media texts, from varied sources. See Sample List of Text Forms in Appendix B.

A balance between classroom-centred experiences and real-life, authentic applications of the Spanish language focused outside the classroom is essential in preparing Spanish Language and Culture students for the world beyond the Spanish classroom. This can be achieved through a wide range of activities, such as interactions with guest speakers and other visitors from outside of the school community, pen pal experiences, exploring Internet sites, viewing Spanish television or film productions, etc. Similarly, students must be provided with a wide range of opportunities for using the Spanish language in meaningful ways.

### Adaptation Strategies

"Differentiating the curriculum" refers to adjustments in content, teaching strategies, expectations of student mastery, and scope and sequence. The students work at different paces. Gifted students are more likely to develop study and production skills, experience success, and feel challenged by instruction that encourages learners to master information more quickly. General adaptation strategies to ensure success with these learners are found on page 35.

#### *Strategies for the International Language Classroom*

Suggested student adaptation strategies for the international language classroom may include, but are not limited to, the following:

- researching and discussing cultural issues/perspectives in more depth
- posing questions that involve inferencing and focusing on complex cross-curricular themes or global problems
- explaining reasons for taking a certain position or making a specific decision both orally and in writing in Spanish

- creating original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme or having a futuristic twist
- being held accountable for additional listening comprehension tasks
- creating experiences and performances that reflect the results of research, interviews, or surveys in the target language
- retelling a story or experience from other content areas in the target language
- writing editorials, letters, etc. to Spanish newspapers in the United States
- emailing articles, commentaries, reviews, etc. to Spanish schools, publications, organizations, newspapers, or magazines
- being given assignments involving more sophisticated computer research and reporting in the target language
- receiving handouts, information for web searches, etc. in the target language
- processing a greater volume of any given print material
- being given the option of independent world language projects of choice

**Adaptation Strategies For Selected Scenarios**

***"Making Connections"***

- Based on the scenario interview, write an essay in Spanish projecting the guest speaker's future. Focus on further development of vocabulary related to that career. Present orally as a commentary on the guest's class visit.
- Write a prospective business plan for the guest based on knowledge of the speaker's current business and the Spanish-speaking culture. Email the plan to the speaker.

***"You Are What You Eat"***

- Create a catering business in a Spanish-speaking country. Plan meals for business conferences and typical celebrations in the Spanish culture. Include prices and optional services offered.
- Create a new recipe for a Spanish-speaking culture that satisfies certain criteria (e.g., seasonal dishes, diet dishes, or a dish that might appeal to target culture teens).
- Do an independent project in related areas (e.g., manners for a changing society, diseases related to food consumption, or emotions associated with certain foods in a Spanish-speaking culture/country).

***"Dare to Say No"***

- Create a perfect teen/parent for a Spanish-speaking culture. The "ideals" will be based on what the student considers to be the best resolutions to the problems identified as a result of the scenario activity.
- Create a support group for teens based on problems identified and act as "facilitator" for the group.
- Direct and produce a TV talk show entitled "Parents & Teens Around the Globe." Students role-play parent and teen guests.

**Types of Adaptations**

Three types of adaptations for exceptionally able learners—acceleration, enrichment, and grouping—are described in this section.

***Acceleration***

**Acceleration** involves grade-skipping or changing the rate of presentation of the general curriculum to enable the student to complete the program in less time than usual. Prescribed seat-time is not necessary for achievement of the outcomes. Acceleration can occur in any subject area. Middle school students should be able to take high school courses; high school students take college courses with appropriate credit accrued. Some provision must be made for continued acceleration or high-level enrichment. Unless the student has a pre-identified problem, social or emotional development should not inhibit acceleration.

The following are some examples of accelerated types of programs:

- **Flexible Pacing:** Assignment to classes should be based on the ability to be challenged and handle the work, not on age.
- **Content Acceleration:** Superior performance in some areas may be addressed with placement in a higher grade level for the areas warranting it.
- **Multi-Age Classes:** Classes can be formed in which two or more grade levels are combined. Students can accelerate through self-pacing.
- **Compacting** (also known as telescoping): This refers to a form of acceleration in which part of the curriculum is addressed in a shorter period of time than is usual. Previously mastered content material is determined through pre-evaluation and eliminated.

- **College Course Work:** Qualified students take college courses for college credit while completing high school requirement (concurrent enrollment). College courses may be taken in the summer.
- **Early College Admission:** Once all high school graduation requirements are met, early admission to college is an option.
- **Advanced Placement:** The advanced placement program (APP), administered by the College Entrance Examination Board, enables high school students to obtain both high school and college credit for demanding course work offered as part of the school curriculum.

***Enrichment***

**Enrichment** is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication can be effective and stimulating.

The following are some examples to consider when differentiating classroom instruction to meet the needs of academically or artistically talented students:

- **Alternate Learning Activities/Units:** Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- **Independent Study:** Students conduct well planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- **Advanced Thinking Processes:** Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- **Guest Speakers:** University faculty, parents, business and industry leaders, or other teachers in specific fields can provide information on topics beyond the teacher's expertise.
- **Mentors/Internships:** Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.
- **Alternate Resources:** This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.

- **Exchange Programs:** Students attend schools in a different community or country to enrich educational experiences.

### *Grouping*

**Grouping** involves placing students of like ability together in homogeneous arrangements such as special classes or clustering in the same classroom. Grouping allows for more appropriate, rapid, and advanced instruction and challenges students without isolating them.

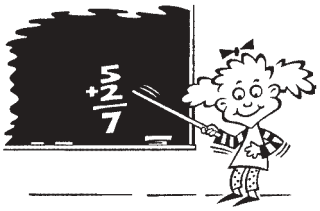
Students may be grouped using the following arrangements:

- **Pullout Programs:** These programs combine regular class integration and homogeneous grouping on a part-time, regular basis. Pullout programs require careful coordination and communication between the teachers of both classes.
- **Cluster Grouping in the Regular Classroom:** This type of grouping permits homogeneous and heterogeneous grouping according to interests and achievement.
- **Cluster Scheduling:** Schedules are arranged so that exceptionally able students can take their required core courses together to enhance rapid pacing and provide greater depth and breadth to course content.
- **Honours and Enriched Classes:** These classes provide opportunities for practising higher-level thinking skills, creativity, and exploration of in-depth course content.
- **Seminars:** Aimed at research, interdisciplinary studies, visual and performing arts, academic subjects, or other areas of interest, seminars provide interaction with specialists who can give guidance in specific areas.
- **Resource Centres:** A district can establish a resource centre available to all students, but reserve it at times for exceptionally able students from a broader geographical area (e.g., inter-district).

### *Additional Adaptations*

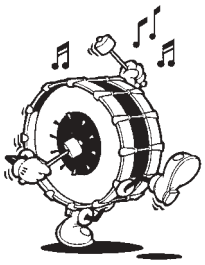
The following charts outline various strategies for adapting learning activities to accommodate students with diverse talents, exceptionally able students, and students with specific learning needs. Teachers may wish to refer to these during their instructional planning and as a check to be sure that they are using inclusive classroom practices.

## STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS

| Intelligence | Students learn best by | Planning questions for teachers | Learning activities |
|---|---|---|---|
| **Linguistic**<br> | Verbalizing, hearing, and seeing words | How can I use the spoken or written word? | Creative writing<br>Formal speech<br>Humour or telling jokes<br>Impromptu speaking<br>Journal or diary keeping<br>Oral debate<br>Poetry<br>Storytelling<br>Words—used in reading, writing, speaking |
| **Logical-Mathematical**<br>  | Conceptualizing it, quantifying it, thinking critically about it | How can I bring in numbers, calculations, logic, classifications, or critical-thinking skills? | Abstract symbols, formulas<br>Calculation<br>Counting<br>Deciphering codes<br>Finding patterns<br>Forcing relationships<br>Graphic organizers<br>Number sequences<br>Outlining<br>Problem solving<br>Syllogisms |
| **Spatial**<br> | Drawing it, sketching it, visualizing it | How can I use visual aids, visualization, colour, art, or metaphor? | Active imagination<br>Colour schemes<br>Designs and patterns<br>Drawing guided imagery<br>Mind mapping<br>Painting pictures<br>Pretending<br>Sculpture/models |
| **Bodily-Kinesthetic**<br> | Dancing it, building a model of it, doing a hands-on activity related to it | How can I involve the whole body or use hands-on experience? | Body language<br>Dancing—folk or creative<br>Drama/acting<br>Inventing<br>Martial arts<br>Mime<br>Physical gestures<br>Physical exercises<br>Playing sports and games<br>Role-playing |

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

## STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS (CONTINUED)

| Intelligence | Students learn best by | Planning questions for teachers | Learning activities |
|---|---|---|---|
| **Music**  | Singing it, chanting it, finding music that illustrates it, putting on background music while learning it | How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework? | Creating music<br>Environment sounds<br>Humming<br>Listening to music<br>Music performance<br>Music composition, creation<br>Percussion vibrations<br>Rhythmic patterns<br>Singing<br>Tonal patterns<br>Vocal sounds and tones |
| **Interpersonal** | Working on it with another person or group of people | How can I engage students in peer-sharing, cooperative learning, or large-group simulation? | Collaboration skills<br>Cooperating<br>Cooperative learning<br>Empathy practices<br>Giving feedback<br>Group projects<br>Intuiting others' feelings<br>Listening<br>Person-to-person communication<br>Receiving feedback<br>Sensing others' motives<br>Talking to others<br>Teamwork/division of labour |
| **Intrapersonal** | Relating to a personal feeling or inner experience | How can I evoke personal feelings or memories, or give students choices? | Being alone<br>Complex guided imagery<br>"Centring" practices<br>Emotional processing<br>Focusing/concentration skills<br>Higher-order reasoning<br>"Know thyself" practices<br>Metacognition techniques<br>Mindfulness practices<br>Silent reflection methods<br>Telling about feelings<br>Telling about thinking<br>Thinking strategies |
| **Naturalist-Physical World** | Observing it, classifying it, appreciating it | How can I relate the student's learning to the physical world? | Discovering, uncovering<br>Observing, watching<br>Forecasting, predicting<br>Planting<br>Comparing<br>Displaying<br>Sorting and classifying<br>Photographing<br>Building environments |

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

## STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS

| Multiple Intelligences Grid of Ideas<br>The Olympic Games or Games of Life | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Verbal** | **Logical** | **Spatial** | **Bodily** | **Musical** | **Interpersonal** | **Intrapersonal** | **Naturalist** |
| Biographies | Graphic arts | Greek architecture | Fitness | National songs | Teamwork | Individual achievement | Nutrition |
| Writing about heroes | Biochemistry | Pottery | Sports | Raps | Cooperation | Pride | Health |
| Historical fiction | Laws of physics | Painting | Practice | Practising music | Competition | Sense of accomplish-ment | Wellness |
| Myths | Statistics | Posters | Routines | Relaxation music | Sportsman-ship | Logs | Biochemistry |
| Literature | Percentages | Photos | Regimens | Mediation | Coaching | Journals | Climate |
| News reporting | Logical thinking | Graphic organizers | Physical therapy | Composing | Mentoring | Psychology of peak performance | Culture |
| Expository writing | Sequences | Graphs | Conditioning | Performing | Global relationships | | Biofeedback |
| Features | Cause/effect | Visualization techniques | Experiences | Selecting appropriate music | Conflict management | Endurance | Attitudes |

Multiple Intelligences Grid of Life (Fogarty)

## STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS
### PLANNING MODEL USING BLOOM'S TAXONOMY

Bloom's Taxonomy is a model that focuses on six levels of thinking. The six levels roughly form a two-tiered arrangement that represents levels of complexity in thinking. Knowledge and comprehension are the lower or more concrete levels of thinking. Analysis, evaluation, and synthesis represent higher or more complex levels of thinking. The application level, which falls between the lower and higher levels, can be very complex depending on the task.

A variety of instructional strategies and products may be categorized for each level of thinking. Teachers who design a variety of learning activities that require different levels of thinking will provide appropriate opportunity for the diverse number of students whose thinking levels range throughout the spectrum.

The following chart provides a model for instructional planning based on Bloom's taxonomy of thinking. Also see International Languages and Bloom's Taxonomy on page 34.

| Level | | Definition | Instructional Strategies | Activities, Tasks, & Products |
|---|---|---|---|---|
| Lower, less complex, more concrete levels | Knowledge | Students recall information, recite, or write | • ask • define • describe<br>• discover • identify<br>• label • list • listen<br>• locate • match • memorize<br>• name • observe<br>• recite • recognize<br>• remember • research<br>• select • state • tell | • books • diagrams • events<br>• exams • facts in isolation<br>• films • film strips<br>• magazine articles • models<br>• newspapers • people • plays<br>• quiz • radio • recordings/records<br>• tapes • tape reading • vocabulary<br>• workbook pages |
| | Comprehension | Students restate the information in their own words | • ask • change • compare<br>• convert • defend • discover<br>• distinguish • edit • explain<br>• express • extend • generalize<br>• give example • identify<br>• illustrate • infer • interpret<br>• listen • locate • match<br>• observe • paraphrase<br>• predict • relate • research<br>• restate • rewrite<br>• show symbol • summarize<br>• transform • translate | • causal relationship<br>• comparison of like/unlike items<br>• conclusion/implication based on data<br>• diagrams • films • filmstrips • graph<br>• magazines • models • newspapers<br>• outline • own statement • people<br>• photograph • radio<br>• response to questions • revisions<br>• skit • speech • story • summary<br>• tape recording • television |

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

## STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS (CONTINUED)
### PLANNING MODEL USING BLOOM'S TAXONOMY

| Level | | Definition | Instructional Strategies | Activities, Tasks, & Products |
|---|---|---|---|---|
| Level depends on complexity of task<br>Higher, more complex, more abstract levels | Application | Students apply the information in one or more contexts | • apply • build • change<br>• choose • classify • construct<br>• cook • demonstrate • discover<br>• dramatize • experiment<br>• interview • list • manipulate<br>• modify • paint • prepare<br>• produce • record • report<br>• show • sketch • solve<br>• stimulate • teach<br>• use guides, charts, maps | • artwork • collection • crafts<br>• demonstration • diagram • diorama<br>• diary • drama • forecasts<br>• illustration • list • map • meeting<br>• mobile • model • paint<br>• photographs • project • puzzle<br>• question • recipe • scrapbook<br>• sculpture • shifting smoothly from one gear into another • solution<br>• stitchery |
| | Analysis | Students understand component parts to be able to compare and contrast or categorize information | • advertise • analyze<br>• categorize • classify • compare<br>• contrast • differentiate<br>• dissect • distinguish<br>• infer • investigate • point out<br>• select • separate • solve<br>• subdivide • survey | • argument broken down • chart<br>• commercial • conclusion • checked<br>• diagram • graph • parts of propaganda statement identified • plan<br>• prospectus • questionnaire<br>• report survey • report • solution<br>• survey • syllogism broken down<br>• word defined |
| | Synthesis | Students judge what they have analyzed and support their opinions | • combine • compose • construct<br>• create • design • estimate<br>• forecast • hypothesize<br>• imagine • infer • invent<br>• predict • produce<br>• rearrange parts • role-play<br>• write | • advertisement • article • book<br>• cartoon • experiment • formation of a hypothesis or question • game<br>• invention • lesson plan • machine<br>• magazine • new game • new product<br>• new color, smell, taste • news article<br>• pantomime • play • poem<br>• puppet show • radio show • recipe<br>• report • set of rules, principles, or standards • song • speculate on or plan alternative courses of action<br>• story structure • television show |
| | Evaluation | Students create and/or gather pieces of information to form a novel thought, idea, product, or perspective | • appraise • choose • compare<br>• consider • criticize • critique<br>• debate • decide • discuss<br>• editorialize • evaluate<br>• give opinion, viewpoint<br>• judge prioritize • recommend<br>• relate • summarize • support<br>• weigh | • conclusion • court trial • critique<br>• debate • decision • defense/verdict<br>• discussion • editorial • evaluation<br>• group discussion • group • letter<br>• news item • panel • rating/grades<br>• recommendation • self-evaluation<br>• standard compared<br>• standard established • survey<br>• valuing |

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

## STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS
## INTERNATIONAL LANGUAGES AND BLOOM'S TAXONOMY

| Knowledge/ Comprehension | Application | Analysis | Synthesis | Evaluation |
|---|---|---|---|---|
| *What students will do:* | *What students will do:* | *What students will do:* | *What students will do:* | *What students will do:* |
| • Write telegrams<br>• Arrange lines of dialogues<br>• Fill out authentic forms for the target country<br>• Explain proverbs, slang<br>• Listen for sequence<br>• Explain the "What? Who? Where? How? Why?"<br>• Give description of scenes from a video presentation<br>• Describe pictures from the target country<br>• Define words<br>• Listen and paraphrase in English a conversation heard in the target language<br>• Draw picture from verbal information of a target culture's scene or object | • Dub cartoons, TV shows<br>• Command others step-by-step to prepare a typical cultural dish<br>• Produce questions with correct pronunciation<br>• Apply a cultural custom to a real-life situation in the target country<br>• Interview classmates on their daily activities<br>• Plan a menu for occasions typical of the target culture<br>• Make shopping lists for various cultural, social events<br>• Apply rules of correct cultural protocol while dining in the target country<br>• Classify words, poems, authentic materials, genre<br>• Apply gestures learned to an authentic situation<br>• Apply reading strategies to understand authentic texts | • Identify elements of a particular literary form<br>• Analyze the lyrics of popular songs to compare both cultures' perspectives<br>• Compare points of view found in two editorials<br>• Analyze a story, poem, and other authentic materials<br>• Analyze a scene in the target culture<br>• Find evidence to support opinion<br>• Compare students' customs with the target culture's<br>• Conduct a survey and analyze the results<br>• Analyze the typical foods of the target country for nutritional value<br>• Identify the best route to a historic site in the target country<br>• Play the role of a tourist who bargains for merchandise in the target country | • Write an alternative ending to a story<br>• Predict consequences if other historical events would have resulted differently<br>• Write titles for a play, story, or article<br>• Write headlines in newspaper style on current issues in the target country<br>• Predict future events<br>• Write a diary of an imaginary trip<br>• Extend a story<br>• Hypothesize the reaction to different situations based on the cultural beliefs<br>• Compose a poem, skit, role play, advertisement<br>• Create hypothetical real-world situations found in the target culture<br>• Create an infomercial | • Prioritize solutions to cultural dilemmas<br>• Express and justify opinions on creative products of the culture<br>• Give and support opinions about issues<br>• Evaluate TV shows, movies, cartoons<br>• Write an editorial giving and supporting own opinion<br>• Express the pros and cons of policies<br>• Give and support the decision in a mock trial<br>• Write an ambassador with suggestions for the resolution of a real-world problem<br>• Justify decisions of sites to visit in the target culture<br>• Read an editorial in a target-country newspaper; respond and send response<br>• Evaluate best World Wide Web pages for source of current events in the target country |

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

## STRATEGIES FOR EXCEPTIONALLY ABLE (GIFTED) STUDENTS

To ensure success *with exceptionally able students ...*

- ✦ allow for choice within assignments and projects.
- ✦ use compacting.
- ✦ allow students to make independent plans for independent learning.
- ✦ provide mentoring or apprenticeship with professionals.
- ✦ teach entrepreneurship.
- ✦ use theory of multiple intelligences.
- ✦ use tiered assignments which are more complex or abstract.
- ✦ use Socratic questioning.
- ✦ use critical and creative questioning strategies.
- ✦ use open-ended questioning strategies.
- ✦ use interdisciplinary units.
- ✦ allow in-depth enrichment learning.
- ✦ allow time with like-intellectual peers.
- ✦ use accelerated pace of instruction.
- ✦ allow dual enrollment or early admission opportunities.
- ✦ remove time and space restrictions to allow for a long-term integrated plan of study.
- ✦ provide more difficult or abstract resources.
- ✦ allow for concrete or real-life investigations and explorations.
- ✦ teach coping skills.
- ✦ allow students to suggest modifications in the content of their learning, the process which they use to learn, and the product they produce to show their learning.
- ✦ clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours.

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

## STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS
### CONSIDERATIONS FOR MEETING SPECIFIC LEARNING NEEDS IN SKILL AND INSTRUCTIONAL AREAS

To ensure success *with speaking ...*

- ✦ give sentence starters.
- ✦ use graphic organizers to organize ideas and relationships.
- ✦ use visuals.
- ✦ allow extra response time for processing.
- ✦ use cues and prompts to help the student know when to speak.
- ✦ use partners.
- ✦ phrase questions with choices embedded in them.
- ✦ use choral reading or speaking.
- ✦ use rhythm or music.
- ✦ allow practice opportunities for speaking.
- ✦ practice role-playing activities.

To ensure success *with assessment ...*

- ✦ use a variety of authentic assessments.
- ✦ establish criteria and expectations prior to instruction.
- ✦ teach test-taking strategies.
- ✦ teach the format of an upcoming test.
- ✦ allow adequate time for test taking.
- ✦ allow paper-and-pencil tests to be taken in a different space.
- ✦ allow a variety of ways to respond (e.g., orally, pictorially, tape recordings).
- ✦ give choices.
- ✦ assess learning continuously over time, not just at the end of a unit of study.
- ✦ use rubrics.
- ✦ use self-assessment tools.

To ensure success *when working in groups ...*

- ✦ teach group rules and expectations.
- ✦ teach skills of independence (e.g., bridging phrases, disagreeing agreeably, voice level).
- ✦ teach manageable strategies for moving in and out of groups within the classroom setting.
- ✦ post rules and expectations.
- ✦ give adequate time but not "fooling around" time.
- ✦ be in close proximity to groups as they work.
- ✦ teach students to self-monitor group progress.
- ✦ assign student roles or responsibilities in the group.
- ✦ teach a signal for getting attention of all groups.
- ✦ practice and assess students' behaviors in small-group settings.
- ✦ use cooperative learning strategies.
- ✦ use a wide variety of groupings (e.g., flexible, cluster, skill).

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

## STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS (CONTINUED)

### CONSIDERATIONS FOR MEETING SPECIFIC LEARNING NEEDS IN SKILL AND INSTRUCTIONAL AREAS

To ensure success *with reading ...*

- use pre-reading and post-reading activities to pre-teach or reinforce main ideas.
- use before, during, and after reading strategies (e.g., before—preview questions; during—pausing to reflect; after—self-evaluation, summary).
- provide advanced organizers when showing videos.
- use peer tutoring.
- provide audiotaped materials (text or study guides).
- teach self-questioning.
- paraphrase key points and/or have students paraphrase key points.
- summarize key points and/or have students summarize key points.
- label main ideas.
- label 5Ws—Who? What? When? Where? Why?
- allow highlighting of texts, passages, key words, or concepts.
- use visual imagery.
- explain idioms that appear in reading passages.
- allow silent pre-reading.
- allow partner reading.
- use computer programs or games.
- allow students to quietly read aloud (subvocalization).
- use graphic organizers.
- use preparatory set (i.e., talk through what a reading passage is about using new vocabulary and concepts).

To ensure success *with writing ...*

- shorten writing assignments.
- require lists instead of sentences.
- dictate ideas to peers.
- provide note takers.
- allow students to use a tape recorder to dictate writing.
- allow visual representation of ideas.
- provide a fill-in-the-blank form for note taking.
- allow students to use a computer for outlining, wordprocessing, spelling, and grammar check.
- provide a structure for the writing.
- allow collaborative writing.
- provide a model of the writing.
- allow use of different writing utensils and paper.
- use a flow chart for writing ideas before the student writes.
- brainstorm a word bank of possible words that would be needed prior to the writing activity.
- narrow the choice of topics.
- grade on the basis of content; do not penalize for errors in mechanics and grammar.
- allow choices of manuscript, cursive, keyboarding.
- allow different positions of writing paper and/or surfaces.

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

## STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS (CONTINUED)
### CONSIDERATIONS FOR MEETING SPECIFIC LEARNING NEEDS IN SKILL AND INSTRUCTIONAL AREAS

To ensure success *with visually-impaired learners ...*

- describe what you are doing.
- provide preferential seating.
- provide material in large or braille print.
- give student an individual copy of visual information presented to the group.
- use black-and-white printed hand outs.
- use audiotaped books.
- use tactual materials to represent concepts—contact a vision consultant to assist with the design.
- be aware of lighting requirements.
- stand away from window glare when talking to the student.
- allow extra time to complete a task.

To ensure success *with hearing-impaired learners ...*

- provide preferential seating.
- use visual cues (overheads, drawings maps, demonstrations, visual samples of new vocabulary).
- face student directly when speaking.
- emphasize key points; don't overload with information.
- repeat or rephrase what other students say—hearing what other students say is often difficult for hearing-impaired students.
- highlight text and study guides.
- provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
- use peer tutoring.
- use study sheets to organize information.
- pre-teach vocabulary.
- use captioned videos, films, etc.
- show videos or visuals before presenting information to provide a knowledge base for students.
- use alternative testing methods.
- minimize background noise.
- simplify vocabulary.
- use preprinted outline of materials.

To ensure success *when working in groups ...*

- use multi-modalities (visual, auditory, tactile) to teach the same concept.
- teach vocabulary in context.
- use cues, prompts.
- use graphic organizers.
- use frequent repetition of key points.
- break down instructional units into smaller steps.
- show relationships among concepts through graphs, outlines, and webbing.
- use color coding to show concepts and relationships.
- use peer tutors.
- highlight important information.
- teach mnemonics as a memory tool.
- teach visual imagery.
- use rhythm, music, and movement.
- use lists.
- use matrix to organize information; allow students to construct some of their own.
- use pictographs

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

## STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS (CONTINUED)
### CONSIDERATIONS FOR MEETING SPECIFIC LEARNING NEEDS IN SKILL AND INSTRUCTIONAL AREAS

To ensure success *with understanding new concepts ...*

- pre-teach new concepts.
- identify priority learning from less important material.
- provide adequate time.
- provide meaningful practice, review, repetition.
- use flow charts.
- connect previous learning to new information.
- use multiple means of learning the same material (visual, auditory, tactile).
- have student set personal goals.
- use peer tutors.
- use multiple intelligences information to deliver material in a variety of ways.
- use cooperative learning and small groups.
- provide cues.

Adapted from the *Nebraska K-12 Foriegn Language Frameworks*

To ensure success *with attention deficit learners* ...

- surround students with peers who are good role models. Encourage peer tutoring and cooperative, collaborative learning.
- maintain eye contact with students during verbal instruction.
- make directions clear and concise. Be consistent with daily instructions.
- simplify complex directions. Avoid multiple commands.
- make sure that students comprehend before beginning the task.
- repeat in a calm, positive manner, if needed.
- help students to feel more comfortable seeking assistance. (Most ADD students won't ask for help.)
- assign only one task at a time.
- monitor frequently. Use a supportive attitude.
- modify assignments as needed. Special education personnel can identify specific strengths and weaknesses of students.
- make sure you test knowledge and not attention span.
- give extra time for certain tasks. Students with ADD may work more slowly. Don't penalize for needed extra time.
- require a daily assignment notebook if necessary. Make sure students write down all assignments each day. Parents and teachers may sign the notebook on a daily basis and use this as an additional form of communication with one another.

Adapted from the list compiled by members of CH.A.D.D. (Children with Attention Deficit Disorders) in *Meeting The Special Needs of Students*. Mission Hills, CA: Glencoe/McGraw-Hill 1997, p. 10.

### Developing Intercultural Competence

Intercultural competence is a combination of knowledge, skills, and attitudes which enable individuals to communicate and interact across cultural boundaries. In the Spanish Language and Culture program, these include the skills of finding information about Spanish-speaking cultures, interpreting it in order to understand the beliefs, traditions, and cultural values of Hispanic people, relating one's own culture to cultures of Spanish-speaking peoples, and interacting with members of these cultures. In the process of developing these skills, language learners will acquire knowledge of various aspects of these cultures, a heightened awareness of their own, as well as knowledge of the processes of interaction between the two cultures. They will also work towards an attitude of increased openness, curiosity, and willingness to look at the world from the point of view of others.

Culture in this program is broadly defined as the general context and way of life, the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups (Leblanc 44). The historical and contemporary elements of the culture from which the content is drawn may include

- historical and contemporary events
- significant individuals
- emblems or markers of national identity such as myths, cultural products, significant sites, and events in the collective memory
- public institutions
- geographical space (regions, landmarks, borders, climate)
- social distinctions
- conventions of behaviour
- beliefs, taboos, perceptions, and perspectives

Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.

Although cultures exert pressure on their members to conform to a variety of norms, most cultures are not homogeneous. Within each one, there are groups of people who have beliefs, values, and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race, or colour. A number of outcomes in this program are aimed at making students aware of the diversity within a particular culture in the Spanish-speaking world as well as differences between them and Canadian cultures.

The development of intercultural competence can take place in three contexts: in the classroom, as fieldwork, or as an independent experience. In the **classroom**, activities are planned and structured by the teacher and usually take the form of a rehearsal for interaction in real time. In the classroom, students have the opportunity for discovery and analysis of the culture along with reflection on their learning without the pressure of real time. In other words, they do not have to respond immediately. In **fieldwork**, activities are still planned and structured, but the interaction is now in real time. **Independent experiences** are those carried out by students outside of the structure of the course. This curriculum guide will deal principally with classroom activities, but with some comments on fieldwork.

### *Resources*

Finding resources for students at a beginner level of second language learning is a challenge. Authentic documents, in other words, documents created for native speakers of Spanish and not for language learning, are useful in that they provide students with actual contact with the culture. However, finding authentic documents in which the language is appropriate for beginners can be difficult. Documents that have a high level of visual support (pictures, charts, maps, etc.) and a minimum of text are the easiest to use. Students can be taught interpretation strategies for dealing with so-called "difficult" texts. See the Sample List of Text Forms in Appendix B for ideas on the kinds of documents to look for.

Other kinds of resources are also useful for different kinds of activities. Outdated textbooks with stereotyped representations of the culture, for example, can be used to make students aware of such stereotypes. Resources can also take the form of cultural artifacts (costumes, food, music, everyday objects, crafts, etc.). These materials, which are concrete and appeal to the physical senses, are especially useful for younger students as a bridge to more abstract ideas. The greater the variety of resources, the more the students will become aware that culture is expressed through various forms, not just classical literature and fine arts.

### *Discovery*

Students at the middle level may be very diverse in their level of cognitive and affective development. Some may be ready to handle abstract concepts such as "culture" while others are not. Some may be able to take another's perspective, while others may be very ethnocentric in their attitudes. For this reason, initial experiences should be concrete and should involve as many of the physical senses as possible.

### *Interpretation*

As students begin to use authentic texts, they will need to be taught skills for delving beyond the literal meaning.

### *Relating*

"Whenever we encounter the unknown we attempt to understand it in terms which are part of our familiar world and our understanding of it. […] Comparison therefore needs to be part of the teacher's explicit methods…" (Byram and Zarate). By exposing students to experiences of other modes of behaviour, either in the form of real-life experiences (e.g., food) or through media (e.g., television programs), and then having them compare these experiences with their own modes of behaviour, they will begin to understand that their own way is not the only way, but just one of many ways that are influenced by culture. If students in the class are from a variety of cultural backgrounds, this understanding will be reinforced even more.

### *Reflection*

Personal experience of elements of another culture is not, in itself, enough to counteract the tendency to reject that which is different. It is through a process of reflection and discussion following the experience that students can become aware of the process of socialization, of the natural tendency to stereotype, to reject that which is different and to see it as a threat to one's identity. In early stages of learning, this discussion may take place in English until students have the vocabulary and structures to begin to express their feelings and thoughts in Spanish.

The experience of contact with a new cultures, reflection on that experience, and the varied responses of other students in the class who may be from different cultural backgrounds can take students one step further than just knowledge of that culture. Ideally they will come to understand the concept of culture and the phenomena (e.g., ethnocentrism, empathy, stereotyping, exoticism, discrimination, culture shock) that are characteristic of the relationship with other cultures.

### *Integration with Other Subjects*

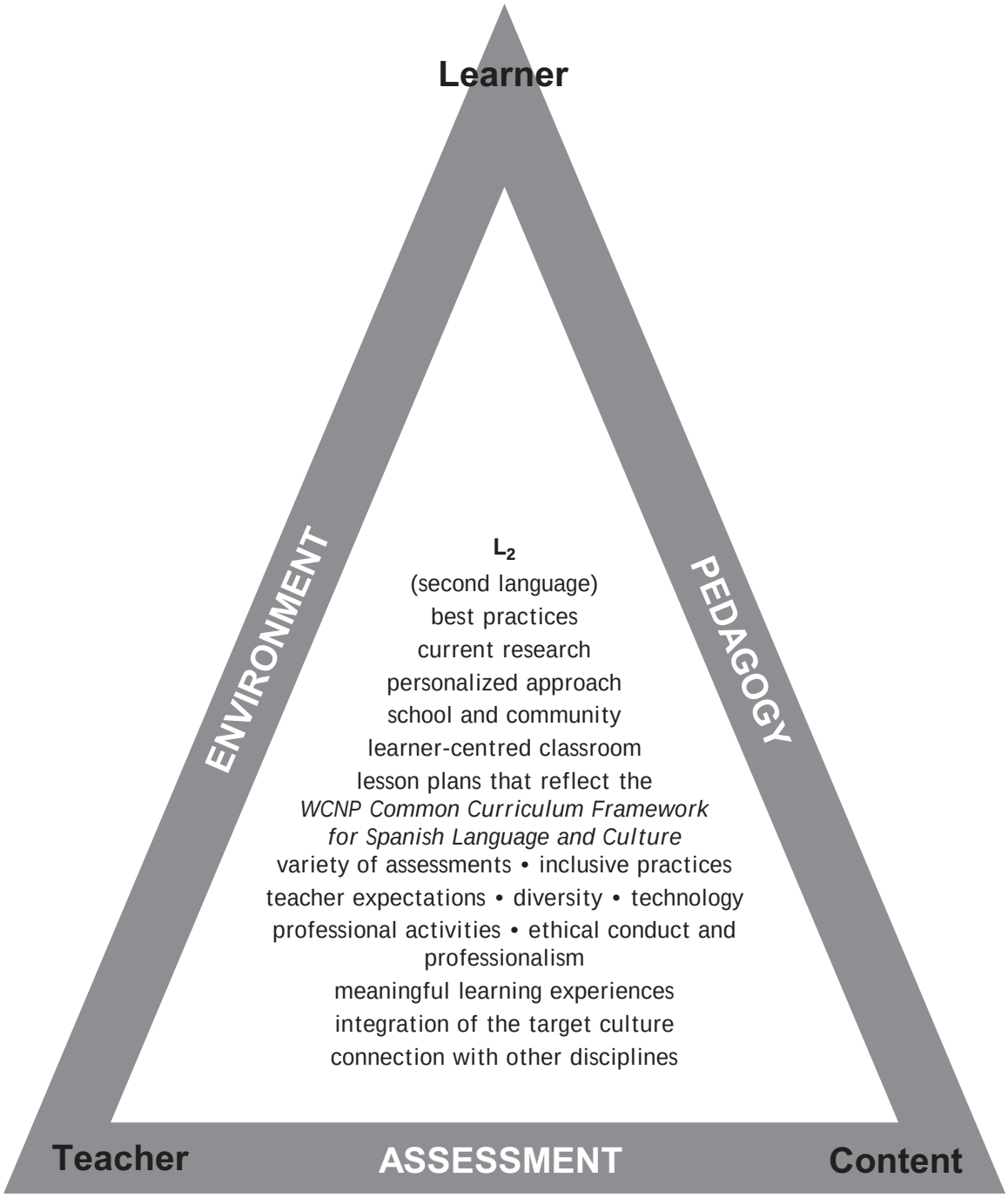
Intercultural competence can be developed in courses other than second language courses. Social studies and language arts are the subject areas where integration is most easily achieved. A process of collaborative planning between the Spanish teacher and the social studies or language arts teachers can be fruitful for both. In addition, students benefit from seeing the links between areas of study, transferring knowledge from one domain to another, and making connections that might otherwise have gone unnoticed.

The collaborative planning can take a variety of forms, from simply keeping each other informed of units of study that might provide opportunities for reinforcement of learning, to actually planning units together.

*A Model for Spanish Language and Culture Courses at the Secondary Level*

As the preceding discussion demonstrates, there are many factors and aspects of teaching and learning that must be considered in developing an effective instructional program and classroom. We can conceptualize this as being the interplay of six factors: learner, teacher, course content, learning environment, pedagogy, and assessment.

## A MODEL FOR EFFECTIVE TEACHING AND LEARNING (SECONDARY LEVEL)




Adapted from *New Jersey World Languages Curriculum Framework*, Winter 1999

## Teaching and Learning in the Spanish Classroom

### Instructional Strategies

Effective teachers know they are teaching students as well as content. They also know that, in every class, there will be a diversity of students, each of whom will bring to the activity environment different perceptions, prior knowledge, attitudes, and learning styles. It is the teacher's responsibility to make use of a variety of instructional approaches to ensure that all types of students and their various needs are being met.

Decision-making regarding instructional strategies requires teachers to focus on curriculum, the prior experiences and knowledge of students, learner interests, student learning styles, and the developmental levels of the learner. Such decision-making relies on ongoing student assessment that is linked to learning objectives and processes.

The following diagram shows the five instructional strategies that are most effective in developing communicative competence in second language classrooms. They have been grouped according to the categories outlined in *Instructional Approaches: A Framework for Professional Practice* (Saskatchewan Education, available online at <http://www.sasked.gov.sk.ca/docs/policy/approach/index.html>). A more detailed description of some of these strategies follows.

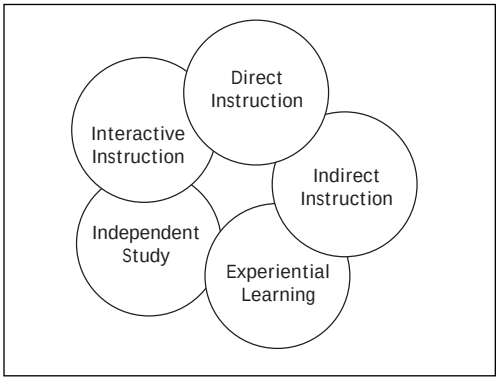



**Figure 3. Instructional Strategies**

*Direct Instruction*

Direct instruction is highly teacher-directed and is historically one of the strategies most commonly used. It is used for providing information or developing step-by-step skills. This strategy works well for introducing other teaching methods or actively involving students in knowledge construction.

Direct instruction is usually deductive; that is, the rule or generalization is presented and then illustrated with examples. While this strategy may be considered easy to use, effective direct instruction is often more complex than it would first appear.

*Indirect Instruction*

Indirect instruction is mainly student-centered and seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems. It is flexible, in that it frees students to explore diverse possibilities and reduces the fear associated with the possibility of giving incorrect answers. Indirect instruction also fosters creativity and the development of interpersonal skills and abilities.

*Interactive Instruction*

Interactive instruction relies heavily on discussion and sharing among participants. Discussion and sharing provide learners with opportunities to "react to the ideas, experience, insights, and knowledge of the teacher or of peer learners and to generate alternative ways of thinking and feeling" (Seaman and Fellenz 119). Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. The interactive instruction strategy allows for a range of groupings and interactive methods.

*Experiential Learning*

Experiential learning is inductive, learner-centred, and activity-oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning, and not on the product. Experiential learning occurs when learners

- participate in an activity and critically look back on the activity to clarify learning and feelings
- draw useful insights from such analysis and put learning to work in new situations

*Independent Study*

Independent study refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. While independent study may be initiated by student or teacher, the focus here will be on planned independent study by students under the guidance or supervision of a classroom teacher.

In addition, independent study can include learning in partnership with another individual or as part of a small group. Independent study encourages students to take responsibility for planning and pacing their own learning.

After deciding on appropriate instructional strategies, a teacher must make decisions regarding instructional methods. As is the case with strategies, the distinctions between methods are not always clear-cut, although they are categorized for the purpose of this document. The following checklist illustrates how various methods relate to the five broad categories of strategies. It should be noted that the methods appearing in the checklist are examples only, and are not intended to be inclusive of all instructional methods.

**Instructional Methods Checklist**

***Direct Instruction***

- ❑ Compare and Contrast
- ❑ Demonstration
- ❑ Didactic Questions
- ❑ Drill and Practice
- ❑ Guides for Listening, Reading, and Viewing
- ❑ Mini-lecture
- ❑ Password / Language Ladders
- ❑ Read and Retell
- ❑ Structural Exercises

***Indirect Instruction***

- ❑ Author's Chair
- ❑ Case Studies
- ❑ Cloze Procedure
- ❑ Graphic Organizers
- ❑ Discussions
- ❑ Grammatical Problem Solving
- ❑ Reflective Discussions

***Interactive Instruction***

- ❑ Brainstorming
- ❑ Categorizing
- ❑ Circle of Knowledge
- ❑ Cooperative Learning
- ❑ Cultural Presentations
- ❑ Information Gap
- ❑ Interactive Language Tasks
- ❑ Language Experience
- ❑ Learning Cycle
- ❑ Surveys and Interviews
- ❑ Debate
- ❑ Problem Solving

***Experiential Learning***

- ❑ Field Trips
- ❑ Focused Imaging
- ❑ Games
- ❑ Role Play

***Independent Study***

- ❑ Computer-Assisted Instruction
- ❑ Logs and Journals
- ❑ Free Writing
- ❑ Personal Dictionaries
- ❑ Learning Contracts
- ❑ Research Projects

**Direct Instruction Methods**

Direct instruction methods are highly teacher-centered. They are often used in the following situations:

- ➢ daily, weekly, and monthly review
- ➢ presenting new material
- ➢ conducting guided practice
- ➢ providing feedback and correctives

### *Compare and Contrast*

This method involves looking for similarities and differences, for example, between an aspect of a Spanish-speaking culture and the students' own culture.

