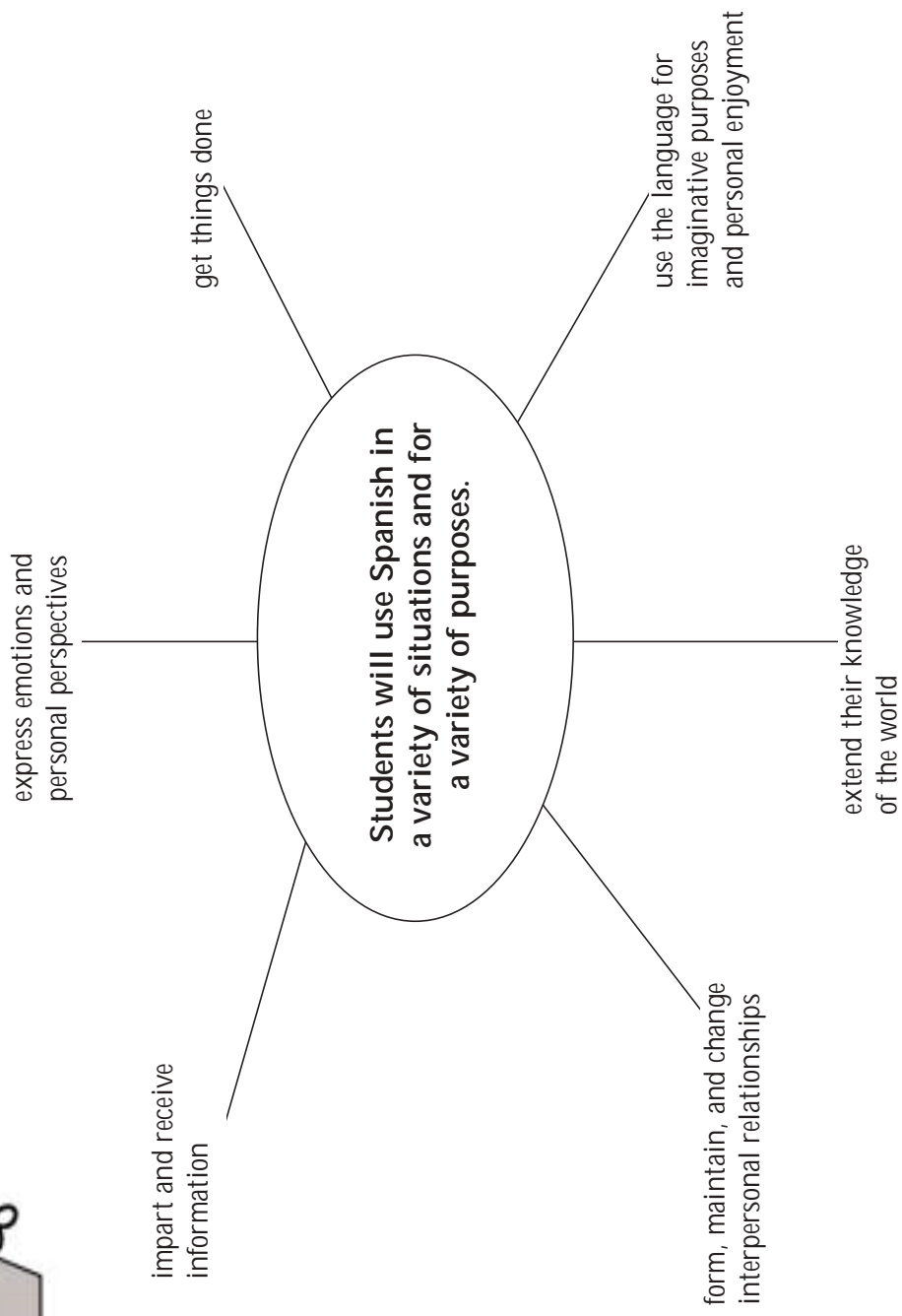
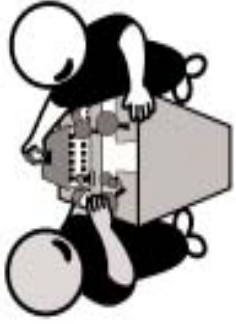

YEAR 2

Applications	3
Language Competence	19
Global Citizenship	49
Strategies	65

APPLICATIONS
YEAR 2



Applications





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
<p>General Outcome 1: Applications Students will use Spanish in a variety of situations and for a variety of purposes.</p> <p>1.1 impart and receive information</p> <p>1.1.1 <i>Share Factual Information</i></p> <ul style="list-style-type: none">❖ ask for and provide information❖ respond to simple, predictable questions❖ describe people, places, things <p>1.2 express emotions and personal perspectives</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences</i></p> <ul style="list-style-type: none">❖ identify favourite people, places, or things❖ express a personal response to a variety of situations	<p>➤ Form groups and give each a city map, subway map, or a train or bus schedule written in Spanish. Suggest that each group plan a journey. Then ask each group member to record travel details in a note for a friend who will meet the group at a particular destination (BC <i>Resource Package</i>, 46).</p> <p>➤ 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 <i>Resource Package</i>, 28):</p> <ul style="list-style-type: none">• ¿Cuándo?• ¿A qué hora?• ¿Dónde? <p>➤ Play “Information Search,” using the following question: ¿A quién le gusta _____? Use pictures to indicate the items or activities to be discussed. Have students ask each other about their likes and dislikes. They should try to find at least three people who have the same likes as they do. They fill out a bingo card with the name of the person who likes the item or activity.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- After students have worked in groups to prepare travel details, have them exchange their plans with other groups, who then provide feedback about the extent to which
 - the information is clear
 - the sequence of instructions is logical
 - key details such as departure and arrival times are included

- Observe role-playing activities for evidence that students are increasingly able to
 - make themselves understood in Spanish
 - use learned patterns and vocabulary (language competence, attend to form)
 - take risks to add details or unfamiliar language
 - use strategies such as non-verbal communication and visual props to support their messages (strategies)
 - be accurate

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

- When students play “Information Search,” look for evidence that they
 - interact with each other
 - use Spanish
 - are able to respond to the teacher’s question:
¿A quién le gusta?