Students

- observe details and develop criteria
- identify similarities
- search and sort out differences based on criteria
- summarize

The four components of compare and contrast, as listed above, can be used in assessment as criteria in the templates for anecdotal records, checklists, and rating scales.

### *Demonstration*

This method refers to teacher activities and talk that show students how. Demonstrations apply primarily to skills and processes, and are useful for helping students acquire procedural knowledge. Teachers might, for example, take students step by step through the writing process, or demonstrate a particular learning strategy.

### *Didactic Questions*

These are questions that tend to be convergent (they tend to focus on one topic) and factual. They often begin with "*qué*," "*dónde*," "*cuándo*," "*adónde*", or "*cómo*."

The teacher is able to observe the degree of student acquisition of knowledge of content and process through this activity. A written assignment or an oral presentation or interview (live or taped) may be the ongoing student activity used for assessment. The teacher will record student progress using a rating scale, checklist, or anecdotal records.

### *Drill and Practice*

This method refers to the structured, repetitive review of previously learned concepts to a predetermined level of mastery. It tends to focus on skills. Care should be taken to ensure that these exercises are directly related to the context in which the student will use the language being practised and that they require the student to focus on the meaning as well as on the form. To assess the level of skill, teachers will need to use performance assessments or performance tests. Teachers need to establish criteria indicating what students are to do. The criteria are inserted into the templates for anecdotal records, rating scales, and checklists.

### *Guides for Listening, Reading, and Viewing*

Students' comprehension of a selection is guided and developed by teacher-prepared questions or graphic organizers. As students gain practice and confidence in using this method, the teacher will monitor or confer with small groups or individuals.

### *Mini-lecture*

The mini-lecture is a one-way type of communication. It is an efficient way of providing a small amount of information in a short period of time. The purpose of a mini-lecture is to impart knowledge about an aspect of culture, for example, or a grammatical structure.

Mini-lectures are effective when they are

- 10–15 minutes in duration, and never longer than 20 minutes
- mixed with group discussion and demonstrations
- accomplished with such visual aids as overhead transparencies and posters.

The most appropriate way of assessing understanding is a combination of test items such as essay, short-answer, multiple-choice, and true / false.

### *Password/Language Ladders*

This is a method in which students learn to speak sentences or phrases ("passwords") that are associated with desired activities.

The teacher introduces a series of phrases in Spanish that the students must speak in order to do a desired activity, such as *"¿Puedo ir al baño?"* "*¿Puedo sacarle punta a mi lápiz*?" "*¿Puede ayudarme*?" The students learn new passwords of increasing complexity in subsequent classes.

Password / language ladders are effective when they

- engage students' active participation
- give an authentic experience of using Spanish
- develop oral comprehension as a continuum within authentic situations

### *Read and Retell*

This all-purpose method involves students retelling a passage in Spanish as they remember it.

The teacher asks the students to read a passage. Students can be working together as a class, in small groups, in pairs, or working alone with the teacher. Then, the teacher asks the students to retell the passage as they remember it, either orally or in writing using Spanish.

Read and retell is effective when it

- provides practice in a range of literacy skills in the target language including listening, speaking, reading, writing, interacting, comparing, matching, selecting, remembering, comprehending, and organizing the information
- provides an index of growth and development in a wide range of literacy learning
- provides opportunities to use the target language

### *Structural Exercises*

*Definition*

Structural exercises are exercises that focus the attention of the students on the form or structure of the language. Research has shown that students learn better from these kinds of exercises if there is a direct connection with their own productions. Structural exercises can take a variety of forms depending on the structures and vocabulary that need to be practiced. Some examples are

- adding words or phrases to a short sentence
- taking words or phrases out of a long sentence
- substituting words or phrases for other ones in a sentence
- moving words or phrases around in a sentence
- changing elements of a sentence.

*Procedure*

The basic procedure is similar for all types of exercises.

1. Begin with sentences taken from texts written by the students. Choose structures that are giving problems to a number of students.
2. Write the sentences on strips of paper and cut them up. When doing this for the first time with students, write on large strips so that the whole class can see what you are doing. Later, when students are able to do these exercises on their own or in small groups, the sentences can be written on smaller strips of paper. Have some blank strips of paper ready for new words.

3. Ask students for suggestions depending on the type of exercise you have chosen (add, take away, substitute, move, change, etc.). Analyze the new sentence that is formed, by asking questions such as, "Does this new sentence make sense?", "How has the meaning changed?", "Do we have to make any other changes so that the sentence is still grammatically correct?"
4. Repeat these steps a number of times as a whole group, then have students do more individually or in small groups.
5. Students should have opportunities to use the same structures and vocabulary in their own speech or writing as soon as possible after doing the exercises.

*Tips*

The analysis and discussion that follow each change in the sentence is particularly important to make students aware of changes in the meaning. Exercises where students make changes to sentences without having to reflect on the meaning are not effective in teaching and reinforcing structures.

In some cases structural exercises can be based on or can be transformed into songs or cumulative stories (stories in which a part of the story is repeated with a new element added on each time).

*Applications*

1. Add a word or phrase. Use this exercise to encourage students to expand their vocabulary, to provide more detail and to use more complex sentence structures. An example follows:

   *Aquí está mi casa.*

   *Aquí está mi casa pequeña.*

   *Aquí está mi casa pequeña y blanca.*

   *Aquí está mi casa pequeña y blanca de ladrillo.*

2. Take away a word or phrase. This exercise helps students understand which elements are necessary for the syntax of the sentence. An example follows:

   *Las/os niñitos aprenden poemas infantiles de su madre.*

   *Las/os niños aprenden poemas infantiles de su madre.*

   *Los niños aprenden poemas infantiles de su madre.*

   *Los niños aprenden rimas de su madre.*

   *Los niños aprenden rimas.*

3. Substitute one word or phrase for another in the sentence. This form of exercise helps students understand which elements in the sentence perform the same function. The following exercise focuses attention on the possessive pronouns as per the following chart.

| Singular | Plural | Singular | Plural |
|---|---|---|---|
| *el mío*<br>*la mía* | *los míos*<br>*las mías* | *el nuestro*<br>*la nuestra* | *los nuestros*<br>*las nuestras* |
| *el tuyo*<br>*la tuya* | *los tuyos*<br>*las tuyas* | *el vuestro*<br>*la vuestra* | *los vuestros*<br>*las vuestras* |
| *el suyo*<br>*la suya* | *los suyos*<br>*las suyas* | *el suyo*<br>*la suya* | *los suyos*<br>*las suyas* |

*Este es <u>tu</u> coche/carro.*

*Este es <u>el tuyo</u>.*

*Este es <u>nuestro</u> coche/carro.*

*Este es <u>el nuestro</u>.*

*Aquí está <u>la</u> tarea.*

*Aquí está <u>la mía</u>.*

*Aquí están <u>sus</u> deberes.*

*Aquí están <u>los suyos</u>.*

4. Move a word or phrase to another place in the sentence. Moving elements around in the sentence encourages students to use a variety of different sentence structures and to recognize the limits imposed by normal word order. It also sensitizes students to subtle changes in meaning communicated by changes in word order. An example follows:

*<u>Rápidamente</u> cruzó la calle corriendo.*

*Ella cruzó la calle <u>rápidamente</u> corriendo.*

*Ella cruzó la calle corriendo <u>rápidamente</u>.*

Students may find another way of changing the sentence.

5. Change an element of the sentence. Once again, this type of exercise encourages students to vary their sentence structure and to practise different sentence types. Examples follow:

   *Me gustan los perros calientes.* ➔ *No me gustan los perritos calientes.*

   Use the same words to present different ways to structure language:

   noun — pronoun

   statement to question

   *Isabel va a la escuela.* ➔ *¿Va Isabel a la escuela?*

*Language Development*

Specific exercises can be devised to work on the most common errors that students make. For example, take sentences from the rough drafts of student writings, do appropriate structural exercises, and then have students correct their own productions. The repetition involved in doing the exercises helps to make common structures automatic for second language students.

### Indirect Instruction Methods

Indirect instructional methods are student-centered. These methods are very effective when the instructional goals include

- thinking outcomes
- attitudes, values, or interpersonal outcomes
- process as well as product
- personalized understanding and long-term retention of concepts or generalizations
- lifelong learning capability

### *Author's Chair*

During this procedure, students read aloud their written drafts or compositions to others. Listeners provide positive comments and constructive feedback to the "author" to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors could read to small groups. One particular chair or area of the classroom may be designated for this activity.

### *Case Studies*

Case studies are usually descriptions of real or imaginary situations that are either unresolved or have a controversial theme. They are used for group discussion and for the generation of ideas and solutions. Case studies are a useful strategy for looking at misunderstandings between people of different cultural groups. They can be used as individual assignments or as small group assignments. Discussion of what has been learned is a valuable follow-up to a case study approach.

### *Cloze Procedure*

The Cloze Procedure is an open-ended method in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.

The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that "makes sense." The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided.

Cloze is effective when it

- provides opportunities for creativity
- develops the use of precise vocabulary
- focuses on the use of precise and correct communication
- increases comprehension skills
- provides opportunities to use Spanish

*Procedure*

The cloze procedure is most often used with written texts and is particularly effective if done with groups of students rather than individually.

1. Choose a written text (or write a text) appropriate to the students' level. Leave the first sentence untouched, then delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways of deciding which words to delete:
   - delete every seventh word (fewer for beginner level students, more for more advanced students)
   - delete key words related to the topic of the sentence
   - delete words that have a particular grammatical function (such as all the adjectives, or all the pronouns).

   Replace the words with blanks of equal length so that there is no clue as to the length of the words that have been deleted.

2. Ask the students to read the text and try to fill in the missing words. They can use any clues they can find in the text, or any knowledge they have of the topic or the language to try to discover what the missing words might be. The text must make sense when it is complete.

3. Ask the students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, the students can discuss their reasons for each choice and decide which is the best. The sharing of ideas and interpretation strategies is an important aspect of this instructional method.

*Tips*

If the students have never done this kind of exercise before, do several together with the whole class before having them work independently in small groups. Model the process of looking for clues in the text by "thinking aloud" as you go through the text with the students.

The object of the activity is not necessarily to find the original word. If the students are able to fill the blank with a word that makes sense and fits the sentence grammatically, it does not need to be the word originally in the text.

Make a list of the strategies used to fill in the missing words and post it in the classroom. Add to the list as new strategies are introduced.

*Applications*

The cloze procedure can be used on the opening paragraphs of a longer text that the students will be reading to help them focus on key words for the reading and to encourage them to use their background knowledge of the topic to improve comprehension.

This procedure can also be used orally to encourage students to predict what is to come. While reading aloud, stop and have students listen carefully to predict the next word or phrase in the sentence.

The cloze procedure can also be employed to assess the students' use of a variety of interpretation strategies and their awareness of particular language patterns and structures.

*Language Development*

The cloze technique helps students become aware of interpretation strategies they are using and learn new strategies by listening to the explanations of their fellow classmates. It helps them learn to use the context and their prior knowledge to make intelligent guesses about unknown words they may encounter in their reading.

### *Graphic Organizers*

*Definition*

Graphic organizers are visual representations of texts or groups of related ideas, words or thoughts. They can take a variety of forms, some of which have a specific name, depending on what they are representing and how they will be used. Some examples are frames, mind maps, webs, concept or semantic maps, story maps, Venn diagrams, and flow charts.

The teacher provides a specific format for learning, recalling, and organizing linguistic or cultural concepts learned through Spanish.

Graphic organizers are beneficial when they are used to

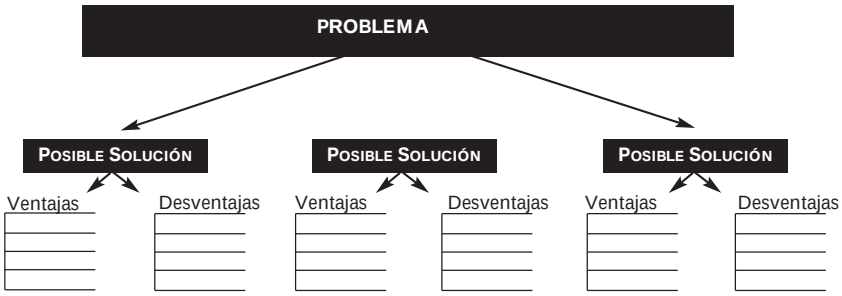
- help students visualize abstract concepts
- help learners organize ideas
- provide a visual format for study

*Consequence Diagram/Decision Trees*—A graphic organizer method in which students use diagrams or decision trees to illustrate real or possible outcomes of different target cultural actions or situations.

Students visually depict outcomes for a given problem by charting various decisions and their possible consequences.

Consequence diagrams / decision trees are effective tools to

- help in transferring Spanish-language learning to application
- aid in predicting with accuracy
- develop the ability to identify the causes and effects of decisions
- aid in clarifying positive and negative statements

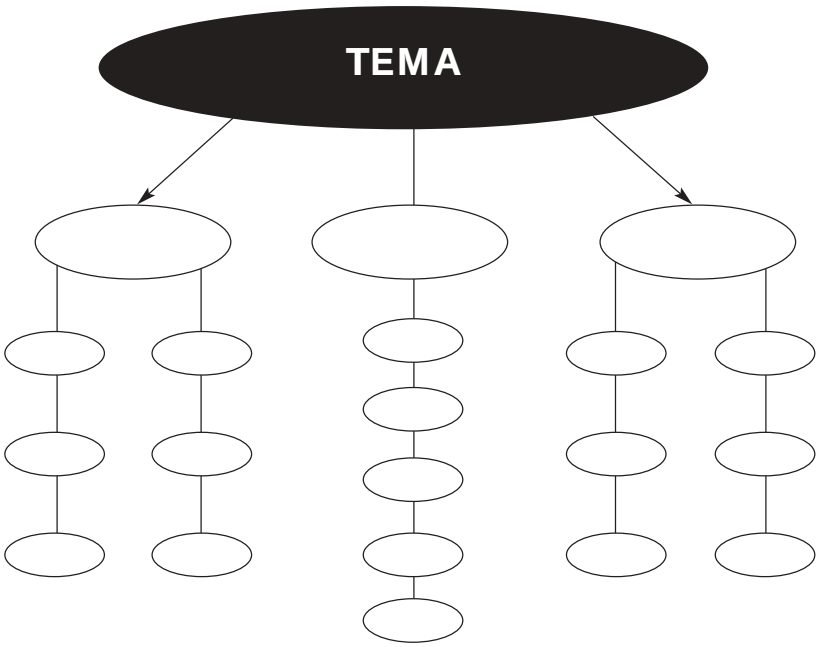


*Concept Mapping*—A graphic organizer method that shows the relationships among concepts. Usually the concepts are circled and the relationships are shown by connecting lines with short explanations in Spanish or graphical depictions of the objects or concepts.

The teacher selects a main idea. Using Spanish, the teacher and students then identify a set of concepts associated with a main idea. Concepts are ranked in related groups from most general to most specific. Related concepts are connected and the links labeled with words, pictures, or short phrases.

Concept mapping is an effective tool to

- help students visualize how ideas are connected, and understand linguistic relationships and how knowledge is organized
- improve oral communication, comprehension, and problem-solving skills



*K-W-L (Know-Want to Know-Learned)*—An introductory method that provides a structure for recalling what students know regarding a target language or cultural topic, noting what students want to know, and finally listing what has been learned and is yet to be learned.

Before engaging in an activity, reading a chapter, listening to a lecture, or watching a film or presentation, the teacher lists on the board under the heading **What We Know** all the information students know or think they know about a topic. Then, the teacher lists all the information the students want to know about a topic under **What We Want to Know.**

While engaging in the planned activity, the students research and read about the topic, keeping in mind the information they had listed under **What We Want to Know.**

After completing the activity, the students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know. The teacher lists what the students learned under **What We Learned.**

K-W-L strategies are effective tools to

- build on prior knowledge
- develop predicting skills
- provide a structure for learning
- develop research skills
- develop communication skills in cooperative groups
- strengthen teamwork skills
- provide opportunities to use Spanish reading, writing, listening, speaking, and viewing

| **S** | **Q** | **A** |
|---|---|---|
| *Lo* | *Lo que* | *Lo* |
| *que* | ***q**ueremos* | *que* |
| ***s**abemos* | *saber* | ***a**prendimos* |

*Learning Log*—A method to develop structured writing in Spanish. An excellent follow-up to K-W-L.

During different stages of the language learning process, students respond in written form under three columns:

**What I Think/Lo que pienso**

**What I Learned/Lo que aprendí**

**How My Thinking Has Changed/**
**Cómo ha cambiado mi opinión**

Learning logs are effective tools to

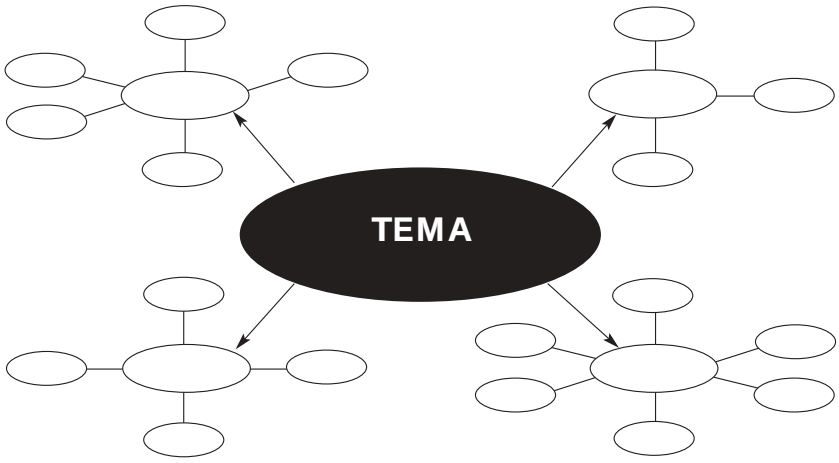
- bridge the gap between prior knowledge and new content
- provide a structure for translating target language concepts into written form.

*Webbing*—A graphic organizer method that provides a visual picture of how target language words or phrases connect to a content-based or cultural topic.

The teacher lists a topic and builds a web-like structure of target language words or phrases that students call out as being connected to a topic. Students can also use this method individually in planning, writing, or in studying for a test.

Webbing is an effective tool to

- provide opportunities for the visual learner to "recall" the connections for later use
- help students use and share their prior linguistic knowledge
- help students identify patterns of information

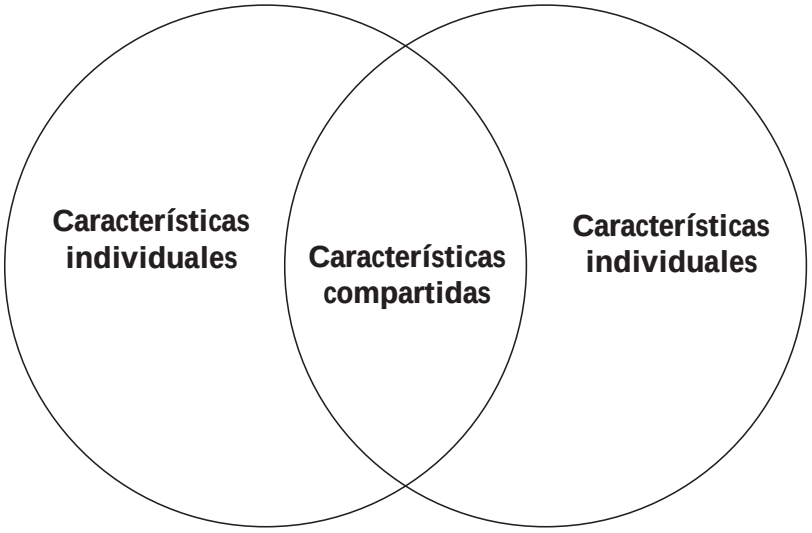


*Venn Diagram*—A graphic organizer method, derived from mathematics, for creating a visual analysis of information representing the similarities and differences among, for example, Spanish language concepts or Spanish culture objects, events, animals, and people.

Using two overlapping circles, students list unique characteristics of two items or concepts (one in the left part of circle and one in the right); in the middle they list shared characteristics. More than two circles can be used for a more complex process.

Venn Diagrams are effective tools to

- help students organize ideas, and Spanish language and culture concepts
- help students develop a plan for writing
- allow students to focus on the similarities and differences within and among languages and cultures
- develop the ability to draw conclusions and synthesize
- stimulate higher cognitive thinking skills

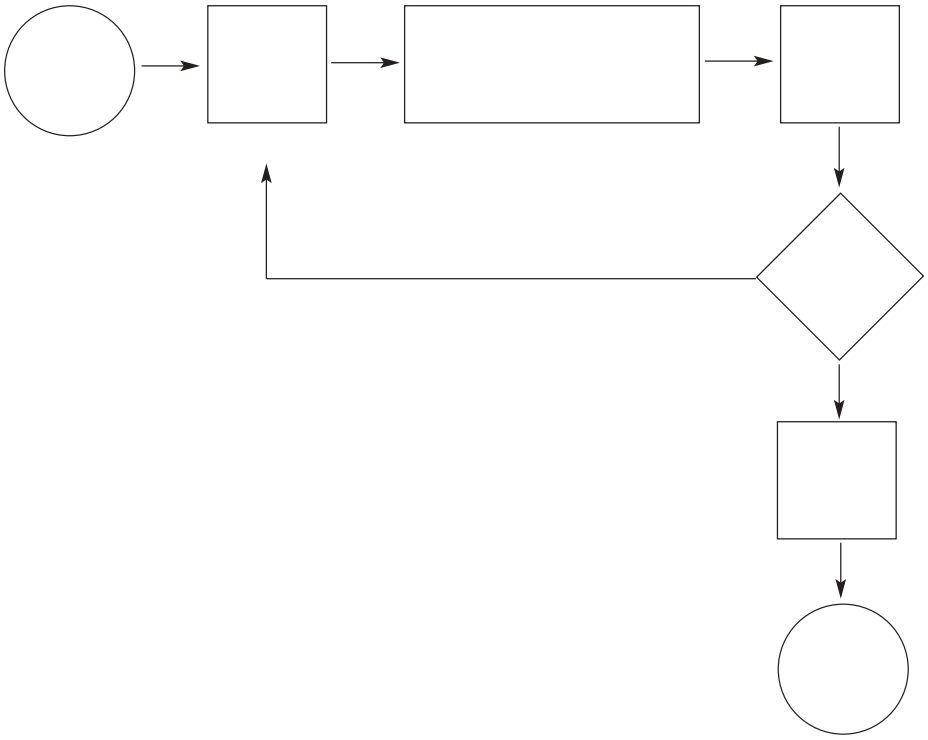


*Flowchart*—A graphic organizer method used to depict a sequence of events, actions, roles, or decisions.

Students structure a sequential flow of events, actions, roles, or decisions graphically on paper.

Flowcharts are effective tools to

- foster logical and sequential thinking
- focus on cultural connections
- develop the ability to identify details and specific points
- develop organizational skills
- aid in planning
- provide an outline for writing in the target language



*T-Chart**

**Purpose:** To clarify central concepts or ideas; to collect specific examples for an idea or behavior.

**Thinking Skills:** Specifying, categorizing

**How to use:** In the **Looks Like** column, list all the behaviors or observable characteristics related to a topic; in the **Sounds Like** column, list all the sounds or audible characteristics, including possible verbal messages.

*As described and illustrated in Bellanca

| ACUERDO | |
|---|---|
| ***Looks Like / Se ve como*** | ***Sounds Like / Parece como*** |
| nodding head / *asentir con la cabeza*<br>eye contact / *contacto visual*<br>smile / *sonrisa*<br>attention / *atención* | "I can live with it." / *"Puedo vivir con ello."*<br>"Good idea." / *"Buena idea."*<br>"That will help us." / *"Eso nos ayudará."*<br>"I see your point." / *"Te entiendo."* |

Name(s) / Nombre(s) _____ Topic / Tema _____

**T-CHART / CUADRO T**

Title / Titulo _____

| ***Looks Like / Se ve como*** | ***Sounds Like / Parece como*** |
|---|---|
| | |

*Procedure*

When introducing graphic organizers for the first time, model their use in a simple situation, going step by step through the process, explaining what you are doing at each step and why. Use the same graphic organizer on several occasions, getting more and more student input each time. As students gain more understanding and skill, they can be given more opportunity for discussion about how different elements should be represented and what they should be linked to. Once students are accustomed to using a particular type of graphic organizer, they can begin to use it independently in small groups. The form of familiar graphic organizers can be posted in the classroom as a resource for students as they work.

Second language learners may need some preparation before working on a graphic organizer to build their vocabulary on the topic. They might watch a short film, read a text (or listen to someone else read), or brainstorm ideas and categorize them. Throughout the preparatory activity and the development of the graphic organizer, the teacher can supply any vocabulary that the students are lacking.

*Tips*

For beginners or younger students, pictures can be used instead of, or in addition to, words.

Use different colours and shapes to add more meaning to the graphic organizer. For example, use wool or string of different colours to show links between words or ideas.

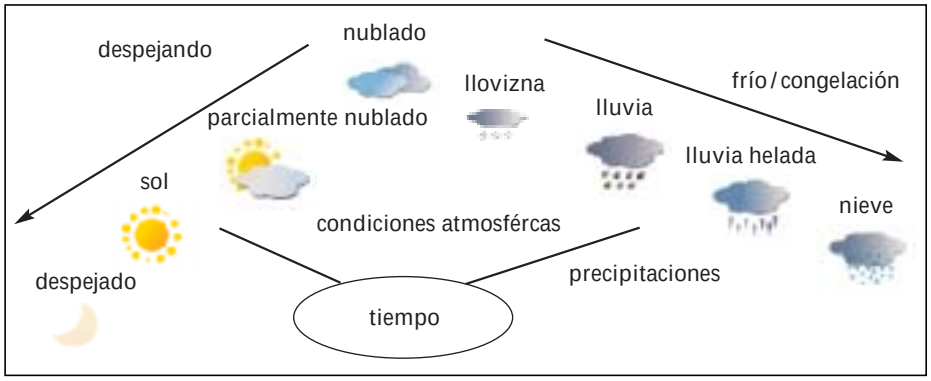
Prepare labels of the words associated with a theme or topic and have students organize them, showing the connections they think are important. When they are happy with their arrangement, they can glue the labels on a large sheet of paper or attach them to a bulletin board with tacks or staples.

*Applications*

People construct knowledge based on what they already know. Graphic organizers are used to organize and represent knowledge, and help the learner construct new meanings in a subject. The goal of this method is not to find the “right answer” or the “correct” graphic organizer. It is to improve understanding of texts or to explore how ideas or words relate to each other.

Understanding can be expanded by discussing different visual representations and seeing how others’ interpretation is different from one’s own.

The following is a partial **concept map** based on weather which could be used to summarize vocabulary introduced in a unit on that topic or to prepare for a listening activity using weather reports.




The following graphic organizer is a story map that shows the principal elements that are present in most fiction. Story maps can be used to help students understand the structure of a story, to see common patterns from one story to another, to assess their understanding of a specific story, to make predictions before beginning to read or listen to a story, or as a planning tool when preparing to write a story.

¿Quién? (¿Quiénes son los personajes?) _____

_____

¿Cuándo? (¿Cuándo ocurre la historia?) _____

_____

¿Dónde? (el escenario) _____

_____

Al comienzo / principio (¿Cuál es la situación?)

_____

_____

_____

_____

_____

La parte principal (¿Cuáles son los acontecimientos?)

_____

_____

_____

_____

_____

El fin / la conclusión (¿Cómo termina el cuento / la novela / la historía?)

_____

_____

_____

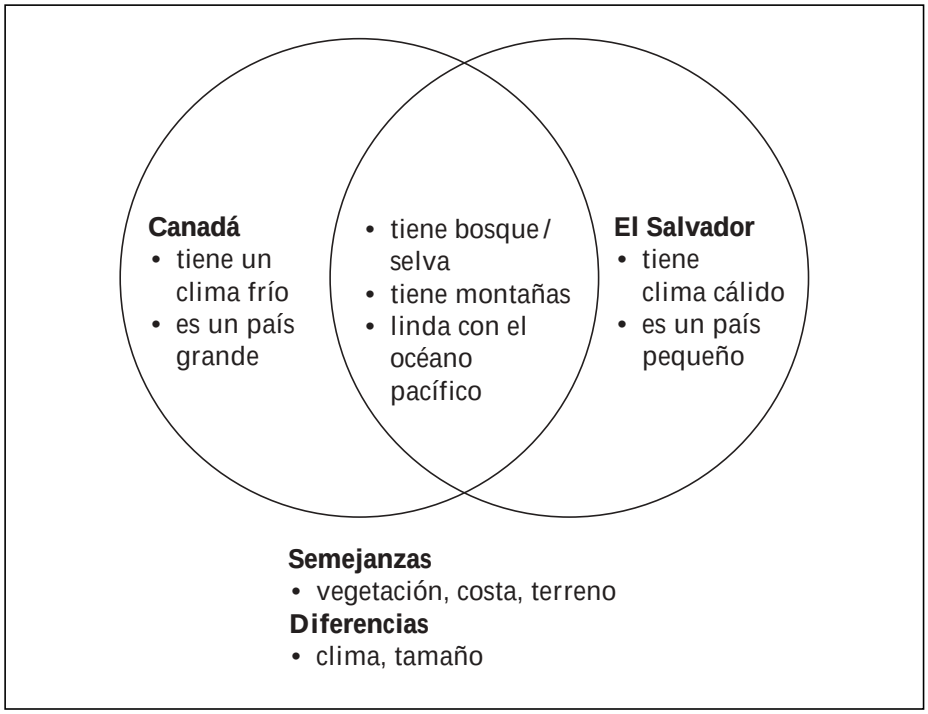
_____

_____

Different kinds of graphic organizers can be used to represent expository texts. The most common structures for these kinds of texts are

- description
- enumeration or listing
- comparison and contrast
- cause and effect
- problem and solution

At the same time as students are made aware of how these different kinds of texts are organized, they can learn the key words and phrases used to structure the texts. A **Venn diagram** is an example of a graphic organizer for comparison and contrast. Differences are recorded in the outer parts of the circles, similarities in the area where they overlap.




*Language Development*

Graphic organizers are used for a wide variety of purposes in the second language classroom. They can help students

- organize information they have heard, viewed, or read
- remember vocabulary by making connections with words or phrases they already know
- plan an oral or a written text
- better understand the way texts of different types are structured and organized
- prepare for a listening, reading, or viewing activity by anticipating what they might hear or see
- learn new concepts by relating them to what they already know
- represent what they know about a topic.

### *Discussions*

A discussion is an oral exploration of a topic, object, concept, or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Teachers who encourage and accept students' questions and comments without judgement and clarify understandings by paraphrasing difficult terms motivate students' interest in using the Spanish language and the exchange of ideas.

The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, read or recorded stories, or illustrations. As students question and recreate information and events in a film or story, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other text. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

### *Grammatical Problem Solving*

*Definition*

A method often used to teach grammar is to present students with a rule, provide them with examples, and then have them do exercises to determine if they understand the rule and to help them learn through repetitive drill. Grammatical problem solving involves having students use deductive reasoning to discover rules and understand grammatical concepts on their own. Instead of working from the rule to the examples, students work from the examples to the rule.

*Procedure*

1. Provide students with a number of examples that illustrate a particular grammar rule that you want them to learn. Ask them to look at the examples and try to determine what the rule might be. It is useful for students to work in pairs or small groups, and discuss their reasoning.
2. If their first attempt at deducing the rule is not successful, provide more examples that are designed to lead them in the right direction. It is also helpful to provide contrasting examples to guide the thinking of students. Continue in this way until they have discovered what the rule is.
3. Once students have figured out the rule, ask them to provide their own examples to check for understanding.

*Tips*

It is not important that students use the proper grammatical terminology as long as they are able to explain what they mean. Often if students formulate the rule in their own words, they will be able to remember it better.

Start with a fairly simple rule if students are not used to this method. It may take some practice for them to be able to formulate rules of their own.

*Applications*

This method can be used to teach almost any language rule. Here are some examples:

1. Pronunciation (hard sound versus soft)

| | | | |
|---|---|---|---|
| ***c****ien* | *casa* | *gana* | *gira* |
| | *cuenta* | *guante* | *general* |
| ***c****irco* | *cola* | *gol* | |

2. Grammar (singular / plural)

| | |
|---|---|
| *el lib**ro*** | *los lib**ros*** |
| *la cas**a*** | *las cas**as*** |

3. Spelling

| | |
|---|---|
| *inte**l**igente* | *inte**ll**igent* |
| *artist**a*** | *artist* |
| *ac**c**ión* | *ac**t**ion* |

4. Verb Tenses

| | | |
|---|---|---|
| *Ayer* | *estudié* | *mañana estudiaré* |
| | *hablé* | |
| | *miré* | |

*Language Development*

Having students discover or deduce the rule themselves usually leads to a better understanding of the grammatical rule or concept. It also develops their ability to learn language independently. Being able to deduce rules from multiple examples is an effective language learning strategy.

### *Reflective Discussions*

Reflective discussions encourage students to think and talk about what they have observed, heard, or read.

*Reflective Thinking*—A method in which students reflect on what was learned after a lesson is finished, either orally or in written form.

Two possible approaches to reflective thinking are (1) students can write in a journal in their own words: the concept learned, comments on the learning process, questions, and interest in further exploration; (2) students can answer an oral questionnaire addressing such questions as "Why did you study this? Can you relate it to real life?"

Reflective thinking strategy is an effective tool to

- help students assimilate what they have learned
- help students connect concepts to make ideas more meaningful
- foster additional opportunities to use the target language in a meaningful setting

## Interactive Instruction Methods

Interactive instruction methods employ groups of learners. Before the group members get to work, it is important for them to be aware of what they are to accomplish, how much time they have, and what the recording or reporting procedures are.

### *Brainstorming*

Brainstorming is a strategy for eliciting ideas from a group and communicating them in Spanish in oral or written form.

Students contribute ideas related to a topic. All contributions are accepted without initial comment. After the list of ideas is finalized, students categorize, prioritize, and defend selections.

Brainstorming is an effective tool to

- reveal background information and knowledge of a topic
- disclose misconceptions
- help students relate existing knowledge to content
- strengthen Spanish communication skills
- stimulate creative thinking

Brainstorming is a technique for producing the greatest possible number of ideas around a question or a topic. Originally developed to stimulate creativity, this technique is now commonly used in classrooms to encourage students to explore what they know or want to know about a topic.

Brainstorming is most effective when

- all statements are accepted
- quantity rather than quality is emphasized
- no criticism is given, anything goes (no matter how outrageous or far-fetched)
- no discussion or judgments except for clarification purposes
- people can build on other ideas
- a fixed time is allocated
- once ideas have been generated, they can be combined or ordered

Teachers may decide to assess brainstorming when it is used in the context of cooperative learning groups. Anecdotal records may be the preferred method of recording data.

Brainstorming is particularly useful in the following situations:

- to explore possible solutions to a problem
- to get ideas for a writing project
- to explore what students know about a topic
- to explore questions or topics for further research

This technique may not seem well suited to the second language classroom at first, since students will sometimes have difficulty expressing their ideas in the second language. It is, however, very useful for developing vocabulary and structures at the beginning of a unit. Here are a few ideas to make it more successful in second language classrooms:

- Before using brainstorming on a topic that is unfamiliar to students, have them read a text, view a film, or do an activity that will introduce them to some of the vocabulary and expressions they will need.
- Encourage students to use gestures, illustrations, and paraphrasing if they cannot think of the exact word they need.
- If students use English to express their idea, give them the equivalent word or expression in the second language and write it down with the other ideas, adding a drawing or brief explanation so that they can remember what it means.
- If you can't think of the word, do not be afraid to admit it and use a dictionary to find the correct term or spelling.

### *Categorizing*

Categorizing involves grouping objects or ideas according to criteria that describe common features or the relationships among all members of that group.

This procedure enables students to see patterns and connections; it develops students' abilities to manage or organize information. Categorizing is often used to organize the information produced during a brainstorming activity.

Assessment might include monitoring students' ability to understand relationships among items, categorize items using more than one criteria or category, and categorize items independently.

### *Circle of Knowledge*

This method involves each student in thinking and discussing a topic with peers before sharing ideas with a large group. Students take turns going around the circle. The circle of knowledge method is used in the same manner as reflective discussion.

### *Cooperative Learning*

Cooperative learning is a method in which students work together in small groups to achieve a common goal, while communicating in Spanish. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.

After organizing students into groups, the teacher thoroughly explains a task to be accomplished within a time frame. The teacher facilitates the selection of individual roles within the group and monitors the groups, intervening only when necessary, to support students working together successfully and accomplishing the task.

Cooperative learning is an effective tool to

- foster interdependence and pursuit of mutual goals and rewards
- develop leadership skills
- increase the opportunities to use Spanish in authentic, communicative situations
- increase participation of shyer students
- produce higher levels of student achievement, thus increasing self-esteem
- foster respect for diverse abilities and perspectives

Cooperative learning embraces a number of interactive instruction methods that involve students working in small groups to complete a task or project. The task is structured in such a way that involvement of each group member contributes to completion of the task. Success is based on the performance of the group rather than on the performance of individual group members.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners. Cooperative learning activities are carefully structured to include five basic elements:

**Positive Interdependence:** Each member of the group is concerned about the performance of other group members as well as their own. All individuals must succeed for the group to succeed.

**Individual Accountability:** Each member of the group is responsible for the work of the group.

**Face-to-face Interaction:** Students work in environments that facilitate communication and cooperation.

**Social Skills:** Students are directly taught the human interaction skills that enable groups to function effectively.

**Group Processing:** Group members have opportunities to receive feedback on how their group has been functioning and make plans to improve.

Cooperative learning activities can be structured in many ways (see applications below), but these five elements should be present in some form or other.

*Procedure*

1. **Positive interdependence** can be structured into group activities in a number of ways:
   - Students have a common goal (e.g., every member must contribute to making a single product or all members of the group must improve their score on a quiz).
   - Students receive the same reward for completing the task (e.g., their group project is displayed in the school or each group member receives bonus points to add to their individual score).
   - Students share one set of materials or information (e.g., the group gets one large sheet of paper, one set of coloured pencils, one ruler, and one eraser to produce a map).
   - Each member of the group is assigned a complementary and interconnected role (e.g., in a group of two, one person cuts and the other glues; or in a group of four, students share the roles of reader, writer, timekeeper, and noise monitor). Direct teaching of different roles within the group may be necessary. Rotate the roles so that all students have the opportunity to develop their skills in different roles.
   - Each member of the group is responsible for carrying out one step of an overall task that needs to be done in step-by-step order (e.g., when preparing a dish, one group member is responsible for gathering ingredients, another for measuring, another for mixing; or when producing the final copy of a letter, one student checks the spelling, another checks the grammar, another checks the page layout, and another checks for capitalization and punctuation).
   - Students work together against an outside force or constraint (e.g., team members try to beat their previous team score on a quiz or they try to find the most words related to food in a set period of time).
   - Members of the group choose a group name, motto, logo, flag, song, or chant to help establish a feeling of identification with the group.

2. **Individual accountability** is created when any member of the group may be called upon to present the work of the group, defend a decision taken by the group, or answer questions about the project the group has been working on.

3. **Face-to-face interaction** is facilitated when the conditions of work allow the students to work together easily. They can, for example, be grouped around a small table if they need a work surface, or on chairs in a circle if they are just talking. Sometimes pulling desks together means that students are too far apart to talk in soft voices and still be heard by each other.

4. **Learning social skills** is essential if cooperative learning activities are to work well. There are basically two kinds of cooperative skills, those which students use to complete the task (e.g., asking questions, listening actively, staying on task), and those they use to build and maintain the working relationship of the group (e.g., disagreeing in an agreeable way, encouraging others, keeping things calm). Students need to be taught specific skills before they begin their group activity:
   - Decide which skills to work on. Concentrate on one or two at a time, depending on the age of the students and their previous experience in cooperative groups.
   - Help students understand why they are learning the skill, what the skill is (by modelling it, for example), how they can practise it, how well they use the skill, and how they can improve.
   - Students learning a second language, in particular, need to be taught specific vocabulary and structures for working in groups. For this reason, some of the specific outcomes deal with language functions involved in managing group actions.
   - Students need a variety of opportunities to practise the skill. This encourages them to transfer the skill to new situations.
   - In addition to providing feedback yourself, ensure that students evaluate their use of the skill both individually and as a group.
   - Assessment of the social skill should be part of the overall assessment of the activity.
   - Monitoring the groups as they work will show which cooperative skills are lacking and might become the focus in future lessons.

5. Group processing usually takes place at the end of the activity. Students discuss how well their group is functioning and how they may improve the group's effectiveness. This self-assessment may be done individually (e.g., "How did I contribute to the effectiveness of the group?") as well as in the group, and then shared with the rest of the class. Alternatively, one of the roles assigned in the group can be to monitor the use of a specific skill and report back to the group.
6. The kinds of roles assigned to group members depend on the task they are doing and on the skills they have already developed. Individual role cards, outlining the specific behaviours of each role, may be prepared as references for students while working in groups. Some examples of general roles are facilitator, recorder, encourager, observer, and summarizer. Some examples of roles that might be needed for specific tasks are materials handler, timekeeper, reader, and summarizer.

*Tips*

If students have little experience working in cooperative groups, start small with groups of two or three students. As they gain more experience and skill, they will be able to handle larger groups. The size of the group will also depend on the nature of the task.

When introducing cooperative learning, begin with a clear, concise task, simple roles, and basic social skills like talking with quiet voices.

It is usually better to group students with different levels of ability, different aptitudes, or different backgrounds. Each student's strong points will be different and each will be able to make a contribution to the group as well as learn from the others.

Students can stay in the same group for varying amounts of time, sometimes for only a few minutes, sometimes for a whole unit if they are working together on a particular task.

The teacher's role while groups are working is to observe student progress, record observations to provide feedback, and to intervene if necessary. When intervening, try to find ways to turn the problem back to the group members for a solution.

Students need time, practice, and explicit instruction to become good at working together cooperatively. Don't expect students to develop interpersonal skills automatically.

*Applications*

1. **Informal Groups**

   Informal groups are usually small (two or three students) and short-term (a single activity or class). Groups can be formed very quickly by asking students to turn to their neighbour and do something together for a few minutes. Some examples of what students can do in informal groups are

   - guided exercises such as practising dialogues and cloze activities
   - brainstorm or come up with lists of words, ideas, and so on
   - express a personal opinion on a film, a song, a current event
   - give a brief report on strategies they have been trying, Internet sites they have visited, and so on

2. **Home Groups**

   Home groups are often small as well, but are usually maintained for a long period of time, often throughout the whole course. It is important that members of a home group feel at ease with each other since they will be working together over an extended period of time. Students can be asked to name three or four other students they would like to work with and these suggestions can be used to constitute the home groups.

   A home group provides on-going support, both socially and academically, for every member of the group. Learning a second language can be stressful for some students, but they will learn better if they are relaxed and confident.

   Home groups can provide support to students in a number of ways:

   - checking homework
   - correcting notes
   - studying for exams
   - discussing strategies
   - exchanging information about opportunities for using the language outside the classroom
   - discussing problems

3. **Jigsaw**

The jigsaw method is a way of organizing cooperative learning groups to share the workload on larger projects. It involves several steps and two different kinds of groups.

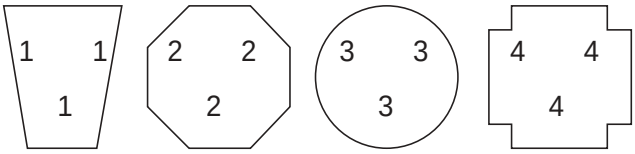
- The students start in their home group or base group. The teacher explains how the project will be organized, outlines what the students' responsibilities are, teaches the social skills that will be worked on throughout the project, discusses assessment, and so on. Within the home groups, each student accepts to work on a particular aspect of the project, to become the "expert" on that part of the project for their group.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |

- Students from each home group who will be the "expert" for their group on the same topic come together to form expert groups. In their expert groups, they work on the particular aspect of the project they are responsible for, and decide how they will present this or teach it to the other members of their home group.




- Once students have finished the work in their expert groups, they return to their home groups, where they use what they have learned in their project, teach it to the others in the group, and remain the "expert" for their group on this particular topic.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |

- The jigsaw technique is particularly useful for some of the tasks that students will be doing in a task-based language learning class.

*Language Development*

The language needed to work effectively in small groups can become an important component of a second language class, provided the time is taken to explicitly teach the vocabulary and structures necessary. Almost all of the functions set out in the Applications component of the curriculum guide will be necessary at some time or other in cooperative group activities.

It is important to make clear to students that communicating in Spanish is an expectation of their work in cooperative groups. Making it part of the assessment, assigning a language monitor as one of the roles, and teaching ways of helping each other are different ways of doing this.

### *Cultural Presentations*

A cultural presentation is an exhibit that is focused on aspects of the target culture.

Students work in groups to create exhibits that represent a particular aspect of the target culture.

A cultural presentation is an effective tool to

- develop critical thinking skills
- develop the ability to select important high points
- encourage creativity and individuality
- deepen specific knowledge of the target culture

*Ideas for Spanish Cultural Participation and Research Projects*

If you like to draw, paint, build, cut, paste, or if you like the visual arts, consider the following:

- Make a map of a Spanish-speaking country or region. It should focus on a special topic such as agricultural products, manufactured items, costumes, geography, etc.
- Make a poster about a famous Spanish-speaking person (artist, scientist, political / historical person, athlete). Include a short biography and describe highlights of his / her career, when he / she lived, why important, etc.
- Imitate a famous Hispanic artist's painting or style in a painting of your own creation. Include a paragraph about the artist, which highlights his or her style of art and time period (Picasso, Velazquez, Goya, Miró, Rivera, Zurbarán are just a few starters).
- Make your own reproduction of a painting by a famous Hispanic artist. Include a paragraph about the artist, which highlights his or her style of art and time period (Picasso, Velazquez, Goya, Miró, Botero are just a few starters).

- On a map of North America, find concentrations of cities or natural features with Spanish names. Make a map, research the Spanish history of the area and include translations of names.
- Visit an online art museum (see web resources in the Appendices), and document Hispanic artists on display, giving titles of works, and writing your reactions to them. (If you like to sketch, quick sketches of a couple of the pieces you view would make great evidence!)
- Draw a comic strip to tell about an important historical event, famous person, or cultural practice.
- Visit a local or online gallery or exhibit featuring Hispanic artists, and document the art you saw there. Ideas for how to document the art include your own sketch of a piece of art which you like, videos, or photos (if you get permission from the exhibit managers before going there), a critique of what was good, bad, or interesting about the art you viewed, etc. (Check the entertainment sections of local newspapers and magazines to see what exhibits are available.)

If you like to cook or eat, consider the following:

- Go to a Spanish (or Guatemalan, or Peruvian, etc.) restaurant or café and order in Spanish. (Make sure someone speaks Spanish! Call to ask before you go!!) Get a signature on the menu or a business card. Document with video or photographs. Sample Spanish food you've never tasted before.
- Research what a typical dinner would be in a Spanish-speaking country. Make at least three courses for your family and/or friends. Document with copies of the recipes, and you ***must have*** photos or video.
- Cook a typical ***main dish*** of a Spanish-speaking area and bring samples to class. ***Remember to bring utensils, napkins, etc.*** (You'll bring this on a pre-arranged day and present it to the class.) You will need to sign up with the instructor prior to your presentation day. ***Just salsa and chips is not acceptable.***
- Interview a Spanish speaker about customs at table such as how to hold utensils while eating, where to place hands while eating, what it's okay to eat with fingers, etc. Demonstrate to class.

If you can sew or use your hands well, consider the following:

- Sew a regional or historic Spanish costume. Document when and where the costume is from and who would wear this type of clothing. Model the costume for the class if it's full size. Bring the doll if you dress a doll.
- Build (using kits if you like) models of a famous building or monument of a Spanish-speaking country. Include a brief report about the monument or building. What is it called? When was it built? What was its purpose? Who had it built? What is it used for today if it has changed from its original purpose?

If you like to read or write, consider the following:

- Read a Spanish magazine or newspaper article (Yes, in Spanish!). Summarize the main points you learned in an outline or a graphic organizer. (See your teacher for magazines you can use. You can also find newspapers and magazines online.)
- Read a Spanish novel in translation.
- Read a Spanish children's book. Write a short plot summary in English and a list of new words learned. (There are lots in the library!)
- Read up on some aspect of Spanish culture (e.g., family, table manners, manners when visiting someone else, participating in sports, etc.), and then write a letter to a friend as though you were living in a particular Spanish-speaking culture and describing to your friend what life was like for you living there. There are great books available to use as resources. See your teacher for ideas.
- Read up on an aspect of a Spanish-speaking country's history and write a series of journal entries as though they were written by a person who had lived through them.
- Write to the tourist offices of various cities in a Spanish-speaking country requesting information. Submit a copy of your letter, materials received, and a write-up. Use these materials to decide where you would go on your ideal Spanish vacation, and present it visually (e.g., in a poster, an ad campaign to convince someone else to visit there, an "infomercial" video to be used as advertising for the area, etc.). Let your creativity be your guide for how to present what you learn.

- Using tourist resources such as guidebooks, travel agencies, and the Internet, plan your ideal vacation in Spanish-speaking parts of the world. Where would you go? What would you see? What kind of money would you pay in? What would there be to eat in the places you visit? What recreational activities? You may present this information as a travel journal pretending you've already completed the trip, as a travel agent's suggested itinerary for a customer, as though you're a travel writer telling people what to do, etc.
- After researching him or her, "become" a world leader of a Spanish-speaking country and tell the class who you are, why you're important, what you have accomplished, etc.
- Visit the Spanish section of an international bookstore. Describe what types of publications are available.
- Read up on an important event in the history of a Spanish-speaking country, and then write a news article as it might have appeared in the press at the time of the event. (This could be a scientific discovery, a battle, an invention, the defeat of the Spanish Armada, etc. Let your own interests be your guide.)
- Collect and read news articles about a Hispanic country in which you are interested, and then write an article yourself using the collected articles as resources.

If you like television, movies, or performing arts, consider the following:

- "Become" a famous Spanish speaker for the class. Wear an appropriate costume and introduce yourself to the class as that character. Explain what you did that caused you to become famous and when you did it, etc.
- Watch a Spanish movie with subtitles, summarize the plot, keep a list of words you figured out from the movie, and note the things you learned about Spanish culture from watching the movie.
- Memorize and perform a Spanish poem (or make a video of yourself performing the poem).
- Go see a Spanish play (classic or modern) or other musical or theatrical production. Summarize the plot, tell who the playwright or composer was, when (s)he wrote, etc.
- Learn to play or sing a Spanish song. Perform it, teach it to the class, or videotape it.
- Learn and teach a Hispanic dance to the class.
- Make a video to teach an aspect of the culture of a Spanish-speaking country or an aspect of Spanish grammar or vocabulary, or to reenact a scene from literature or history.

- Learn about various Spanish gestures and body language and make a video of yourself using those gestures with appropriate comments in appropriate situations or present them live to the class.
- Perform a scene from a Spanish play for the class in Spanish or English, but identify the playwright and time period.
- Read up on an important event in the history of a Spanish-speaking country, and then write a skit based on that event. (This could be a scientific discovery, a battle, a beheading, an invention, the defeat of the Spanish Armada, etc. Let your own interests be your guide.)
- Attend a concert or performance featuring Hispanic music or dancing.
- Visit a record store that carries a large selection of Hispanic music. Listen to songs available to listen to. Read about the songs. Report on what you learned, what you liked, etc.
- Listen to a mariachi band and talk to the band members. List the songs they played. Find out the names of their instruments in Spanish. Get an autograph from them.
- Watch MTV International with Daisy Fuentes, record or videotape songs in Spanish for the class, and complete a *teletarea* form (viewing log) for the viewing.
- Watch two hours of Spanish programming on local TV and fill out *teletarea* forms (viewing logs) for what you watched.
- Watch the news five times in Spanish and summarize the headlines on a *teletarea* form (viewing log).

If you like sports, consider the following:

- Learn the Spanish vocabulary for a sport commonly played in a Spanish-speaking region or country. Present your knowledge in a poster that includes illustrations and Spanish terms for key vocabulary, or teach the class the basics of the game in Spanish.
- Make a video for a sport with a narration in Spanish. (You may use a game from television and create your own narration for a five-minute period of the game.)
- Watch an hour of sports such as *lucha libre* or *boxeo* on Spanish-speaking TV, and complete a *teletarea* form (viewing log).
- Learn the Spanish vocabulary for a sport commonly played in Spanish-speaking countries. Teach the class the key vocabulary you learned.

Other possibilities include the following:

- Interview a native speaker about his or her country, using video or audiocassette.
- Make up a game for the class which requires the use of Spanish and knowledge of a Spanish-speaking country's culture for the game to be played. (Schedule a time with the teacher for it to be played in class.)
- Visit Hispanic stores in South Sacramento and summarize your activities, what you saw, what Spanish you got to speak, etc.

If you like computers, consider the following:

- Exchange five letters or emails with a native speaker of Spanish, and turn in copies of correspondence.
- Check out the weather on the Internet in several Spanish-speaking cities around the world. Show the locations of those cities on a map, and show what the weather was, using appropriate meteorological symbols and a map legend in Spanish.
- Make a list of cool Spanish-language websites you discover that can be duplicated for classmates. Give a brief description of what each site is about.
- Work with a language-learning program in Spanish and print out the lessons you have done as your evidence.
- Discover, read, interact with, and react to three Spanish-language web pages. (Include information you download from those pages as part of your documentation.) Your write-up will be crucial in convincing your teacher that you learned a lot and that this was a valid project.
- Design your own project based on something you discover on the Internet. Discuss your ideas in advance with your teacher to be sure it is acceptable. (The project must cause you to use Spanish and/or learn about a Spanish-speaking country's culture, not just print out what you find online).
- Visit a Spanish language catalog web site and put together your no-holds-barred holiday wish list. What are the names of the items you want? How much do they cost? In what currency? Is it something you'd find here?

If you are interested in business or in career opportunities using Spanish, consider the following:

- Interview a manager of a business operating locally that has its home or affiliated offices in a Spanish-speaking country. Learn what is involved in doing business between the two countries. Prepare your questions in advance and record your interview.
- Visit a local post-secondary institution offering Spanish courses, or a private Spanish-language institute where learning other languages to use in "the real world" is the focus.
- Research a career in which command of Spanish will be useful. (See your counsellor, a research librarian, or your teacher to discuss how to research this project.)
- Research a specific Hispanic business. In your write-up, profile the company (product, location, size of work force, gross sales, etc.) Try to contact someone working for the company you select (phone, email) and see whether he or she is willing to discuss with you how Spanish is useful to employees.
- Research the use of Spanish in an overseas business or nonprofit organization (e.g., health organizations, religious organizations, etc.) by interviewing someone who has used Spanish while living and working in a Spanish-speaking country. Also include questions to your interviewee about what it was like to live there and adjust to that culture.
- Job shadow someone who uses Spanish in the workplace for two hours.
- Interview Spanish translators who work for a translation company. (See the yellow pages to look for possibilities.)
- Visit the international sales department of a locally based export or international services business and learn how it conducts its international marketing and the steps and processes involved in international sales and in shipping product overseas.
- Interview an employee of a Spanish-speaking business about the challenges of doing business across cultures.
- Research and report on international management degree programs at schools such as the Monterey Language Institute, the American Graduate School of International Management, or the university of your choice. What career opportunities will such a degree bring you? What language requirements does the program have? What is their job placement rate for graduates, etc.?

- Interview people who use Spanish in their jobs, such as radio or television personalities, journalists (available through the *Bee* and *La Voz*), health care workers, law enforcement workers, etc. Find out why Spanish is useful to them. How good does their Spanish have to be to be helpful to them? How did they learn it? Why?

If you like to travel, consider the following:

- Photograph street and shop signs on a trip to Mexico; report on their significance. (You could do something similar with architecture, churches, types of stores, etc.)
- Visit Mexico and compare Spanish influences to Indian influences.
- Pretend to be a travel agent and plan an imaginary trip through a Spanish-speaking area. Use illustrations, maps, and texts to present this itinerary to your "client."
- Visit a Spanish-speaking area and document your visit through videos or photographs to share with the class.
- Keep a travel log if you travel to a Spanish-speaking area.

If you like history and geography, consider the following:

- Visit a Spanish mission in California and learn about its history and architecture.

If you want to practice your Spanish, consider the following:

- Interview someone from a Spanish-speaking country about customs, traditions, holidays, attitudes, etc. in his/her country.
- Attend a *quinceañera*, *boda*, or *fiesta* in a Hispanic community.
- Attend a church service that is conducted in Spanish.
- Exchange three letters with a Spanish-speaking pen pal.
- Write a children's book with illustrations and text in Spanish. The book should be based on something you have learned about Spanish culture, not American culture. (Alphabet and numbers books are not accepted.) See the teacher for ideas about an aspect of culture to incorporate into the story. It should be a story simple enough to tell in Spanish. (Don't write it first in English!)

### *Information Gap*

*Definition*

In an information gap activity, each person has certain information that must be shared with others in order to solve a problem, gather information, or make decisions.

Questions asked in second language classes are often "display" questions. In other words, the person asking the question already knows the answer and is, in effect, simply prompting his or her partner to demonstrate that they know the vocabulary in question. No real communication takes place. Information gap activities involve a real exchange of information, although the situation might be an artificial one.

Information gap activities are often done in pairs, although they can be teacher-led or involve groups of students.

*Procedure*

Information gap activities can be highly structured or fairly open-ended. In either case, they are most often used for reinforcement of previously learned vocabulary and structures.

- Explain the activity to the students. Make sure they understand that they cannot show the information to their partner. They must communicate verbally.
- If necessary, review the vocabulary and structures that will be needed to complete the activity.
- Once students have completed the activity, they can assess the accuracy of their communication by comparing the information they have.

*Tips*

When preparing the information gap activity, try to make the situation as realistic as possible so that the questions asked and the answers given are the same as or similar to what might happen in real-life situations.

Make sure that the students have a purpose for exchanging information, for example, a task to complete, a puzzle to solve, or a decision to make.

The first time you involve students in information gap activities, demonstrate in front of the whole class, so that students understand that they cannot just show their information to their partner.

*Applications*

Information gap activities can be organized in many different ways. The following are a few examples of activities involving pairs of students:

- Ask students to draw the same picture (e.g., a house) simultaneously. (Drawings may be done on adjacent computers using a drawing program.) Students must together choose where to draw the house, its size, what colour different parts are, and so on.
- Student A has a chart showing results of a survey (e.g., what time different people get up and go to bed), but some of the information is missing. He or she must ask student B, who has the missing information, in order to answer a question—who sleeps the longest?
- Student A has a map showing the location of a number of buildings. Student B must ask questions to find out how to get from where he or she is to the building they need to find (e.g., the post office [*el correo*]).

Communication gap activities can also involve groups of students:

- Students are asked to write a short text (e.g., a description of a family member). After they have gone through the usual process of drafting, writing, and editing, and the teacher has corrected the text, they rewrite the text with some information left out (e.g., Francisco has blue eyes and _____ hair. [*Francisco tiene los ojos azules y el pelo* _____.]). Other students read the altered text and ask questions to fill in the missing information.
- Jigsaw activities are also information gap activities. For example, each student in the home group is given part of a text on the topic of the unit. The information in the text will usually be needed to complete a specific task. Together they have the whole text, but no single student has all the information. Students regroup with other students from different home groups who have the same part of the text, and they work together to understand all the information. They then return to their home group to share the information with the others and complete the task together.

Teacher-led information gap activities can involve the teacher asking questions for which he or she does not already know the answer. Alternatively, they might take the form of guessing games (e.g., Guess which classroom object is in the bag. Is it a pencil? Is it a notebook?).

*Language Development*

Information gap activities provide students with opportunities to practise vocabulary and grammar structures in more interesting ways. Motivation is usually high because forms and functions are used for a real, although contrived, exchange of information.

### *Interactive Language Tasks*

In Interactive Language tasks, at least two students work together to accomplish a meaningful Spanish language activity.

The teacher organizes the class into small groups or pairs that then perform a specific task using language. Examples of tasks include finding differences and similarities, identifying objects or persons, arranging things, giving and following directions, interviewing, surveying, choosing, explaining, and solving problems.

Interactive language tasks are effective tools to

- foster interdependence and pursuit of mutual goals
- develop communication skills
- strengthen listening skills
- provide opportunities to use the target language

### *Language Experience*

*Definition*

When using the Language Experience method, students experience something together, and have the opportunity to discuss it in detail. They then dictate sentences about the experience to the teacher who writes them down word for word. The text thus created is corrected, reread, and used for a variety of reading and writing activities.

*Procedure*

Begin with an activity or experience in which the students are all involved. It can be anything that the students do as a large group—a field trip, a shared story, baking something, doing a role play. Discuss the experience orally, encouraging students to recall and describe the event in as much detail as possible.

Then each student dictates a sentence about the common experience as the teacher writes it on large sheets of chart paper. The teacher models excellent writing skills, leaving space between the words, using upper and lower case letters appropriately and correct punctuation. It is helpful to go back frequently and reread what has been written. Ask students if there is anything they want to change. After everyone is happy with the content, go back and point out any errors and correct them together.

The text can then be used for a variety of reading and writing activities:

- The text can be typed and copies sent home to be shared with the family.
- The original text on chart paper can be posted in the classroom for the students to reread. It can also be rewritten as a book to be kept in the reading centre.

- Students can use words from the text in their own writing or to make personal dictionaries or word banks.
- Students can copy their own sentence or the whole text. They can add illustrations to help them recall the meaning.
- Cut the words apart and have the students put them back in the correct order.

*Tips*

It is important to accept the contributions of all students and to use their own words in the text. Errors can be corrected by the whole group together after the text is complete.

During the process of correcting the text, model the use of appropriate strategies such as using references to check spelling and grammar.

Keep the texts fairly short, especially for younger students.

This method can also be used with small groups or individuals, and is suitable for students of all ages.

Use this method to write texts of all kinds, including fiction.

*Applications*

This method is particularly effective for students who have some oral fluency, but have not learned to read or write the language. Students find the text easy to read because it is written in their own words. This, in turn, increases their self-confidence and their motivation to read more.

Students are motivated by this method because their own language and life experiences are valued. They can show the texts with pride because they have written them and are able to read them.

Use the Language Experience method to reinforce oral language and to teach reading. It is not suitable for introducing new concepts.

This method is also a way of producing texts for reading in situations where it is difficult to find texts that are at the appropriate level for students or on topics that are relevant and of interest to them.

*Language Development*

The Language Experience method is one of the most effective for teaching reading and for second language acquisition in general.

- It integrates listening, speaking, reading, and writing. The students are exposed to the vocabulary and structures in both written and oral form.
- By beginning with texts that the students themselves have composed, the reading and writing process is directly connected to the experiences and previous knowledge of the students.

- Students are able to build language skills such as word recognition using texts that are meaningful to them.
- Less proficient students benefit from working with texts that more proficient students have created about topics they are familiar with because they have shared in the experience.

***The Learning Cycle***

The Learning Cycle includes a sequence of lessons designed to have students engage in exploratory investigations, construct meaning out of their findings, propose tentative explanations and solutions, and relate Spanish language and culture concepts to their own lives.

The teacher engages the learners with an event or question to draw their interest, evoke what they know, and connect with new ideas. The students explore the concept, behaviour, or skill with hands-on experience. They explain the concept, behaviour, or skill and define the terms, then use the terms to explain their exploration. Through discussion, the students expand the concept or behaviour by applying it to other situations.

The Learning Cycle is an effective tool to

- encourage students to construct their own understanding of Spanish language and culture concepts
- promote empathy and understanding for people of other cultures
- provide hands-on experience to explore concepts, behaviours, and skills
- develop the ability to share ideas, thoughts, and feelings
- provide opportunities to use the target language

***Surveys/Encuestas and Interviews/Entrevistas***

Surveys and Interviews are methods for gathering information and reporting.

Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class.

Surveys and interviews are effective tools to

- foster connections between ideas
- develop the ability to interpret answers
- develop organizational and planning skills
- develop problem-solving skills
- provide opportunities to use the target language

*Definition*

Students collect information from a sample of people to determine the frequency of particular responses. They then analyze the data and prepare a report on the results. Using surveys as an instructional method can also develop students' numeracy as well as their creative and critical thinking.

*Procedure*

The first time students do a survey, it is helpful to go through the procedure at least once as a whole class. After they have more experience, they will be able to plan and carry out a survey in small groups.

There are basically four steps to a survey: planning, collecting the data, organizing and displaying the data, and summarizing and interpreting the data.

1. The planning stage involves deciding which questions to ask, formulating the questions, deciding whether the questions will be asked orally (interview) or in writing (questionnaire), choosing the sample of people to survey, and dividing up the work among the students involved. It is at this step that explicit teaching or review of structures for asking questions may be needed.
2. The survey is then carried out in the agreed way. Students can survey other students in the class or school, people in the community, or even people in another community via email or telephone.
3. Once the data have been collected, they must be organized and displayed. The usual method for displaying survey results is some kind of graph. With a little planning in advance, a survey activity in the Spanish class can be integrated with what students are learning in mathematics class. Looking at a variety of different kinds of graphs and interpreting them will provide students with examples, ideas, and models of language to use.
4. Interpreting the findings of a simple factual survey is relatively easy. However, if the survey has gathered information about opinions or values, there is much more room for interpretation. Students may present their findings orally or in writing. In either case, they may benefit from analyzing other reports of the findings of surveys such as might be found in newspapers or magazines.

*Tips*

The language for reporting results of surveys is somewhat different from ordinary conversation. Students need to see and analyze reports on survey results to discover typical ways of organizing texts of this type, typical sentence patterns, as well as some specialized vocabulary.

*Applications*

A survey can be carried out on almost any topic. The information gathered can be strictly factual (e.g., month and year of birth, number of people in the family), or it can be more subjective (e.g., likes and dislikes, opinions on a specific topic).

The kind of graph used to represent the results can vary with the age and level of mathematical understanding of the students.

*Language Development*

Surveys are useful for language development because they provide an opportunity for repetition in an activity where there is a focus on meaning and a purpose. They also provide a natural context for asking questions, using numbers, and making comparisons. If graphs or other visual representations of the results are prepared by students, outcomes for viewing and representing can also be achieved.

### *Debate*

A debate is a discussion in which arguments are presented for and against a statement or resolution. The debate topic begins with *"Que se tome la resolución de . . ."* Debates can take place between two people, or two teams, or can involve an entire class. One side defends the resolution by taking the affirmative view, while the other side (the opposition) argues against the resolution.

### *Problem Solving*

Problem Solving is a learning method in which students apply knowledge to solve problems.

The students discover a problem; problems can be constructed by the teacher or can be real-world problems suggested by the students. The students define the problem, ask a question about the problem, then define the characteristics of possible solutions, which they research. They choose a promising solution that best fits the criteria stated in the definition of solutions, and then test the solution. Finally, they determine if the problem has been solved.

Problem solving is an effective tool to

- allow students to discover relationships that may be completely new to them
- adapt easily for all grade levels and special needs students
- develop the ability to construct new ideas and concepts from previously learned information, skills, and strategies
- promote communicative competence in Spanish

### Independent Study

Students should be able to continue to learn after they have left the structured learning environment of the school. If the knowledge, abilities, attitudes, and processes associated with independent learning are to be acquired, they must be taught and enough time must be provided for students to practise.

Independent study is very flexible. It may be initiated by student or teacher; it can include learning in partnership with another individual or as part of a small group. It can be used as the major instructional strategy with the whole class, in combination with other strategies, or it can be used with one or more individuals while another strategy is used with the rest of the class.

It is important to assess the abilities students already possess. Specific skills and abilities may then be incorporated into assignments tailored to the capabilities of individual students.

#### *Computer-Assisted Instruction*

This method refers to any instructional program in which the computer performs, manages, or supports some or all of the teacher functions.

#### *Logs and Journals/Diarios de registro o Diarios*

Logs and journals can be used as a way to hold private conversations in Spanish with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in Spanish. This dialogue can be conducted by email where it is available.

Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observations in a conversation. In the early stages of learning a language, students can begin by adding a few words and combining them with pictures.

Logs and journals are effective tools to

- develop communication and writing skills
- create a positive relationship between the teacher and the student
- increase student interest and participation
- allow the student to direct his or her own learning
- provide opportunities to use Spanish

*Definition*

A journal is a notebook in which students record their personal reflections, questions they are wondering about, ideas, words or expressions they want to remember, or feelings they have about experiences in class. Logs are usually more objective, for example, observations on learning activities, lists of books read or films watched, notes on learning strategies, and so on.

*Procedure*

If students have little or no experience using a log or journal, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways it can be used, so that they can better understand the process and the purpose.

- Always begin by noting the date of the entry.
- Specific questions can be asked, especially when students are new to journal writing, to give them some guidance about the kinds of things to write about.
- Provide regular opportunities for students to write in their journals, for example, a few minutes before or after an activity depending on what they are writing about.
- Students choose whether or not to share their journal entries with the teacher or their fellow students.
- If students do decide to share parts or all of their journal, teachers can respond individually with questions or comments to extend thinking. Since the primary purpose of the journal is not to practise writing, teachers should not correct the grammar, spelling, or punctuation in student journals.
- Encourage students to regularly reread what they have written in their journals and reflect on it.

*Tips*

When doing a collective journal, be sure to go though all the steps of journal writing, including reflection on previous entries, so that students have a model at all stages.

Some students need more guidance in journal writing. They can be given specific questions to answer or sentence stems (e.g., *Mi parte favorita del día es ...*) to get them started.

Although journals are not usually evaluated, they can be a source of useful information and can help the teacher guide the student's learning.

If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express their meaning.

*Applications*

The different types of journals and logs have different purposes and are used in different contexts.

1. **Personal Journals/*Diario personal***
   - Personal journals are often used for students to record their emotional reactions to learning the language and experiencing the culture, and to note their aspirations for travel, education, or other personal uses of their knowledge about the language and culture.
   - Students should be reassured that their writing will remain private if they so wish.
   - The personal journal can be particularly effective for reflection on experiences with a new culture, since reactions to different ways of doing things are often of an emotional nature rather than intellectual.
2. **Dialogue Journals/*Diario comunicativo***
   - Dialogue journals are for journal writing in situations where another person, often the teacher, responds to what the student has written. The resulting journal resembles a conversation in written form.
   - The teacher's response to what the student has written should focus on the content rather than the language. The response can be in the form of comments or questions which encourage the student to extend their thinking or reflect on their experience.
   - Respond regularly to journals. Other students, parents, or other interested persons can also respond to dialogue journals. Make sure they understand the purpose of the journal and are able to respond in a respectful and thoughtful manner.
3. **Learning Logs/*Diario de aprendizaje***
   - Learning logs are very useful for increasing the students' awareness of how they learn (metacognitive learning strategies) and thus developing their strategic competence.
   - Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps them develop the language they need to write effectively about their learning and problem-solving processes.

- Some questions that might be used include the following: What do you know now that you did not know before? What was most difficult about today's class? Why was it difficult? Have you had this problem before? If so, what did you do to resolve it last time? What could you try in future? What do you want to concentrate on in the next class? / *¿Qué sabes ahora que ne sabías antes? ¿Qué fue lo más difícil en la clase de hoy? ¿Por qué fue difícil? ¿Antes tenido este problema antes? Si es así, ¿que hiciste para resolverlo la última vez? ¿Qué podrías tratar de hacer en el futuro? ¿En qué quieres concentrarte la próxima clase?*

4. **Reading Logs/*Diario de lectura***
   - Reading logs are used to help students learn to think about and respond to what they are reading, make connections between their own experience and the story, and generally develop a love of reading.
   - Beginners or young readers may simply draw a picture of one of their favorite scenes from the story and add a simple caption.
   - As students become more skilled readers and writers, they can write about what they think the story will be about, based on the cover and illustrations, their first impressions when they start reading, and then their reactions as they discover whether or not their hypotheses were correct.
   - They can also comment on the language, for example, new words, things they do not understand, interesting words or phrases, aspects of the style (figurative speech, colloquial expressions, etc.).
   - Some questions that might be asked include the following:
     — *Si tú hubieras escrito esta historia, ¿hay algo que cambiarías?*
     — *¿Qué te gustó más de este libro?*
     — *¿Te ha sucedido algo parecido alguna vez?*
     — *¿Has leído alguna vez otros libros sobre el mismo tema (por el mismo autor)? ¿Cuál prefieres?*

*Language Development*

Although the primary goal of journal writing is not to teach the language directly, there can be many benefits of this method for language development. In their journals and logs, students have an opportunity to use language in a different context, as a personal tool for learning. It is also very useful for developing strategic competence and intercultural competence.

### *Free Writing*

Free Writing is a method for encouraging students to express ideas by writing in Spanish.

After reflecting on a topic, students respond in writing for a brief time to a Spanish prompt, a quote, or a question.

Free writing is an effective tool to

- develop the ability to link previous knowledge and experience to a topic
- develop creative and critical thinking skills
- provide opportunities to express and share ideas in written form
- encourage students to value writing in the target language

### *Personal Dictionaries*/Diccionarios personales

Personal dictionaries consist of words that are familiar and significant to students. These words, which students use frequently in oral contexts, can form the basis of reading and writing vocabularies. Word sources included dictated stories and captions, journals and other writing efforts, as well as students' own oral vocabulary. For language learning, personal "banks" or collections of key words are valuable resources. Students may compile word collections to expand their reading and writing vocabularies.

### *Learning Contracts*/Contratos de aprendizaje

Students and teacher work together during the designing, running, and evaluation of personal contracts. Learning contracts may be used to guide students as they work towards outcomes related to using Spanish for fun and personal enjoyment, for example, or the development of metacognitive strategies.

### *Research Projects*/Proyectos de búsqueda

Students may be involved in research projects individually, as partners, or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

A research model provides students with a framework for organizing information about a topic. Research projects frequently include these four steps:

- determining the purpose and topic
- gathering the information
- organizing the information
- sharing knowledge

### Experiential Learning Methods

Experiential learning methods are student-centered. The emphasis is on process, not product.

Experiential instruction strategies are very useful because

- they greatly increase understanding and retention
- students are more motivated because they actively participate and teach one another by describing what they are doing
- they are inductive—illustrations or examples are given and a rule, concept, or generalization is then formulated
- they are activity oriented
- students reflect about an experience, and apply what they have concluded to other contexts

There are five phases:

- experiencing (an activity occurs)
- sharing (reactions and observations are shared)
- analyzing (patterns are determined)
- inferring (concepts are developed)
- applying (plans are made to use learning in new situations)

#### *TPR Storytelling*

Based on the Natural Approach, TPR Storytelling combines the effectiveness of TPR with the power of storytelling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.

The following is a brief outline of the sequence of steps for TPR Storytelling:

**Step One: Use TPR Practice and Scenarios to Teach Vocabulary**

The teacher uses TPR to teach a small group of words. After introducing a word and its associated action, she "plays with" the vocabulary in TPR practice to provide more comprehensible input. Using gestures, manipulatives, pictures, and familiar vocabulary, she then further reinforces new vocabulary by giving students a series of commands to execute and short scenarios to act out.

For example, in a beginning-level story from textbook *¡Cuéntame más!* (Marsh and Anderson), the following vocabulary items are taught via TPR: the coyote, sees, the bird, wants to eat, grabs, offers. Sample commands might include the following:

*Come.*

*Come un plato grande de espinacas. (¡Aj!)*

*Come cuatro barquillos de helado. (¡Oh, qué rico!)*

*Come un pájaro pequeño y un coyote grande.*

*Agarra al coyote.*

*Ofrécelo a los estudiantes a tu derecha.*

*Ofrece un pájaro grande a ese estudiante.*

*Agarra un coyote y ponlo encima de la cabeza de ese estudiante.*

*Etc.*

After practice with short commands, a sample scenario, which students act out while the teacher narrates, might look like this:

There is a tiny bird. (*El "estudiante pájaro" hace una reverencia y saluda "pío, pío."*) There is a big coyote. (*El "estudiante coyote" hace una reverencia y "aulla."*) The big coyote had four sandwiches. The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches. Yum!

**Step Two: Students Produce and Practise Vocabulary Words**

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice the words. One student in the pair reads the word and the other gives the corresponding gestures, then vice versa. Next, one student does the gesture and the other says the corresponding word.

**Step Three: Teacher Presents a Mini-Story that Students Then Retell and Revise**

Using student actors, puppets, or pictures from the text, the teacher then narrates a mini-story containing the targeted vocabulary words.

The mini-story and illustrations corresponding to the above vocabulary words are as follows:

There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief! The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions. (Is the coyote long or little? Who does the coyote grab? What is the coyote's name? Where does he live?)

Once the story is internalized, students then retell it to a partner. Students may tell the story from memory or may use illustrations or guide words written up on the board as cues. The class then reconvenes and student volunteers retell the story for other students to act out. The teacher may also help the class revise the story, changing a few details about the plot or characters to create a new revision to the original story line.

**Step Four: Teacher Presents a Main Story that Students Retell and Revise**

Small groups of mini-stories are designed to prepare students to narrate, read, and write a larger main story that uses the vocabulary from the mini-stories. When the entire group of mini-stories has been mastered by the class, the teacher then repeats Step Three to introduce the main story. Once the main story has been presented and acted out, it is reinforced with readings and exercises from the textbook. As with mini-stories, students build upon the main story, using their existing language skills to embellish the plot, personalize the characters, and create revisions.

**Step Five: Students Use New and Old Vocabulary to Create Original Stories**

Capitalizing on their creativity, students are given opportunities to write, illustrate, act out, and share original stories. Activities may include drama, essays, videotaping, creating student booklets, contests, group / pair work, illustration exercises, back-to-back communication activities, etc.

These are the simple steps at the heart of a complete and comprehensive methodology that allows students to rapidly acquire, internalize, and produce sophisticated language in a fully communicative approach.

### *Field Trips*/Excursiones

This activity allows students to use their language skills in a realistic setting outside the classroom.

A field trip is a planned learning experience for students to observe, study, and participate in expressions of the target culture(s) in a setting off the school grounds, using the community as a laboratory.

Before the field trip, teachers and students plan and structure communicative activities to engage in during the visit and engage in follow-up activities after the trip.

Field trips are an effective tool to

- develop organizational and planning skills
- develop observational skills
- give students an authentic experience of communicating in a foreign language

### *Focused Imaging*/Enfoque imaginativo

This method is the process of internally visualizing an object, event, or situation. It enables students to relax and allow their imaginations to take them on journeys, to experience situations vicariously, and to respond with their senses to the mental images formed.

### *Games*/Juegos

Games are structured or contrived learning or training activities that include conflict, control, and rules for winning and terminating the activities.

### *Role Play and Simulation*/Dramatizaciones y simulaciones

*Definition*

Children naturally use make-believe to explore a whole variety of roles and situations that, as children, they cannot experience directly. Role play and simulation are methods that use this natural learning strategy to explore different aspects of school subjects. Role play and simulation are both related to drama, but they resemble improvisation more than play-acting or other theatrical performances. Students assume a role (a character, a real-life or imaginary person, sometimes even an animal) and are put in a situation or context. When they assume roles, they are acting "as if" they are someone else. They are experimenting with what it feels like to be in someone else's shoes and developing empathy with those other lives.

Although some props may be used, generally there is no set, no costumes or makeup, and no script. Students do not try to physically resemble the person they are playing, but they do behave the way they think that person would behave. Role play does not involve writing a skit, and then reading or memorizing it and performing it before an audience. Students are given a role, placed in a situation, and required to act as that person would act in real life. Simulation differs from role play in that it is a more extended and more complex activity and may involve a variety of activities including role-play.

*Procedure*

Although the kinds of situations used in role plays and simulations are very diverse, the basic procedure is the same. This method is best used at the reinforcement or review stage of learning, when students have a fairly good command of the vocabulary and structures, but need some practice using them in relatively unstructured situations.

Begin by outlining the situation. As students gain more experience in role play, they can take a more active role in planning and guiding the situation. There is usually a problem of some kind that needs to be solved, a conflict that needs to be resolved, or a situation that involves an unforeseen element.

Students may need a period of time for research before they actually do the role play in order to properly play their role. This does not mean writing out a dialogue to deliver. It simply means knowing the background, experiences, beliefs, and opinions of the characters they are playing.

During the role play itself, sometimes everyone is in role, even the teacher. The role assumed by the teacher will vary depending on the amount of guidance the students need. At first, assuming roles such as chairperson of a committee or meeting, spokesperson for a group of protesters, or chief investigator for an enquiry will allow the teacher to guide the role play and encourage students to participate. As the students become more familiar with this method, they can take on some of the more dominant roles in the situation. There should be a clear distinction between being “in role” and “out of role.” A signal can be pre-arranged (for example, the teacher puts on and takes off a hat) to indicate the beginning and the ending of the role play.

The period of reflection which follows the role play is just as important as the role play itself. At this stage students describe what they experienced and how they felt. The teacher guides the discussion by asking questions and making comments, encouraging the students to think about their experience. Students may also respond by drawing pictures to express their experience.

*Tips*

Students need to do a variety of activities before the role play in order to acquire the vocabulary and structures they will need to communicate in the situation they are given. The role play itself provides an opportunity to practise using this vocabulary and these structures in realistic situations, in other words, to bring together and fine tune their previously acquired knowledge.

It is often helpful to incorporate an element of tension into the situation. This "pressure for response" can take the form of a challenge, a surprise, a time constraint, or the suspense of not knowing. Tension is what works in a drama to impel the students to respond and take action.

*Applications*

Role play is a natural extension of the traditional methods of reading or memorizing dialogues, or of writing skits consisting of short conversations. The advantage of role play is that it places students in a situation which more closely resembles real life, situations where they do not know exactly what the other person is going to say. Role play also provides opportunities to develop other knowledge, skills, and attitudes, depending on the situation. The following examples are only meant to suggest some of the possibilities:

- Begin by role-playing fairly routine situations like asking for directions using a map, ordering a meal in a restaurant from a menu, or buying something in a store. The students must play their roles without a script or a pre-determined dialogue. Gradually introduce variations into the situations; for example, the customer in the restaurant wants something that is not on the menu, or the store clerk is very insistent.
- Students work in pairs, one playing the role of interviewer, the other the person being interviewed. The person being interviewed may be a real person, a character from a story, or a person in a particular role such as the mayor of a large city. The interviewer should have a specific focus for the interview, a particular event to discuss, or a point of view on a particular topic. Both students will need time to prepare for the role play, but they should not write out the interview in advance.
- Imagine a situation, typical of those experienced in the country of origin, which provided the impetus to emigrate to Canada. Role-play a family discussion where some members of the family want to leave and others want to stay. This could be followed by another role play of the same family five years later, after they have moved to Canada. Is the experience what they expected?