- Dos Mundos*
Student Edition
- ¡Dime! Uno*
Unidad 5, Lección 1
- ¡Buen Viaje!*
Capítulo 11
A escuchar: segunda parte
Actividad a
- ¡En español! 1A*
Unidad 3, Etapa 1
Actividad 8
- ¡Dime! Uno*
Unidad 2, Lección 1
- ¡Dime! Uno*
Unidad 3, Lección 1
Pair Activity
- Chicas Chicas, Nivel 1*
Unidad 7, Lección 13



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.2 express emotions and personal perspectives (continued)</p> <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none">❖ identify, express, and respond to a variety of emotions and feelings (e.g., love, sadness, surprise, fear)	<ul style="list-style-type: none">➤ Provide simple conflict scenarios between friends as well as basic expressions used to describe emotions and feelings. Have students role-play a scenario in which a problem is defined and a solution is offered. ➤ Provide students with pictures of various houses with family members in the houses. Within the houses, some family members have emotions clearly defined according to expressions on faces. Other houses do not have the emotions of family members illustrated. Have students interact with their classmates without looking at each other's pages in order to respond to the question: "How do the members of your family feel today?" ("<i>¿Cómo se sienten hoy los miembros de tu familia?</i>")<p>Students illustrate the emotions of family members of other classmates, based on oral responses to the question.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare a role play based on simple problem and solution, using emotions, look for evidence that students are increasingly able to
 - inquire about and express emotions and feelings
 - make themselves understood in Spanish
 - use learned patterns and vocabulary (language competence, attend to form)
 - take risks to add details or use unfamiliar language
 - use strategies such as non-verbal communication and visual props to support their messages (strategies)
 - recognize and respond to familiar words and patterns

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

- When students interact to find emotions of family members, look for evidence that they
 - interact with several classmates
 - use Spanish throughout the activity
 - illustrate emotions effectively



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.3 get things done</p> <p>1.3.1 <i>Guide Actions of Others</i></p> <ul style="list-style-type: none">❖ suggest a course of action, and respond to a suggestion❖ make and respond to a variety of simple requests❖ seek, grant, or withhold permission <p>1.3.2 <i>State Personal Actions</i></p> <ul style="list-style-type: none">❖ indicate choice from among several options❖ express a wish or a desire to do something <p>1.3.3 <i>Manage Group Actions</i></p> <ul style="list-style-type: none">❖ ask for help or clarification of what is being said or done in the group❖ suggest, initiate, or direct action in group activities	<p>➤ Divide the class into groups. Have each group learn a game played in the Spanish-speaking world (e.g., <i>cartas, dados, dominós</i>). Have each group teach the class the game it has learned, using as many Spanish expressions as possible (e.g., <i>A tí te toca, tira los dados</i>). As an extension, have students invite community members to participate in a Spanish Day, when the games could be played (BC <i>Resource Package</i>, 42).</p> <p>➤ Have students work in pairs. Provide students with two scenes with several differences. Have students describe their scene to their partner without looking at each other's scenes. The goal is for students to discover how their scenes are different by describing the actions that are a part of their particular scene.</p> <p>➤ Have students describe in written form all of the activities they carry out in a given situation (e.g., a shopping trip that involves stops at various types of stores).</p> <p>➤ Have students work in groups of three.</p> <ul style="list-style-type: none">• Student 1—mimes an action• Student 2—orally describes action to student 3, using the imperative or present progressive• Student 3—writes down the action <p>Students clarify the described situation with other group members or ask for help understanding or writing what was said.</p> <p>➤ Using a map of a Spanish-speaking city, give students a variety of directions to particular destinations in the city. After having followed the directions, students respond to the question, <i>¿Dónde estás?</i></p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students teach one another games they have learned, encourage them to use Spanish as much as possible. Establish criteria for group feedback such as the following:
 - demonstration is clear and easy to follow
 - demonstration was successful; the other students learned the game
 - language associated with the activity is used accurately (language competence, attend to form)
 - comparisons to familiar games or activities help to develop understanding (global citizenship, affirming diversity)

- When students describe scenes to each other or describe activities in written form, look for evidence that they are able to
 - correctly identify the differences
 - use a variety of action verbs (language competence, attend to form)
 - conjugate verbs correctly with the third person singular (language competence, grammar)
 - use descriptors to enhance their written text (language competence, attend to form)

- When students are using maps to give and follow directions to various destinations, observe that students are
 - using Spanish to give clear directions
 - using appropriate vocabulary expressions
 - able to arrive at the proper destinations

- ¡Buen Viaje! 2*
 Capítulo 10
 Expansion Activities, p. 61
- ¡Dime! Uno*
 Unidad 8, Lección 3
 Video
-
- ¡En español! 1A*
 Más comunicación
 Actividad 10, ¿Doble Vision?
- ¡Dime! Uno*
 Unidad 3
-
-
-
- ¡En español! 1A*
 Unidad 4, Etapa 1
- ¡Dime! Uno*
 Unidad 5, Lección 1
- Planet@ 1*
 Tema 2, Órbita 1



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.4 extend their knowledge of the world</p> <p>1.4.1 <i>Discover and Explore</i></p> <ul style="list-style-type: none">❖ investigate the immediate environment❖ make and talk about personal observations <p>1.4.2 <i>Gather and Organize Information</i></p> <ul style="list-style-type: none">❖ sequence items in different ways❖ record and share personal knowledge of a topic <p>1.4.3 <i>Solve Problems</i></p> <ul style="list-style-type: none">❖ choose between alternative solutions❖ define a problem, and search for solutions	<ul style="list-style-type: none">➤ Have students do a personal interview with a partner.➤ 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.➤ Invite students to form small groups to brainstorm reasons that people choose to become vegetarians. After a class discussion, ask students to complete a questionnaire on personal eating habits. Information gathered may be used to create articles or displays (BC <i>Resource Package</i>, 68).➤ Have students watch a video about a problematic situation in a restaurant. Have students identify the problem and discuss possible solutions.➤ Form groups of four and have each group discuss the