- Present students with a case study of a cultural misunderstanding. The source of the misunderstanding could be anything from misinterpretations of gestures, inappropriate use of informal forms of address, or politeness conventions to more fundamental differences based on underlying values or common experiences. Have students role-play the situation, trying to find ways to resolve the misunderstandings. It is also useful for students to experience the same situation more than once but in different roles.
- Situations can be purely whimsical, for example, a meeting to plan for the first voyage to colonize the moon. Students would play the role of colonists, each with individual characteristics, and would have to decide what to take with them, given specific restrictions for volume and weight.

*Language Development*

Role play is an interactive instructional method and is very effective in developing interactive fluency. Simulation, because it is a more extended and more complex activity, can also involve oral and written interpretation and production. Part of the development of interactive fluency is the acquisition of interactive language use strategies. Discussion of the use of strategies can form part of the reflection process that follows the role play.

Role play allows students to use the Spanish language in a variety of sociocultural contexts that they would not normally encounter in the classroom. This would provide practice interpreting and using language in different registers (different levels of formality), incorporating appropriate methods of non-verbal communication and different social conventions.

The situations and functions (applications) that students can experience during role play and simulation can include conflict situations, problem solving, expressing strong emotions, and other situations that may not arise naturally in classroom interaction. Students have the opportunity to practise their ability to deal with these situations in a safe environment.

Role play and simulation also offer unique opportunities for developing intercultural competence if the situations involve exploring cultural differences, adapting to new situations and ways of doing things, and taking a variety of perspectives. Students can, for example, experience the same situation several times, playing a different role each time.

## Combined Grades in the Second Language Classroom

Combined grades is defined as grouping more than one grade level at the same time with one teacher. This situation in the second language classroom is common, especially when the program is new and becoming established within a school program. The term "split grade" is sometimes used interchangeably with "combined grade"or "multigrade." It is important to note, though, that the term split grade implies separate grades which are taught separately without a connection to the other grade. In a combined grade classroom it is possible for the students to be taught parts of the curriculum together.

### Are There Benefits to a Combined Class?

Teachers may feel uncomfortable with teaching a combined class. However, there are many benefits to teaching a combined grade class. There have been educational studies done documenting combined grade classrooms. Studies consistently show that there is no significant achievement difference between students in a one grade classroom and students in a combined grade classroom.

There are other benefits to combined grade classrooms:

- There is social interaction between students of different ages. Through this, the older students develop a sense of responsibility, and the younger students can be challenged and given the opportunity to move ahead.
- It enables students to work at different levels in a way that is not obvious to the other students. For example, an older student with weaker skills can participate effectively and contribute to the group.
- It helps develop independent learning skills and self motivation in students.
- Older students are able to review and internalize their learning through participation in cooperative learning groups.
- The curriculum is taught in a more contextual and thematic manner. This gives the students a more wholistic approach to language learning.
- It increases student confidence in their abilities.
- When a new concept is introduced to one grade level, it is practised or reinforced by the other grade level.

### Planning for the Combined Grade

The key to a successful combined grade experience is the process of using effective strategies for instruction and effective planning. The following are successful strategies which will effectively organize planning for instruction.

#### *Thematic Planning*

For thematic planning strategies see Planning for Instruction and Assessment, pages 9–11.

#### *Cycling Areas of Experiences*

Cycling areas of experiences means that the teacher covers different areas of experience each year for the class as a whole. For example, the Grade 8 and 9 Spanish class will cover certain themes one year and different ones the following year. This will work well if you know that your combined grade class will continue together for a few years.

#### *Combining Concepts*

This strategy means that the teacher will combine areas of the curriculum which have similarities and overlap from one grade to the other. The students work together in a variety of activities because curricular outcomes are combined.

When the grammatical elements or certain concepts do not match and the teacher needs to spend time with a particular group there are certain modifications in instructions which may be done. For example, one group may be given a task to do while the teacher is focused on instructing the other grade. The teacher may have a long term project for each grade which may be worked on independently while the teacher instructs the other grade.

### Organizational Strategies for the Combined Grade Classroom

#### *Use Cooperative Learning Groups*

A combined grade classroom lends itself very well for cooperative learning groups. When organizing these groups the teacher will often put the different grades together (i.e., Grade 8/9 students will sit together in a group). This way the students work together in a mutually beneficial manner. It is this interdependence that is the key to success in a cooperative learning group.

For interactive instruction methods that involve students working in small groups, see pages 76–77 of this section.

### *Build an Inviting and Positive Atmosphere*

The teacher will create a learning environment which is accepting of differences. Students of all levels need to feel that their opinions are valued and that they have an important place in the class. One way the teacher builds a sense of community in the class is through activities which help students work as a team and encourage student participation.

See pages 72–78 of this section.

### Assessment and Evaluation in the Combined Grade Classroom

Whether it be in a single grade or a combined grade class, effective assessment practices do not differ. When evaluating a student, it is vitally important that the teacher understand the outcomes and the philosophy of the curriculum. When assessing and evaluating students in a combined grade the teacher may need to adapt certain methods used. The teacher will still need to teach concepts separately and monitor student progress accordingly. Also, the teacher will need to evaluate each student according to the particular curricular outcome for the student's grade.

See Classroom Assessment, pages 9–26, for Assessment and Evaluation strategies.

The situation of having different levels in one classroom is not new. Every teacher has this situation in the classroom. Therefore, effective teaching strategies in the single grade classroom are not different from these strategies in a combined grade classroom.

However, it is critical that that the teacher have access to resources for the range of students in the classroom. The teacher needs appropriate planning time to adapt lessons or units in cases where the concepts are similar to the different grades in the class.

# Notes

# *CLASSROOM ASSESSMENT*

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Meaningful Assessment *5*
Guiding Principles for Assessment and Evaluation of Second Language Learning *6*
Assessment Tools and Strategies *9*

# *CLASSROOM ASSESSMENT*

Assessment is a systematic process of gathering information about what a student knows, is able to do, and is learning to do. Assessment information provides the foundation for decision-making and planning for instruction and learning. Assessment is an integral part of instruction that enhances, empowers, and celebrates student learning.

Using a variety of assessment techniques, teachers gather information about what students know and are able to do, and provide positive, supportive feedback to students. They also use this information to diagnose individual needs and to improve their instructional programs, which in turn helps students learn more effectively.

Assessment must be considered during the planning stage of instruction when learning outcomes and teaching methods are being targeted. It is a continuous activity, not something to be dealt with only at the end of a unit of study. Students should be made aware of the expected outcomes of the course and the procedures to be used in assessing performance relative to the outcomes. Students can gradually become more actively involved in the assessment process in order to develop lifelong learning skills.

Evaluation refers to the decision making which follows assessment. Evaluation is a judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria and curriculum standards. Evaluation should reflect the intended learning outcomes of the curriculum and be consistent with the approach used to teach the language in the classroom. But it should also be sensitive to differences in culture, gender, and socio-economic background. Students should be given opportunities to demonstrate the full extent of their knowledge, skills, and abilities. Evaluation is also used for reporting progress to parents or guardians, and for making decisions related to such things as student promotion and awards.

**Diagnostic** assessment may occur at the beginning of a term or a unit of study, or whenever information about the prior learning of a student is useful. Various types of diagnostic assessments (tests, journals, performance-based assessment, etc.) may be used to collect that information. Teachers may use diagnostic assessment to

- find out what students know and can do
- identify student strengths and plan instruction which builds on and extends those strengths

- target difficulties, identify the precise nature of them, and plan instruction to meet those difficulties
- make informed decisions regarding where to focus instructional time and effort

**Formative** assessment is similar to diagnostic assessment but differs in that it provides ongoing feedback to the teacher about the effectiveness of instruction. Formative assessment encompasses a variety of strategies, used selectively to accomplish one or more of the following purposes:

- monitor student learning and provide feedback to students and parents
- identify areas of growth
- motivate students and provide incentive to study
- help focus attention and effort
- emphasize what is important to learn
- provide practice in applying, demonstrating, and extending knowledge, skills, and attitudes
- encourage goal-setting and monitor achievement of goals
- reflect on program structure and effectiveness, and modify or adjust teaching as necessary

**Summative** assessment occurs most often at the end of a unit of study. The primary purposes are to determine the knowledge, skills, and attitudes that have developed over a period of time, to summarize student progress.

## A Cyclical Process

The evaluation process is cyclical in nature. Each phase is linked to and dependent on the others.

- In the **preparation** phase, decisions are made about what is to be evaluated, the type of evaluation to be used, the criteria against which student outcomes will be judged, and the most appropriate assessment techniques for gathering information.
- The **assessment** phase involves developing or selecting assessment tools, deciding when and how assessments will be conducted, then collecting, organizing, and interpreting the information on student performance.
- During the **evaluation** phase, the teacher makes a judgment on the progress of the student and the level of achievement reached relative to the outcomes.

- The **reflection** phase provides teachers with the opportunity to consider the success of the evaluation process used and to make modifications to subsequent teaching and evaluation.

## Meaningful Assessment

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning, and provide corrective feedback and direction for further instruction. Assessment improves instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity, and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent life-long learners who regularly monitor and assess their own progress.

### The Teacher's Role in Assessment

In the classroom, teachers are the primary assessors of students. Teachers design assessment tools with two broad purposes: to collect information that will inform classroom instruction, and to monitor students' progress towards achieving year-end outcomes. Teachers also assist students in developing self-monitoring and self-assessment skills and strategies. To do this effectively, teachers must ensure that students are involved in setting learning goals, developing action plans, and using assessment processes to monitor their achievement of goals. Teachers also create opportunities for students to celebrate their progress and successes.

Teachers learn about students' learning and progress by regularly and systematically observing students in action, and by interacting with them during instruction. Because students' knowledge, and many of their skills, strategies, and attitudes are internal processes, teachers gather data and make judgments based on observing and assessing students' interactions, performances, and products or work samples.

Teachers demonstrate that assessment is an essential part of learning. They model effective assessment strategies and include students in the development of assessment procedures such as creating rubrics or checklists. Teachers also collaborate with parents and with colleagues regarding student assessment.

### Assessment and Evaluation Purposes and Audiences

The quality of assessment largely determines the quality of evaluation. Valid judgments can be made only if accurate and complete assessment data are collected in a variety of contexts over time. Managing assessment that serves a multitude of purposes and audiences is a challenging task. Teachers must continually balance not only the assessment of their students' progress in the development of knowledge, skills and strategies, and attitudes but also their own purposes and audiences for information collected during assessment.

## Guiding Principles for Assessment and Evaluation of Second Language Learning

Classroom-based assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction and learning accordingly. See the chart, entitled Principles of Assessment that Assist Learning and Inform Instruction, on page 8. When planning for assessment for second language learning, it is important to consider the following points:

- The teacher should use a variety of assessment techniques that clearly reflect the communicative, learner-centred, task-based approach to second language learning. For example, when using a task-based approach, written interpretation would be tested by having students use the information in a written text to carry out a task, rather than by having students answer comprehension questions.
- The percentage of the final mark allotted to each component of the curriculum should reflect the amount of time that the students spend on that component. For example, if students are spending 70% of their time on oral activities, 70% of their final mark should be determined by oral evaluation.
- Tests should measure what they say they are measuring. For example, if students are being tested for aural interpretation and the test requires that they write down information they have understood, they should be marked on whether or not they have understood, not on whether the information written was correctly spelled.
- Evaluation should take place in the context of meaningful activities. For example, grammar points dealt with in the course of a unit can be evaluated by looking at whether or not they are correctly used in the task the students are doing, not in fill-in-the-blank or other decontextualized exercises.

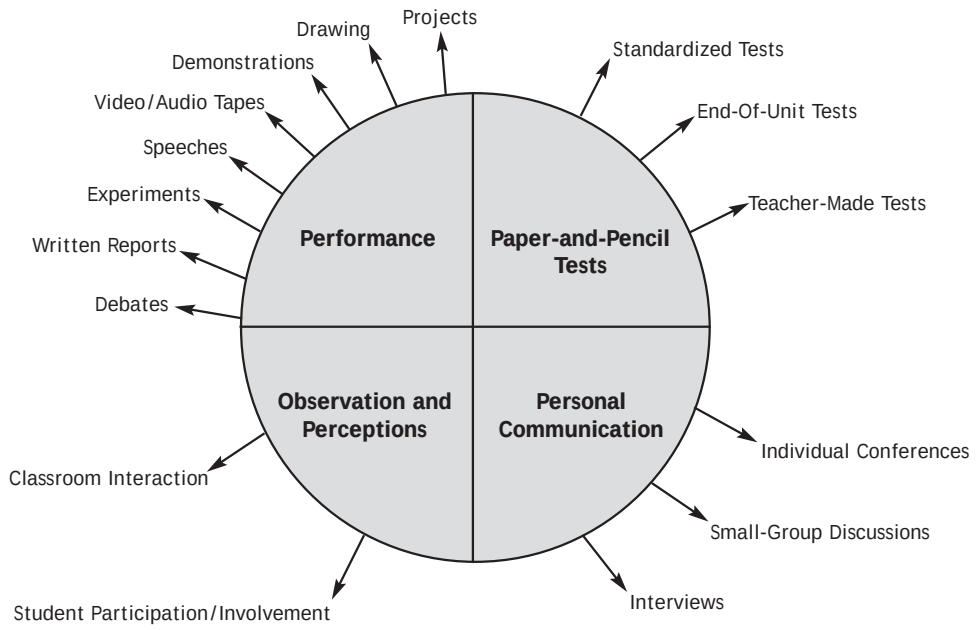
- Different kinds of outcomes should be evaluated in different ways. For example, knowledge-related outcomes can be assessed by objective tests; attitudes are better assessed by observation.
- Students should be involved in determining the criteria that will be used for evaluating their work. This can be part of the planning process at the beginning of each unit. Students should have a clear understanding of the types of evaluation procedures that will be used throughout the unit.

| Principles of Assessment that Assist Learning and Inform Instruction | | |
|---|---|---|
| **1. An Integral Part of Instruction and Learning** | **2. Continuous and Ongoing** | **3. Authentic and Meaningful Language Learning Processes and Contexts** |
| *Assessment . . .*<br>• is meaningful to students<br>• leads to goal setting<br>• fosters integration with other curricular areas and application to daily life<br>• reflects instructional strategies used<br>• uses a wide variety of methods<br>• reflects a definite purpose | *Assessment . . .*<br>• occurs through all instructional activities (observations, conferences, responses, logs)<br>• occurs systematically over a period of time<br>• demonstrates progress towards achievement of learning outcomes | *Assessment . . .*<br>• focuses on connecting prior and new knowledge (integration of information)<br>• focuses on authentic context and tasks<br>• focuses on application of strategies for constructing meaning in new contexts |
| **4. Collaborative and Reflective Process** | **5. Multidimensional, Incorporating a Variety of Tasks** | **6. Developmentally and Culturally Appropriate** |
| *Assessment . . .*<br>• encourages meaningful student involvement and reflection<br>• involves parents as partners<br>• reaches out to the community<br>• focuses on collaborative review of products and processes to draw conclusions<br>• involves a team approach | *Assessment . . .*<br>• uses a variety of authentic tasks, strategies, and tools<br>• is completed for a variety of purposes and audiences<br>• reflects instructional tasks | *Assessment . . .*<br>• is suited to students' developmental levels<br>• is sensitive to diverse social, cultural, and linguistic backgrounds<br>• is unbiased |
| **7. Focused on Students' Strengths** | **8. Based on How Students Learn** | **9. Offers Clear Performance Targets** |
| *Assessment . . .*<br>• identifies what students can do and are learning to do<br>• identifies competencies in the development of knowledge, skills, and attitudes<br>• considers preferred learning styles<br>• focuses on celebrations of progress and success<br>• provides for differentiation<br>• provides information to compare a student's performance with his/her other performances | *Assessment . . .*<br>• uses sound educational practice based on current learning theory and brain research<br>• fosters development of metacognition<br>• considers multiple intelligences and learning styles<br>• uses collaborative and cooperative strategies<br>• considers research on the role of memory in learning<br>• reflects current models of language learning | *Assessment . . .*<br>• encourages student involvement (setting criteria, measuring progress, working towards outcomes and standards)<br>• encourages application beyond the classroom<br>• provides a basis for goal setting<br>• provides students with a sense of achievement<br>• provides information that compares a student's performance to predetermined criteria or standards |

## Assessment Tools and Strategies

Choosing assessment strategies and tools requires that teachers consider the range of classroom situations that students will experience. A variety of tools and resources may be used.

**Assessment Tools and Resources**




Adapted from Heartland *AEA*, 1992

### Examples of Student Assessment Techniques

There are a number of ways of organizing student assessment and a variety of tools that can be used to carry it out. The choice of techniques will depend largely on what is being evaluated. Students can be assessed by observing them as they are engaged in classroom activities, by measuring how well their work meets specific criteria, or by giving them different kinds of tests. They can be assessed individually or in groups. The assessment can be done by the teacher, by the student himself or herself, or by other students. A number of different tools can be used to record the results of the assessment, for example, checklists, rating scales, or anecdotal records.

The following are some examples of techniques specifically designed to assess different aspects of second language learning. **Each technique can be used to assess other aspects of learning than the example given.** For example, observation checklists can be used to assess group activities, reflection on learning strategies, the spelling, grammar, and punctuation of written texts, and so on.

### Anecdotal Records

Anecdotal records are systematically kept notes of specific observations of student behaviors, skills, and attitudes in the classroom. Anecdotal records provide cumulative information regarding progress, skills acquired, and directions for further instruction. Anecdotal notes are often written as the result of ongoing observations during the lessons but may also be written in response to a product or performance the student has completed. Systematic collection of anecdotal records on a particular student provides excellent information for evaluation of learning patterns and consistency of student progress. Well-kept anecdotal records provide a valuable, practical, and specific reference about a student.

### Checklists, Rating Scales, and Rubrics

Checklists, rating scales, and rubrics are assessment tools that state specific criteria that allow teachers and students to make judgments about developing competence. They list specific behaviours, knowledge, skills, attitudes, and strategies for assessment, and offer systematic ways of organizing information about individual students or groups of students.

Checklists usually offer a yes/no format in relation to the specific criteria and may be directed toward observation of an individual, a group, or a whole class. Checklists may be single-use or multiple-use.

Rating scales allow for an indication of the degree or frequency of the behaviours, skills and strategies, or attitudes displayed by the learner. They may be used to gather individual or group information, and are usually single-use. Multiple-use rating scales may be achieved by having students or teacher complete the same rating scale at different times during the school year and making comparisons.

Rubrics are an expanded form of rating scale that list several specific criteria at each level of the scale. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

The quality of information acquired through the use of checklists, rating scales, and rubrics is highly dependent on the quality of the descriptors chosen for assessment. Their benefit is also dependent on students' direct involvement in the assessment and interpretation of the feedback provided.

## Ejemplo de normas de evaluación
## Normas de evaluación para la lengua y la cultura españolas

| **Norma de evaluación para el trabajo cooperativo** | | | | |
|---|---|---|---|---|
| | **4** | **3** | **2** | **1** |
| **Igualdad en la distribución del trabajo** | cantidad de trabajo compartido de manera equiparable | cantidad de trabajo un poco desigual | cantidad de trabajo desigual—hecho en su mayor parte por uno o dos estudiantes | cantidad de trabajo desigual—un estudiante ha hecho todo el trabajo |
| **Se mantiene en la tarea** | Todo el tiempo | la mayor parte del tiempo | a veces | poco involucrado(a); rara vez se mantiene en la tarea |
| **Interacción** | bastante intercambio de ideas; muestra respeto por los demás | algún intercambio de ideas; respetuoso(a) con los demás | poco intercambio de ideas; se distrae fácilmente; es un poco descortés con los demás | muestra poco interés; es descortés con los demás |

| **Norma de evaluación para presentaciones orales-Respuestas sencillas** | | |
|---|---|---|
| | **Sí** | **No** |
| **Pronunciación precisa** | | |
| **Gramática precisa** | | |

| **Norma de evaluación para presentaciones orales-Juego de rol cultural** | | | | |
|---|---|---|---|---|
| | **4** | **3** | **2** | **1** |
| **Pronunciación** | precisa todo el tiempo, casi como un hispanohablante | comprensible, con pocos errores | algunos errores, pero se le entiende | pronunciación pobre muy adaptada a su primera lengua (inglés, francés, etc.) |
| **Fluidez** | ejecución fluida | bastante fluida | pausas no naturales | insegura; vacilante; intervalos largos |
| **Inteligibilidad** | se le entiende fácilmente | se le entiende | se le entiende con dificultad | no se le entiende |
| **Vocabulario** | uso amplio del vocabulario meta | algún uso del vocabulario meta | uso mínimo del vocabulario meta | no usa el vocabulario meta |
| **Credibilidad (muestra conocimiento de la cultura)** | juego de rol creíble; refleja la cultura | juego de rol creíble; refleja un poco la cultura | poca credibilidad; poca conexión con la cultura meta | no creíble; no hay conexión manifiesta con la cultura meta |
| **Desempeño** | animoso, entusiasta; buen contacto visual | entusiasmo general; algún contacto visual | poco entusiasmo; contacto visual limitado | lee de sus fichas; monótono; no hay contacto visual |

Adaptado de *Nebraska K-12 Foreign Language Frameworks*

## Ejemplo de normas de evaluación
## Normas de evaluación para la lengua y la cultura españolas (continuado)

| **Norma de evaluación para el material escrito-General** | | | | |
|---|---|---|---|---|
| | **4** | **3** | **2** | **1** |
| **Gramática** | perfecta | usa bien la materia que se estudia | algunos errores en la materia que se estudia | parece no entender lo que se estudia |
| **Vocabulario** | uso creativo del vocabulario | vocabulario al nivel actual de estudio | algún uso del vocabulario actual; faltan palabras claves | uso mínimo del vocabulario meta al nivel actual de estudio; uso incorrecto de las palabras |
| **Ortografía** | perfecta | muy pocos errores en la ortografía y en el uso de la tilde (acento ortográfico) | algunos errores en la ortografía y en el uso de la tilde (acento ortográfico) | muchos errores en la ortografía y en el uso de la tilde (acento ortográfico) |

| **Norma de evaluación para el material escrito-Escritura creativa (estudiantes de 3er. y 4to. Años)** | | | |
|---|---|---|---|
| | **Sobresaliente 3** | **Satisfactorio 2** | **Deficiente 1** |
| **Ortografía/ Pronunciación** | ortografía y puntuación casi siempre correctas | algunos errores en todas partes | descuidado; abundantes errores |
| **Gramática** | al nivel de estudio o superior con muy pocos errores | algunos errores-no siempre hay concordancia entre sujeto y verbo y/o sujeto y adjetivo, usa a veces tiempos verbales incorrectos; no siempre muestra nivel de estudio actual | la escritura está al nivel del 1er. o 2do. año; muchos errores gramaticales-los sujetos, verbos y adjetivos generalmente no concuerdan; la escritura está en su mayoría en el tiempo presente |
| **Esfuerzo** | más del requerido | satisface los requisitos | faltan algunas partes; el trabajo parece hecho a la ligera |
| **Creatividad** | descripciones creativas y originales; personajes realistas; bien ilustrado; ordenado | alguna creatividad; descripciones sencillas; en su mayor parte claro y ordenado | no muestra creatividad o planificación; descripciones incompletas; personajes irreales; ilustraciones al azar o no hay ilustraciones |

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## Ejemplo de normas de evaluación
## Escalas de clasificación

**Cuadro 7A. Ejemplo de una escala de clasificación inclusiva**

| | |
|---|---|
| **4 — Supera las expectativas** | No hay errores en la expresión (p.e. gustos / antipatías y / o preguntar responder preguntas); pronunciación casi como un hispanohablante; uso de las estructuras más allá de la habilidad esperada; usos culturales apropiados casi como de un hispanohablante; siguió instrucciones, excedió lo esperado. |
| **3 — Excelente** | Casi todas las expresiones de gustos / antipatías y / o preguntar / responder preguntas son correctas; se le entiende fácilmente con errores poco frecuentes en la pronunciación, las estructuras y en el uso del vocabulario; se demostraron de manera apropiada casi todos los usos culturales; siguió todas las instrucciones. |
| **2 — Bueno** | Algunos errores en las expresiones de gustos / antipatías y / o preguntar / responder preguntas; inteligible con errores perceptibles en la pronunciación, las estructuras, y / o en los usos del vocabulario; se demostraron de manera apropiada algunos usos culturales; siguió casi todas las instrucciones. |
| **1 — Todavía no** | Pocas o ninguna expresión de gustos / antipatías y / o preguntar / responder preguntas de manera correcta; casi o totalmente ininteligible; los usos culturales fueron impropios o no se demostraron del todo; poca evidencia de seguir instrucciones. |

**Cuadro 7B. Ejemplo de una escala de clasificación analítica**

| | **4 Supera las expectativas** | **3 Excelente** | **2 Bueno** | **1 Todavía no** |
|---|---|---|---|---|
| **Expresa gustos/ antipatías** | sin errores | casi todos expresados correctamente | algunos errores, la mayoría expresados correctamente | pocos o ninguno correctamente expresados |
| **Es inteligible (pronunciación, estructuras, uso de vocabulario)** | casi como un hispanohablante; usa estructuras más allá de la destreza esperada | se le entiende fácilmente, errores poco frecuentes | inteligible con errores perceptibles en la pronunciación, las estructuras, y / o en el uso de vocabulario | casi o totalmente ininteligible |
| **Demuestra usos culturales apropiados** | usos casi como un hispanohablante | casi todos se demostraron de manera apropiada | algunos demostrados y de manera apropiada | impropios o no demostrados |
| **Sigue instrucciones** | excedió lo esperado | sigue todas las instrucciones | sigue casi todas las instrucciones | poca evidencia de seguir instrucciones |

Las escalas de clasificación analíticas dan más información sobre criterios específicos y se deben usar cuando los estudiantes y los profesores quieren retroalimentación sobre sus habilidades y debilidades en un desempeño, producto o proceso. Los niveles de desempeño (las normas) se describen para cada uno de los criterios. "Una escala analítica requiere que los evaluadores den por separado evaluaciones de los diferentes aspectos del trabajo. Los criterios que incorporan varios resultados son analíticos". (Herman, Aschbacker and Winters, p. 70)

Adaptado de *Nebraska K-12 Foreign Language Frameworks*

# Ejemplo de norma de evaluación
# Autoevaluación de la actividad oral

Evalúate en cada una de las siguientes categorías:

★★★★★ fantástica
★★★★ muy buena
★★★ buena
★★ regular
★ necesita mejorar

| | ★ | ★★ | ★★★ | ★★★★ | ★★★★★ |
|---|---|---|---|---|---|
| **Contenido** | | | | | |
| • El contenido estuvo completo. | | | | | |
| • Las ideas estuvieron bien organizadas. | ❒ | ❒ | ❒ | ❒ | ❒ |
| **Inteligibilidad** | | | | | |
| • Fui inteligible para mi compañero. | | | | | |
| • Fui inteligible para mi profesor/a. | ❒ | ❒ | ❒ | ❒ | ❒ |
| **Vocabulario y expresiones** | | | | | |
| • Usé expresiones recién aprendidas. | | | | | |
| • Usé nuevo vocabulario recién aprendido. | ❒ | ❒ | ❒ | ❒ | ❒ |
| **Gramática** | | | | | |
| • Usé construcciones que son un reto para mí. | ❒ | ❒ | ❒ | ❒ | ❒ |
| **Fluidez** | | | | | |
| • Hablé una cantidad razonable. | | | | | |
| • Hablé con poca vacilación. | ❒ | ❒ | ❒ | ❒ | ❒ |
| **Registro** | | | | | |
| • Usé formas de expresión familiares y formales, según el caso. | ❒ | ❒ | ❒ | ❒ | ❒ |

Desarrollado por Karen Jogan, Albright College, Reading, PA.

# Ejemplo de norma de evaluación
# Evaluación del informe oral

Orador(a): _____

Examinador(a): _____

Fecha: _____ Clase: _____

Titulo de la tarea: _____

Entendí de qué se trataba el informe. Sí _____ Un poco _____ No _____

Me gustó como el orador / la oradora _____

_____

Para mejorar, el orador / la oradora podría _____

***Evalúa el formulario del informe oral de 5 (fantástico) a 1 (necesita mejorar)***

| | | | | | |
|---|---|---|---|---|---|
| Esquemas presentados | 5 | 4 | 3 | 2 | 1 |
| Palabras clave enunciadas | 5 | 4 | 3 | 2 | 1 |
| Organización clara | 5 | 4 | 3 | 2 | 1 |
| Uso de material visual / ilustraciones | 5 | 4 | 3 | 2 | 1 |
| Referencia mínima a apuntes escritos | 5 | 4 | 3 | 2 | 1 |
| Extensión apropiada | 5 | 4 | 3 | 2 | 1 |
| Se respondío a las preguntas | 5 | 4 | 3 | 2 | 1 |
| El orador parece interesado en al tema | 5 | 4 | 3 | 2 | 1 |
| Originalidad, creatividad | 5 | 4 | 3 | 2 | 1 |
| El orador sustenta una opinión | 5 | 4 | 3 | 2 | 1 |

Desarrollado por Karen Jogan, Albright College, Reading, PA.

# Ejemplo de norma de evaluación
# Evaluación de una historia

Nombre: _____ Fecha: _____

Evalúa la historia:

★★★★ fantástica
★★★ buena
★★ promedio
★ necesita mejorar

| | ★ | ★★ | ★★★ | ★★★★ |
|---|---|---|---|---|
| La historia estuvo bien organizada. | ❒ | ❒ | ❒ | ❒ |
| La historia tuvo un comienzo, un desarrollo y un final. | ❒ | ❒ | ❒ | ❒ |
| La historia fue interesante y entretenida. | ❒ | ❒ | ❒ | ❒ |
| La historia incluyó una variedad de expresiones. | ❒ | ❒ | ❒ | ❒ |
| Las ideas en la historia estuvieron claramente expresadas. | ❒ | ❒ | ❒ | ❒ |
| La historia pudo ser commprendida por otros. | ❒ | ❒ | ❒ | ❒ |

Me gustó la historia porque _____

_____

_____

_____

_____

_____

Desarrollado por Eliason, Eaton, & Jogan, TESOL, 1997.

# Ejemplo de norma de evaluación
# Para expresar un punto de vista

Nombre: _____ Fecha: _____ Tema: _____

Evalúate en el proceso:

| | muy exitoso | no muy exitoso |
|---|---|---|
| Pienso que tuve éxito en expresar mi opinión. | ❒ | ❒ |
| Mi opinión tuvo varios argumentos de apoyo. | ❒ | ❒ |
| Mis argumentos de apoyo estuvieron bien organizados. | ❒ | ❒ |
| Fui persuasivo(a) y convincente. | ❒ | ❒ |
| La estructura de mi oración fue gramaticalmente correcta. | ❒ | ❒ |

La mejor parte de mi presentación fue _____

_____

_____

_____

Pude mejorar mi presentación si yo _____

_____

_____

_____

Desarrollado por Eliason, Eaton, and Joga, TESOL, 1997.

# Ejemplo de norma de evaluación
# Lista de verificación del relato de una historia: Autoevaluación

Nombre: _____ Fecha: _____

Titulo del libro: _____ Autor: _____

Por favor marca una "X" en la casilla que describe tu habilidad para hacer lo siguiente:

| | **Por mi cuenta** | **Con ayuda de un(a) compañero(a) o de mi profesor(a)** | **Todavía no puedo hacer esto** |
|---|---|---|---|
| Puedo nombrar a los personajes principales. | | | |
| Puedo describir la escena. | | | |
| Puedo informar sobre las acontecimientos en orden cronológico. | | | |
| Puedo identificar los asuntos o problemas principales. | | | |
| Puedo describir el desenlace. | | | |
| Puedo expresar mis sentimientos sobre la historia y compararlos con otra historia o suceso en mi vida. | | | |
| Puedo identificar mi parte favorita de la historia o a mi personaje favorito y decir por qué. | | | |

Desarrollado por Karen Jogan, Albright College, Reading, PA.

### Conferences

Conferences provide opportunities for students and the teacher to discuss learning strengths and areas for improvement, and to set learning goals. In conferences, it is possible to learn a great deal about students' understanding of information, attitudes toward learning, and the skills and strategies students employ during the learning process. Conferences provide opportunity for individualized teaching, for guiding students to more challenging materials, and for determining future instructional needs.

Conferences are usually short informal meetings held with individual students, or a small group of students, and involve diagnostic listening, questioning, and responding. Interviews, on the other hand, are conferences that are conducted to gather specific information. They may involve a set of questions you ask for a specific purpose. For example, you may need information about the student's reading patterns and difficulties and and may use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviors. These are often presented as a set of questions or activities to which the student may respond orally with the teacher recording responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular schedule and both student and teacher come prepared with materials to share and questions to ask. Systematic conference notes form a permanent record of the content of the conference and set goals for future learning. Conferences provide opportunities to assess the appropriateness of the tasks and observe other areas of concern.

Once students are familiar with good conferencing procedures, peer conferencing is an alternative for students to obtain feedback and discuss progress and goals.

### Continua

Continua or continuums are a series of descriptors that attempt to describe the behaviours that students exhibit as they are developing communicative competence. Teachers can use them systematically to observe and make judgments about students' progress. Although continua are designed to list descriptors according to developmental principles, most students do not develop in a linear fashion. Individual students may exhibit a range of indicators from a number of phases at any one time. Key indicators describe behaviours typical of a phase and provide a way of mapping student progress through the various levels. Students may not move through phases at a regular pace. The indicators do not describe evaluative criteria through which every student is expected to progress in sequential order, but they do provide evidence of an overall developmental pattern.

### Performance Assessments

Performance assessment is defined as an assessment activity that requires students to construct a response, create a product, or perform a demonstration. Since performance assessments generally do not yield a single correct answer or method for solution, evaluations of student products or performances are based on judgements guided by criteria (McTighe and Ferrara 34).

Performance assessments are concerned with how students apply the knowledge, skills, strategies, and attitudes that they have learned to new and authentic tasks. Performance tasks are short activities (generally between one and three class periods) that provide an opportunity for students to demonstrate knowledge, skills, and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to real-life application of knowledge, skills, and strategies.

Performance assessment tasks can be organized into three categories: products (such as dioramas, slide shows, reports, videotapes, etc.), performances (such as dramatic readings, interviews, debates, etc.), and processes (such as problem solving, cooperative learning, etc.).

### Portfolios

F. Leon Paulson defines portfolio as "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting the contents, the criteria for judging merit, and evidence of student self-reflection" (60).

The physical structure of a portfolio refers to the actual arrangement of the work samples and can be organized according to chronology, subject, types of student product, or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students self-assess a work sample, then self-reflect, and then set a goal for future learning. The work-sample self-assessment and the goal sheet may be added to the portfolio.

Students generally choose the work samples to place in the portfolio. The teacher may also choose to have specific work samples placed in the portfolio.

The charts that follow provide examples of elements that may be included in a second language portfolio, a sample assessment rubric, and ideas for exhibitions and projects.

# Carpeta de trabajo del estudiante

**Oral Presentations/**
***Presentaciones orales***

debates / *debates*
addresses / *discursos*
discussions / *conversaciones*
mock trials / *simulacros de juicio*
monologues / *monólogos*
interviews / *entrevistas*
speeches / *conferencias*

**Multimedia Presentations/**
***Presentaciones audiovisuales***

videotapes / *videocasetes*
films / *películas*
audiotapes / *cintas de casete*
slides / *diapositivas*
photo essays / *composiciones con fotos*
print media / *medios de difusión impresos*
computer programs / *programas de computación*
storytelling / *narraciones*
oral histories / *historias orales*
poetry reading / *lecturas de poesía*
broadcasts / *transmisiones*

**Visual and Graphic Arts/**
***Artes visuales y gráficas***

paintings / *pinturas*
storybooks / *libros de cuentos*
drawings / *dibujos*
murals / *murales*
posters / *carteles*
sculptures / *esculturas*
cartoons / *historietas*
mobiles / *móviles*

**Representations/**
***Representaciones***

maps / *mapas*
graphs / *gráficos*
dioramas / *dioramas*
models / *representaciones a escala*
mock-ups / *maquetas*
displays / *exhibiciones*
bulletin boards / *tableros de anuncios*
charts / *diagramas, esquemas*
replicas / *reproducciones*

**Performances/**
***Representaciones teatrales y artisticas***

role-playing, drama /
*juego de roles, dramatización*
dance, movement /
*danza, movimiento*

choral readings /
*lecturas en voz alta en grupos*

music (choral and instrumental) /
*música (coral e instrumental)*

**Written Presentations/**
***Presentaciones escritas***

expressive (diaries, journals, writing logs) /
*de expresión (diarios, diarios de registro)*
transactional (letters, reports, surveys, essays) /
*de transacción (cartas, informes, encuestas, ensayos)*
poetic (poems, myths, legends, stories, plays) /
*poéticas (poemas, mitos, leyendas, historias, obras de teatro)*

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996.

# Ejemplo de normas de evaluación
# Evaluación de la calidad de las carpetas de trabajo

**Evaluación de la calidad de las carpetas de trabajo**
Esta norma de evaluación sugiere normas y criterios que los profesores pueden usar para evaluar las carpetas de trabajo. Se deben presentar las normas y criterios a los estudiantes antes de que empiecen a desarrollar sus carpetas de trabajo.

| | Superior | Excelente | Bueno(a) | En desarrollo |
|---|---|---|---|---|
| **Apariencia** | visualmente muy atractiva, de apariencia profesional | atractiva, ordenada | un poco atractiva u ordenada | desordenada, no muestra esfuerzo |
| **Creatividad** | la creatividad abunda, mucho pensamiento original y/o desarrollo detallado | mucha creatividad, pensamiento original y/o desarrollo detallado | alguna evidencia de creatividad, pensamiento original o desarrollo detallado | poca o no hay evidencia de creatividad, pensamiento original o desarrollo detallado |
| **Contenido** | todos los artefactos de calidad elegidos demuestran un nivel de razonamiento alto | los artefactos de calidad elegidos demuestran un razonamiento claro | algunos de los artefactos elegidos demuestran razonamiento claro | pocos o ninguno de los artefactos elegidos demuestran razonamiento claro |
| **Organización** | organización impresionante que hace que la lectura fluya de manera continua | organizada, transición clara entre los trabajos y las partes de la carpeta | bastante organizada, buena transición entre los temas | nada en orden, parece juntado casualmente, no hay transición |
| **Integridad** | tiene las muestras obligatorias, demuestra mucho esfuerzo suplementario con muestras adicionales | tiene la muestra obligatoria, algunas muestras adicionales | tiene las muestras obligatorias | faltan algunas muestras obligatorias |
| **Reflexión** | alto nivel de pensamiento analítico respaldado con evidencia sólida | tiempo evidente en reflexionar, honesta; detalles excelentes | muestra reflexión adecuada | muy breve, hecha con apuro, no sincera u honesta |

Adaptado de *Nebraska K-12 Foreign Language Frameworks*, 1996.

## Ideas for Exhibitions and Projects

The following list provides teachers with ideas for products, performances, and processes that can be incorporated as authentic tasks into projects and exhibitions. Teachers using this list will provide students with meaningful, relevant classroom experiences that can be applied in real-world contexts and actively involve students in the learning process.

The list was compiled from a variety of sources (Jacobs, 1995; Maker & Nielsen, 1996); most are ideas from teachers who have used them in the classroom.

World language teachers are encouraged to use this list to create their own list of projects to fit course outcomes and the varied interests and talents of students.

The categories are only one way to arrange the list. Many products and performances can cross over into other categories. In the world language classroom, culture is interwoven throughout the products, processes, and performances, as are the communicative skills.

### Media/Technology

advertisements
cable channels
CD-ROM creations
clip art
commercials
computer graphics
computer programs
editorials
filmstrips
infomercials
magazines
marketing campaigns
movies
multimedia presentations
news reports
newsletters
newspapers
opinion polls
radio shows
screenplays
scripts
slides
slide shows
TV shows
TV Guide
travelogue
videos
Web home pages

### Visual and Performing Arts

artwork:
• painting
• sculpture
• ceramics
banners
billboards
block prints
bulletin boards
cartoons
choral readings
chorales
clay models
clothing design
collages
comic strips
costume creation
dances
displays
drawings
flags
flip books
flower arrangements
fugues
greeting cards
illustrations
jewelry
labels
logos
masks
mobiles
mosaics
murals
music compositions
musical instruments
musical performance
musical plays
musical symbols
origami
pantomimes
paper
papier-mâche creations
photo essays
photography
plays
pop-up books
posters
pottery
props for plays
puppets/shows
raps, jingle, chants
cheers
record/CD/book covers
role plays
silkscreen prints
simulations
skits
sociodramas
song writing
stitchery
tattoos
totem poles
wallpaper patterns

### Speaking/Listening

audio/videotapes
choral readings
court-trial simulations
cooperative tasks
debates
discussions
flannel boards
narratives
oral reports
panel discussions
presentations
scenarios
seminars
speeches
story boards

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996.