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students work in pairs or small groups to identify the important qualities of a good friend, look for evidence that they are able to
 - organize and categorize (qualities of a friend)
 - use a variety of adjectives with correct gender (language competence, attend to form)
 - use basic comparative expressions such as *más importante que/menos importante que* (language competence, attend to form)

- When students examine issues such as vegetarianism, look for evidence for the extent to which they
 - take positions
 - give relevant reasons to support their arguments
 - listen actively and attempt to respond to or build on others' ideas
 - participate in the discussion using Spanish

- When students watch a video and work to identify the problem and possible solutions, observe their ability to
 - participate in the discussion
 - recognize the problem
 - offer logical solutions with justifications

¡Dime! Uno
Unidad 1, Lección 3

¡Dime! Uno
Unidad 5, Lección 3



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.4 extend their knowledge of the world (continued)</p> <p>1.4.4 <i>Explore Opinions and Values</i></p> <ul style="list-style-type: none">❖ make connections between behaviour and values (e.g., in texts or role play)❖ recognize differences of opinion	<p>purchase of a gift for a friend, family members, or teacher. Ask groups to arrive at a consensus on their gift choices and state reasons to support them (BC <i>Resource Package</i>, 52).</p>
<p>1.5 imaginative purposes and personal enjoyment</p> <p>1.5.1 <i>Humour/Fun</i></p> <ul style="list-style-type: none">❖ manipulate words or phrases to express humour	<p>➤ Provide students with several humorous expressions related to food and restaurants. Have students either use these expressions in a role play or have them illustrate the expressions. Display the illustrations in the class and have students guess which expression corresponds with each illustration (e.g., <i>Anda a freír espárragos</i>).</p>
<p>1.5.2 <i>Creative/Aesthetic Purposes</i></p> <ul style="list-style-type: none">❖ use the language creatively (e.g., create a picture story with captions)	<p>➤ Have students create a <i>patio de comidas</i> (Food Court) in class. Have students work in groups to prepare a menu for their mini-restaurant as well as possible food samples.</p>



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ When students participate in interactions such as discussing the purchase of a gift, look for evidence that they are able to</p> <ul style="list-style-type: none"> • present their opinions • respond appropriately to questions and cues from others • include reasons, details, and examples to support their views • use appropriate vocabulary and structures 	<p><i>¡En español! 1A</i> Unidad 4, Etapa 1</p> <p><i>¡Dime! Uno</i> Unidad 5, Lección 1</p> <p><i>¡Dime! Uno</i> Unidad 5, Lección 2 Video</p>
<p>➤ When students illustrate humorous expressions related to food, look for evidence that students are able to</p> <ul style="list-style-type: none"> • create an illustration that corresponds with the meaning of the expression • create a visually appealing illustration • take risks to be original and creative 	<p><i>101 Spanish Idioms</i> Sección 3 Algo en que pensar</p>
<p>➤ When students work in groups to organize a menu and <i>patio de comidas</i>, look for evidence that they are</p> <ul style="list-style-type: none"> • participating actively • making an effort to use Spanish 	<p><i>¡Dime! Uno</i> Unidad 5, Lección 3</p> <p>Internet</p>
<p>➤ 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</p> <ul style="list-style-type: none"> • menu is organized in a typical menu format (language competence, written production) • vocabulary related to food and menus is incorporated (language competence, written production and attend to form) • correct use of illustrations to enhance understanding (strategies, language use strategies) 	



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.5 imaginative purposes and personal enjoyment (continued)</p> <p>1.5.2 <i>Creative/Aesthetic Purposes (continued)</i></p> <ul style="list-style-type: none">❖ use the language creatively (e.g., create a picture story with captions) <p>1.5.3 <i>Personal Enjoyment</i></p> <ul style="list-style-type: none">❖ use the language for personal enjoyment (e.g., make a collection of pictures or artifacts related to a Spanish culture)	<ul style="list-style-type: none">➤ Invite students to participate in an outing to a restaurant. ➤ Have students watch a Spanish movie, read a piece in Spanish, or travel to a Spanish-speaking area/country.
<p>1.6 form, maintain, and change interpersonal relationships</p> <p>1.6.1 <i>Manage Personal Relationships</i></p> <ul style="list-style-type: none">❖ initiate relationships (e.g., invite others to play)❖ apologize and refuse politely	<ul style="list-style-type: none">➤ Students role-play inviting someone to a movie or a party. The person already has plans so that person apologizes to them and declines politely.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students participate in an outing to a Spanish restaurant, look for evidence that they
 - have a positive attitude
 - use Spanish
 - use vocabulary related to food and restaurants

- After having watched a movie, read a piece in Spanish, or travelled to a Spanish-speaking country, students self-evaluate. Students answer questions such as, “What did I like, dislike, and why?”

- Observe role-playing activities for evidence that students are able to
 - use appropriate language to initiate interaction
 - use appropriate language to decline politely

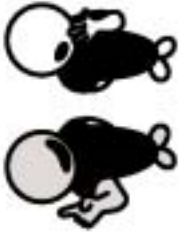
(See role-play assessment criteria in Classroom Assessment, p. 11.)