## Ideas for Exhibitions and Projects (continued)

### Reading/Writing/Literature

3-D research papers
ABC books
bibliographies
biographies
bookmarks
books
children's stories
dictionaries of terms
encyclopedias
essays
expository writing
fables
historical documents
histories
illuminated manuscripts
journal articles
lists of books read
lists of movies seen
lyrics
memoirs
myths
narrative writing
outlines
persuasive writing
poetry
poetry anthologies
portfolios
position papers
reaction papers
reports
research reports
satires
stories
term papers
time capsules
time-lines
written questions
writing systems

### Hands-on/Kinesthetic

collections
constructions
crafts
demonstrations
dioramas
environmental studies
field trips
flash cards
floor plans
flower arrangements
games
inventions
labs
learning centres
models
museum displays
obstacle courses
physical exercise
precision drill team
project cube
scale models
scavenger hunts
sewing
sports/outdoor activities
synchronized movement
terrariums
tools
treasure hunts

### Daily Life

application forms
bills
boxes/cartons
brochures
checks
cleaning
contracts
customs
daily routines
diaries
directions
email
eulogies
family trees
foods/cooking
government forms
instructions
invitations
journals
junk mail
labels
last wills
laws
letters of all kinds
manuals
maps
menus
messages, voice/written
obituaries
pamphlets
parties
petitions
photo albums
prescriptions
questionnaires
receipts
recipe books
recipes
resumés
schedules
school
scrapbooks
shopping lists
spreadsheets
surveys
work

### Thinking Skills

analogies
categorizing/classifying
cause/effect
charts
compare/contrast
comparison charts
concepts
cross-number puzzles
crossword puzzles
decision making
design experiments
diagrams
elaboration
evaluation
evaluation of evidence
experiments
extrapolation
fact files
goal setting
graphic organizers
graphs
graphs, 3-D
homework
lessons and test design
patterns
plans
problem solving
puzzles
rating scales
reflection
secret codes
self-discovery
synthesis
synthesis of research
tessellation
Venn diagrams
visualization
webbing/mind maps

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996.

### Cloze

In cloze procedure, words or parts of words are masked or blocked out in a sentence or a short passage. Students must use other cues or clues in context, both in the text and from their background experience, to replace or complete the missing words. As students read and come to the blank in the sentence, they call on cueing systems and other sources of information to help decide what word would make sense in the sentence. With young students, perhaps only one word in the sentence would be left out. With older students, as many as eight to ten deletions in a passage would be appropriate. Experience with cloze passages encourages students to maximize their use of the cueing systems. Students choose which information sources and strategies are most appropriate when meeting unknown words, rather than overusing graphophonic clues and sounding out words without any reference to meaning or word order.

### Think-Alouds

Think-Alouds involve asking students to verbalize their thought aloud while engaged in a task. Think-Alouds are an effective instructional strategy, can provide insight into how readers process text, and serve as a very effective assessment strategy for written interpretation and use of strategies.

# *PLANNING FOR INSTRUCTION AND ASSESSMENT*


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# *PLANNING FOR INSTRUCTION AND ASSESSMENT*

### Why Plan?

- Creating a plan increases teacher awareness of curriculum outcomes and student needs, and enhances teaching practices.
- Teachers are more likely to effectively meet the expectations of the curriculum, school, students, and parents.
- Topics can be sequenced in a logical way, providing important linking for students.
- Planning well gives teachers confidence. It enables the teacher to anticipate and be prepared for meeting individual student needs and alternative situations that arise in the classroom.
- Planning well reduces many management problems in the classroom.
- Advance planning helps teachers to access resources, and it reduces stress and increases effectiveness.
- Planning well ensures a sound rationale is evident and ready for presentation to parents, students, and administrators.
- Collaborative planning allows teachers to engage in professional dialogue about curriculum, successful practices, individual student needs, and effective use of resources.

### Developing Plans

In developing plans, teachers need to effectively

- select an approach to planning
- read and understand the general and specific outcomes provided in the Spanish Language and Culture curriculum
- consider student needs, background knowledge, and experience
- select the appropriate outcomes and the sequence in which they will receive focus
- select teaching and learning activities
- select learning resources
- consider assessment and evaluation

### Outcomes

Outcomes in Spanish Language and Culture assist classroom teachers and other educators to

- plan learning activities that support Spanish language growth and student achievement in Spanish Language and Culture
- establish goals for learning, instruction, and assessment in Spanish Language and Culture
- monitor student progress in achieving outcomes in Spanish Language and Culture
- communicate with students, parents, and guardians about student progress in Spanish Language and Culture
- select appropriate resources to support student learning

### Planning with Outcomes

The outcomes separate the four components of communicative competence: language competence and applications, intercultural competence (Global Citizenship), and strategic competence. When planning, teachers need to reflect on how these components can be integrated through activities that involve meaningful communication. Planning needs to include a careful analysis of the outcome statement to determine appropriate instructional materials. The following example shows how the four components are integrated in one learning activity.

Consider an activity where a student is asked to prepare a classroom presentation and a poster summarizing the information gathered on an aspect of the culture of a specific Spanish-speaking nation that he or she finds appealing. The guidelines for the activity are as follows:

- Brainstorm potential themes or topics for the exercise and select one. (Applications / Strategies / Global Citizenship)
- Use a concept map to detail what information is required, and develop a plan for gathering the information. (Strategies)
- Identify key vocabulary or terms related to the theme or area of interest. (Language Competence / Lexicon)
- Undertake research, drawing on at least four web-based and print-based Spanish resources and summarize information gathered. (Language Competence / Global Citizenship)
- Prepare presentation and poster using visuals to aid in communicating your ideas. (Language Competence / Applications)
- Check and edit your presentation to ensure correct spelling and grammatical structures. (Language Competence)
- Present to classroom. (Language Competence / Applications)

- Reflect on the experience and identify what you learned, how you learned it, what gaps in learning you perceived, and what was most challenging. (Strategies)

### Selecting Outcomes

Selecting outcomes is the critical component in developing unit or lesson plans. Which aspects of language learning do you want to focus on? Where are your students in their development of their linguistic and cultural skills?

In targeting outcomes for unit or lesson planning, teachers also need to consider how they relate to one another. Once outcomes are identified the next step is to consider which learning activities or tasks lend themselves to the development of the outcomes.

### Considering Assessment and Evaluation

Planning for assessment is an essential aspect of unit and lesson planning. It is important that teachers consider what information they need to collect and what is directly related to the outcomes. How will students demonstrate these outcomes in the context of the learning tasks and activities selected?

Finally, it is important to select the type of assessment tools best suited for the assessment focus. See Classroom Assessment, page 9.

### Selecting Resources

Planning lessons and assembling resources for a language course means more than finding a good text with accompanying workbook and listening tapes. As much as possible, students should work with all kinds of resources. Authentic documents, that is, documents that were designed for Spanish speakers rather than for the purpose of second language teaching, are particularly interesting. By using authentic documents, students gain experience in finding, exploring, and interpreting different kinds of texts, and have models for producing texts of their own.

By using a variety of resources rather than a single text, teachers can better accommodate the diverse learning needs of students found in the average classroom. Even though all students in the class are working on the same task, they may be using different resources depending on their preferred learning styles, level of proficiency, or cognitive development.

### Approaches to Planning

There are several approaches to planning for instruction. These may be categorized as thematic, integrated, content/subject based, and task-based approaches. These are not mutually exclusive and often elements of each will be used by teachers to plan for instruction.

Thematic approaches focus on a specific topic or central idea which forms the basis for the unit or the lesson being planned. The theme chosen serves as the organizer for the instructional activities. Themes may be broad or may be specific in nature (e.g., Music of Chile versus the Meaning of the Macarena song). School-based themes provide an opportunity for cross-subject and classroom collaboration.

Integrated approaches are closely related to thematic approaches. They focus on choosing themes that allow for connections with various subject areas or for drawing on a broad range of skills and concepts. Integrated units allow for collaboration between subject area teachers. Students may value integrated learning experiences because they are more "real-life" in nature and relate to other school subjects.

Task-based approaches focus on the engagement of students in very meaningful tasks rather than elements of language. Generally, in task-based approaches, learning tasks have a clear beginning and end.

Regardless of the approach or combination of approaches one may prefer, all of them may be applied to the development of yearly, unit, or lesson plans. These are described in the following section.

## General Information on Planning for Spanish Teachers

### Types of Plans

*Yearly Plans*

In creating a long-range plan, a teacher looks at students and elements of curriculum, and considers the school's goals and the year ahead. On this basis, the teacher makes a tentative sequencing of classroom instruction units that would be effective.

*Unit Plans*

To develop a unit plan, a teacher looks at the students and their needs, and organizes strategies and selects specific learning activities which are aligned with several identified curricular objectives or student outcomes.

*Lesson Plans*

Lesson plans 'map out' in detail instructional and learning activities in support of one or more ourcomes. Usually lesson plans refer to daily plans.

### Planning for Balance

Planning for a balanced Spanish Language and Culture program needs to take the following into account:

- Specific outcomes stated are end-of-year outcomes; while students may reach the level of competence described by the outcomes at any time during the year, the outcomes describe end-of-year performance. Educators must consider the series of instructional steps that will lead to accomplishment of the outcomes by the end of the year.
- Learning is recursive and integrative. Many of the outcomes need to be addressed repeatedly in different ways throughout the school year. Students need practice in many meaningful contexts to consolidate new knowledge, skills, and strategies. As well as developing new literacy skills and strategies, students need to review, maintain, and refine those learned previously.
- Planning is continual and informed by needs that become evident through classroom assessment.
- A variety of instructional approaches, classroom management techniques, assessment practices, tools and strategies, and language arts learning experiences are essential.
- Students may be taught in a variety of organizational structures, including multi-graded classrooms.

Developing a balanced, integrated Spanish program is a creative process. Instruction is shaped by the teaching style, resources, and strengths of each teacher, by the interests, abilities, and talents that each new group of students brings to the classroom, and by the needs of the community.

Some areas of balance to consider in planning include the following:

- four general outcomes
- three modes of communication: productive, interpretive, and interactive
- text types: oral, written, and multimedia texts (which include a variety of expository or informational, narrative, poetic, and dramatic texts; and a variety of forms and genres such as videos, magazines, letters, charts, and computer programs)

- various functions: imparting and receiving information; expressing emotions and personal perspectives; getting things done; extending knowledge of the world; forming, maintaining, and changing interpersonal relationships; and for imaginative purposes and personal enjoyment
- grouping patterns: individual, pairs, small groups, large groups, whole class, heterogeneous, homogeneous, student-directed, teacher-directed
- various levels of language proficiency and the language background and experiences of the student
- various learning styles and multiple intelligences
- various rates of student learning, addressed by providing pre-teaching, review, and additional practice for some students, and challenging extension activities for others

Planning for balance while ensuring sufficient instruction and practice in all the outcomes defined for a particular grade or course is a challenging task. Choosing particular ideas and strategies precludes using others. It is unlikely that a teacher would use all the suggestions for instruction and assessment for a specific outcome with a particular grade. For example, various types of journals and logs are discussed: personal journals, reader response journals, learning logs, and writers' notebooks. Students likely would not maintain all of these simultaneously.

### Yearly Planning

Long-range planning is making difficult decisions about the direction of our programming based on our best professional judgment. Long-range planning is problem solving. Long range plans are often viewed as a finished product rather than a working document and as a "means to an end." If planning is to be effective and of value to the teacher, risk taking, continual monitoring, and subsequent modifications are valued parts of the process. A real year plan will reflect changes and will be a working document, not a polished masterpiece.

To begin long range planning:

- Know and use the curriculum.
- Focus on how the planning will help you and your students, not on the product or what someone else might expect.
- Look at the different types of long-range planning and consider those which best meet your needs.
- Remember that there is no one right way to plan.

There are many types of long-range plans. Teacher should choose a style that meets their needs and the needs of the specific instruction groups.

### Thematic Planning

Traditionally, thematic planning has been considered the domain of primary teachers although it has been widely used in gifted education. Varieties of thematic planning are now in many settings from early education onwards.

Thematic planning has proven especially helpful to teachers of multi-age and combined class groupings. Where teachers plan for a wide range of abilities, thematic teaching allows all students to build knowledge, skills, and attitudes—experiencing success at their own level within a collaborative whole-class environment.

Thematic planning also is chosen by teachers who tend to look at the global picture, rather than seeing discrete, sequenced units. It may also be preferred by teachers who like to work collaboratively with other teachers or draw on the concepts and experiences which students are being exposed to in other settings. Although there are many approaches to thematic planning, basically thematic teaching differs from subject-based planning in that priority curricular expectations are linked and/or clustered deliberately across subject areas. Thematic teaching often takes place in larger blocks of time created by merging periods of time apportioned to each subject area.

In another thematic approach, teachers pick up a **common thread** within several subject areas.

Teachers may **sequence** topics or units of study to coincide with one another. Similar ideas are taught together at the same time.

Some teachers base their year around large issues or questions that **encompass** all or almost all areas of curriculum. This planning requires in-depth knowledge of curricula and a willingness to create or modify existing resources.

### Benefits of Thematic Planning

Recent **brain research** tells us that learning is enhanced when inter-related areas are linked. To maintain and extend memory networks, students need to test their memories in stimulating and meaningful contexts. Both the relevance of the material to the learner and the emotional involvement of the learner are important components in effective learning. By choosing themes that are relevant and of interest to students in the classroom, thematic planning links and builds knowledge in a “brain-friendly” way.

**Motivation** is important in learning. In well-conceived thematic instruction, successful experiences are fostered for a wide range of students and differing expectations become the norm. Thematic planning allows for more extensive and intensive exploration of a specific area of interest or study. This helps students build enthusiasm and become more reflective and involved in their own learning.

The thematic approach allows a wide range of students to experience success and **achievement** at their own levels. Disadvantaged students link with their background knowledge and read materials on the theme at their own level, enhancing achievement. Gifted learners move beyond a core of basic learning experiences. Thematic units that allow for more indepth explorations and learning allow students to process more and become more active learners. Authentic assessments tend to be utilized within the thematic approach, allowing more students to demonstrate their success.

**Effective instructional techniques** are fostered within the thematic structures. Teachers gain enthusiasm by learning along with students—acting as role models of continuous learning and problem solving. Important changes may occur in classroom dynamics as teacher and students use the word *we* more than *I*. With instruction that is less fractured, many teachers enjoy the flow of thematic teaching and experience a **feeling of success** in reaching more students.

**Helpful Hints for Thematic Planning**

- Choose themes and/or topics that are guided by the outcomes you wish to develop. These should be the focus of the planning.
- Carefully select themes that are appropriate for the age and interests of students and complement the areas of experience recommended.
- Try, where you can, to choose broad rather than narrow thematic topics or open up topics through the use of ambiguous titles. Check the area of experience for each grade level to guide your selection of unit and lesson plans.
- Start with a manageable project in thematic planning and build from there. It's all right to start your year with a theme, and then focus on specific tasks or areas of language development!
- Communicate learning goals for the year and your thematic plans to parents and students. Chart your thematic year plan for Open House at the beginning of the year.
- Ensure that parents see curricular expectations specifically on student assignments, displays, evaluations, and portfolio samples throughout the year to reassure them. Regular newsletters previewing upcoming themes and activities add to parental buy-in.

- Remember that a year plan is a working document that will be periodically reviewed and revised.
- Teachers may choose to teach thematically, but continue routine task-based learning activities such as dialogues, role-playing, learning journals, etc.

**Long-Range Planning Review**

- Choose a style of planning that suits your needs: subject-based, thematic (integrated), strategic, or a combination of several.
- Select priority expectations from the curriculum based on your knowledge of your students, and highlight these on curricular checklists.
- Develop a year plan that logically flows and develops priority curricular expectations.
- Remember that a year plan is a working document that will be periodically reviewed and revised.
- Focus on what the students will learn, not just the activities they will engage in.

## Task-based or Project-based Language Learning

A task-based approach to learning Spanish is designed to have students develop language competence and communicative skills by doing things rather than by simply studying the language. The students no longer begin by learning the form or grammar of the language. Instead, they find themselves in a situation where they must use the language for a definite purpose, to complete a clearly defined task or project. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning and context to all language activities.

All content, activities, and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises which concentrate on form, and practice of specific strategies all have their place in the classroom, but they will be done as a result of the students' need to know elements of the Spanish language in order to accomplish the task more effectively. The task provides an organizational framework within which all skills, knowledge, and attitudes are developed.

### Choosing a Task or Project

The choice of tasks will be based on the interests of students while at the same time covering as broad a range of areas of experience as possible. It is important that the task be flexible enough to allow for some differentiation. In this way, students with different levels of proficiency, different interests, and different backgrounds can work together and learn from one another.

Good projects or tasks should

- match the interests of the students
- require students to focus on meaning and purpose
- draw objectives from the communicative needs of students
- involve language use in carrying out the task
- provide opportunities for language practice
- allow for flexible approaches to the task, offering different routes, media, modes of participation, procedures
- allow for different solutions, depending on the skills and strategies drawn on by students
- be challenging, but not threatening
- require input from all students in terms of knowledge, skills, and participation
- promote sharing of information and expertise
- allow for co-evaluation by the student and the teacher of the task and of the performance of the task
- provide opportunities for students to talk about communication (metacommunication) and about learning (metacognition)
- provide for monitoring and feedback
- be effective and efficient (i.e., the effort to master aspects of the language should "pay off" in terms of communicative competence, or cognitive and affective development of the learner)

The order in which the tasks are undertaken is usually decided based on their level of difficulty, which depends on a number of factors:

- the characteristics of the learner
- the amount of contextual support provided to the learner
- the cognitive difficulty of the task
- the amount of assistance provided to the learner
- the complexity of the language which the learner is required to use
- the amount and type of background knowledge required

Some of these factors are variable (e.g., the amount of support provided), while others are not (e.g., characteristics of the learner).

In the following table, some of the factors which determine the relative difficulty of a task are outlined. By examining a task in relation to these factors, a task that is appropriate for the students can be chosen.

| **less difficult** → **more difficult** | | | | |
|---|---|---|---|---|
| cognitive complexity | describing | sequencing | choosing | |
| | classifying | identifying principles | evaluating | |
| listening | one speaker | two speakers | three speakers | four or more speakers |
| | familiar topic | | unfamiliar topic | |
| speaking | taking short turns | | taking long turns | |
| | familiar, sympathetic conversation partner | | unfamiliar, uninvolved individual or group | |
| | familiar topic, well-organized memory | | new topic or experience, not well organized | |
| text type | description | instructions | storytelling | providing and justifying opinions |
| | few elements, properties, relationships, characters, factors | | many elements, properties, relationships, characters, factors | |
| | ample contextual support (titles and subtitles, pictures or diagrams, etc.) | | little contextual support | |
| language | simple | | complex | |
| | less interpretation required (information is explicit) | | more interpretation required (information is implicit) | |
| | more redundant (information is repeated in different ways) | | more dense (information is given only once) | |
| task type | one-way transfer of information | | two-way exchange of information | |
| | convergent | | divergent | |
| | concrete, “here and now” | | abstract, different time or place | |
| support | more | | less | |

Sometimes a task may, at first, appear too difficult for the students, but if it is of great interest to them, it can be sometimes be undertaken by adjusting some of the above variables to make it less difficult. In the same way, the same task can also be made more or less difficult for different groups of students in mixed-level classes.

The table below provides some ideas for tasks that students could undertake at this level. Students can be expected to complete between five and eight of the more complex tasks in the course. Some tasks could be the focus of a unit of study which could take from 15 to 20 hours to complete. See the next section for more information on unit planning.

<table>
<tr><th colspan="4">Global Task List</th></tr>
<tr><th>Make a/an</th><th>Learn a/an</th><th colspan="2">Do a/an</th></tr>
<tr><td rowspan="6">list<br>booklet<br>big book<br>pamphlet or brochure<br>dictionary<br>recipe book<br>guide<br>picture album<br>poster<br>mural<br>collage<br>model<br>class display<br>crest<br>map<br>calendar<br>greeting card<br>menu<br>family tree<br>cover (book, CD, video)<br>game board<br>advertisement<br>comic strip<br>puppet<br>classified ad</td><td>game<br>sport<br>song<br>dance<br>poem<br>story<br>nursery rhyme<br>craft<br>(then make up a new one)</td><td colspan="2">survey<br>research project<br>simulation<br>role play<br>interview<br>demonstration<br>debate<br>biography<br>critique</td></tr>
<tr><td></td><th>Keep a log of</th><th>Plan a/an</th></tr>
<tr><td></td><td>books read<br>TV programs watched<br>weather<br>travel</td><td rowspan="3">trip<br>self-improvement project<br>exchange<br>immersion weekend<br>excursion<br>meal<br>celebration<br>guest speaker<br>visit</td></tr>
<tr><td></td><th>Present a/an</th></tr>
<tr><td></td><td>fashion show<br>puppet show<br>play<br>dance<br>concert</td></tr>
<tr><th colspan="2">Solve a problem</th><th colspan="2">Write and send a/an</th></tr>
<tr><td colspan="2">jigsaw task<br>information gap<br>cloze activity<br>grammar dictation<br>science experiment<br>math problem<br>make a decision</td><td colspan="2">personal letter<br>greeting card<br>email message<br>letter to the editor<br>business letter<br>invitation</td></tr>
</table>

## Unit Planning

Unit planning when using a task-based approach to second language learning is a little different than planning for a more traditional language-based approach. Instead of beginning with the linguistic content (vocabulary, grammar, functions), you begin with a theme or topic and a task. The language content grows out of the task and the resources used for the task. The following steps provide a list of considerations for unit planning:

1. Choose a theme or a topic which is of interest to the students, which offers possibilities for developing the students' communicative competence in Spanish, and which allows for some general learning as well. Students can participate in this step of the planning process.

2. Decide on a unit task that is appropriate to the theme, is of interest to the students, and is within their capabilities, both from a cognitive and a language point of view. Students can participate in this step as well. This task becomes the main element around which the unit is organized. The unit task will most often take the form of a project that can be worked on over a period of several weeks. See the Global Task List on the preceding page for suggestions.

3. Look for resources which might be useful in preparing students to carry out the task. Resources should be attractive and rich in visual supports such as charts, pictures, diagrams, etc. Once the resources have been found, analyze them for elements that might need to be introduced, for example, a particular accent in an audio text, a cultural reference, strategies needed to deal with an authentic document, idiomatic expressions, and so on.

4. Analyze the task to determine what the students will need to know and to learn in order to be able to carry out the task. Think about the product the students will produce (the project or task), but also about the process they will go through in producing the product (e.g., working in groups, doing research, interviewing people). Think about language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge, and so on. Think about the resources you have found for the unit.

5. Outline a series of steps or mini-tasks directly related to the unit task to help the students learn and practise the language they will need to carry out that task. Some of these mini-tasks might focus on particular language functions (applications), building vocabulary around the theme or topic, learning and practising specific grammatical structures, analyzing the characteristics of a particular text type, developing a cultural element, working on a learning strategy, and so on.
   - It is a very good idea to begin a unit with an activity that stimulates the students' interest in the topic, and helps them make connections between what they already know about the topic and what they will be learning. This introductory activity also starts to establish the linguistic base necessary for the rest of the unit, although it should not include the formal teaching of a pre-determined list of vocabulary. Vocabulary for the unit is better taught as the need arises throughout the whole unit.
   - It is also very helpful to end the unit with an activity that leads students to reflect on the unit. This can include discussion about what they learned, the strategies they used, and how their attitudes may have changed. It can also include planning for future units based on perceived gaps in their knowledge and skills. This step is important for developing metacognitive strategies and independent learning.
6. Determine the specific objectives for the unit, keeping in mind all four components (applications, language competence, global citizenship, and strategies).
7. Think about aspects of the unit that could be adapted to accommodate the needs, interests, and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
8. Plan student assessment and evaluation. Integrate assessment throughout the unit.

Although unit planning is presented above as a series of steps, for most people, it will involve going back and forth between steps, rather than progressing straight through from step 1 to 8. Some of the planning will take place beforehand, and some as the unit progresses.

# *PLANNING TOOLS*

### Areas of Experience

See Appendix D for a list of appropriate areas of experience.

### Grammatical Elements

For lists of grammatical elements, see Outcome 2.1.4 on pages Year 1–32 to 36, Year 2–34 to 38, Year 3–32 to 36, and Year 4–34 to 38.

### Learning Resources

In planning yearly unit and lesson plans, teachers will find it helpful to refer to the annotated bibliography of Spanish learning resources. The annotated bibliography may be found online at the Manitoba Education, Citizenship and Youth website at

http://www.edu.gov.mb.ca/ks4/learnres/spanish/sp7-s4com2000-2003.pdf.

## Planning Your Year

Grade Level(s):_____ School Year: _____ Teacher(s): _____

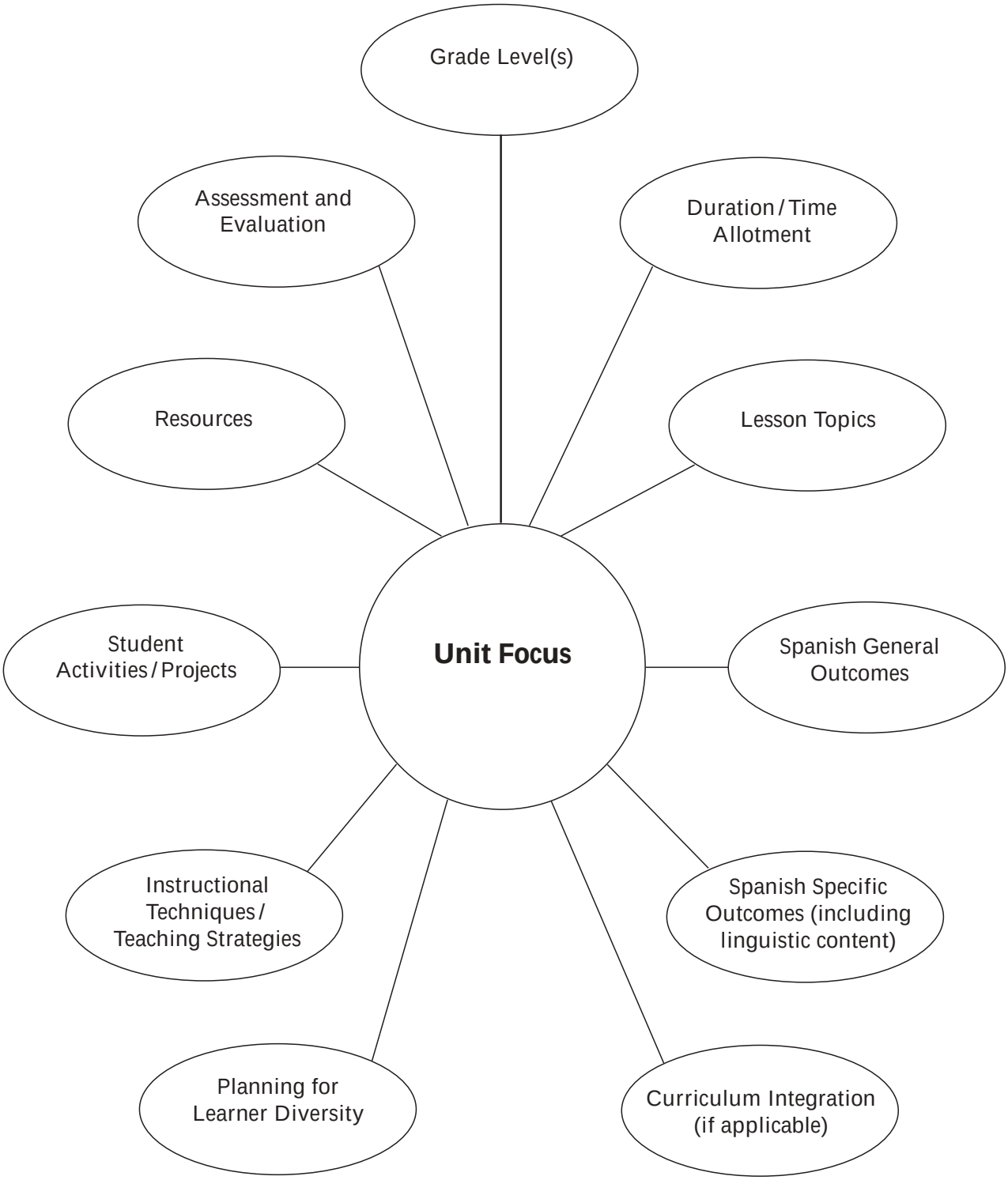
| | September | October | November | December | January |
|---|---|---|---|---|---|
| **Unit(s)** | | | | | |
| **Outcomes** | | | | | |
| **Instructional Approaches and Learning Activities** | | | | | |
| **Resources** | | | | | |
| **Assessment and Evaluation** | | | | | |

## Planning Your Year

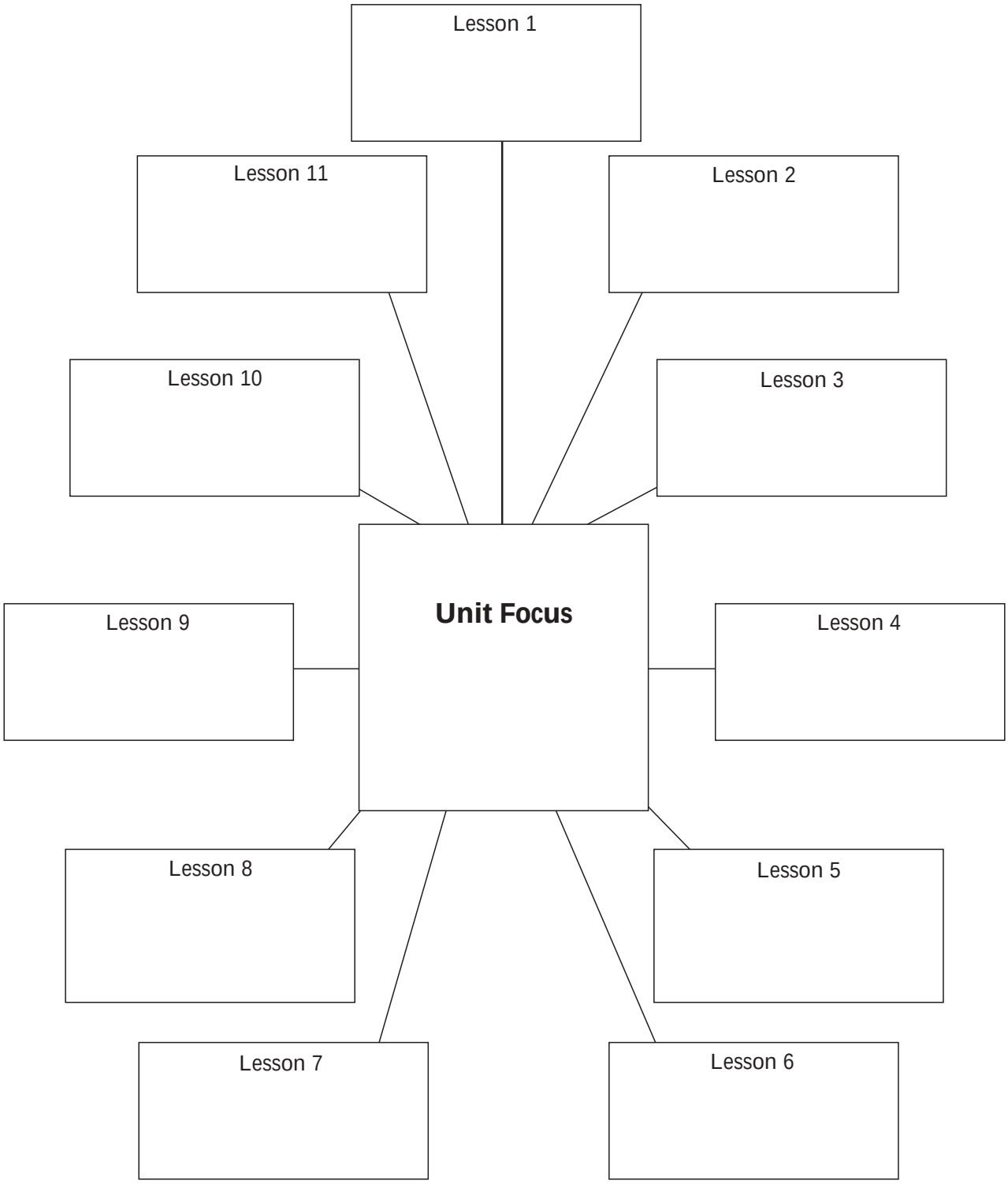
Grade Level(s):_____ School Year: _____ Teacher(s): _____

| | February | March | April | May | June |
|---|---|---|---|---|---|
| **Unit(s)** | | | | | |
| **Outcomes** | | | | | |
| **Instructional Approaches and Learning Activities** | | | | | |
| **Resources** | | | | | |
| **Assessment and Evaluation** | | | | | |

## Unit Components



## Unit Components



## Unit Plan:

| Day/ Sequence | Lesson Topics | Outcomes | Instructional Strategies and Learning Activities | Major Resources | Assessment/ Evaluation | Planning for Diversity of Learners |
|---|---|---|---|---|---|---|
| Day 1 | | | | | | |
| Day 2 | | | | | | |
| Day 3 | | | | | | |
| Day 4 | | | | | | |
| | | | | | | |
| | | | | | | |

| Unit Plan Outline | |
|---|---|
| **Unit Focus:** | **Grade Level(s):** |
| Duration / Time Allotment | |
| Lesson Topics | |
| Spanish Language and Culture Outcomes<br><br>✦ General Outcomes | |
| ✦ Specific Outcomes (including linguistic content) | |
| Curriculum Integration (if applicable) | |
| Planning for Learner Diversity | |
| Instructional Strategies / Teaching Techniques | |
| Student Activities / Projects | |
| Resources | |
| Assessment and Evaluation | |

## Integrated Unit Plan Overview

Unit Focus:_____ Grade Level(s): _____ Teacher(s): _____

| **Spanish Language and Culture** | _____ **Subject Area** |
|---|---|
| General Outcomes:<br><br>Specific Outcomes: | Outcomes: |

Instructional Strategies and Learning Activities

| Planning for Diversity of Learners | Resources | Assessment and Evaluation |
|---|---|---|
| | | |

## Unit Planning Checklist

- ❑ Have you selected the outcomes you wish to focus on in this unit?
- ❑ Have you considered student needs, interests, and abilities and incorporated students' input?

  Have you considered the relevance of this unit to
  - ❑ students' lives outside of the school context?
  - ❑ students' language and learning experiences in other subjects?
  - ❑ students' continued language development?
- ❑ Can you identify the outcomes related to language competence and applications that students will attain?
- ❑ Have you incorporated appropriate global citizenship outcomes into the unit?
- ❑ Can you identify the historical and contemporary elements of the Spanish-speaking cultures present in the language competence content of the unit?
- ❑ Can you provide a rationale for the unit?
- ❑ Have you selected interesting, useful, and varied resources to accompany the unit?
- ❑ Have you included a variety of instructional strategies, language experiences, and activities?
- ❑ Have you provided opportunities for students to apply listening, speaking, reading, and writing skills in different contexts?
- ❑ Does the unit plan allow for flexibility and adaptation?
- ❑ Have you provided opportunities for student input and collaborative decision-making?
- ❑ Have you determined appropriate assessment and evaluation techniques?
- ❑ Have you considered possible unit extensions and applications?

## Integrated Lesson Plan Overview

Lesson Title: _____ Lesson #: _____

Unit Title:_____ Level(s): _____ Dates / Duration: _____

**Outcomes**

Spanish Language and Culture:

- General Outcomes
- Specific Outcomes
- Other Subject Area Connections

**Lesson Description**
(Learning Activities, Instructional Strategies, Sequence, etc.)

**Background Information/Notes**

**Planning for Diversity of Learners**

**Resources**

**Assessment and Evaluation**

## Integrated Unit Plan Overview

Unit Focus: _____ Integrated Subjects: _____

Grade Level(s): _____ Teacher(s) _____ Duration: _____

| **Spanish Language and Culture**<br><br>General Outcomes:<br><br>Specific Outcomes<br>(including linguistic content): | **Subject:** _____<br><br>Outcomes: | | |
|---|---|---|---|
| **Instructional Strategies and Learning** | **Planning for Diversity of Learners** | **Resources** | **Assessment/ Evaluation** |

## Lesson Plan Format

Subject(s): _____

Lesson plan made by: _____ Grade: _____ School: _____ Date: _____

Learner Outcomes:

| Planning for diversity of learners: | Prerequisite knowledge, skills, strategies, and attitudes: |
|---|---|
| | |

Organization decisions to achieve the outcomes:

| | Time | Learning Activities | Instructional Strategies | Resources |
|---|---|---|---|---|
| Introduction | | | | |
| Sequence of activities in main body of lesson | | | | |
| Conclusion | | | | |

| Assessment and Evaluation |
|---|
| |

## Lesson Plans

**Outcomes:**

**Planning for Diversity:**

**Resources:**

**Method:**

**Assessment/Evaluation:**

## Long-Range Plans

Grade Level(s): _____ School Year:_____ Teacher: _____

| | |
|---|---|
| Unit Focus:<br><br>Duration:<br><br>Unit Description:<br><br>Outcomes: | Unit Focus:<br><br>Duration:<br><br>Unit Description:<br><br>Outcomes: |
| Unit Focus:<br><br>Duration:<br><br>Unit Description:<br><br>Outcomes: | Unit Focus:<br><br>Duration:<br><br>Unit Description:<br><br>Outcomes: |

# *SAMPLE PLANS*

# Year 1: Sample Unit
# Family and Celebrations

# Sample Unit on the Family and Family Celebrations

| | |
|---|---|
| **Topic/Theme:** *La familia y las celebraciones de la familia* | |
| **Grade Level:**<br>Year 1 (beginner) | **Task:** Make and present a family tree (student's own family or a fictional family).<br>**Alternate Tasks:** Research and present a famous family.<br>Make and show a PowerPoint presentation using family pictures. |

**Analysis of language needs to complete task:**

**Product:** *la familia (padre, madre, abuelo, abuela, hermano, hermana, etc.);* Structures for asking questions: *¿Quién (es)? ¿Qué? ¿Cómo? ¿Cuál(es)? ¿Cuándo?* Examples: *¿Tienes un hermano? –Sí ¿Quién es? –Es mi tío. ¿Cómo se llama tu tío? –Mi tío se llama Andrew. ¿Cuándo nació tu padre? –Mi padre nació el cinco de julio.* Dates: *el treinta de agosto, el cuatro de marzo.* Names of common family celebrations: *el cumpleaños, la boda.* Vocabulary for talking about celebrations: *celebrar, romper la piñata, comer.* Possessive adjectives *(mi, mis, tu, tus, su, sus).*

**Process:** Vocabulary and structures for managing turn-taking: *Es tu turno. ¿Es mi turno? No, es el turno de Sara. Te toca a ti. ¿A quién le toca? Le toca a Sara. Tienes que esperar tu turno.* Vocabulary for crossword puzzles: *¿Cuál es el número cinco horizontal?* Words for categorizing: *idéntico, casi idéntico, diferente.* Phrases for encouraging participation: *¿Emma, qué piensas? Paulo, ¿puedes ayudarnos?* Vocabulary for the project: *mi árbol genealógico, ¿Cómo se dice en español?*

## General Outcomes

**Applications (A)**
Students will use Spanish in a variety of **situations** and for a variety of **purposes**

**Language Competence (LC)**
Students will use Spanish **effectively** and **competently**

**Global Citizenship (GC)**
Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**

**Strategies (S)**
Students will know and use **strategies** to maximize the **effectiveness** of learning and communication

## Specific Outcomes

The following specific outcomes are the focus of all or most of the instructional strategies described in the sample unit below:

**Applications (A)**
- Ask for and share information
- Understand and respond to simple predictable questions

**Language Competence (LC)**
- Use a repertoire of words and phrases in familiar contexts, within the areas of experience of the family and family celebrations
- Interact, in modelled situations, using short, simple words and phrases

**Global Citizenship (GC)**
- Recognize similarities between their own culture and Spanish-speaking cultures

**Strategies (S)**
- Use cognitive, metacognitive, social, and affective strategies with guidance to enhance language learning
- Use interactive, interpretive, and productive strategies with guidance