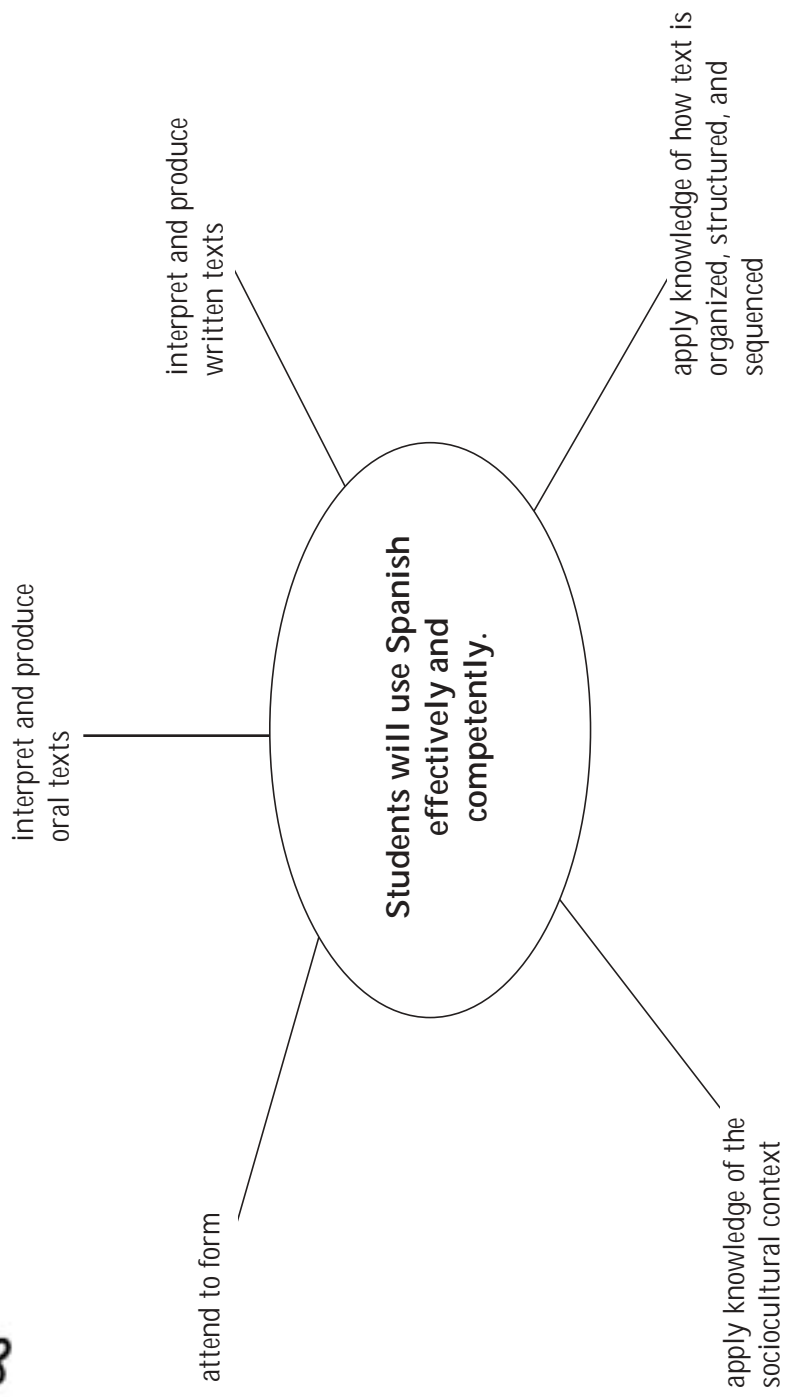
Notes

*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
<p>General Outcome 2: Language Competence Students will use Spanish effectively and competently.</p> <p>2.1 attend to form</p> <p>2.1.1 <i>Phonology</i></p> <ul style="list-style-type: none">❖ distinguish particular sounds of the language ❖ use comprehensible pronunciation, stress, and intonation when producing familiar words or phrases <p>2.1.2 <i>Orthography</i></p> <ul style="list-style-type: none">❖ write familiar words, phrases, and sentences❖ recognize and use some basic mechanical conventions (e.g., capitalization, punctuation)	<p>➤ Provide students with a list of familiar words or phrases and have them read them, focusing on correct pronunciation, stress, and intonation (e.g., <i>plátano, jamón, café</i>, etc.).</p> <p>➤ First, model the use of specific sound distinctions in two sentences where meaning is changed as a result of pronunciation, and ask students to identify the differences. Then, provide a list of vocabulary to focus on the sounds representing specific letters (e.g., <i>e/i, g/j, ll, ñ, r, z</i>) in the following situations:</p> <ul style="list-style-type: none">• At the doctor’s office: A doctor’s visit in Spain, Argentina, Cuba, etc.• Social life: Role-play an interview with an exchange student from Spain, Argentina, Mexico, etc. <p>➤ Compare capitalization rules for French/English and Spanish (e.g., months, days of the week, nationalities, titles, etc.), using supporting texts from books, Internet, etc.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Look for evidence that students are able to pronounce correctly, based on common rules.

- Prepare an observation checklist. Observe the students' ability to reproduce appropriately in context the following critical sound distinctions:
 - *i/e*
 - *g/j*
 - *ll*
 - *ñ*
 - *r*
 - *z*

- Look for evidence that students are able to apply Spanish rules of capitalization and punctuation in their written work.

Colección tiempo: Para pronunciar



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 attend to form (continued)</p> <p>2.1.3 <i>Lexicon</i></p> <ul style="list-style-type: none">❖ use a repertoire of words and phrases in familiar contexts that meet the needs and interests of students, particularly within the following areas of experience:<ul style="list-style-type: none">— introduction to fashion (shopping)— activities<ul style="list-style-type: none">✓ in the home✓ in the community— places and transportation— foods and cuisine<ul style="list-style-type: none">✓ restaurants✓ market— sports and exercise— friendship— introduction to cultural diversity in the Spanish-speaking world	<ul style="list-style-type: none">➤ Students practice target vocabulary by playing games such as “Hangman” (“<i>El ahorcado</i>”), spelling bee, etc.



SUGGESTIONS FOR ASSESSMENT

- Look for evidence that students spell target vocabulary accurately in a variety of situations.

SUGGESTED LEARNING RESOURCES

USO interactivo del vocabulario
Rosetta Stone I and II



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 attend to form (continued)</p> <p>2.1.4 <i>Grammatical Elements</i></p> <ul style="list-style-type: none">❖ use, in modelled situations, the following grammatical elements:<ul style="list-style-type: none">— <i>nos/les (os) gusta/an</i>— <i>caer bien/mal</i>— possessive adjectives and pronouns: <i>nuestro/a/os/as, vuestro/a/os/as</i>— irregular verbs: <i>poder, conocer, saber, venir, salir, decir, hacer, preferir</i>— commands—regular verbs (<i>tú</i> form)— commands for commonly used verbs (<i>usted, ustedes</i>)— present progressive (<i>estar + gerund</i>)	<p>Modelled Situations: This term is used to describe learning situations where a model of specific grammatical elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the grammatical elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.</p> <p>Example of a modelled situation:</p> <p>In preparation for a group project, students will keep a journal of their daily activities for a week. Students practise the structure “<i>tener que + infinitive</i>” using the sentence patterns provided. Each student asks five classmates, <i>¿Qué tienes que hacer después de clases hoy?</i> Students answer saying, <i>Tengo que . . .</i>, with an infinitive of their choice. Each person then summarizes the results of their mini survey, <i>Tres estudiantes tienen que estudiar</i>, and so on.</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