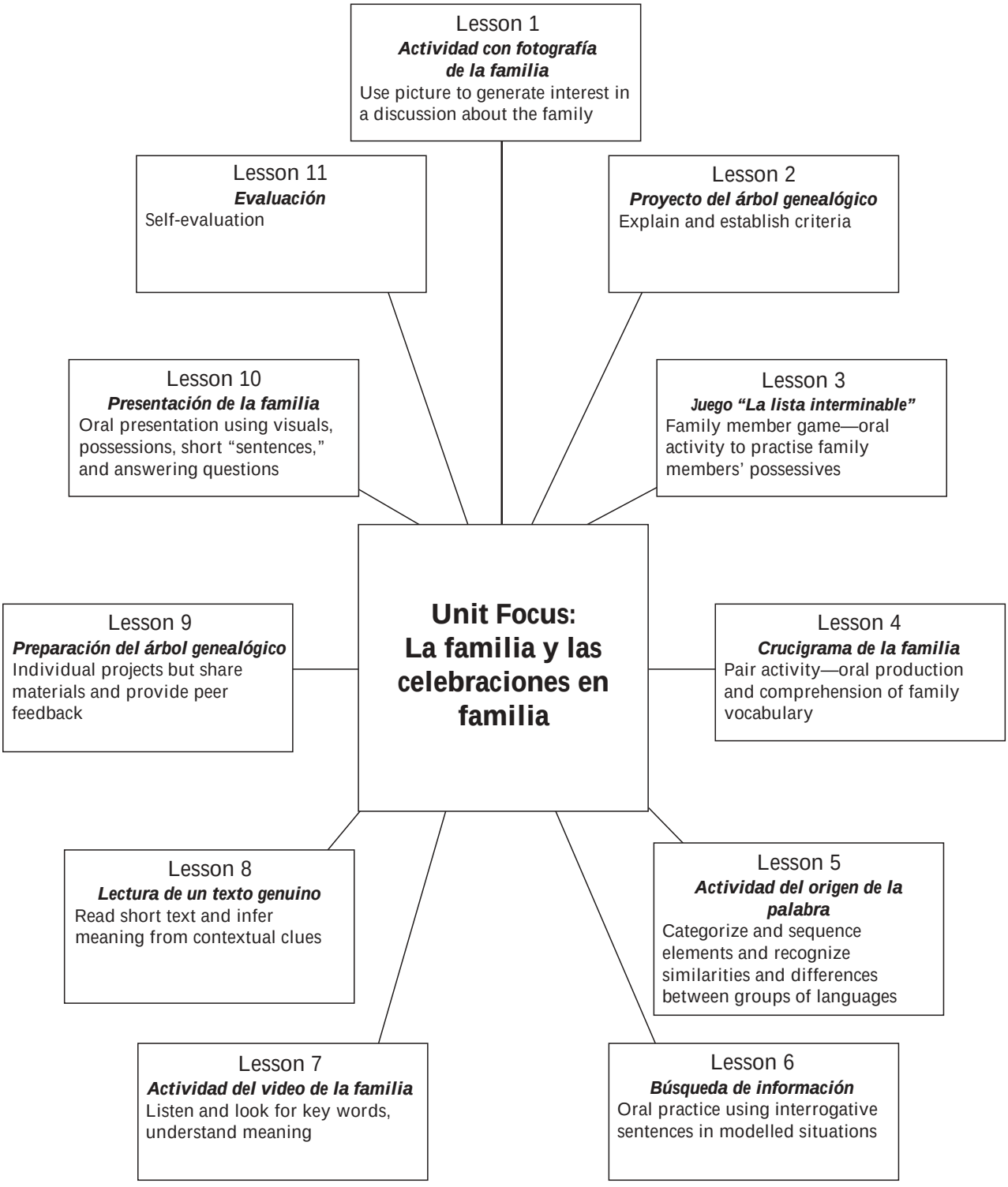
In addition, other specific outcomes related to particular instructional strategies are indicated in the left-hand column opposite the description. In the case of Strategies, the left-hand column lists specific strategies that are suggested in the learning activities.

| Specific Outcomes | Instructional Strategies | Assessment, Resources, Notes |
|---|---|---|
| • Repeat words or phrases, associate new words or expressions with familiar ones (S—cognitive) | 1. Show a family picture, preferably taken on the occasion of a family celebration, and ask students who they think the people are, how they are related to each other, and what they appear to be doing. As the students speculate about the family members, write the words for various family members on chart paper. Add vocabulary and structures to the chart throughout the activities that follow. Keep the chart posted in the classroom throughout the unit.<br>Briefly discuss the concept of extended family and nuclear family, and ask students what kinds of events their family celebrates together. | • Use a picture from a text book, a personal family picture, or a picture of a famous Hispanic family.<br>• Students will probably be familiar with the concepts of extended and nuclear family from social studies. Make the connection to Spanish-speaking cultures.<br>• Keep anecdotal records of the students' participation, and their willingness to observe differences without passing judgment. |
| • Make choices about how they learn, make a plan in advance about how to approach a language learning task (S—metacognitive) | 2. Discuss the task with students. Decide together what information should be included on the family tree (e.g., *nombre, fecha, y lugar de nacimento*) and what form the presentation of the project can take (e.g., include a brief description of one family celebration). Discuss what students will need to learn in order to be able to carry out the task. Establish criteria for the assessment of the project. | • When students have a project or a task that they are working towards, and are able to make choices about how they learn, motivation is generally increased. |
| • Use possessive adjectives (*mi, mis, tu, tus, su, sus*) in modelled situations (LC—attend to form)<br>• Manage turn-taking (A—getting things done) | 3. Play the game "*La lista interminable*" in groups of five to seven students. The first student begins by saying, *"En mi familia, está mi madre."* The second student repeats what the first one said and adds another family member, *"En mi familia está mi madre y está mi hermano."* Continue in this way until everyone has had a turn. If necessary, do a mini-lesson on possessive adjectives before playing the game. | • Monitor the students' use of the possessive adjective and the vocabulary for family members (including pronunciation). Review and reteach as necessary.<br>• If necessary, teach students the phrases needed to manage turn-taking. *Te toca a ti. ¿Es mi turno? No, le toca a Sara.* |
| • Manage turn-taking (A—getting things done)<br>• Use a repertoire of words and phrases in familiar contexts, within the areas of experience of the family<br>• Interact, in modelled situations, using short, simple words and phrases | 4. Have the students work in pairs to do an interactive crossword puzzle. One student has the vertical clues and the other has the horizontal clues. Students first complete their half of the puzzle and then take turns asking their partner for the remaining clues. They do not look at each other's puzzle until the end of the activity. | • Copies A and B of a crossword puzzle for each pair. (*¡Dime! Uno,* p. 162)<br>• Using a checklist or rating scale, monitor the extent to which students use Spanish during vocabulary building activities. See "Rating Scale for Interactive Activities" for an example. |

| Specific Outcomes | Instructional Strategies | Assessment, Resources, Notes |
|---|---|---|
| • Organize, categorize, and sequence elements (A—extend their knowledge of the world)<br>• Recognize similarities and differences between their first language and Spanish (GC—affirm diversity)<br>• Know that languages can be grouped into families based on common origins (GC—affirm diversity) | 5. Give students a list of words related to the theme of family in Spanish, English, French, German, Italian, and Portuguese. Have students work in cooperative groups to categorize the words according to commonalities. Ask students to speculate on the reasons for the similarities they have observed and to draw some conclusions about how languages evolve.<br>When students are working in cooperative groups, pre-teach one group skill and have them focus on that skill during the activity (e.g., encourage participation from all group members).<br>If necessary, teach students some vocabulary for categorizing elements of a list (e.g., *idéntico, casi idéntico, diferente*) and for encouraging participation (e.g., *Emma, ¿qué piensas de esto/eso? Paul, ¿puedes ayudarnos?*). | • One copy per group of the worksheet "Another Kind of Family"<br>• See "The Indo-European Language Family Tree" for background information. For additional information and colour charts, see "Family Tree of Indo-European Languages" at <http://www.danshort.com/ie/>.<br>• Keep anecdotal records of the students' participation, and their ability to recognize similarities and differences. |
| • Use interrogative sentences [yes/no questions and question words *¿Quién (es)? ¿Qué? ¿Cómo? ¿Cuál(es)? ¿Cuándo?*] in modelled situations (LC—attend to form) | 6. Play "Information Search." Ask students to complete a questionnaire related to family members and family celebrations. After they have found a person for each question, they should ask a supplementary question to get more information (e.g., *—¿Tienes un hermano? —Sí —¿Cómo se llama tu hermano? —Mi hermano se llama Justin*).<br>After the activity, discuss the information gathered by the students. Discuss family celebrations, what events are celebrated by the whole family, as well as similarities and differences from one family to another, and one culture to another. | • If necessary do a mini-lesson on the question forms needed to do the activity.<br>• See "Rating Scale for Interactive Activities" for an example of criteria for assessing students during the "Information Search."<br>• Keep anecdotal records of the students' participation in the discussion and their willingness to observe differences without passing judgement. |
| • Understand the meaning of simple sentences in guided situations (LC—aural interpretation)<br>• Listen or look for key words (S—interpretive) | 7. Have students view a video featuring someone presenting a family. Before viewing the video ask students to suggest some words and phrases they might expect to hear. Write key words and phrases on the board. Play the video several times, asking students to listen for particular information each time. For example, the first time have students listen only for the names of family members. The next time, ask them to listen for the age of family members, and so on. | • Video from *¡Dime! Uno*, *unidad* 4, *lección* 1<br>• Have the video available to students to use as a model when they are preparing to present their family.<br>• Have students reflect on their use of strategies using the "Reflective Checklist for Student Self-Assessment of Strategies." |

| Specific Outcomes | Instructional Strategies | Assessment, Resources, Notes |
|---|---|---|
| • Understand the meaning of short, simple texts in guided situations (LC—written interpretation)<br>• Infer probable meaning of unknown words or expressions from contextual clues (S—interpretive) | 8. In cooperative groups have the students read an authentic text about a family, such as the website of the royal family of Spain, and answer specific questions. Coach students on reading strategies, such as looking for cognates and deducing meaning from contextual clues. They do not need to understand every word in the texts.<br>Ask students about the role of the royal family in Spanish society. How does it compare with the role of the British royal family, for example? | • Website of the Spanish royal family: <http://www.casareal.es/casareal/familia.html> and activity sheet *"La Familia Real"*<br>• Alternatively, choose a text about a different famous Spanish-speaking family.<br>• "Reflective Checklist for Student Self-Assessment of Strategies"<br>• Keep anecdotal records of the students' participation in the discussion, and their willingness to observe differences without passing judgment. |
| • Produce meaningful short, simple phrases and sentences in guided situations (LC—written production)<br>• Use a variety of resources to correct texts (S—productive) | 9. Students prepare their projects. They should have as much freedom as possible to choose the particular format they will use for their family tree within the guidelines established at the beginning of the unit. Although they are working on individual family trees, they can work in groups, sharing materials and equipment and providing peer feedback. | • Encourage students to use word lists and grammar charts posted in the classroom, their personal dictionaries, as well as their classmates to correct the final version of their family tree<br>• "Form for Assessment of Project and Oral Presentation" |
| • Produce meaningful words, phrases, and short, simple sentences in guided situations (LC—oral production)<br>• Use possessive adjectives (*mi, mis, tu, tus, su, sus*) in modelled situations (LC—attend to form) | 10. Students present their project to their classmates and answer questions about their family and their family celebration. | • "Form for Assessment of Project and Oral Presentation" |
| • Evaluate their own performance or comprehension at the end of a task (S—metacognitive) | 11. Look back on the unit and guide students to reflect on what they have learned, what they found interesting and what they need to do more work on. | • "Reflective Checklist for Student Self-Assessment of Strategies"<br>• Make a note of changes that would improve the unit if it were taught again in the future. |

## Unit Components



## Lesson Plan Format

Subject(s): The Family and Family Celebrations

Lesson plan made by: _____ Grade: _____ School: _____ Date: _____

Learner Outcomes:

| Planning for diversity of learners: | Prerequisite knowledge, skills, strategies, and attitudes: |
|---|---|
| Provide a variety of family pictures. | Students will be familiar with concepts of extended and nuclear family from social studies. |

Organization decisions to achieve the outcomes:

| | Time* | Learning Activities | Instructional Strategies | Resources |
|---|---|---|---|---|
| Introduction | 15 | Students talk about who they think the people are and how they relate to each other. | Show a family picture and ask questions. | Family picture |
| Sequence of activities in main body of lesson | 20 | Students speculate about family members. | Write the words for various family members on chart paper. | Chart paper |
| Conclusion | 20 | Students discuss the concept of extended and nuclear family and family celebrations. | Add vocabulary and structures to the chart and keep the chart posted in the classroom. | |

Assessment and Evaluation

Keep anecdotal records of the students' participation and willingness to observe differences and connections to the Spanish-speaking cultures.

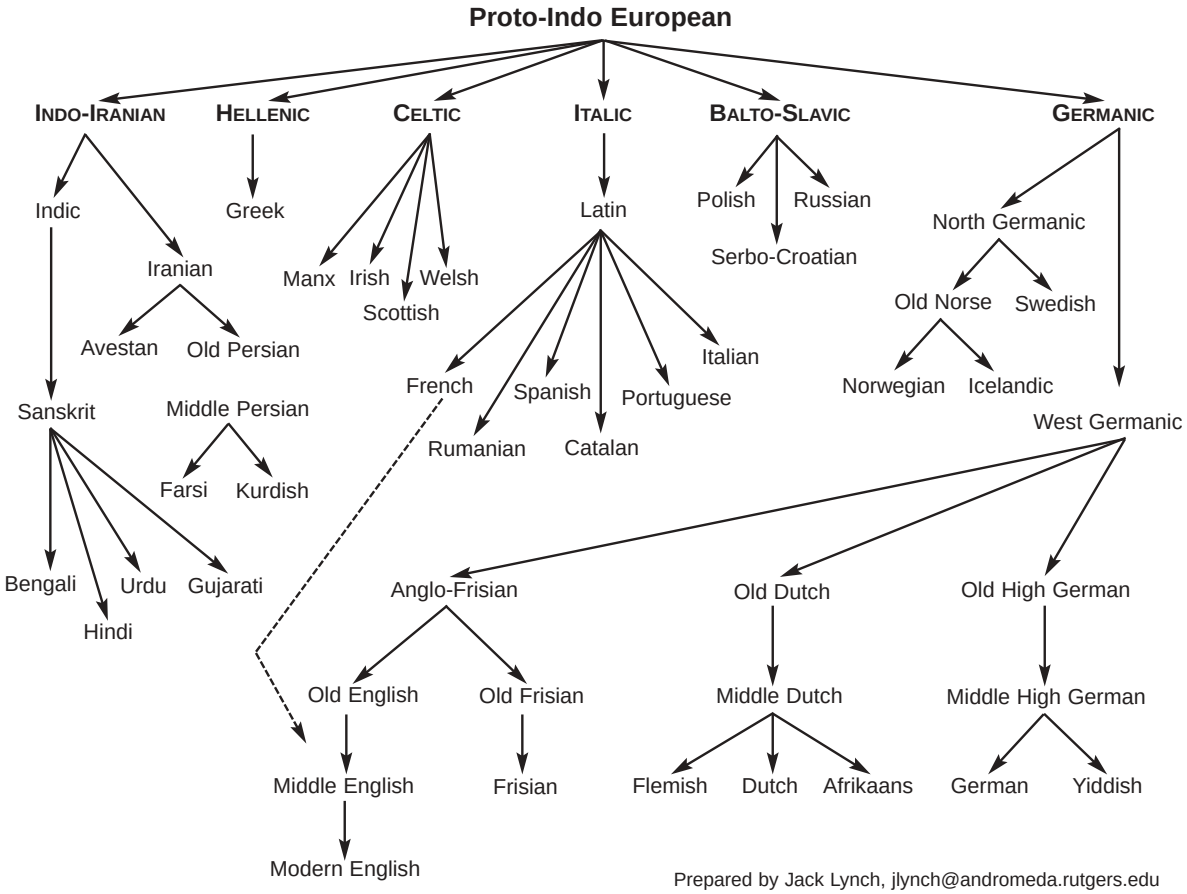
***** Lesson plans are made on the assumption that classes are approximately 60 minutes.

# The Indo-European Language Family Tree

**By Jack Lynch,**
**Rutgers—Newark**

The chart below shows the relations among some of the languages in the Indo-European family. Though you wouldn't think it to look at the tangle of lines and arrows, the chart is very much simplified: many languages and even whole language families are left out. Use it, therefore, with caution. The coverage is most thorough, but still far from complete, in the Germanic branch, which includes English.

The dotted line from French to Middle English suggests not direct descent, but the influx of French vocabulary in the centuries after the Norman Invasion.




Some caveats. In the interest of making this readable, I've left out dozens of languages. I've even omitted the entire Anatolian, Albanian, and Tocharian families; I've included no languages from the Baltic branch or the Continental Celtic branch; I've grossly oversimplified the Indo-Iranian family; and so on. The historical phases of some languages—Old Swedish, Middle Swedish, Modern Swedish; Vedic Sanskrit, Middle Indic—have been left out. I've made no attempt to distinguish living languages from dead ones. My goal is simply to give some idea of the origins of the English language, and its relations to other familiar languages—along with a few less familiar ones.

# Another Kind of Family

On this page you will find 30 words from six different languages. In your group try to categorize these words based on similarities. When you are finished, answer the questions at the bottom of the page.

| | | | |
|---|---|---|---|
| brother | vater | irmão | familia |
| fratello | tía | familia | tante |
| tante | sobrina | zia | sobrinha |
| father | pai | aunt | père |
| famiglia | frère | niece | padre |
| nièce | familie | nipote | tía |
| family | bruder | famille | hermano |
| padre | nichte | | |

1. What are the six languages? (*¿Cuáles son las seis lenguas?*)

2. What characteristics do you use to categorize the words? (*¿Qué características usas para categorizar las palabras?*)

3. Speculate on the reasons for the similarities you found. (*Adivina por qué son similares.*)

4. Can you think of ways of using these similarities to help you learn Spanish? (*¿Cómo puedes usar estas semejanzas para aprender español?*)

# Another Kind of Family—Answer Key

On this page you will find 30 words from six different languages. In your group try to categorize these words based on similarities. When you are finished, answer the questions at the bottom of the page.

| | | | |
|---|---|---|---|
| brother | vater | irmão | familia |
| fratello | tía | familia | tante |
| tante | sobrina | zia | sobrinha |
| father | pai | aunt | père |
| famiglia | frère | niece | padre |
| nièce | familie | nipote | tía |
| family | bruder | famille | hermano |
| padre | nichte | | |

| inglés | alemán | francés | español | italiano | portugués |
|---|---|---|---|---|---|
| brother | bruder | frère | hermano | fratello | irmão |
| aunt | tante | tante | tía | zia | tía |
| father | vater | père | padre | padre | pai |
| niece | nichte | nièce | sobrina | nipote | sobrinha |
| family | familie | famille | familia | famiglia | familia |

1. What are the six languages? (*¿Cuáles son las seis lenguas?*)
2. What characteristics do you use to categorize the words? (*¿Qué características usas para categorizar las palabras?*)
3. Speculate on the reasons for the similarities you found. (*Adivina por qué son similares.*)
   - Common origins of Romance languages (Spanish, French, Italian, Portuguese) in Latin / *Orígenes comunes de las lenguas romance (español, francés, italiano, portugués) en latín*
   - English has origins in both French and German / *El inglés tiene sus orígenes en el francés y el alemán*
4. Can you think of ways of using these similarities to help you learn Spanish? (*¿Cómo puedes usar estas semejanzas para aprender español?)*
   - Try to transfer knowledge of one language with which you are familiar to another (e.g., If you speak Portuguese, you should be able to guess that “Sobrina” = “Sobrinha.”).

## Another Kind of Family—Answer Key (continued)

8. Can you think of ways of using these similarities to help you learn Spanish. / *¿Cómo puedes usar estas semejanzas para aprender español?*

   Cognitive language learning strategies such as the following: / *Estrategias cognitivas para el aprendizaje de la lengua, tales como:*

   - Look for patterns and relationships. / *Busca estructuras comunes y relaciones.*
   - Identify similarities and differences between Spanish and English (and other languages you know or are learning). / *Identifica semejanzas y diferencias entre el español y el inglés (y otras lenguas que conoces o que estás aprendiendo.*
   - Group together sets of things with similar characteristics. / *Asocia nuevas palabras o expresiones con las ya conocidas.*
   - Associate new words or expressions with familiar ones. / *Agrupa palabras con características similares.*

## Rating Scale for Interactive Activities—Formative Assessment/
## *Escala de clasificación para actividades interactivas—Evaluación formativa*

Name of Activity / *Título de la actividad*: _____ Date / *Fecha*: _____

| Criteria for Assessment / *Criterios de evaluación* ➔<br><br>Names of students / *Nombre de los estudiantes* ➔ | Uses Spanish (short, simple words and phrases) when interacting with other students / *Usa el español (breve, palabras o frases simples) cuando interactúa con otros estudiantes* | Is able to understand and respond to simple, predictable questions in Spanish / *Es capaz de comprender y responder en español preguntas sencillas y fáciles de predecir* | Uses the vocabulary for family members with increasing accuracy and confidence / *Usa el vocabulario para miembros de la familia con creciente precisión y confianza* | Understands that playing interactive games is an effective strategy for language learning / *Comprende que el jugar juegos interactivos es una estrategia eficaz para aprender idiomas* |
|---|---|---|---|---|
| | | | | |
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| | | | | |
| | | | | |
| | | | | |
| | | | | |

0-not al all / *nunca*; 1-occasionally / *a veces*; 2-often / *con frecuencia*; 3-consistently / *con consistencia*

Additional Comments / *Comentarios adicionales*

# La Familia Real

Visita el siguiente sitio web: <http://www.casareal.es/casareal/familia.html>. Haz un clic en *S.M. el Rey Don Juan Carlos, S.M. la Reina Doña Sofía, S.A.R. el Príncipe Don Felipe.*

1. *Nombra cognados (palabras que son similares al inglés).*

2. *Nombra palabras que adivinas a través del contexto.*

Lee con atención:

A. Haz un clic en *S.M. el Rey Don Juan Carlos* o visita <http://www.casareal.es/casareal/reybg.html> y responde a las siguientes preguntas en español.

   1. ¿Cómo se llama el rey? _____.
   2. ¿De dónde es el rey? _____.
   3. ¿Cuándo es su cumpleaños? _____.
   4. ¿Cómo es el rey? _____.

B. Haz un clic en *S.M. la Reina Doña Sofía* (<http://www.casareal.es/casareal/rnabg.html>) y responde a las siguientes preguntas en español.

   1. ¿Cómo se llama la reina? _____.
   2. ¿De dónde es la reina? _____.
   3. ¿Cuándo es su cumpleaños? _____.
   4. ¿Cómo es la reina? _____.

C. Haz un clic en *S.A.R. el Príncipe Don Felipe* (<http://www.casareal.es/casareal/ppebg.html>) y responde a las siguientes preguntas en español.

1. ¿Cómo se llama el príncipe? _____.
2. ¿De dónde es el príncipe? _____.
3. ¿Cuándo es su cumpleaños? _____.
4. ¿Cómo es el príncipe? _____.

D. Haz un clic en *árbol genealógico de la familia real* (<http://www.casareal.es/casareal/arbfr.html>) y responde a las siguientes preguntas en español.

1. ¿Cuántos hermanos tiene la reina Doña Sofía? _____.
2. ¿Quién es la madre de Don Juan Carlos? _____.
3. ¿Cómo se llama un tío de Don Juan Carlos? _____.
4. ¿Quién es la hermana de Doña Sofía? _____.
5. ¿Cuántos hijos tienen Don Juan Carlos y Doña Sofía? _____.
6. ¿Cómo se llama el abuelo de Don Juan Carlos? _____.
7. ¿Cómo se llaman los primos de Pablo? _____.
8. ¿Quién es el esposo de Elena? _____.
9. ¿Cómo se llama el tío del hijo de Don Juan Carlos? _____.
10. ¿Quién es Pilar? _____.

| Busca a una persona | Firma | Haz una pregunta adicional relacionada y escribe la respuesta aquí |
|---|---|---|
| 1. que tiene un hermano (¿Tienes un hermano?) | | |
| 2. que tiene una hermana casada (¿Tienes una hermana casada?) | | |
| 3. que tiene su cumpleaños en junio (¿Es tu cumpleaños en junio?) | | |
| 4. que tiene más de cinco primos (¿Tienes más de cinco primos?) | | |
| 5. que invita a sus abuelos a su cumpleaños (¿Invitas a tus abuelos a tu cumpleaños?) | | |
| 6. que tiene una boda en la familia este año (¿Tienes una boda en la famila este año?) | | |
| 7. que su abuela vive en su casa (¿Tu abuela vive en tu casa?) | | |
| 8. que tiene un pariente que habla español (¿Tienes un pariente que habla español?) | | |
| 9. que tiene un tío soltero (¿Tienes un tío soltero?) | | |
| 10. que tiene una madrastra o un padrastro (¿Tienes una madrastra o un padrastro?) | | |

# Assessment of Project (Family Tree) and Oral Presentation/*Evaluación del proyecto (El árbol genealógico) y de la presentación oral*

Student's Name / *Nombre del estudiante*: _____

Date / *Fecha*: _____

| **Family Tree/Arbol genealógico** | |
|---|---|
| • has provided names and dates of birth and death (if applicable) of at least three generations in Spanish / *ha proporcionado en español los nombres y las fechas de nacimiento y defunción (si es necesario) de por lo menos tres generaciones* | / 20 |
| • has organized the information so as to clearly show relationships / *ha organizado la información para mostrar claramente las relaciones* | / 5 |
| • has indicated his / her relationship to each family member / *ha indicado su relación con cada miembro de la familia* | / 10 |
| • has used vocabulary for family members correctly / *ha usado correctamente el vocabulario para los miembros de la familia* | / 5 |
| • has used possessive adjectives correctly / *ha usado correctamente los adjetivos* | / 5 |
| • has used a variety of resources (including word lists, peers, teacher) to correct the final version of his / her family tree / *ha usado una variedad de recursos (incluyendo listas de palabras, a sus compañeros, al profesor/ a la profesora) para corregir la versión final de su árbol genealógico* | / 5 |
| TOTAL | / 50 |

*(continued/continuado)*

## Assessment of Project (Family Tree) and Oral Presentation (continued)/*Evaluación del proyecto (El árbol genealógico) y de la presentación oral (continuado)*

| **Presentation and Response to Questions/ Presentacion y respuesta a las preguntas** | |
|---|---|
| • has provided additional information about family members / *ha proporcionado información adicional sobre los miembros de su familia* | / 10 |
| • has identified a family celebration and provided some additional information / *ha identificado una celebración familiar y ha proporcionado información adicional* | / 10 |
| • is able to form short, simple sentences when speaking to the group / *es capaz de enunciar oraciones cortas y sencillas cuando habla frente al grupo* | / 10 |
| • uses vocabulary for the family and possessive adjectives with reasonable accuracy / *usa el vocabulario para la familia y los adjetivos posesivos con razonable precisión* | / 10 |
| • understands and responds to questions from classmates using short, simple words and phrases / *comprende y responde a las preguntas de sus compañeros usando palabras y frases cortas y sencillas* | / 5 |
| • uses interactive and productive strategies as needed with guidance from the teacher if necessary / *usa estrategias interactivas y creativas según se necesite con ayuda del profesor/ la profesora si es necesario* | / 10 |
| TOTAL / *TOTAL* | / 50 |
| PROJECT MARK / *PUNTAJE DEL PROYECTO* | / 100 |

Comments / *Comentarios:*

# Reflective Checklist for Student Self-Assessment of Strategies/ *Lista de verificación para el estudiante Autoevaluación de las estrategias*

Student's Name / *Nombre del estudiante*: _____

Date / *Fecha*: _____

**Watching a video/*Para mirar un video*:**

- ❑ Before watching the video, I tried to predict some words and phrases I would hear. / *Antes de mirar el video, traté de predecir algunas palabras y frases que iba a escuchar.*
- ❑ During the video, I tried to focus only on the information I needed to find. / *Durante el video, traté de concentrarme sólo en la información que necesitaba encontrar.*
- ❑ During the video, I tried to use the pictures to help me understand the words. / *Durante el video, traté de usar las imágenes para ayudarme a entender las palabras.*

Other strategies I used to help me understand / *Otras estrategias que usé para ayudarme a comprender*: _____

_____

_____

**Reading about a family/*Para leer sobre una familia*:**

- ❑ Before reading the text, I looked for words that are the same as or similar to English words. / *Antes de leer el texto, busqué palabras que son iguales o similares a palabras en inglés.*
- ❑ When I found a word I did not know, I tried to guess the meaning from the other words around it. / *Cuando encontré una palabra que no conocía, traté de adivinar el significado a través de las palabras alrededor de ella.*
- ❑ I used the questions as a guide to try to find the information I needed. I understand that I don't need to understand every word. / *Usé las preguntas como una guía para tratar de encontrar la información que necesitaba. Yo comprendo que no tengo que entender cada palabra.*

Other strategies I used to help me understand / *Otras estrategias que usé para ayudarme a comprender:* _____

_____

_____

*(continued/continuado)*

# Reflective Checklist for Student Self-Assessment of Strategies (continued)/ *Lista de verificación para el estudiante Autoevaluación de las estrategias (continuado)*

**Reflection on the Unit/*Reflexión sobre la Unidad:***

1. The most useful thing I learned in this unit was / *La cosa más útil que aprendí en esta unidad fue*

   _____

   _____

2. The most interesting or most fun activity was / *La actividad más interesante o más divertida fue*

   _____

   _____

3. What I need to work on next is / *Lo siguiente que necesito trabajar es*

   _____

   _____

# Year 3: Sample Unit

# Cultural Diversity in the Spanish-Speaking World

# Sample Unit on Diversity in Spanish-Speaking Countries

| | |
|---|---|
| **Topic/Theme:** *La diversidad cultural en los países de habla hipana* | |
| **Grade Level:**<br>Year 3 | **Task:** Prepare and present a poster / collage of one immigrant group to a Spanish-speaking country.<br>**Alternate Tasks:** Research project on the cultural diversity of one Spanish-speaking country, including information about different climates, history, and how these factors contribute to cultural diversity of the country. |

**Analysis of language needs to complete task:**

**Product:** Vocabulary related to immigration: *la raza, los indígenas (azteca, maya, inca), la población, los mulatos, los mestizos, la inmigración, los inmigrantes, la emigración, los emigrantes, la minoría, la demografía, la conquista, la distribución, la influencia, el origen, la comunidad, etc.*
Vocabulary related to countries, languages, nationalities: *la diversidad, multicultural, diversidad de razas, el clima, las industrias, la historia, la política, la economía*

**Process:** Vocabulary related to maps: *norte, sur, este, oeste, arriba, abajo, a la derecha, a la izquierda, aquí, allí, en esta zona/región*
Vocabulary related to preparing an interview: *¿Cuándo ...? ¿Desde cuándo ...? ¿Hace cuánto tiempo qué ...? ¿Por qué inmigró ...? ¿Cómo es ...?*
Phrases for making a guest feel welcome: *Bienvenido/a/s, Gracias por venir, Muchísimas gracias, Le agradecemos*

## General Outcomes

**Applications (A)**
Students will use Spanish in a variety of **situations** and for a variety of **purposes**

**Language Competence (LC)**
Students will use Spanish **effectively** and **competently**

**Global Citizenship (GC)**
Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**

**Strategies (S)**
Students will know and use **strategies** to maximize the **effectiveness** of learning and communication

## Specific Outcomes

The following specific outcomes are the focus of all or most of the instructional strategies described in the sample unit below:

**Applications (A)**
- inquire about and give simple reasons for thoughts and preferences
- ask questions to gain knowledge and clarify understanding
- record, organize, categorize, and sequence elements using a variety of sources
- use language creatively and for aesthetic purposes

**Language Competence (LC)**
- provide a variety of meaningful, short, simple texts in guided and unguided situations
- attend to form (grammatical chart)
- oral production
- aural, written, and interactive fluency
- use of formal and informal registers

**Global Citizenship (GC)**
- understand major factors that influence diversity
- know that diversity exists within the culture of any Spanish-speaking country
- show an interest in other languages and cultures

**Strategies (S)**
- select and use social and affective strategies independently to enhance language learning (e.g. take part in group)
- select and use cognitive strategies independently to enhance language learning (look for patterns and relationships)

In addition, other specific outcomes related to particular instructional strategies are indicated in the left-hand column opposite the description. In the case of Strategies, the left-hand column lists specific strategies that are suggested in the learning activities.

| Specific Outcomes | Instructional Strategies | Assessment, Resources, Notes |
|---|---|---|
| • Select and use social and affective strategies independently to enhance language learning (e.g., take part in group) | 1. As an introductory activity, provide students with fortune cookies. In small groups, have students discuss the fortunes and choose one fortune, write it in Spanish and present it to the class. Discuss the fact that fortune cookies are often associated with the Chinese cultural group, which has immigrated to Canada and to Spanish-speaking countries. | • The Evolving Multicultural Classroom Rose Reissman, ASCD, USA, 1994<br>• <http://www.chcp.org/Vfortune.htm><br>• <http://www.democracyweb.com/modelminority.com/history/cookies.htm><br>• Assessment based on observation of group interaction and discussion |
| • Show an interest in other languages and cultures | 2. Brainstorm with students the different Spanish-speaking immigrant groups that have come to Canada. | • Immigration Canada on Internet<br>• Assessment—Web of different immigrant groups |
| • Know that diversity exists within the culture of any Spanish-speaking country<br>• Show an interest in other languages and cultures | 3. Have students examine maps that indicate languages spoken in countries of the world. Have students identify different cultural groups that exist in Canada and in Latin America. | • Immigration Canada on Internet<br>• Atlases, maps |
| • Record, organize, categorize, and sequence elements using a variety of sources<br>• Understand major factors that influence diversity | 4. Have students work in pairs or in small groups to read an article on immigration patterns in Latin America. Have students prepare a chart that lists various Spanish-speaking countries, the immigrant group(s) who came to that country, and reasons for their immigration | • Buen Viaje 2, Capítulo 9, p. 266-267<br>• Buen Viaje 3, Capítulo 8, p. 383<br>• Dime Pasaporte al mundo 21<br>• Obtain and copy article: Chapter 8: *Latinoamérica a vista de pájaro*, pages 131-138 from Arturo A. Fox, **Latinoamérica: Presente y pasado**, Prentice Hall, Upper Saddle River, New Jersey 07458, 1998<br>• Assessment: Chart of Immigration Patterns in Latin America |
| • Attend to form | 5. Direct Instruction of *Pretérito* and *Pretérito Perfecto* | |

| Specific Outcomes | Instructional Strategies | Assessment, Resources, Notes |
|---|---|---|
| • Use language creatively and for aesthetic purposes<br>• Produce a variety of meaningful, short simple oral and written texts in guided and unguided situations | 6. Have students work individually or in partners to prepare a poster / collage of one immigrant group to a Spanish-speaking country. Students must provide written information about the immigrant group as well as reasons why the group immigrated. Have students use an inquiry plan such as that provided in the ELA curriculum in order to guide them in their research. Have students present their poster and information orally and then display in the class. | • Assessment:<br>— Inquiry Exit Slip<br>— Report Checklist<br>— Oral Presentation Checklist<br>— Oral Presentation Self-Assessment |
| • Know that diversity exists within the culture of any Spanish-speaking country<br>• Show an interest in other languages and cultures | Alternate Task:<br>7. a) Do a study with the students about native cultural diversity within a country. Have students watch a video about Chile and its different regions. Note with students the differences in the cultures and lifestyles of the people from the desert north to the snowy southern tip. Have students examine how climate affects the differences in lifestyle. | • Pasaporte al mundo 21<br>• Lonely Planet / Pilot Guides<br>• West of the Andes—IRU #8436<br>• Introducing Chile<br>• Globe Trekker—Chile and Easter Island<br>• Full Circle with Michael Palin: Chile / Bolivia and Peru<br>• Los Milagros de Chile<br>• Magallones, Chile<br>• Ruta del descubrimiento |
| • Know that diversity exists within the culture of any Spanish-speaking country<br>• Oral / Written Production—Produce a variety of meaningful, short, simple texts, in guided and unguided situations | b) Have each student pick a Spanish-speaking country and research the cultural diversity of the country. Different climates, industries, and history should be addressed and how these factors contribute to cultural diversity and traditions in each region of the country. Visuals must be included as well as a bibliography of current resources. | • Lonely Planet / Pilot Guides<br>• Abrir Paso<br>• Video Resources:<br>— Introducing Latin America, Part 2: The People<br>— Un Paseo por Bolivia<br>— Un Paseo por Colombia<br>— Un Paseo por Ecuador<br>— Un Paseo por Perú<br>— Un Paseo por Venezuela<br>— Bien venidos a Costa Rica<br>— Mexican Popular Customs (Spanish Version)<br>• Assessment:<br>— Inquiry Exit Slip<br>— Report Checklist<br>— Oral Presentation Checklist<br>— Oral Presentation Self-Assessment<br>Rubric for research project |

| Specific Outcomes | Instructional Strategies | Assessment, Resources, Notes |
|---|---|---|
| • Apply interpersonal skills to initiating and maintaining new relationships (make a new classmate feel welcome) | 8. Have students interview a native Spanish-speaker from their school or invite a native Spanish-speaker to class. Have students listen to the speaker's life story. Have students prepare questions for the guest about his/her native country and his/her reasons for immigrating. | • Assessment: Observation: Have the students made the speaker feel welcome?<br>Have the students shown a legitimate interest in the speaker's life?<br>Are the questions relevant and well thought-out? |
| • Aural Interpretation—understand the meaning of a variety of simple texts, in guided and unguided situations<br>• Interactive Fluency—interact using a combination of sentences, in guided and unguided situations<br>• Apply interpersonal skills to initiating and maintaining new relationships | 9. To finalize the unit, discuss with the class stereotypes and generalizations that are made of Spanish-speaking people. Have students enter a reflection in their journal in response to the following question: How did this unit challenge generalizations about Spanish-speaking people? | • Assessment: Reflection Journal |

## Unit Plan: La diversidad cultural en los países de habla hispana

| Day/ Sequence | Lesson Topics | Outcomes | Instructional Strategies and Learning Activities | Major Resources | Assessment/ Evaluation | Planning for Diversity of Learners |
|---|---|---|---|---|---|---|
| Day 1 | *Tradiciones cultura e inmigración* | • enquire about and give simple reasons for thoughts and preferences | • provide students with fortune cookies<br>• students discuss fortunes and Chinese culture<br>• write in Spanish | • Book—Evolving Multicultural Classroom<br>• www.democracyweb.com | • observe group interaction | • using the cookies, encourage class discussion<br>• talking with other immigrant groups |
| Day 2 | *Los grupos de inmigrantes en Canadá* | • show an interest in other languages and cultures | • brainstorm different Spanish-speaking immigrant groups | • Immigration Canada on Internet | • web of different groups | • inviting all responses orally<br>• providing visual pictures—unbound |
| Day 3 | *Los grupos culturales en Canadá y Latinomérica* | • know that diversity exists | • examine maps, identify cultural groups | • atlases<br>• Internet<br>• maps<br>• book, *Imágenes de America Latina, Capítulo 1* | • create pie charts for Canada and Latin America showing diverse cultural groups | • encouraging students to talk about their ethnic groups<br>• provide simple/more complicated groups |
| Day 4 | *Los inmigrantes en los países de habla hispana* | • record, organize, categorize, sequence elements | • prepare charts<br>— list Spanish-speaking countries<br>— immigrant groups in those countries | • *Buen Viaje* 2 & 3<br>• *Pasaporte al Mundo 21*<br>• *Latinoamérica Presente y pasado* | • create a chart/map of immigration patterns in Latin America | • encourage students to brainstorm and then research possible reasons for immigration |
| Day 5 | *Los inmigrantes en acción* | • attend to form *pretérito* and *pretérito perfecto* | • use charts, maps, and webs to introduce verbs/actions in the past<br>• teach *pretérito* and *pretérito perfecto* through direct method of instruction | • teacher-created handouts<br>• classroom textbook | • fill in verbs in blanks using sentences relative to lesson topics | • provide additional grammatical exercises |
| Day 6 | *Los grupos de inmigrantes y las razones para inmigrar* | • use language creatively and for aesthetic purposes<br>• oral production | • students prepare poster/collage of one immigrant group to a Spanish-speaking country<br>• present and display in the class | • Internet | • oral presentation checklist<br>• oral presentation self-assessment | • use inquiry plan to guide research |

## Unit Plan: La diversidad cultural en los países de habla hispana

| Day/ Sequence | Lesson Topics | Outcomes | Instructional Strategies and Learning Activities | Major Resources | Assessment/ Evaluation | Planning for Diversity of Learners |
|---|---|---|---|---|---|---|
| Day 7 | *La diversidad cultural en un país de habla hispana* | • understand major factors that influence diversity<br>• know that diversity exists within the culture of any Spanish-speaking country | • students research different aspects of a Spanish-speaking country that influenced cultural diversity | • Lonely Planet pilot guides<br>• *Pasaporte al Mundo 21*<br>• *Abrir Paso* | • oral presentation checklist<br>• oral presentation self-assessment<br>• rubric for research project | • provide a checklist for organizational purposes |
| Day 8 | *Los inmigrantes hispanos en Canadá* | • ask questions to gain knowledge and clarify understanding<br>• use of formal and informal registers<br>• apply inter-personal skills to initiating and maintaining new relationships | • students interview a Hispanic immigrant | • guest | • observe the interview and check<br>— student interest<br>— relevant questioning<br>— guest's comfort level | • allow students to work in groups of two |
| Day 9 | *Los estereotipos relacionados con la gente de habla hispana* | • inquire about and give simple reasons for thoughts and preferences<br>• interactive fluency—interact using a combination of sentences in guided and unguided situations | • discuss stereotypes and generalizations<br>• students enter a reflection in their journal | | • reflection journal | • invite students to generate lists of stereotypes in groups, then share |

| Lesson 1: La diversidad cultural en los países de habla hispana | | | | | |
|---|---|---|---|---|---|
| **Time** | **Organization** | **Materials** | **Outcomes** | **Stage** | **Procedure** |
| 10 minutes | groups of 3/4 | fortune cookies | aural, written, and interactive fluency | Warm-up Introduction | Provide students with fortune cookies and have students discuss the fortunes and choose fortune |
| 5 minutes | individual | fortune cookies | attend to form | Stage I | Students write out the fortune they chose in Spanish |
| 15 minutes | whole class/ individual | fortune cookies | oral production | Stage II | Students present their fortune to the class |
| 15 minutes | class | fortune cookies | show an interest in other languages and cultures | Conclusion | Students discuss the fact that fortune cookies are often associated with the Chinese cultural groups who have immigrated to Canada and the Spanish-speaking countries |

Lesson Plan Time: 45 minutes

# Observación: La interacción del grupo

Fecha: _____

Grupo:_____

Actividad: de "La Galleta de la Fortuna"

Escala: Alto Bajo

5 4 3 2 1

| **Nombres de los miembros del grupo** | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| Contribuye ideas y sugerencias | | | | | |
| Escucha las sugerencias de los demás | | | | | |
| Usa bien su tiempo y se concentra en su tarea. | | | | | |
| Motiva la participación de los miembros de su grupo | | | | | |

# Los idiomas y los países del mundo

Nombre :_____

Fecha: _____

En Canadá: ¿Cuáles son algunos idiomas importantes en Canadá? (Nombra seis idiomas)

_____

_____

_____

_____

_____

_____

En el mundo: ¿Cuáles son los idiomas más comunes en el mundo? (Nombra seis idiomas)

_____

_____

_____

_____

_____

_____

En los países hispanos: Aparte del español, ¿cuáles son otros idiomas comunes?