*USO de la gramática española:
Junior intermedio*

Colección tiempo: Para conjugar

Rosetta Stone I and II



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 attend to form (continued)</p> <p>2.1.4 <i>Grammatical Elements (continued)</i></p> <ul style="list-style-type: none">❖ use, in structured situations, the following grammatical elements:<ul style="list-style-type: none">— <i>me/te/le gusta/an</i>— commonly used verbs: <i>ir, querer</i>— regular <i>ir</i> and <i>er</i> verbs in the present tense— <i>tener que</i> + infinitive— <i>ir + a</i> + infinitive— definite and indefinite articles: <i>el, la, lo, las, los, un, una, unas, unos</i>— possessive adjectives: <i>mi, tu, su, mis, tus, sus</i>— demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i>	<p>Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific grammatical elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the grammatical elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.</p> <p>Example of a structured situation:</p> <p>In preparation for a research project on typical activities of young people in selected Spanish-speaking countries, students listen to a rapid conversation where a Canadian student is talking to an exchange student from Mexico. The students check off, on a prepared answer sheet, what the exchange student does and does not do.</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

*USO de la gramática española:
Junior intermedio*

Colección tiempo: Para conjugar

Rosetta Stone I and II



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 attend to form (continued)</p> <p>2.1.4 <i>Grammatical Elements (continued)</i></p> <ul style="list-style-type: none">❖ use, in independent situations, the following grammatical elements:<ul style="list-style-type: none">— subject pronouns: <i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes</i>— affirmative/negative/interrogative sentences in the present tense— regular <i>-ar</i> verbs in the present tense— gender and number of nouns, adjectives— commonly used verbs: <i>ser, estar, tener</i>	<p>Independent Situations: This term is used to describe learning situations where students use specific grammatical elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the grammatical elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.</p> <p>Example of an independent situation: Students send a letter, an email message, or a recorded message to a Spanish-speaking pen pal explaining what they do regularly.</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

*USO de la gramática española:
Junior intermedio*

Colección tiempo: Para conjugar

Rosetta Stone I and II



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce oral texts</p> <p>2.2.1 <i>Aural Interpretation</i></p> <ul style="list-style-type: none">❖ understand short, simple texts in guided situations	<ul style="list-style-type: none">➤ Have students form groups of four. Provide students with a song, excerpt from a conversation, or TV/radio ad. 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.➤ 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.



SUGGESTIONS FOR ASSESSMENT

- As students work in groups to understand short texts, look for evidence that they are able to
 - listen for key words
 - use key words and context to create meaning
 - use listening strategies to aid in understanding

- When students illustrate what they have understood about a simple short story, look for evidence that they are able to
 - explain their drawings to their group or to the class as a whole
 - make connections between the story and their sentence or drawing

SUGGESTED LEARNING RESOURCES

Colección tiempo: Para comprender
 Mensajes orales de la vida cotidiana



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce oral texts (continued)</p> <p>2.2.2 <i>Oral Production</i></p> <ul style="list-style-type: none">❖ produce simple sentences in guided situations	<ul style="list-style-type: none">➤ Provide students with several situations related to themes studied in class (e.g., going to a restaurant, meeting a friend, etc.). Have students create a simple story book using one of the scenarios. Students must illustrate the book and prepare a cassette (soundtrack), in which they read the story, to accompany the book. Students then present the storybook, with accompanying soundtrack, to the class. Provide students with a story map to help them organize their ideas as well as checklists for self and peer assessment.
<p>2.2.3 <i>Interactive Fluency</i></p> <ul style="list-style-type: none">❖ engage in simple interactions, using simple sentences	<ul style="list-style-type: none">➤ 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. 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 <i>Resource Package</i>, 36).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- 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.

An Oral Presentation Checklist might include the following:

- story makes sense/has meaning
- pronunciation and intonation are generally accurate (language competence, attend to form)
- expression is used to enhance communication of ideas (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

- When students role-play visits to markets or stores in Spanish-speaking regions or replying to classified ads, note the extent to which they are able to

- provide clear messages
- use appropriate patterns and frames for giving directions and prices/prices and descriptions
- adjust and clarify when miscommunication occurs
- use intonation, miming, gestures, and body language to support communication (strategies)
- speak clearly and smoothly, using approximate Spanish pronunciation (language competence, attend to form)

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

España Viva
Video Course
Video 1
Episode 2, 3

Destinos: An Introduction to Spanish
Video Series
Episode 4



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce oral texts (continued)</p> <p>2.2.3 <i>Interactive Fluency (continued)</i></p> <ul style="list-style-type: none">❖ engage in simple interactions, using simple sentences	<ul style="list-style-type: none">➤ Have students role-play a variety of situations outlined on scenario cards they draw. For example, a tourist wants to cash a traveller’s cheque at 1:50 p.m., but the bank refuses to cash it because closing time is 2:00 p.m.; a hungry tourist wishes to eat at 8:00 p.m., but the restaurant doesn’t serve meals before 10:00 p.m.; a tourist tries to buy fruit at a market stand at 2:00 p.m., but the vendor has gone because it is a three-hour bus ride home; a local invites a tourist to Midnight Mass; a group of business people discover they are on the wrong bus (BC <i>Resource Package</i>, 58).➤ Invite students to role-play a variety of common situations, allowing time for preparation but not for memorizing a script. Situations might include telephoning for take-out food, renting a video, purchasing a ticket (BC <i>Resource Package</i>, 60).➤ Ask students to examine the classified section of a Spanish-language newspaper to find items they need or want to purchase (e.g., computers, mountain bikes, sports equipment). Students then role-play and reply to the advertisements, refer to specific information in them, and ask relevant questions (BC <i>Resource Package</i>, 62).



SUGGESTIONS FOR ASSESSMENT

- When students role-play with minimum preparation, look for evidence that
 - language is understandable and appropriate to the context
 - statements are logical and relate to the situation
 - reactions, including intonation, are appropriate
 - speech is reasonably fluid
 - strategies are used effectively to clarify meaning and sustain interaction

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

SUGGESTED LEARNING RESOURCES

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



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 interpret and produce written texts</p> <p>2.3.1 <i>Written Interpretation</i></p> <ul style="list-style-type: none">❖ understand short, simple texts in guided situations <p>2.3.2 <i>Written Production</i></p> <ul style="list-style-type: none">❖ produce simple sentences in guided situations <p>2.3.3 <i>Visual Interpretation</i></p> <ul style="list-style-type: none">❖ derive meaning from a variety of visuals and other forms of non-verbal communication in guided situations	<p>➤ Have students work individually or in groups to respond to questions from the short stories series <i>Easy Spanish Reader</i>.</p> <p>➤ 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). 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.</p> <p>➤ Provide students with pictures that accompany a simple story. Allow students to create their own simple story individually or in groups, based on the pictures provided.</p> <p>Provide students with a story map to help them organize their ideas.</p> <p>After the completion of their own versions of the story, read to students the actual story that accompanies the pictures.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students respond to questions from a series, look for evidence that they are able to answer questions in one word or in a short sentence.
- When students participate in a jigsaw activity to understand a simple text, look for evidence that they are able to
 - discuss the information within the text with group members, providing main ideas
 - present the main ideas of the text in an organized and logical sequence (language competence, production—written or oral)

- When students create their own story, based on pictures provided, provide students with a story map to help them organize their ideas. Observe the extent to which they are able to
 - use the pictures to make sense of the story
 - organize their story in a meaningful way
 - compare and contrast their stories to the actual stories

¡Buen Viaje! 1
 Lecturas
 Culturales
 Conexiones

¡Dime! Uno
 Unidad 6, Lección 1 y 3
 Charlemos un poco más



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 interpret and produce written texts (continued)</p> <p>2.3.4 <i>Representation</i></p> <ul style="list-style-type: none">❖ use a variety of visuals and other forms of non-verbal communication to express meaning in guided situations	<p>➤ Have students create a comic strip. Students can present their story as a power point presentation or they may dramatize their story.</p>
<p>2.4 apply knowledge of the sociocultural context</p> <p>2.4.1 <i>Register</i></p> <ul style="list-style-type: none">❖ use simple forms of formal and informal register with guidance (e.g., <i>usted/tú</i>)❖ recognize that some topics, words, or intonations are inappropriate in certain contexts	<p>➤ Have students view a simple video and have them note when characters use <i>tú</i> and when they use <i>usted</i>.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- A Written Presentation Checklist might include the following:
 - story makes sense/has meaning
 - ideas are clear and 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)

(See an example of a written presentation checklist in Classroom Assessment, p. 16.)

- When students view a video with situations where characters use *tú* or *usted*, look for evidence that students are able to
 - identify the types of situations in which *tú* and *usted* are used
 - explain why the formal or informal register are used

¡Dime! Uno
Unidad 1, lección 1

¡En español! 1
Unidad 1, Etapa 1



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of the sociocultural context (continued)</p> <p>2.4.2 <i>Idiomatic Expressions</i></p> <ul style="list-style-type: none">❖ understand and use a variety of simple idiomatic expressions as set phrases <p>2.4.3 <i>Variations in Language</i></p> <ul style="list-style-type: none">❖ identify some major geographical variations in language (e.g., Spain, Latin America)❖ acknowledge and accept individual differences in speech <p>2.4.4 <i>Social Conventions</i></p> <ul style="list-style-type: none">❖ identify important conventions in various social interactions (e.g., shaking hands, kissing cheeks)	<p>➤ Give students a series of different words, on small cards or pieces of paper, that are used in different Spanish-speaking countries to mean the same foods. In groups have students categorize the words according to the food they think the words represent (e.g., <i>durazno</i> = <i>melocotón</i>, <i>pomelo</i> = <i>toronja</i>).</p> <p>Provide students with the correct categories, allowing them to reorganize their words if necessary.</p> <p>As an extension, students could prepare a skit at a restaurant or at the market that illustrates misunderstandings that can occur when people of different Spanish-speaking countries use different words to mean the same food items. Have students also include two to three idiomatic expressions related to eating/food/going to restaurants.</p> <p>➤ 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.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare role plays of situations in a restaurant or at the market place where misunderstandings occur due to variations in expressions, discuss criteria before students begin. Criteria might include the following:
 - appropriate use of an idiomatic expression and one pair of food expressions (e.g., *melocotón/durazno*)
 - pronunciation and intonation are generally accurate (language competence, attend to form)
 - strategies such as non-verbal communication and visual props are used to support messages (strategies)

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

- As students view and interpret various greetings, look for evidence that they are able to identify similarities and differences between greetings.

¡En español! 1
 Unidad 2, Etapa 3
 Unidad 4, Etapa 3

¡Buen Viaje! 1A
 Capítulo 5

¡Buen Viaje! 1B
 Capítulo 14

¡Dime! Uno
 Unidad 1, Lección 1



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of the sociocultural context (continued)</p> <p>2.4.5 <i>Non-verbal Communication</i></p> <ul style="list-style-type: none">❖ experiment with using some simple non-verbal means of communication (e.g., nodding or shaking the head “no”)❖ recognize that some non-verbal behaviours may be inappropriate in certain contexts	<ul style="list-style-type: none">➤ Have students work in pairs to prepare a scene that includes simple dialogue and very pronounced gestures and actions. Have students present their scene with only the actions and gestures. The rest of the class must determine what is occurring and call out possible dialogue that could logically accompany the gestures of the group. Have the presenters of the scene then present the scene again with the original dialogue.➤ Encourage students to use non-verbal communication when they do not know or do not remember the word for what they are trying to attain.
<p>2.5 apply knowledge of how text is organized, structured, and sequenced</p> <p>2.5.1 <i>Cohesion/Coherence</i></p> <ul style="list-style-type: none">❖ sequence elements of a simple story, process, or series of events❖ link words or groups of words in simple ways (e.g., using words like <i>y</i>, <i>e</i>, and <i>después</i>)	<ul style="list-style-type: none">➤ Provide students with the written instructions for a recipe, but not in order. Point out words that have linking function (e.g., <i>primero</i>, <i>después</i>, <i>luego</i>, etc.). Have students put the instructions in the correct order and then do a demonstration or illustrate the steps of the recipe.➤ Provide students with only the pictures which 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.