_____

_____

_____

| La inmigración y Latinoamérica | | |
|---|---|---|
| **País** | **Grupo inmigrante** | **Razón (de su inmigración)** |
| | | |
| | | |
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| | | |
| | | |

# Ejemplo de un plan de búsqueda

(Adapted from Linda Ross, as found in Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 184–185)

Nombre:_____ Fecha: _____

## Etapa 1—Preparar un objetivo y un plan

Haz una lluvia de ideas e identifica algunos temas de investigación/búsqueda. Apunta tus ideas y preguntas de investigación aquí abajo.

Tema: _____

Conocimientos previos: ¿Qué sabes ya sobre este tema? Apunta lo que sabes en forma esquemática o en un organizador gráfico.

¿Qué quieres saber? Prepara preguntas relevantes sobre el tema para establecer un objetivo para tu búsqueda. Escribe tus preguntas aquí abajo.

Prepara y usa un plan.

Mi audiencia es

_____

_____

_____

Mi resultado final será_____

Prepararé mis apuntes usando ... (Marca lo que usarás).

___ forma esquemática ___ esquema ___ Slim Jims

___ tabla, gráfico ___ organizador gráfico ___ Web/internet/red

___ Tabla SQA Plus* ___ I-tabla

## Etapa 2—Obtener información

Marca los recursos usados

__ catálogos en línea __ periódicos __entrevistas __ enciclopedias __ internet

__ experimentos __ CD-Roms __ diagramas __ tablas, gráficos __ encuestas

__ recursos humanos __ almanaques __ videos __ documentales __ foros

__ biografías __ debates __ artefactos __ otros

* See Teaching and Learning, p. 59.

Mis referencias de información son:

Escribe: Nombre del autor, título de referencia, fecha de publicación, lugar de publicación y nombre del editor.

_____

_____

_____

_____

Recuerda lo siguiente:

- Evalúa la exactitud, la fluidez, utilidad, cantidad (suficiente) y fiabilidad de los materiales de referencia usados. Evalúa usando una lista de criterios preparada por la clase o por ti. Adjunta tu evaluación de información a este organizador.
- Prepara tus apuntes usando el método que indicaste en la Etapa 1. Adjunta tus apuntes a este organizador.

Revisa tus apuntes para determinar si la información en tus apuntes es actual, pertinente y completa. Haz las correcciones necesarias en tus apuntes.

**Etapa 3—Información de proceso**

Escribe tu borrador. Asegúrate de usar detalles para sustentar las ideas principales. Adjunta tu borrador a este plan.

- Revisa usando un color diferente para:
  - ✦ eliminar información no pertinente
  - ✦ indicar brechas en la información presentada
  - ✦ aclarar ideas e información
  - ✦ ordenar la secuencia de ideas e información
  - ✦ generar interés del lector: escribiendo frases de manera eficaz y que expresen claramente el contenido
- Corrige usando un color diferente para:
  - ✦ el uso apropiado de palabras de transición y de conectores
  - ✦ la ortografía exacta
  - ✦ la puntuación y el uso apropiado de la letra mayúscula
  - ✦ las oraciones completas
  - ✦ la variedad de frases
  - ✦ el vocabulario apropiado
  - ✦ la gramática: el tiempo verbal, sujeto / verbo y la concordancia del sustantivo / pronombre personal, modificadores apropiados
  - ✦ el tono apropiado para la audiencia
- Primero, revisa y corrige tu trabajo. Luego, revísalo y corrígelo con un compañero o con un grupo. Finalmente, revísalo y corrígelo con tu profesor.

**Etapa 4—Presentar el resultado final**

Comparte el resultado final de tu búsqueda con tu audiencia.

**Etapa 5—Autoevaluarse y Reflexionar**

Piensa en lo que aprendiste durante este proceso de investigación. ¿Cómo te afectó? ¿Cuáles fueron tus habilidades durante esta búsqueda? Apúntalas. Prepara nuevos objetivos para tu próxima búsqueda. Escribe tus reflexiones aquí abajo.

# Boleta de salida de la investigación

(Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 186)

Pida que los estudiantes rellenen esta boleta de salida después de cada clase de investigación. Se puede incluir lo siguiente en la boleta de salida de la investigación: sus reflexiones de lo que ha logrado o sus planes o agenda para la próxima clase.

**Boleta de salida de la investigación**

Nombre: _____ Fecha: _____

Hoy he logrado:

_____

_____

_____

_____

_____

**Boleta de salida de la investigación**

Nombre: _____ Fecha: _____

Mis planes y mi agenda para la próxima clase de investigación:

_____

_____

_____

_____

_____

# Lista de verificación para el informe

(Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 6 – 346)

## Lista de verificación para el informe

Nombre _____ Fecha_____

Tema _____

❒ Repasa la información de cada categoría. Agrega algunos detalles o suprime información repetida, si es necesario.

❒ Elige un título informativo para tu informe y para cada categoría.

Para cada categoría:

❒ Lee toda la información en la categoría.

❒ Organiza la información en secciones.

❒ Decide lo más importante o interesante en orden de importancia (primero, segundo,etc).

❒ Nombra las secciones en orden, empezando por la información más importante.

❒ Prepara una introducción animada y cautivante para presentar tu tema.

❒ Prepara y usa apoyo visual (tablas, diagramas, fotografías) para atraer la atención de tu audiencia y para realizar tu presentación.

❒ Escribe los datos en tus proprias palabras. Da ejemplos o agrega detalles para que tus párrafos sean más interesantes.

❒ Termina tu presentación de manera cautivante y con un final convincente.

❒ Repasa y corrige.

❒ Prepara un resumen en forma esquemática usando fichas para tu presentación oral.

❒ Usa accesorios o artefactos apropiados para tu presentación oral.

❒ Usa apoyo auditivo pertinente como música de fondo o efectos de sonido.

# Lista de verificación para el informe: Presentación oral

(Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 399)

| **Lista de verificación** | |
|---|---|
| Nombre _____ | Fecha _____ |
| Título de la presentación _____ | Código: C—lo demuestra de manera consistente<br>S—lo demuestra a veces<br>A—intenta demostrardo<br>N—necesita mejorarlo |
| **Contenido**<br>El estudiante: | |
| ❒ La presentación está bien organizada y tiene un orden lógico. | ❒ La información es pertinente al tema |
| ❒ Añade comentarios evaluativos | ❒ Usa apoyo visual, gráfico, informativo, cuadros, diagramas y fotografias que cautivan a la audiencia y realizan la presentación |
| ❒ Mantiene a la audiencia interesada | |
| **Organización**<br>El estudiante: | |
| ❒ Usa una introducción eficaz para atraer la atención de la audiencia | ❒ Conoce bien el tema |
| ❒ Presenta las ideas principales de una manera clara | ❒ Amplia la información y ofrece detalles |
| ❒ Se mantiene en el tema | ❒ Mantiene el orden lógico |
| ❒ Ofrece una conclusión eficaz | |
| **Pragmática—Como el estudiante usa la lengua.**<br>El estudiante: | |
| ❒ Usa volumen y énfasis apropiados | ❒ Usa entonación apropiada |
| ❒ Usa un ritmo apropiado | ❒ Habla con oraciones completas |
| ❒ Usa una variedad de estructuras de oraciones | ❒ Usa tipos de oraciones variadas (frases imperativas y declarativas, preguntas, exclamaciones) |
| ❒ Usa palabras descriptivas | ❒ Usa vocabulario preciso relacionado al tema |
| ❒ Explica el vocabulario que pueda ser desconocido para la audiencia | ❒ Usa expresiones faciales apropriadas |
| ❒ Demuestra el contacto visual culturalmente apropiado | ❒ Usa gestos manuales apropriados |
| ❒ Mantiene una postura apropiada | ❒ Responde a preguntas con seguridad |
| ❒ Amplía y explica las respuestas | |
| ❒ Se relaciona bien con la audiencia | |

# Autoevaluación: Presentación oral

(Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 398)

Nombre _____ Fecha _____

Título de mi presentación _____

| | Marca uno | |
|---|---|---|
| 1. Preparé un plan para mi presentación. | Sí | No |
| 2. Preparé el plan yo mismo(a). | Sí | No |
| 3. Preparé apuntes en forma esquemática. | Sí | No |
| 4. Guardé mis fichas en un lugar específico. | Sí | No |
| 5. Mi trabajo durante este proceso estuvo bien organizado. | Sí | No |
| 6. Practiqué lo que iba a decir antes de presentar. | Sí | No |
| 7. Incluí apoyo visual (tablas, fotos , artefactos, etc). | Sí | No |
| 8. Usé apoyo auditivo (música, sonidos, etc). | Sí | No |
| 9. Mi audiencia estaba interesada en mi presentación. | Sí | No |
| 10. Mi audiencia escuchó atentamente a lo que decía. | Sí | No |
| 11. Contesté las preguntas de la audiencia. | Sí | No |

12. La mejor cosa de mi presentación fue

_____

_____

13. Una cosa que puedo mejorar la próxima vez es

_____

_____

14. Una cosa que haría nuevamente la próxima vez sería

_____

_____

15. En resumen, evaluaría mi presentación ...

_____

_____

# Observación—Invitado(a)

**Escala**

| Excelente | | Bien | | Poco satisfactorio |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

Cuando el invitado habla con su clase, observe que los estudiantes:

1. Hacen preguntas pertinentes
2. Escuchan atentamente al invitado
3. Hacen un esfuerzo para hablar en español

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nombre del estudiante | | | | | | | | | | | | | | | | | | | |
| Hace preguntas pertinentes | | | | | | | | | | | | | | | | | | | |
| Escucha atentamente al invitado | | | | | | | | | | | | | | | | | | | |
| Hace un esfuerzo para hablar en español | | | | | | | | | | | | | | | | | | | |

# Notes

# Year 4 Advanced: Sample Unit
# Current Issues

# Sample Unit on Current Issues

| **Topic/Theme:** *Sucesos de actualidad* | |
|---|---|
| **Grade Level:**<br>Year 4 Advanced | **Task:** Prepare and present a TV news broadcast about a current issue.<br>**Alternate Tasks:** Prepare and present a mini debate, presenting possible solutions for a current issue studied. |

**Analysis of language needs to complete task:**

**Product:** Vocabulary related to media-TV news: *el/la presentador/a, el locutor, la emisión, emitir, transmitr, la emisión en directo, el tono de voz, la señal, el boletín de información, las noticias de actualidad internacionales/nacionales*
Newspapers: *el editorial, la columna, las tiras cómicas, el suplemento, la primera página y otras.*

**Process:** Transition words: *pués, quizás, por lo tanto.* Connectors: *pero, y, además.* Words for sequence: *primero, después, luego, al final*. Vocabulary related to summaries: *en este artículo, según este artículo, se dice que.* Vocabulary to discuss how issues are presented: *¿Cuáles son los puntos de vista? ¿Podría ocurrir/suceder aquí? ¿Ha sucedido algo similar aquí?* Expressions for debate: *A mí me parece, estoy/no estoy de acuerdo, según mi opinión, disculpe, no me interrumpa, por favor, es mi turno, un momento.*

## General Outcomes

**Applications (A)**
Students will use Spanish in a variety of **situations** and for a variety of **purposes**

**Language Competence (LC)**
Students will use Spanish **effectively** and **competently**

**Global Citizenship (GC)**
Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**

**Strategies (S)**
Students will know and use **strategies** to maximize the **effectiveness** of learning and communication

## Specific Outcomes

The following specific outcomes are the focus of all or most of the instructional strategies described in the sample unit below:

**Applications (A)**
- discuss factual information on a variety of topics
- exchange and compare opinions and ideas

**Language Competence (LC)**
- use appropriate words and phrases to show a variety of relationships within texts
- identify some of the techniques and conventions used in a variety of media in guided and unguided situations
- Aural Interpretation—understand the main point and specific details of texts on familiar topics
- Oral Production—spontaneously and independently produce texts on a variety of topics, providing a variety of supporting details to support the main point
- Register
- use appropriate words and phrases to show a variety of relationships

**Global Citizenship (GC)**
- analyze ways in which their own culture and Spanish-speaking cultures are similar and ways in which they are different

**Strategies (S)**
- evaluate the success of a variety of appropriate interpretive strategies to deal with specific communicative situations
- evaluate the success of appropriate metacognitive strategies to enhance general learning in specific situations

| Specific Outcomes | Instructional Strategies | Assessment, Resources, Notes |
|---|---|---|
| • Use appropriate words and phrases to show a variety of relationships within texts<br>• Discuss factual information on a variety of topics<br>• Evaluate the success of a variety of interpretive strategies to deal with specific communicative situations | 1. a) Have students choose articles or provide three articles on current issues. Have students first read the text individually and highlight transition words, connectors, and words that help establish sequence. Students then work in partners to review the words found. Discuss findings as a class and put the key words on posters.<br>b) Have students work in partners to summarize one article, using the Paragraph Frame as well as the outline for an issue-based article analysis provided on pages 83–85.<br>c) Have students present summaries to the class. Have students also prepare two questions to ask classmates after summaries have been presented. | • www.el-castellano.com<br>• Checklist to Assess Attitudes and Values related to an Issue<br>• *Análisis de artículo basado en un asunto*<br>• Poster of key words—transition words, connectors, and words that help establish sequence<br>• Paragraph frame / *Estructura de párrafo*<br>• Rubric for Oral Summary |
| • Exchange and compare opinions and ideas<br>• Identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations<br>• Evaluate the success of appropriate metacognitive strategies to enhance general learning in specific situations | 2. a) After summaries are presented, have students list current issues. In groups, have students choose one current issue that interests them. For two weeks, students must gather information from Spanish-speaking newspapers, magazines, etc. about their particular issue. One person in the group focuses on the history of the issue, one person examines the actual situation, and one person suggests possible solutions.<br>b) Have students find a visual representation of the issue (picture, editorial, cartoon, ad, etc.). Have students identify the techniques used in order to create a particular message.<br>c) Have students discuss all the information found in their groups as well as keep a reflection journal in which they examine their learning process, how working in a group helped them, and what they found challenging. | • Reflection Journal |

| Specific Outcomes | Instructional Strategies | Assessment, Resources, Notes |
|---|---|---|
| • Analyze ways in which their own culture and Spanish-speaking cultures are similar and ways in which they are different | 3. Have students view a news broadcast such as CNN *en español*.<br>a) Working in small groups, have students mindmap the main issues presented and how the news is presented.<br>b) Have students discuss how issues are presented in the broadcast:<br>• What are the points of view?<br>• Could a particular issue/event occur in Canada? Why or why not?<br>• Has anything like this happened before?<br>c) How is reporting similar? Different? | • Mindmap<br>• Observation of Group Work<br>• Scoring Criteria for Collaboration |
| • Oral Production—<br>Spontaneously and independently produce texts on a variety of topics, providing a variety of supporting details to support the main point | 4. Have students prepare a TV news broadcast about the issue for which they have collected information for two weeks, including information about the history, actual situation, and suggestions for solutions. | • ¡En español! 2, Unidad 5, Etapa 3<br>• ¡En español! 3, Unidad 2, Etapa 1-3<br>• ¡Buen Viaje! 3, Capítulo 5<br>• Assessment—Rubric for News Broadcast<br>Assessment of group work—collaboration, participation, engagement in preparation of task<br>— Daily Reflection on group participation<br>— Group assessment questionnaire |
| • Oral Production—<br>Spontaneously and independently produce texts on a variety of topics, providing a variety of supporting details to support the main point | **Alternate Task:** Have students work in groups to prepare a mini-debate. Each group presents the solutions they have created for the current issue that they studied for two weeks. Have one group of three students act as judges and choose the best solution of those presented. Change groups of judges regularly. | • Assessment—Rubric for Mini Debate |
| • Register—<br>Use appropriate words and phrases to show a variety of relationships | 5. Provide students with appropriate expressions for a debate and discuss use of formal or informal register. | |

| Unit Plan Outline | |
|---|---|
| **Unit Focus: Current Issues** | **Grade Level(s): S4 Advanced** |
| Duration / Time Allotment | 3 weeks |
| Lesson Topics | 1. *Introducción a los sucesos de actualidad, vocabulario*<br>2. *Representación visual de un suceso*<br>3. *Transmisión de noticias en español—Análisis*<br>4. *Preparación de una transmisión de noticias*<br>5. *Debate* |
| Spanish Language and Culture Outcomes<br><br>✦ General Outcomes | See Unit Planning Template, page 1. |
| ✦ Specific Outcomes (including linguistic content) | 1. Discuss factual info on variety of topics<br>2. Identify some techniques, conventions in visual media<br>3. Analyze ways in which their own culture and Spanish-speaking cultures are similar or different |
| Curriculum Integration (if applicable) | 1. Generate ideas about current issues by referring to other subject areas—science, social studies, physical education, etc.<br>2. N / A<br>3. N / A |
| Planning for Learner Diversity | 1. Offer students of Spanish-speaking origins to focus their study on a particular country or event.<br>2. Ensure small groups are of mixed ability and cultural origins.<br>3. Offer an alternative exercise that focuses on radio broadcasts or an audio presentation for visually impaired students |
| Instructional Strategies / Teaching Techniques | 1. Provide three articles on current issues. Read, highlight key words. Discuss findings with class.<br>2. Present techniques used in visual representation of an issue. Offer several examples, discuss as class. |
| Student Activities / Projects | 1. Students put key words from readings on posters.<br>2. Students must find visual representation of the issue and identify techniques to create message. |
| Resources | 1. ww.el-castellano.com<br>2. pictures, editorial, cartoon, ad from Spanish newspapers, magazines<br>3. CNN *en español*—news broadcast |
| Assessment and Evaluation | 1. Observe student part in discussion<br>2. Reflection Journal<br>3. Mindmap<br>Observation of Group Work<br>Scoring Criteria for Collaboration |

## Lesson 1: Introducción a los sucesos de actualidad, vocabulario

**Outcomes:**

Use appropriate words and phrases to show a variety of relationships within texts.

**Planning for Diversity:**

Teacher selects pairs (strong/weak student)

**Resources:**

www.el-castellano.com

**Method:**

Have students choose articles or provide three articles of current issues. Have students first read the text individually and highlight transition words, connectors, and words that help students establish sequence. Students then work in partners to review the words found. Discuss findings as a class and put the key words on posters.

**Assessment/Evaluation:**

Poster key words—transition words (e.g., pués, quizás, por lo tanto), connectors (e.g., pero, y, además), and words that help establish sequence (e.g., primero, después, luego, al final).

# Lista de verificación para evaluar actitudes y valores relacionados a un asunto

Tema _____ Fecha: _____

| Nombres de los estudiantes | Leyó el material, miró la película / escuchó al presentador o al casete | Participó activamente en la discusión en clase | Siguió la estructura para la discusión en clase | Expresó su opinión personal sobre el asunto | Respondió a las opiniones de otros estudiantes | Buscó más información sobre el asunto | Citó información para apoyar su posición | Demostró un desarrollo introspectivo de su posición personal | Defendió su posición | Aceptó crítica de su posición personal |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |

# Análisis de artículo basado en hechos

**Note:** The Fact-Based and Issued-Based Article Analysis sheets must be copied back-to-back. When you read the article, did it present a certain point of view about an issue under dispute? If so, use the other side of this sheet. If the article informed you but did not raise any concerns, use this side.

**Concepto clave (escrito en una oración).**

**Escribe un resumen o definición en tus propias palabras. No nombres hechos. Da una perspectiva general.**

**Dibuja una representación.**

**Nombra tus preguntas (un mínimo de dos).**

**Nombra un mínimo de cinco palabras claves.**

**¿Cuáles son los hechos? Nombra un mínimo de cinco.**

**Pertinencia actual: Es importante o no es importante porque . . .**

# Análisis de artículo basado en un asunto

**Note:** The Fact-Based and Issued-Based Article Analysis sheets must be copied back-to-back. When you read the article did it inform you by presenting facts about a topic? If so, use the other side of this sheet. If the article presented a certain point of view about the issue under dispute, use this side.

**Asunto (escrito como una pregunta).**

**Escribe un resumen en tus propias palabras (parafrasear).**

**Dibuja una representación.**

**Nombra tus preguntas (un mínimo de dos).**

**¿Qué opinas?**

**Importancia actual: Esto es importante o no es importante porque . . .**

**¿Qué opina el autor? Demuestra, prueba.**

# Estructura de párrafo

Título: _____

Frase preliminar _____

_____

_____

Primera frase informativa (comienza con una palabra de transición) _____

_____

_____

Frase siguiente (incluye más información sobre la primera frase informativa) _____

_____

_____

Segunda frase informativa (comienza con una palabra de transición) _____

_____

_____

Frase siguiente (incluye más información sobre la segunda frase informativa) _____

_____

_____

Tercera frase informativa (comienza con una palabra de transición)_____

_____

_____

Frase siguiente (incluye más información sobre la tercera frase) _____

_____

_____

Frase final (comienza con una palabra de transición) _____

_____

_____

**Palabras de transición:** Primero, Segundo, Tercer(o), Por la mañana, Por lo mismo, Por la tarde, Al principio, Después, Antes, Durante, Luego, Lo más importante, Al contrario, Otro ejemplo, Por ejemplo, Además, Mientras, Por consiguiente, De la misma manera, También ...

**Palabras de transición para concluir:** En resumen, Para concluir, Se ve que, Como resultado de, Por lo tanto, Entonces, En conclusión

**Paragraph Frame:** Adapted by permission of KU-CRL, Strategic Instruction Model, University of Kansas.

# Evaluación: Póster

Miembros del grupo: _____

**Criterios de evaluación:**

**5/5**

- Se identifican todos los conectores y palabras que indican secuencia y transición
- Todas las palabras claves están organizadas lógicamente en el póster

**4/5**

- Se identifica la mayoría de los conectores y de las palabras que indican secuencia y transición
- En general, las palabras claves están organizadas en el póster, con algunas excepciones mínimas

**3/5**

- Se identifican algunos conectores y palabras que indican secuencia y transición. La lista no está completa.
- Se ha hecho un esfuerzo para organizar las palabras claves. Sin embargo, es posible que falten palabras o que estén organizadas bajo la categoría incorrecta.

**2/5**

- Se identifican pocos conectores y palabras que indican secuencia y transición.
- Se ha hecho poco esfuerzo para organizar las palabras claves. Es posible que varias palabras falten o estén organizadas bajo la categoría incorrecta.

**1/5**

- El trabajo está incompleto. Casi no se demuestra comprensión de las palabras claves. Las palabras clave no están organizadas en categorías.

**0/5**

- No hubo esfuerzo para hacer la tarea. Respuestas erróneas.

# Hoja de evaluación: Resumen oral de un artículo

Nombre(s): _____

_____

**Criterio de evaluación para la presentación:**

**El estudiante:**

**5/5**

- Habla correctamente y con habilidad y utiliza la lengua, el tono, el ritmo, el contacto visual y los gestos de manera persuasiva y con entusiasmo
- Está completamente preparado para que la presentación sea eficaz
- Utiliza palabras de transición, conectores y palabras que marcan la secuencia de manera eficaz
- Brinda información relevante
- Concluye de manera eficaz, de modo que crea el efecto deseado

**4/5**

- Habla correctamente y con fluidez y utiliza la lengua, el tono, el ritmo, el contacto visual y los gestos deliberadamente
- Está preparado de manera competente para inspirar confianza al presentar
- Utiliza varias palabras de transición, conectores y palabras que marcan la secuencia
- En general, brinda información relevante. Es posible que falten detalles mínimos o que sean innecesarios
- Concluye de manera eficaz

**3/5**

- Habla claramente, aunque con vacilación y utiliza la lengua, el tono, el contacto visual y los gestos para comunicarse de manera significativa
- Está preparado adecuadamente para que la presentación establezca un panorama básico
- Utiliza algunas palabras de transición, conectores y palabras que marcan la secuencia
- Brinda información relevante pero carece de detalles o son innecesarios
- Concluye adecuadamente

**2/5**

- Habla con vacilación y en general utiliza la lengua y el ritmo de manera ineficaz
- Fallas debido a falta de preparación
- Utiliza pocas palabras de transición, conectores y palabras que marcan la secuencia
- Brinda poca información relevante y carece de varios detalles
- Concluye con poca claridad

**1/5**

- No habla claramente, de manera que los oyentes tienen dificultad para comprender y utiliza la lengua y el ritmo de manera ineficaz
- En general, no está preparado
- No utiliza palabras de transición, conectores y palabras que marcan la secuencia
- Brinda muy poca información y carece de muchos detalles
- No concluye

# Criterio de evaluación para la presentación

Nombre(s): _____

_____

**El estudiante:**

**5/5**

- Habla correctamente y con habilidad y utiliza la lengua, el tono, el ritmo, el contacto visual y los gestos de manera persuasiva y con entusiasmo
- Está completamente preparado para que la presentación sea eficaz
- Utiliza palabras de transición, conectores y palabras que marcan la secuencia de manera eficaz
- Brinda información relevante
- Concluye de manera eficaz, de modo que crea el efecto deseado

**4/5**

- Habla correctamente y con fluidez y utiliza la lengua, el tono, el ritmo, el contacto visual y los gestos deliberadamente
- Está preparado de manera competente para inspirar confianza al presentar
- Utiliza varias palabras de transición, conectores y palabras que marcan la secuencia
- En general, brinda información relevante. Es posible que falten detalles mínimos o que sean innecesarios
- Concluye de manera eficaz

**3/5**

- Habla claramente, aunque con vacilación y utiliza la lengua, el tono, el contacto visual y los gestos para comunicarse de manera significativa
- Está preparado adecuadamente para que la presentación establezca un panorama básico
- Utiliza algunas palabras de transición, conectores y palabras que marcan la secuencia
- Brinda información relevante pero carece de detalles o son innecesarios
- Concluye adecuadamente

**2/5**

- Habla con vacilación y en general utiliza la lengua y el ritmo de manera ineficaz
- Falla debido a falta de preparación
- Utiliza pocas palabras de transición, conectores y palabras que marcan la secuencia
- Brinda poca información relevante y carece de varios detalles
- Concluye con poca claridad

**1/5**

- No habla claramente, de manera que los oyentes tienen dificultad para comprender y utiliza la lengua y el ritmo de manera ineficaz
- En general, no está preparado
- No utiliza palabras de transición, conectores y palabras que marcan la secuencia
- Brinda muy poca información y carece de muchos detalles
- No concluye

# Diario de reflexiones—Sucesos de actualidad

1. ¿Qué comprendiste / aprendiste sobre el suceso de actualidad que estudiaste con tu grupo?

2. ¿Qué aprendiste sobre las técnicas que usan los medios de comunicación para crear un mensaje?

3. ¿Qué no comprendiste?

4. ¿Con qué punto estuviste de acuerdo? ¿Con qué puntos no estuviste de acuerdo?

5. a) ¿Cómo te ayudó el trabajo en grupo para comprender?

   b) ¿Qué desafíos, si hubo alguno, encontrastre al trabajar en tu grupo?

6. ¿Qué preguntas tienes todavía?

7. ¿Cómo puedes encontrar respuestas a tus preguntas?

# Observación de trabajo en grupo

**Cooperative Language:** Write Observations focusing on students' use of cooperative language on self-stick notes for inclusion in the students' files or on a form such as the following, which lists the students' names across the top.

**Hoja de observación**

Grupo: _____ Fecha: _____

Marca cada vez que un estudiante usa lenguaje cooperativo.

| El estudiante | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Motiva | | | | | | | | | | | | | |
| Pide aclaración | | | | | | | | | | | | | |
| Mantiene al grupo en la tarea | | | | | | | | | | | | | |
| Expresa desacuerdo | | | | | | | | | | | | | |

# Criterios de evaluación para habilidades de cooperación

La siguiente norma de evaluación es un ejemplo de una norma de evaluación general para evaluar las habilidades de colaboración y las actitudes.

| **Criterios de evaluación para la colaboración** | |
|---|---|
| Al evaluar la colaboración, considere<br>• la actitud del estudiante por medio de su participación responsabilidad y enfoque.<br>• las habilidades del estudiante, evidente en el escuchar y contribuir a la discusión en grupo.<br>• los roles que el estudiante asume para ayudar al desarrollo del grupo. | |
| 5 | El estudiante<br>• es un miembro eficaz, responsable, que inicia acción y se involucra en la tarea<br>• escucha activamente, contribuye de una manera eficaz y construye sobre las ideas de otros<br>• asume roles de liderazgo, da orientación, pide contribuciones, aclara y evalúa |
| 4 | El estudiante<br>• es un miembro de grupo muy trabajador que es un participante activo y concentrado<br>• escucha atentamente, contribuye de manera constructiva y emplea las ideas de otros<br>• asume roles importantes, organiza y motiva a otros y aclara ideas |
| 3 | El estudiante<br>• es un miembro de grupo atento, cooperativo y que aporta al grupo<br>• escucha, respeta las ideas de otros y ayuda al grupo a tomar decisiones<br>• asume roles de apoyo, se involucra al grupo, pero muy raras veces como líder |
| 2 | El estudiante<br>• es a menudo un observador y puede distraerse de la tarea<br>• escucha al principio, pero pierde enfoque o limita el enfoque a ideas personales<br>• asume roles de apoyo esporádicamente |
| 1 | El estudiante<br>• generalmente no se involucra al grupo, y puede distraer a los otros o crear conflicto<br>• está tan enfocado en sus perspectivas personales, que cuando escucha se enfoca en las diferencias<br>• casi nunca asume roles constructivos |
| Insuficiente | El estudiante<br>• no hace ningún esfuerzo para trabajar con otros |

**Scoring Criteria for Collaboration:** Copyright © 1997 *English 10: Teacher Manual: Classroom Assessment Materials*, Alberta Education.

# Hoja de evaluación: Programa de televisión o radio

**Criterios de evaluación para el programa de televisión**

**5/5**

**Contenido**

- La información es pertinente, con muchos detalles importantes e interesantes
- El programa está organizado lógicamente o en forma creativa
- El vocabulario y las expresiones específicos están integrados de manera eficaz en el programa
- Se nota que hubo preparación detallada
- Se utiliza apoyo visual de manera eficaz

**Presentación**

- Se habla con claridad
- La pronunciación es correcta
- Se habla de manera fluida

**4/5**

**Contenido**

- El material es pertinente con algunos detalles importantes e interesantes
- El programa está organizado lógicamente, en cierta forma creativa
- El vocabulario y las expresiones específicos están generalmente integrados en el programa, es posible que haya errores u omisiones mínimos
- Se nota que hubo una buena preparación
- El apoyo visual es apropiado y agrega valor a la presentación

**Presentación**

- En general, se habla con claridad
- En general, la pronunciación es correcta aunque es posible que no se pronuncien correctamente las palabras difíciles o no conocidas
- Se habla con cierta fluidez pero con posible vacilación mínima

**3/5**

**Contenido**

- La información es mayormente pertinente, puede carecer de detalles importantes e interesantes
- En general, el programa está bien organizado, pero puede carecer de creatividad
- Se ha hecho un esfuerzo para integrar el vocabulario y las expresiones específicos, hay errores u omisiones
- Se nota que hubo preparación, pero algunas partes del programa pueden parecer desorganizadas o incompletas
- Se utiliza apoyo visual, pero es insuficiente o inapropiado

**Presentación**

- Algunas palabras no son claras
- Algunas palabras no se pronuncian correctamente
- Se habla con cierta lentitud

**2/5**

**Contenido**

- Varios aspectos de la información no son pertinentes, carece de muchos detalles importantes e interesantes
- El programa está organizado sólo en ciertas partes, pero carece de creatividad
- Se ha hecho poco esfuerzo para integrar el vocabulario y las expresiones específicos, hay muchos errores u omisiones
- Preparación mínima
- Se utiliza poco apoyo visual y de manera ineficaz

**Presentación**

· No se habla con mucha claridad
· Muchas palabras no se pronuncian bien
· En general, se habla con demasiada lentitud o demasiada rapidez

**1/5**

**Contenido**

- La información no es pertinente y es inapropiada
- El programa carece de organización, estructura y creatividad
- No se ha hecho esfuerzo para integrar el vocabulario y las expresiones específicos
- Carece de preparación
- El apoyo visual es mínimo o inexistente

**Presentación**

- La mayoría de las palabras no son claras
- La mayoría de las palabras no se pronuncian correctamente
- Se habla con demasiada lentitud o demasiada rapidez

# Hoja de evaluación: Debate

**Criterios de evaluación para el debate**

**5/5**

**Contenido**

- La información es correcta, detallada y convincente
- El vocabulario y las expresiones específicos están integrados de manera efectiva en el debate
- El lenguaje / registro formal es utilizado correctamente y de manera eficaz
- Se nota que hubo preparación detallada

**Presentación**

- Se habla con claridad
- La pronunciación es correcta
- Se habla de manera fluida

**4/5**

**Contenido**

- La información es correcta, con algunos detalles importantes y convincentes
- El vocabulario y las expresiones específicos están generalmente integrados en el debate, es posible que haya errores u omisiones mínimos
- En general, el lenguaje / registro formal es utilizado correctamente aunque pueden haber errores u omisiones mínimos
- Se nota que hubo una buena preparación

**Presentación**

- En general, se habla con claridad
- En general, la pronunciación es correcta, es posible que no se pronuncien correctamente las palabras difíciles o no conocidas
- Se habla con cierta fluidez pero con mínima vacilación

**3/5**

**Contenido**

- La información es mayormente pertinente, puede carecer de detalles importantes
- En general, el debate está bien organizado, pero no es muy convincente
- Se ha hecho un esfuerzo para integrar el vocabulario y las expresiones específicos, hay errores u omisiones
- Se ha hecho un esfuerzo para utilizar lenguaje / registro formal, hay errores
- Se nota que hubo preparación, pero algunas partes del debate pueden parecer desorganizadas o incompletas

**Presentación**

- Algunas palabras no son claras
- Algunas palabras no se pronuncian correctamente
- Se habla con demasiada lentitud

**2/5**

**Contenido**

- Varios aspectos de la información no son pertinentes, carece de muchos detalles importantes
- El debate está organizado sólo en ciertas partes
- Se ha hecho poco esfuerzo para integrar el vocabulario y las expresiones específicos, hay muchos errores u omisiones
- Se ha hecho poco esfuerzo para utilizar lenguaje / registro formal de manera correcta
- Preparación mínima

**Presentación**

- No se habla con mucha claridad
- Muchas palabras no se pronuncian bien
- En general, se habla con demasiada lentitud o demasiada rapidez

**1/5**

**Contenido**

- La información no es pertinente y es inapropiada
- El debate carece de organización y de estructura
- No se ha hecho esfuerzo para integrar el vocabulario y las expresiones específicos
- No se ha hecho esfuerzo para utilizar lenguaje / registro formal de manera correcta
- Carece de preparación

**Presentación**

- La mayoría de las palabras no son claras
- La mayoría de las palabras no se pronuncian correctamente
- Se habla con demasiada lentitud o demasiada rapidez

# Reflexión cotidiana sobre la participación del grupo

Nombre: _____

Grupo: _____

Fecha: _____

**Escala:** **Excelente** **Poco satisfactorio**
5 4 3 2 1

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | ¿He contribuido algunas ideas hoy? | 5 | 4 | 3 | 2 | 1 |
| 2. | ¿He invitado la contribución de los demás? | 5 | 4 | 3 | 2 | 1 |
| 3. | ¿He escuchado a los demás? | 5 | 4 | 3 | 2 | 1 |
| 4. | ¿He cumplido con mis responsabilidades en el grupo? | 5 | 4 | 3 | 2 | 1 |

5. Tres cosas que he hecho para motivar a los demás a participar:

_____

_____

_____

6. Un problema que nuestro grupo ha tenido ha sido:

_____

_____

_____

7. Una solución previsible para este problema sería:

_____

_____

_____

# Cuestionario: Evaluación de grupo

1. ¿Nos pusimos de acuerdo como grupo al tomar decisiones?

2. ¿Respetamos los enfoques y habilidades de cada miembro del grupo?

3. ¿Invitamos a los miembros a desarrollar un nuevo papel?

4. ¿Cómo tratamos el problema de la ausencia o la falta de participación de los miembros?

5. ¿Usamos nuestro tiempo de manera eficaz?

6. ¿Hablamos abiertamente de nuestras inquietudes en lugar de dejar aumentar la tensión?

7. ¿Pedimos ayuda de otros cuando no pudimos ponernos de acuerdo?

8. ¿Qué debilidades en nuestro producto final podrían haber sido discutidas por medio de un proceso de grupo diferente?

9. ¿Qué teníamos que haber hecho más, menos?

10. ¿Nuestro producto final logra representar las habilidades y talentos de cada miembro del grupo?

# Notes

# *APPENDICES*

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# *APPENDIX A: GLOSSARY*

**Authentic Situations**
These refer to real-life situations one would encounter in a Spanish-speaking community (e.g., in a bakery, store, restaurant, etc.).

**Cohesion and Coherence**
Cohesion and coherence are two important elements of discourse. Cohesion in a discourse sequence is created by many words or phrases that link one part of the text to another. Coherence is more concerned with the large structure of texts: a single theme or topic, the sequencing or ordering of the sentences, the organizational pattern (temporal sequencing, cause and effect, condition and result, etc.). Texts that are cohesive and coherent are easier to interpret.

**Content-Based Language Learning**
In content-based language learning, students learn a second language while they are learning content from another subject area. This is the approach taken in bilingual programming.

**Cornell Notes**
"Cornell notes" is a form of note-taking that helps students organize their notes regarding a presentation or reading task, identify key words and concepts, and find important information quickly.

The Cornell note-taking technique simply divides a page into the following:

- Left column (approximately 1/3 of the page): main ideas
- Right column (approximately 2/3 of the page): details
- Bottom (approximately 1/5 of the bottom of the page): summary

This strategy may be used to:

- Outline an article, an entire text, or a chapter in a text.
- Take notes on a lecture or presentation.

**Culture**
The members of the culture task force of the *National Core French Study* (LeBlanc) have defined culture as "the general context and way of life. It is the behaviors and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups."

*Historical and contemporary elements of the culture* may include historical and contemporary events, significant individuals, emblems or markers of national identity (myths, cultural products, significant sites, events in the collective memory), public institutions, geographical space (regions, landmarks, borders, frontiers), social distinctions, conventions of behaviour, beliefs, perceptions, and perspectives.

**Discourse**
Discourse is connected speech or writing that extends beyond a single sentence or utterance.

**Discourse Features**
The term "discourse" refers to the organization of language in units greater than the sentence. Although this is a complex topic involving many aspects of language, teachers need be concerned for the most part about only three kinds of discourse features: **rhetorical organization, discourse markers, and theme-rheme structure.**

*Rhetorical organization* refers to the way stretches of text larger than the sentence are constructed. The classic example is paragraph structure, often recommended to be the following: topic sentence ➔ supporting details ➔ concluding sentence. Other examples are textbook organization, the structure of friendly letters and business letters, the format of science experiment reports, and the organization of essays (descriptive, expository, etc.) and narratives.

*Discourse markers* are used to achieve textual cohesion. Terms like *nevertheless, in spite of, consequently, therefore, in contrast to, in comparison to,* and *on the other hand* are infrequent in every day communication, so students need to be taught their meanings and the proper grammatical usage.

*Theme-rheme structure* refers to the organization of information with sentences. From the point of view of information organization, most sentences consist of two distinct parts:

a) the topic, or what is being talked about. Some linguists call this the theme of the sentence. It is followed by—

b) the comment, or what is said about the theme. This is often called the rheme of the sentence.

   For example, consider the following discourse. Mary: "Where's your brother?" Bill: "He's in the shower." In Bill's response, "he" is the theme (what is being talked about), while "('s) in the shower" is the rheme (what is said about "he"). Notice that in normal discourse the theme typically consists of "given" information, whereas the rheme is usually "new" information. In students' answers to written questions like "What is a meteorologist?", the

response would be "A meteorologist (theme—given information—comes first) is a person who studies the weather (rheme—new information—follows theme)."

**Diverse, Diversity**
Within most cultures, there are groups of people who have cultural beliefs, values, and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race, or colour.

**Exploratory Language**
Exploratory language is language used to explore the thoughts, ideas, opinions, etc. of oneself or others. Examples of exploratory language include the following: What if...? How? I wonder...