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 561 386">2.5 apply knowledge of how text is organized, structured, and sequenced (continued)</p> <p data-bbox="103 407 318 436">2.5.2 <i>Text Forms</i></p> <ul data-bbox="175 466 522 667" style="list-style-type: none">❖ recognize and use a variety of simple text forms in guided situations (e.g., menus, advertisements, sports broadcasts) <p data-bbox="103 1087 529 1117">2.5.3 <i>Patterns of Social Interaction</i></p> <ul data-bbox="175 1146 542 1348" style="list-style-type: none">❖ initiate interactions, and respond using simple social interaction patterns (e.g., request-acceptance/nonacceptance)	<p data-bbox="604 466 1425 705">➤ 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 penpal in a Spanish-speaking country.</p> <p data-bbox="604 1146 1425 1209">➤ Have students work in pairs in order to email each other a simple message in Spanish.</p> <p data-bbox="604 1579 1425 1713">➤ 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.</p> <p data-bbox="652 1734 1425 1797">As an extension, students can prepare their own telephone conversation in pairs and present them to the class.</p>



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:

- meaning is clear
- interesting details are included
- questions are appropriate
- greeting and closing are appropriate
- sentence frames are written correctly and completed appropriately
- punctuation is appropriate (language competence, attend to form)
- spelling, including accents, is correct (language competence, attend to form) (*BC Resource Package*, 37)

(See examples of checklist criteria in Classroom Assessment, p. 12.)

- When students prepare telephone conversations, discuss criteria with students before they begin. Assessment criteria should focus on the extent to which students are able to

- make plans for an activity responding to the following questions: Where? When? Why? How? What? (*¿Dónde?, ¿Cuándo?, ¿Por qué?, ¿Cómo?, ¿Qué?*)
- present clear, complete, and appropriate messages
- use vocabulary and expressions appropriately

- Assessment criteria for the response might include the following:

- a clear response is given
- sentence structure is accurate (language competence, attend to form)
- vocabulary and structures required to arrange meeting times and places are used correctly (language competence, attend to form)

¡Dime! Uno
Unidad 2, Lección 3

¡Buen Viaje! 1A
p. 37

¡Buen Viaje! 1B
pp. 240–283

¡Dime! Uno
Unidad 3, Lección 2

¡Buen Viaje! 1B
p. 302



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
<p>General Outcome 3: Global Citizenship</p> <p>Students will acquire the knowledge, skills, and attitudes to be effective global citizens through the exploration of the cultures of the Spanish-speaking world.</p> <p>3.1 study historical and contemporary elements of Spanish-speaking cultures</p> <p>3.1.1 <i>Access/Analyze Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ make observations of Spanish-speaking cultures (e.g., as it is portrayed in texts and in the community)❖ seek out information about Spanish-speaking cultures from authentic sources (e.g., people)

SUGGESTIONS FOR INSTRUCTION

- Show students a video or video-clip that takes place in 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*).

- Provide students with a variety of art, music, and artifacts from Spanish-speaking countries. Have students prepare their own representation of what they heard and saw. This could be in the form of a collage, CD cover, poster, etc.

(continued)



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students discuss a video that features traditional and contemporary Spanish-speaking cultures, look for evidence that they
 - identify contemporary and traditional characteristics
 - notice similarities and differences from other cultures
 - ask questions that prompt new learning or information
 (BC *Resource Package*, 35)

¡Buen Viaje! 1
La Catrina

- When students create a collage, CD cover, or poster to represent what they heard or saw in a variety of art, music, or artifacts, look for evidence that they are able to offer unique personal perspectives or impressions by combining visual elements with words.

¡Buen Viaje! 1
Lecturas culturales y
Lecturas opcionales
Introduction to each Chapter



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</p> <p>3.1.2 <i>Knowledge of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ participate in activities and experiences that reflect elements of Spanish-speaking cultures <p>3.1.3 <i>Apply Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ identify elements of Spanish-speaking cultures in the school and community	<ul style="list-style-type: none">➤ Invite students to research the Aztecs, Incas, or Mayas. Ask them to create charts comparing various aspects of these civilizations, for example, food, celebrations, rituals, architecture, music, art, leisure activities (BC <i>Resource Package</i>, 26). ➤ 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—coastal areas of Spain eat more seafood). ➤ Using videos, the Internet, and magazines, have students identify ways in which Spanish-speaking people of their own age are similar and different.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

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

(BC *Resource Package*, 27)

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

- When students research the geography of a Spanish-speaking country, look for evidence that they are able to
 - make a link between geography and culture
 - label maps with appropriate information

- 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.

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

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

Imágenes de América Latina
Capítulo 3

Planet@ 1 and 2
Sección: 350 millones

¡Buen Viaje! 1A
Capítulo 9

¡Buen Viaje! 1B
Capítulo 11

¡Buen Viaje! 1A, 1B
Lecturas culturales y
Lecturas opcionales

Imágenes de América Latina
Capítulo 3



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</p> <p>3.1.4 <i>Diversity of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ identify some elements that reflect diversity within Spanish-speaking cultures <p>3.1.5 <i>Value Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ participate in cultural activities and experiences	<ul style="list-style-type: none">➤ 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?➤ Using videos, the Internet, and magazines, have students identify ways in which Spanish-speaking people of their own age are similar and different.➤ Have students adopt a foster child from a Spanish-speaking country. When letters are received, read them to the class and have students reply with a Spanish letter from the class.
<p>3.2 affirm diversity</p> <p>3.2.1 <i>Awareness of First Language</i></p> <ul style="list-style-type: none">❖ identify similarities and differences between their first language and Spanish (e.g., different social conventions, cognates)	<ul style="list-style-type: none">➤ Provide students with a list of words that includes both English and Spanish words. Students match the English word with its Spanish cognate. (e.g., <i>invitación</i>—invitation). <p>Have students explain the similarities and differences between the English and Spanish words.</p>

(continued)



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- 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.