**I-Charts (Inquiry/Information Charts)**
*What Is An I-Chart?* An I-Chart is a note-taking strategy that guides students in selecting and organizing relevant information from reference material. I-Charts offer a planned framework for examining critical questions by integrating what is already known or thought about the topic with additional information found in several sources. The strengths of an I-Chart include the following:

- Organizes information from several sources easily
- Organizes subtopics based on student questions which were developed from their own prior knowledge
- Provides consistent organization
- Provides ongoing process of critical evaluation by the student

*How Does It Work?* In creating an I-Chart for a given topic, students will have several questions to explore. These are found at the top of each individual column of the chart. The rows are for recording, in summary form, the information students think they already know and the key ideas pulled from several different sources of information. The final row gives them a chance to pull together the ideas into a general summary. At this point students will also try to resolve competing ideas found in the separate sources and develop new questions to explore based on any conflicting or incomplete information.

*How Does It Look, Generally?* The I-Chart that appears below is a sample. Teachers and students can create for themselves I-Charts to help analyze several sources of information. Teachers and students should feel free to modify the charts to meet their needs.

| | **Question Area 1** *Pregunta área 1* | **Question Area 2** *Pregunta área 2* | **Question Area 3** *Pregunta área 3* | **Question Area 4** *Pregunta área 4* |
|---|---|---|---|---|
| What I think / *Lo que pienso* | | | | |
| Source #1 / *Fuente #1* | | | | |
| Source #2 / *Fuente #2* | | | | |
| Source #3 *Fuente #3* | | | | |
| Summary / *Resumen* | | | | |

### Idiomatic Expression

An idiom or an idiomatic expression is a word or group of words that is used in a particular language that has a commonly accepted meaning that is not the literal meaning and does not follow regular grammatical usage. Some examples are *happy as a lark* (very happy), and *I'm fed up* (I've had enough, I'm disgusted, bored).

### Independent Situations

This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

### K-W-L (SQA)

K-W-L is the creation of is a 3-column chart that helps capture the Before, During, and After components of a particular learning event or task. It helps students to activate their prior knowledge, plan for or think about what knowledge they want to acquire, and reflect on what they have learned as a result of their engagement in the learning activity or task.

- **K** stands for **Know**

  What do I already know about this topic?

- **W** stands for **Will** or **Want**

  What do I think I will learn about this topic?

  What do I want to know about this topic?

- **L** stands for **Learned**

  What have I learned about this topic?

*How Does It Work?*

1. On the chalkboard, on an overhead, on a handout, or on students' individual clean sheets, three columns should be drawn.
2. Label Column 1 K, Column 2 W, Column 3 L.
3. Before the task or learning activity, students fill in the Know column with everything they already know about the topic. This helps generate their background knowledge.
4. Then have students predict what they might learn about the topic, which might follow a quick glance at the resources or materials which they may be using for the activity / task. This helps set their purpose for reading and focuses their attention on key ideas.
5. Alternatively, you might have students put in the middle column what they want to learn about the topic.
6. After reading, students should fill in their new knowledge gained from the learning activity / task. They can also clear up misperceptions about the topic which might have shown up in the Know column before they actually engaged in the learning activity / task. This is the stage of metacognition: did they get it or not?

**Language Learning Strategies**
These are actions taken by learners to enhance their learning.

*Cognitive strategies* operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language.

*Metacognitive strategies* are higher order skills that students use to manage their own learning. They include planning for, monitoring, and evaluating the success of language learning.

*Social strategies* are actions learners take in order to interact with other learners or with speakers of Spanish.

*Affective strategies* are methods learners use to regulate their emotions, motivation, and attitudes to make them more conducive to learning.

**Language Use Strategies**
These are actions taken to enhance communication. The strategies in the curriculum are organized according to the three communicative modes: interaction, interpretation, and production.

Language use strategies can be seen as a sub-category of language learning strategies since any action taken to enhance communication or to avoid communication breakdown can be seen as increasing the chances that language learning will take place. Language use strategies can, however, be used with no intention of trying to learn the language better.

**Lexicon**
Lexicon covers all kinds of words, both content words (e.g., *dog*, *run*, *happy*) and function words (e.g., *him*, *from*, *but*). It also includes lexical phrases, which are groups of words that function like a single word (e.g., *all of a sudden*).

**Mechanical Features**
These are the conventions used to make written text easier to read. They include such things as capitalization, punctuation, paragraphs, titles, or headings.

**Modelled Situations**
The term is used in the specific learning outcomes to describe distinct situations in which students may be supported to produce speech or use language. Modelled situations include the provision of a language model that can be directly imitated (such as "Hello!" "Hello!") or situations in which a small part of the modelled phrase can be changed or manipulated following a pattern (such as "I like pizza." "I like spaghetti.").

**Morphology**
Morphology is the part of grammar that deals with changes in words that mark their function in the sentence (e.g., changes in verb endings or adjectives to mark agreement).

**Non-verbal Communication**
A large part of what we communicate is done without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, touching, as well as by sounds, noises, and silence.

**Register**
Register is the level of formality of speech or writing based on the social context in which the language is used. Casual conversation uses an informal register while situations like a public lecture or a radio broadcast demand a more formal register. The language used in a personal letter to a good friend or a close family member differs considerably from a formal letter in the business world.

**Social Conventions**
These are the customs that accompany speech in social situations. They include actions such as bowing, shaking hands, or kissing; topics that are taboo in conversation; conventions for turn-taking and interrupting or refusing politely; and appropriate amounts of silence before responding.

**Structured Situations**
This term is used in the specific learning outcomes to describe how teachers and other helpful conversational partners use methods tailored to help second language learners understand and produce language.

Oral language is more easily understood if speech is slow and clearly articulated with pauses to assimilate meaning and if it is accompanied by gestures, facial expressions, body language, or visuals, which help to express the meaning. Language learners will have less difficulty understanding a familiar speaker (one whose voice, accent, and speech habits are well-known to them) speaking about a topic that they know well and are interested in.

Written language is more easily understood if, for example, there are illustrations to support the text, titles and sub-titles to guide the reader, and the topic is a familiar one.

Both oral and written production can be structured by providing students with language models (e.g., sample sentence structures, text forms, patterns of social interaction) and a language-rich environment (e.g., illustrated thematic vocabulary lists on classroom walls, labels on classroom objects, correction guides, illustrated dictionaries). As students become more proficient, these supports can gradually be removed until the language they are exposed to closely resembles language in authentic situations.

**Task-Based Language Learning**
In task-based language learning, classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes, or language functions.

**Text**
Any connected piece of language, whether spoken utterance or a piece of writing, which language users/learners interpret, produce, or exchange. There can thus be no act of communication through language without a text.

**Text Forms**
Different kinds of texts have typical structures. A letter, for example, has a different form or structure than a report or a poem. An oral interview is different from an announcement or an oral presentation. A sample list of text forms can be found in Appendix B.

**Unstructured Situation**
A situation in which vocabulary, grammatical structures, speed of delivery, and the like are not tailored for the second language learner; rather, the oral or written text is geared toward the Spanish-speaking culture, as would be found on authentic radio or television and in authentic print materials.

**Variations in Language**
Within any language, there are variations in the way people speak and write. Language can vary with the age, gender, social class, level of education, and occupation of the speaker. It can also vary from region to region within a country. Variations include differences in accent, vocabulary, and sometimes syntax as well as different social conventions.

# *APPENDIX B: SAMPLE LIST OF TEXT FORMS*

**Written Texts**

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets, and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other "how to" texts
- Invitations
- Journals, diaries, and logs
- Labels and packaging
- Letters (business and personal)
- Lists, notes, and personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices, and announcements
- Stories
- Textbook articles
- Tickets, timetables, and schedules

**Oral Texts**

- Advertisements
- Announcements
- Ceremonies (religious and secular)
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Reports and presentations
- Songs and hymns
- Telephone conversations

**Multimedia Texts**

- Comic strips
- Computer and board games
- Movies and films
- Slide/tape and video presentations
- TV programs
- Websites

# *APPENDIX C: ANNOTATED LIST OF SPANISH LANGUAGE AND CULTURE WEBSITES*

The World Wide Web is a wonderful but complex resource that has much potential to support and enhance the classroom experiences of international language learners and to assist teachers in accessing resources and information as needed.

The websites and resources listed and described in this bibliography have been chosen because they been identified by teachers as complementing and supporting the implementation of the Spanish Language and Culture curricula. Many of the websites listed are rich in resources and have many "layers." Thus, they can be "mined" extensively and may be useful for many purposes and learning activities. Teachers should take the time to become familiar with each site and explore all its dimensions and resources.

The websites included in the bibliography have been sorted into a few broad categories, which complement the curriculum and suggested areas of experience for various grade levels. However, many sites could be listed under several categories. To avoid redundancy, we have elected to list websites only once in the bibliography, except where a particular page or section of the website is particularly relevant to an important or essential aspect of the curriculum.

In some cases, websites have been selected as examples of what is available on the Internet for classroom or self-study purposes.

## General-Multi-Faceted Resource Sites

➢ ***BBC Languages, Spanish Homepage:***
<http://www.bbc.co.uk/languages/spanish/>

The Spanish home page of the BBC languages website offers many resources for teachers and students. Video clips and other exercises related to the three BBC Spanish courses (*Sueños*, *Spanish Steps*, and *Talk Spanish*) are available. Video clips for viewing and listening to a variety of native speakers in various contexts and Hispanic countries related to all three courses are available. The site also offers news and travel information for learners of Spanish.

➢ ***Embajada de España en Canadá:***
<http://www.docuweb.ca/SpainInCanada/spanish/index.html>

The embassy website has information on teaching Spanish, as well as photos and information on Spanish history, language, and culture. The education office provides links to useful websites and information on exchanges, bursaries, instructional sites, and teacher training opportunities.

➢ ***Español enlaces:***
<http://www.mesalibrary.org/espanol/enlaces.htm>

The City of Mesa library website offers a list of selected websites with resources for a variety of themes and areas of interest. This is a rich website with great links to art, music, and theatre sites for different Spanish-speaking countries.

➢ ***La Casa de Joanna: Spanish Resources:***
<http://members.aol.com/jporvin/cs_span.htm#cult>

This is a general teacher's resource page for teaching Spanish. Sample unit and lesson plans, links to resources by themes, and information on media and news sites are all available.

➢ ***Languages Other Than English (LOTE): Center for Educator Development (CED):***
<http://www.sedl.org/loteced/welcome.html>

This site was developed to support K-12 teachers in Texas, specifically those who teach languages other than English. The site features an array of informational and instructional resources. Some of the features of the site that teachers will find attractive are assessment resources and sample rubrics, "learning scenarios" (sample unit plans) organized by language and theme, and links to other foreign/international language sites.

➢ ***Latin American Network Information Center—LANIC:***
<http://lanic.utexas.edu/>

The Latin American Network Information Center is affiliated with the Lozano Long Institute of Latin American Studies at the University of Texas at Austin. LANIC's mission is to facilitate access to Internet-based information to, from, or on Latin America. Their target audience includes people living in Latin America, as well as those around the world who have an interest in this region. While many of the resources are designed to facilitate research and academic endeavours, the site is also an important gateway to Latin America for primary and secondary school teachers and students. This site offers links to some excellent sites based on broad themes/categories.

➢ ***Latin World:***
http://www.latinworld.com/index.html

This is a good portal for accessing resources related to the Latin-speaking world. This is a multilingual site utilizing Spanish, Portuguese, and English.

➢ ***Ninos + Internet = Kokone:***
<http://www.kokone.com.mx/menu.html>

This award-winning children's Spanish educational site offers readings, games, and fun interactive learning activities. The resources found here may be adapted for middle years and secondary learners of Spanish.

➢ ***Primera Escuela:***
<http://www.primeraescuela.com/>

This site provides learning activities and ideas intended for young children learning Spanish. However, some of the resources and ideas could be adapted for older beginning students.

➢ ***Si, Spain:***
<http://www.sispain.org/spanish/index.html>

This website offers information and resources about Spain.

➢ ***Spanish Language Resources:***
<http://polyglot.lss.wisc.edu/lss/lang/spanish.html>

This resource page, maintained by the University of Wisconsin, provides links to Spanish language materials organized by themes such as Culture and History, City Tours, Literature and Language, News, and Magazines.

➢ ***SpanishLinx—Home Page:***
http://sikuani.its.monash.edu.au/spanishlinx/index.html

This is an excellent website by the teachers of Spanish in the State of Victoria, Australia. A range of resources are available, including teacher resources, links to web pages in Spanish, a list of learning resources, and reference material related to a number of themes.

➢ ***Spanish-University of Manitoba:***
<http://www.umanitoba.ca/fsi/spanish/fsispan.htm>

The Spanish web page of the University of Manitoba, Department of French, Spanish and Italian offers useful resources for teachers, including Spanish resources in Manitoba.

➢ ***Super Spanish Web Sites:***
<http://www.uni.edu/becker/Spanish.html>

This site identifying Spanish websites was developed by Professor Becker at the University of Northern Iowa.

➢ ***University of Minnesota, Centre for Advanced Research on Language Acquisition (CARLA)***
<http://www.carla.acad.umn.edu/IS-resources.html>

This excellent web page provides a brief description of various cross-cultural simulation games and exercises, including Bafa Bafa.

## Arts and Literature

### Artists, Museums, and Virtual Galleries

➢ ***Artcyclopedia: The Fine Arts Search Engine:***
<http://www.artcyclopedia.com/>

This site offers a search engine with links to information, biographies, and images of works of art from over 3000 artists. Information and resources for artists such as Pablo Picasso, Frida Kahlo, Francisco Goya, and many others may be found. The site also provides links to galleries worldwide.

➢ ***ArteHistoria:***
<http://www.artehistoria.com/>

This site features information on important historical events and art from various periods.

➢ ***El arte en el mundo hispano:***
<http://www.usc.edu/dept/spanish/BLP/resources/art.html>

Information and links to artists and galleries are available on this site, organized by country.

➢ ***El museo Dolores Olmedo Patiño:***
<http://www.arts-history.mx/museos/mdo/museo.html>

The museum Dolores Olmedo Patiño in México is dedicated to the preservation and promotion of the largest private collection of the work of Diego Rivera, integrated with 137 works of the muralist and painter, 25 works of art by Frida Kahlo, and 43 creations of Angelina Beloff. The gallery also features an extensive collection of over 600 pieces of pre-Hispanic works of diverse indigenous cultures of the country, and antiques and popular art pieces (ceramic, glass, masks, etc.). The site features a brief introduction to the featured artists and major collections and provides images of a number of pieces in each collection.

➢ ***Galeria Virtual Espartaco:***
<http://www.proyectoespartaco.com/galeria/index.php>

This site is a "virtual" gallery of various artists, including their biographies and links to related pieces or artists. Examples of some of the artists featured are Salvador Dali, Frida Kahlo, Diego Rivera, and Pablo Picasso.

➢ ***Museo Nacional del Prado:***
<http://museoprado.mcu.es/>

Spain's most important museum holds an extensive art collection. The site offers a presentation of the musem's history, general information about it, and virtual visits. Masterpieces are presented with explanations and artists' biographies for artists such as El Greco.

**Biographies**

➢ ***Buscabiografias:***
<http://www.buscabiografias.com/>

This site offers biographies on a large number of famous Spanish-speaking people and other personalities from around the world.

**Literature and Poetry**

➢ ***Bibliotecas Virtuales—Comunida Literaria y Textos en Linea:***
<http://www.bibliotecasvirtuales.com/>

Through the web pages that comprise this site, one can electronically access a carefully selected and constantly growing array of complete texts of the works of some of the most well-known writers in the world, with an emphasis on Ibero-American writers and on the Spanish language. The virtual "stands" on this site present novels, stories, plays, essays, articles, fables, poetry, legends, and general texts of Dominican, Argentinean, Spanish, and other writers, as well as authors' biographical information. The site also offers a variety of interactive resources, including a discussion forum.

➢ ***Ciberayllu:***
<http://www.andes.missouri.edu/andes/ciberayllu.shtml>

This website was founded by a group of Peruvian writers interested in sharing their writings with the world. The site features excerpts and works on many themes from a variety of writers.

➢ ***Imaginaria—Revista de Literatura Infantil y Juvenil:***
<http://www.imaginaria.com.ar/>

This site provides information about authors and about fables and fairytales of the Spanish-speaking world.

➢ ***La Pagina del Idioma Español:***
<http://www.elcastellano.org/literatu.html>

This website is dedicated to the Spanish language (Castilian). The site offers information resources and links related to all aspects of Spanish.

➢ ***Literatura Argentina Contemporánea:***
<http://www.literatura.org/>

This site celebrates writers and writing. Contemporary Argentinean writers and excerpts of their works are featured on this site.

➢ ***Poesía Latinoamericana:***
<http://members.tripod.com/~poesialat/poetas.html>

This site features a list of famous Latin American poets and links to examples of their work.

➢ ***Poesías—Menú de autores:***
<http://luis.salas.net/index02.htm>

This site provides an indexed list of authors and their works (poems and short stories). Visitors to the site may choose pieces by author or by era. The site offers a great variety of links to specific pieces of writing, authors, etc. See also: <http://www.poesia-inter.net/enlaces.htm>.

➢ ***Proyecto Sherezade:***
<http://home.cc.umanitoba.ca/~fernand4/>

Proyecto Sherezade is an initiative launched in 1996 at the University of Manitoba to promote the interchange of narratives and stories of Spanish authors. More than 150 published short stories of authors representing 25 Hispanic countries are available on this website. Interactive stories with exercises are provided. The site is refreshed on a regular basis with new stories listed monthly.

**Legends and Fables**

➢ ***Folk Legends, Tales and Fables: Creating and Reflecting Community—(LOTE)***
<http://www.sedl.org/loteced/scenarios/spanish_legends.html>

This page, from the LOTE website listed earlier, offers a "Learning Scenario" (sample unit) in which students read a selection of Spanish-language folk legends from a variety of countries. Folk legends were and are used as a method of communicating ideas, beliefs, or unexplained events that give a community its particular identity. The unit demonstrates how the global citizenship outcomes and language competence outcomes may be combined in an interesting unit for intermediate learners of Spanish.

➢ ***Hadaluna lee:***
<http://pagina.de/hadaluna>

This website features stories, legends, classic tales, and fables from the Spanish-speaking world and other cultures. It is an attractive site with a multicultural flair and with links to other related websites.

➢ ***Las Fábulas de Esopo:***
<http://www.edyd.com/Fabulas/Esopo/Eindice.htm>

This educational site provides an index and links to over 300 Esopo (Aseop) fables in Spanish. The main page offers "cuentos" (stories) in Spanish by Dr. O. Morales. (Also see ***Biblioteca Virtuales***.)

➢ ***Leyendas mexicanas:***
<http://www.mexico.udg.mx/historia/leyendas/>

This site features Mexican colonial and pre-Hispanic legends.

➢ ***Pagina para niños:***
<http://www.agn.gob.mx/agn_ninos/arriba.html>

This children's website features, among other resources, animated stories, fables, and legends.

**Comics and Animation**

➢ ***Al's Mafalda Page:***
<http://www.turning-pages.com/mafalda/>

This site is dedicated to Argentine cartoonist Quino's famous Mafalda character, icons, books, and commentaries. It is not the official Quino site.

➢ ***La página official de Quino:***

<http://www.clubcultura.com/clubhumor/quino/espanol/trabajos.htm>

The official web site of the Argentine cartoonist Quino, featuring his works (Mafalda and other characters) and aspects of his life.

➢ ***Oso Tranqui:***
<http://users.servicios.retecal.es/mgosalvez/index.html>

This site is dedicated to comics and animation. It offers links to specific comics sites as well as information on the history of comics. Caution: Some of the comics and themes may not be appropriate for classroom use. Teachers should preview comics and sites carefully.

## Cuisine—Food

➢ ***A Tapear!:***
<http://www.atapear.com/>

This website is dedicated to the world of "Tapas." It offers information on the history of Tapas and a variety of recipes.

➢ ***Cocina Colombiana:***
<http://www.members.tripod.com/~cpino/cocina.htm>

The site offers recipes for the "best" of Colombian dishes.

➢ ***La Recetas de Marita:***
<http://www.acocinar.com/recetas.htm>

This website features recipes and photos of Marita's favourite Spanish and Mediterranean dishes. Links to other gastronomically focused sites are available.

➢ ***Recetas Navideñas:***
<http://teleline.terra.es/personal/7sietes/recetas.htm>

This site features traditional Christmas recipes from Spain. Other pages on this site offer Spanish Christmas music and images.

## Cultural Celebrations and Traditions

➢ ***Casa de Porvin: Día los Muertos 2003:***
<http://members.aol.com/jporvin/cs_muer.htm>
This website is dedicated to language learning resources. It features a unit plan for learning about the "Día de los muertos," class activities, handouts, images, and examples of student projects.

➢ ***Cinco de mayo webquest:***
<http://www.zianet.com/cjcox/edutech4learning/cinco.html>

This site is a complete Internet-based unit plan focusing on Cinco de mayo. The unit was developed for young children but may easily be adapted for older students. Learning tasks, resources, and rubrics related to the cultural celebration Cinco de mayo are provided.

➢ ***La Lotería:***
<http://nmaa-ryder.si.edu/webzine/loterial.htm>

This site provides a description of and resources for a lesson based on a Mexican game. In this lesson, students play a traditional game of Mexico and use the artwork from the gamecards to create an original artwork.

➢ ***La Navidad Latina:***
<http://www.navidadlatina.com/index.asp>

This Latin American Christmas website provides many useful resources ranging from Christmas songs and lyrics, traditional recipes, children's letters to Santa, and stories to some Christmas-focused games such as crossword puzzles.

➢ ***Navidad Digital.com:***
<http://www.navidaddigital.com/>

This site features everything about Christmas from a Spanish perspective. Christmas hymns and songs, traditional foods, and photos of Christmas celebrations are all available.

## Leisure, Music, Entertainment, and Popular Culture

➢ ***La Guia—Tiempo Libre, Espectaculos y Cultura:***
<http://guia.tercera.cl/index_vi.asp>

This is a web guide to leisure activities, entertainment, and popular culture from Chile.

➢ ***Planeta de letras:***
<http://www.planetadeletras.com>

This website features the music of different artists and the lyrics to their songs.

➢ ***Teaching Spanish through Music: CASALT:***
<http://www.caslt.org/research/musicsp.htm>

This site provides ideas and resources for teaching Spanish through music, including a variety of links to Spanish music and lyrics.

## Pen Pals and Resources for Communicating Electronically

➢ ***EPALS: Forma Parte de Epals:***
<http://www.epals.com/register/?terms=&sessf=293882>

The Spanish part of this website allows teachers and students to register and participate in an electronic "pen pal" (e-pals) program. The site also offers a variety of suggestions for pair activities and projects via the Internet using e-pals.

➢ ***Hot Internet Sites ¡en Español:***
<http://www.kn.pacbell.com/wired/fil/pages/listspanish.html-cat3>

This site is dedicated to promoting the use of the Internet for learning Spanish. Useful links for resources are organized by grade level categories.

➢ ***Postales.com Home Page:***
<http://www.postales.com>

Students and teachers can email greeting cards and postcards for special occasions.

➢ ***Tarjetas Virtuales.com:***
<http://www.tarjetasvirtuales.com/>

This site provides virtual greeting cards for various occasions in Spanish.

➢ ***Yahoo! Postales:***
<http://mx.greetings.yahoo.com/>

This site allows users to personalize their own greeting cards in Spanish.

## People—Family

***Genealogy***—Various websites related to genealogy of the Spanish-speaking world are listed below. Through these sites students may search for family names common in various Spanish-speaking countries and around the world.

➢ ***Annillo de Genealogía Hispana:***
<http://www.elanillo.com/>

This website features information and a variety of links related to genealogy in the Spanish-speaking world. Students can access information on Spanish heraldry and many other themes.

➢ ***Genealogía española e hispana:***
<http://www.ldelpino.com/geneal.html>

This general site provides links to a variety of genealogy-orientated websites. Links to genealogy websites for specific countries are featured.

➢ ***Casa de S. M. el Rey:***
<http://www.casareal.es/casareal/home.html>

This is the website of the Spanish royal family. The family history, biographies, and photos of significant events are all available from this site.

➢ ***La Familia Real: An Internet Reading Lesson:***
<http://www.clta.net/lessons/spanish/level2/familia.html>

This site provides an Internet-based reading unit on the Spanish royal family. Pre-reading, during reading, and post-reading activities are offered.

## Places—Travel

➢ ***Consejos que nunca están demás al momento de conducir un vehículo:***
<http://orbita.starmedia.com/~chevycavalier/archivos/conduccion.htm>

This site offers advice for driving and maintaining a vehicle, including advice such as how to drive at night or in sand and what should be kept in a car for safety purposes.

➢ ***DB Inmuebles—Compra y venta de casas y apartamentos en España:***
<http://www.dbinmuebles.es/intranet/prop/propsweb.nsf/Form-SearchTotal?OpenForm>

This website features a searchable real estate database. Through this website, students can search for apartments, lots, houses, and country homes to obtain prices and descriptions.

➢ ***FAQ—Los transportes:***
<http://www.tierra-inca.com/faq/es/transportes.html>

This site includes frequently asked questions and answers about travel in Peru, and links about tourism, culture (food, music, arts and crafts, festivities), maps, and general information about Peru.

➢ ***MundoDomicano.com: Galeria:***
<http://www.mundodominicano.com/cgi-bin/galeria/galeria.cgi>

The Gallery portion of the MundoDominicano site features photos of tourist sites and landscapes of Spain, Chile, Dominican Republic, and Puerto Rico. Other pages offer great information on the Dominican Republic from its history to its foods.

➢ ***Tránsito de carretera en la República Dominicana:***
<http://www.calypsodiving.de/verkehr_es.html>

This site describes types and means of transportation, and information on how to drive a rented car in the Dominican Republic.

## Spanish Language, Grammar, and Vocabulary

➢ ***BBC Languages, Spanish Homepage:***
<http://www.bbc.co.uk/languages/spanish/>

The Spanish home page of the BBC languages website offers many resources for teachers and students. Video clips and other exercises related to the three BBC Spanish courses (Sueños, Spanish Steps, and Talk Spanish) are available. Video clips for viewing and listening to a variety of native speakers in various contexts and Hispanic countries related to all three courses are available. The site also offers news and travel information for learners of Spanish.

➢ ***BELCART: La pagina de la lengua castellana:***
<http://www.arcom.net/belca/como_esc/index.html>

This multi-faceted website features, among other things, an extensive list of common sayings.

➢ ***Centro Virtual Cervantes: Aula de lengua:***
<http://cvc.cervantes.es/aula/>

The Cervantes Institute website features a range of resources for teachers and students of Spanish. Resources are organized by level and theme. Short clips and animated interactive exercises make this a "must see" site.

➢ ***Gramática y ortografia:***
<http://www.indiana.edu/~call/lengua.html>

This award-winning site offers reference materials and other resources for using the Spanish language.

➢ ***Hojas e ideas para la clase de español:***
<http://members.aol.com/profesoradebby/actividades.html>

This website publishes ready-to-use classroom activities for ESL and Spanish teachers. Teachers can save these worksheets on computer as text files and use them with their classes. The site features learning activities related to the video series La Catarina, cloze exercises based on songs, and other resources.

➢ ***Languages of Latin America—LANIC:***
<http://www.lanic.utexas.edu/la/region/languages/>

This website is dedicated to the diversity of languages in Latin America. Information and links are provided for various Latin American Spanish dialects, other Latin American languages, Creoles, and indigenous languages.

➢ ***Learn Spanish:***
<http://www.studyspanish.com/>
This site offers many free activities and exercises for learning Spanish. Resources include vocabulary lists, grammar notes, and practice exercises.

➢ ***Página de la lengua españo:***
< http://www.dat.etsit.upm.es/~mmonjas/espannol-largo.html>

This general website offers resources and links to information on the Spanish language, including links to dictionaries, institutions, publications, courses, literature, and other categories.

➢ ***Quia—Spanish activities created by its subscribers:***
<http://www.quia.com/dir/spanish/index_by_title.html>

This is a teachers' and students' site with many Spanish language learning activities. There are learning activities for many themes and for various levels. Included are activities (such as flashcards, hangman, concentration, fill-in-the-blanks, match the columns, jeopardy-like games, and other forms) for different textbooks such as *¡Dime!, ¡Buen Viaje!, Ven,* and many more.

➢ ***Spanish Language Exercises:***
<http://mld.ursinus.edu/~jarana/Ejercicios/>

This site, hosted by Ursinus College, features a variety of Spanish language exercises. Exercises offered provide opportunity to practice Spanish and develop greater knowledge of verbs, vocabulary, art, and writers. Teachers can choose between self-corrected exercises and instructor-checked exercises.

➢ ***Tecla—Texts for Learners and Teachers of Spanish:***
<http://www.sgci.mec.es/uk/Pub/tecla.html>

Tecla is a text magazine written for learners and teachers of Spanish produced weekly during the UK academic year by the Consejería de Educación. The site features access to texts, exercises, and answer keys for a range of learners and proficiency levels. Exercises can be searched by theme or year.

➢ ***Universidad de Oviedo: Diccionario de Español:***
<http://tradu.scig.uniovi.es/conjuga.html>

This University of Oviedo website offers various resources including an online dictionary, a conjugator, and a text translator.

➢ ***Webspañol: Spanish Language Resources for Beginners:***
<http://www.geocities.com/Athens/Thebes/6177/>

Many activities and interactive exercises for beginning students of Spanish are organized by categories on this site.

➢ ***World Reference Dictionaries:***
<http://www.wordreference.com/>

This site provides online and downloadable dictionaries, which can be selected in Spanish-English, English-Spanish, French-Spanish, and many other language combinations.

### Idioms

➢ ***Spanish-English Idioms:***
<http://pigeon.tzo.com/spanish/index.html>

This site provides English translations and definitions of Spanish idioms, organized alphabetically.

➢ ***Spanish Idioms:***
<http://www.ctspanish.com/idioms/idioms.htm>

This site gives examples of idioms based on different words.

➢ ***Spanish Slang, Expressions and Idioms:***
<http://pigeon.tzo.com/spanish/index.html>

This site offers tables of variations in language and idioms related to a number of different categories. Caution: This is best used as a teacher reference as some slang terms may be considered offensive.

## Spanish-Speaking World

➢ ***El Taller:***
<http://www.cortland.edu/flteach/usafa/taller.html>

This website is organized around several thematic modules that complement the areas of experience of the Spanish Language and Culture curriculum.

➢ ***España—Una primera impression:***
<http://www.red2000.com/spain/primer/1hist.html>

This site offers a brief overview of Spain—its history, people, geography, architecture, and culture. The site features many images and photos of historical and important urban and rural landscapes and buildings.

➢ ***Medio Ambiente:***
<http://usuarios.lycos.es/medam20/>

This Spanish website provides excellent resources for intermediate and advanced students to explore issues related to various aspects of the environment, conservation, and biodiversity.

➢ ***Spanish Speaking Countries: Información general por países:***
<http://www.tamu-commerce.edu/coas/litlang/flmlc/Spanish/spanish_speaking_countries.htm>

This website of the University of Texas A & M Commerce Faculty provides a range of resources in Spanish on each Spanish-speaking country, covering its history, geography, and culture.

**Spanish Newspapers and Media**

➢ ***Periódicos hispanos:***
<http://lsantos2000.tripod.com/resources/periodicoslatinos.htm>

This site provides links to Hispanic newspapers throughout the world.

➢ ***Prensa Escrita: Todos los periódicos diarios:***
<http://www.prensaescrita.com>

This site provides links to Hispanic newspapers throughout the world.

➢ ***Yahoo Noticias Mexico:***
<http://mx.news.yahoo.com/>

This Mexican web journal site features news stories and general interest articles with links to full-coverage stories.

**Latin American Periodicals by Nation—Periódicos por nación:**

Argentina: <http://www.lanacion.com.ar/> (*La Nacion Line*)

Chile: <http://www.emol.com/> (*El Mercurio Online*)

Colombia: <http://eltiempo.terra.com.co/> (*El Tiempo*)

Costa Rica: <http://www.nacion.co.cr/> (*La Nación*)

Ecuador: <http://www.elcomercio.com/> (*El Comercio*)

El Salvador: <http://www.elsalvador.com/> (E*l Diario de Hoy*)

España: <http://www.elpais.es/> (*El Pais*)

Guatemala: <http://www.sigloxxi.com/> (*Siglo Veituno*)

Honduras: <http://www.laprensahn.com/> (*Diario La Prensa*)

Nicaragua: <http://www.laprensa.com.ni/> (*La Prensa*)

Panamá: <http://www.prensa.com/hoy/portada.shtml> (*La Prensa Web*)

Paraguay: <http://www.ultimahora.com/> (*Diario Ultima Hora*)

Perú: <http://www.elcomercioperu.com.pe/> (*El Comercio*)

Puerto Rico: <http://www.endi.com/> (*El Nuevo Día*)

República Dominicana: <http://www.listin.com.do/> (*Listín Diario*)

Uruguay:
<http://www.diariolarepublica.com/2001/larepublica.htm> (*Diario La Republica*)

Venezuela: <http://www.eud.com/> (*El Universal*)

➢ ***Terra:***
<http://www.terra.es/>

This home page of a Spanish Internet services provider features news, information, and general interest sections, links to other resources, and a Spanish search engine. Students will find information on the following areas of experience: People, Places, Leisure Activities, Foods, Shopping and Fashion, Health and Safety, and Arts and Literature.

➢ ***Yahoo en España:***
<http://es.yahoo.com/>

This home page of the Spanish version of Yahoo! Internet services provider features news, information, and general interest sections, links to other resources, and a Spanish search engine. Students will find information on the following areas of experience: People, Places, Leisure Activities, Foods, Shopping and Fashion, Health and Safety, and Arts and Literature.

### Radio Stations

➢ ***Es mas radio:***
<http://www.esmas.com/radio/>

This site provides links to Mexican radio stations featuring music, news, and special events.

➢ ***Radio Nacional España:***
<http://www.rne.es/>

This site provides links to National Spanish radio stations featuring music, news, and special events.

## Teacher Resources

### Clip art

➢ ***123 Clip Art:***
<http://123clipart.com>

This website offers information on designing "web art" and provides many free samples organized around various themes. This is a great site for designing web pages.

➢ ***Microsoft Office Clip Art and Media:***
<http://dgl.microsoft.com/?CAG=1>

This site provides free downloadable clip art for Microsoft Word users.

**Learning Resources—Bibliographies**

➢ ***Manitoba Education, Citizenship and Youth-Spanish Learning Resources: Grade 7 to Senior 4 and Senior 1 to Senior 4 Compilation of Annotated Bibliographies (2000-2003):***
<http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>

An annotated list of learning resources reviewed and approved for use in Manitoba schools is available from this web site.

➢ ***Bibliography of Spanish Learning Resources:***
<http://www.edu.gov.mb.ca/ks4/iru/publications/bibliographies/span1.html#teacher>

An annotated list of Spanish resources available from the Manitoba Education, Citizenship and Youth library is provided.

**Learning Resources—Supplementary Resources**

➢ ***Poster Pals:***
<http://www.posterpals.ca>

Poster Pals is a company that produces a variety of Spanish language teaching materials including posters, stickers, flashcards, and verb wheels.

➢ ***Scholastic Publishers—Classroom Magazines:***
<http://teacher.scholastic.com/products/classmags/mgm_spanish.htm>

Scholastic publishes a number of classroom magazines in Spanish (e. g., *¿Que Tal?*) and other international languages. Teachers may order sample copies and obtain information on the resources available.

➢ ***Teacher's Discovery:***
<http://www.teachersdiscovery.com/>

Teacher's Discovery is a publisher and distributor of learning resources, which offers an extensive collection of teacher and student learning resources. The site features a searchable database, as well as information on "foreign" language conferences.

**Graphic Organizers (Organizadores gráficos)**

➢ ***Ayudas gráficas:***
<http://www.eduplace.com/graphicorganizer/spanish/index.html>

Various graphic organizers on a variety of themes and topics may be downloaded in PDF file format.

➢ ***Conceptual Graphic Organizers—ED Tech:***
< http://edservices.aea7.k12.ia.us/edtech/classroom/workshops/gofiles/gocontent.html>

This general website is dedicated to educational technology and the use of graphic organizers. Numerous examples for a variety of content areas are available that could be adapted for Spanish.

➢ ***Graphic Organizer Makers:***
<http://teachers.teach-nology.com/web_tools/graphic_org/>
This site provides different types of makers or generators for the creation of tailored graphic organizers.

➢ ***Organizadores de conceptos:***
<http://www3.mb.sympatico.ca/~agranson/resources/concept/index.html>

A variety of concept maps are offered for various themes for use in Spanish classrooms.

**Policy**

➢ ***James Crawford's Language Policy Web Site & Emporium:***
<http://ourworld.compuserve.com/homepages/jwcrawford>

This U.S. American website is dedicated to the exploration of public policy and discussion respecting bilingual and foreign/international language education.

**Puzzles and Games**

➢ ***Discovery School's Puzzlemaker:***
<http://www.puzzlemaker.com/>

This website lets you create your own word puzzles, mazes, crosswords puzzles, word searches, etc.

# Notes

# *APPENDIX D: AREAS OF EXPERIENCE*

| Personal | Public | Educational |
|---|---|---|
| FAMILY (EXTENDED)<br>• roles and responsibilities<br>• special events and celebrations<br><br>HOME<br>• rooms and furnishings<br><br>SELF<br>• physical<br>— body<br>— clothing<br>• emotional<br><br>FRIENDS<br>• relationships<br>• shared activities<br><br>DAILY ACTIVITIES<br>• routines and chores<br>• meals<br>• family traditions<br><br>LEISURE ACTIVITIES<br>• sports<br>• hobbies<br>• music | COMMERCIAL TRANSACTIONS AND BUSINESS<br>• shopping<br>• restaurants<br>• services<br><br>TRAVEL<br>• daily<br>• vacations<br><br>OCCUPATIONS<br>• trades<br>• professions<br>• careers<br><br>MASS MEDIA<br>• television<br>• newspapers and magazines<br>• world wide web<br><br>ARTS AND ENTERTAINMENT<br>• professional sports<br>• theatre, dance, films<br>• music performances<br>• visual arts and design<br><br>INSTITUTIONS<br>• government, churches, schools<br>• public celebrations<br>• business and industry<br><br>CIVIC RESPONSIBILITIES<br>• conservation<br>• charitable activities | HUMANITIES<br>• literature<br>• arts<br><br>SOCIAL SCIENCES<br>• geography<br>• history<br>• social issues<br><br>NATURAL SCIENCES AND MATHEMATICS<br>• weather and climate<br>• animals and plants<br>• technology<br>• inventions<br>• money<br>• ecology and the environment<br>• outer space<br><br>HEALTH AND PHYSICAL EDUCATION<br>• physical activity<br>• nutrition<br>• public health issues |

# Notes

# *APPENDIX E: GLOBAL LIST OF STRATEGIES*

**Language Learning Strategies**

***Cognitive***

- listen attentively
- do actions to match words of a song, story, or rhyme
- learn short rhymes or songs incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express their meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (e.g., vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the language being learned and their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in the language being learned or in their own language
- find information using reference materials like dictionaries, textbooks, and grammars
- use available technological aids to support language learning (e.g., cassette recorders, computers)
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

***Metacognitive***

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading, and writing processes
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate their own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more that they consider particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

***Social/Affective***

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers

- participate actively in conferencing and brainstorming as a pre- and post-writing exercise
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, to try unfamiliar tasks and approaches
- repeat back new words and expressions occurring in conversations in which they participate, and make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

**Language Use Strategies**

***Interactive***

- use words from their first language to get their meaning across (e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language)
- acknowledge being spoken to
- interpret and use a variety of non-verbal clues to communicate (e.g., mime, pointing, gestures, drawing pictures)
- indicate lack of understanding verbally or non-verbally (e.g., Pardon, Sorry, I didn't understand, raised eyebrows, blank look)
- ask for clarification or repetition when they do not understand (e.g., What do you mean by...?, Could you say that again, please?)
- use the other speakers' words in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood (e.g., raised eyebrows, blank look)
- start again using a different tactic when communication breaks down (e.g., What I'm trying to say is...)
- invite others into the discussion
- ask for confirmation that a form used is correct (e.g., Can you say that?)
- use a range of fillers, hesitation devices, and gambits to sustain conversations (e.g., Well, actually..., Where was I?...)
- use circumlocution to compensate for lack of vocabulary (e.g., the thing you hang clothes on for hanger)
- repeat back part of what someone has said to confirm mutual understanding (e.g., So what you are saying is...)
- summarize the point reached in a discussion to help focus the talk

- ask follow-up questions to check for understanding (e.g., Am I making sense?)
- use suitable phrases to intervene in a discussion (e.g., Speaking of...)
- self-correct if errors lead to misunderstandings (e.g., What I mean to say is...)

***Interpretive***

- use gestures, intonation, and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meaning of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess their own information needs before listening, viewing, or reading
- use skimming and scanning to locate key information in texts

***Productive***

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes, or media
- use illustrations to provide detail when producing their own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas

- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: pre-writing (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammars)
- take notes when reading or listening to assist in producing their own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

**General Learning Strategies**

***Cognitive***

- classify objects and ideas according to their attributes (e.g., red objects and blue objects or animals that eat meat and animals that eat plants)
- use models
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences; identify and justify the evidence on which their inferences are based
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- seek information through a network of sources including libraries, the world wide web, individuals, and agencies
- use previously acquired knowledge or skills to assist with a new learning task

***Metacognitive***

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of sub-tasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

***Social/Affective***

- watch others' actions and copy them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- encourage themselves to try, even though they might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas)
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, to try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks and take measures to lower it if necessary (e.g., deep breathing, laughter)
- use social interaction skills to enhance group learning activities

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# Notes

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