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

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

¡Dime! Uno
 Lección preliminar
 Unidad 1, Lección 3

¡Buen Viaje! 1A
 Capítulo 2, p. 62

Chicos Chicas, Nivel 1
 Glosario

Planet@ 1
 Glosario



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION									
<p>3.2 affirm diversity (continued)</p> <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that, within any linguistic group, individuals use language in personal ways❖ recognize that in any language there are different words for the same thing <p>3.2.3 <i>Awareness of Own Culture</i></p> <ul style="list-style-type: none">❖ recognize similarities between their own culture and other cultures (e.g., celebrations, foods, roles of family members)❖ make connections between individuals or situations in texts and their own personal experiences	<p>➤ As students study various themes, provide them with expressions/vocabulary from a variety of Spanish-speaking countries.</p> <p>➤ Provide students with some examples of a variety of words for the same item. Discuss. Examples include the following:</p> <table data-bbox="698 630 1234 735"><tr><td><i>coche</i></td><td><i>voiture</i></td><td>vehicle</td></tr><tr><td><i>auto</i></td><td><i>auto</i></td><td>automobile</td></tr><tr><td><i>carro</i></td><td></td><td>car</td></tr></table> <p>➤ As a class, brainstorm typical Canadian sports. Then suggest that students read magazines and watch videos or television programs about sports typical 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 <i>Resource Package</i>, 34).</p> <p>➤ 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 <i>Resource Package</i>, 34).</p> <p style="text-align: right;"><i>(continued)</i></p>	<i>coche</i>	<i>voiture</i>	vehicle	<i>auto</i>	<i>auto</i>	automobile	<i>carro</i>		car
<i>coche</i>	<i>voiture</i>	vehicle								
<i>auto</i>	<i>auto</i>	automobile								
<i>carro</i>		car								



SUGGESTIONS FOR ASSESSMENT

- Look for evidence that students are able to recognize a variety of words for the same item. Provide students with a list of words which can be divided into categories with some word meanings.

- When students examine common sports and typical sports in the Spanish-speaking world, look for evidence that students are able to
 - recognize similarities and differences
 - identify common activities and behaviour associated with specific sporting events
 - use appropriate vocabulary associated with specific sports (language competence, attend to form)

- 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
 - similarities and differences are clearly identified
 - chart is well organized and has an appropriate layout
 - chart is neat and easy to read
 - appropriate vocabulary is used and spelled correctly (language competence, attend to form)

SUGGESTED LEARNING RESOURCES

¡Dime! Uno
 Unidad 7

¡En español! 1
 Unidad 3, Etapa 2
 Cultura y comparaciones



SUGGESTIONS FOR ASSESSMENT

- 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
 - identify similarities and differences, using appropriate vocabulary
 - respect diversity and differences in cultures

- When students participate in cultural activities, look for evidence that they
 - are attentive when a new activity is being introduced
 - understand the activity
 - participate willingly
 - comment on how the activities are the same or different from activities in other cultures
 - use vocabulary related to the activities (language competence, attend to form)

Photograph students while they are engaged in activities. This provides a tool to observe students' participation and provides an excellent means to review/discuss activities at a later date.

- Look for evidence that students are able to make connections between the country's culture, geography, and climate.

SUGGESTED LEARNING RESOURCES

¡Buen Viaje! 1A
Capítulo 7

¡Buen Viaje! 1B
Capítulo 14

¡Buen Viaje!
Videos

¡Dime! Uno
Unidad 4, Lección 1
Video

¡Viva el Español!: ¡Hola!
Resource and Activity Book

¡Viva el Español!: ¿Qué tal?
Resource and Activity Book

¡Viva el Español!: ¡Adelante!
Resource and Activity Book
Culture Resource Book



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirm diversity (continued)</p> <p>3.2.5 <i>Value Diversity</i></p> <ul style="list-style-type: none">❖ engage in activities that reflect other ways of doing things or other perspectives <p>3.2.6 <i>Intercultural Skills</i></p> <ul style="list-style-type: none">❖ listen with attention to the opinions of others❖ initiate and maintain new relationships (e.g., make a new classmate feel welcome)	<ul style="list-style-type: none">➤ 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.➤ When doing activities on the qualities of a good friend, have the students reflect on their own behaviour towards their friends in their personal journal. Can they remember occasions when they had a positive or negative effect on a friend by something they did or said?
<p>3.3 personal and career opportunities</p> <p>3.3.1 <i>Spanish Language and Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ suggest some reasons for learning Spanish❖ identify some personal uses they have made of their knowledge of Spanish and Spanish-speaking cultures <p>3.3.2 <i>Cultural and Linguistic Diversity</i></p> <ul style="list-style-type: none">❖ suggest some reasons for participating in activities and experiences that reflect elements of different cultures❖ identify some personal uses they have made of their knowledge of different languages and cultures	<ul style="list-style-type: none">➤ Generate, with the students, a list of the "Top Ten Reasons" ("<i>Las 10 mejores razones para aprender el español</i>") for learning Spanish.➤ Invite students to share an experience where they had to call on their Spanish language knowledge or skills.➤ Conduct an interview with students at the end of the semester in which students respond to the following questions: Why are you learning Spanish? Where do you see yourself using Spanish in the future?



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<ul style="list-style-type: none"> ➤ 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. 	<p><i>¡Viva el Español!: ¡Hola! Resource and Activity Book</i></p> <p><i>¡Viva el Español!: ¿Qué tal? Resource and Activity Book</i></p> <p><i>¡Viva el Español!: ¡Adelante! Resource and Activity Book Culture Resource Book</i></p>
<ul style="list-style-type: none"> ➤ As students generate a list of reasons for studying Spanish, look for evidence that they <ul style="list-style-type: none"> • provide thoughtful suggestions • participate in the activity • understand some important reasons for studying another language such as Spanish 	
<ul style="list-style-type: none"> ➤ When students respond to questions about their reasons for learning Spanish and their future with Spanish, look for evidence that they <ul style="list-style-type: none"> • give thoughtful responses • are able to explain their reasons and responses adequately, with relevant detail 	



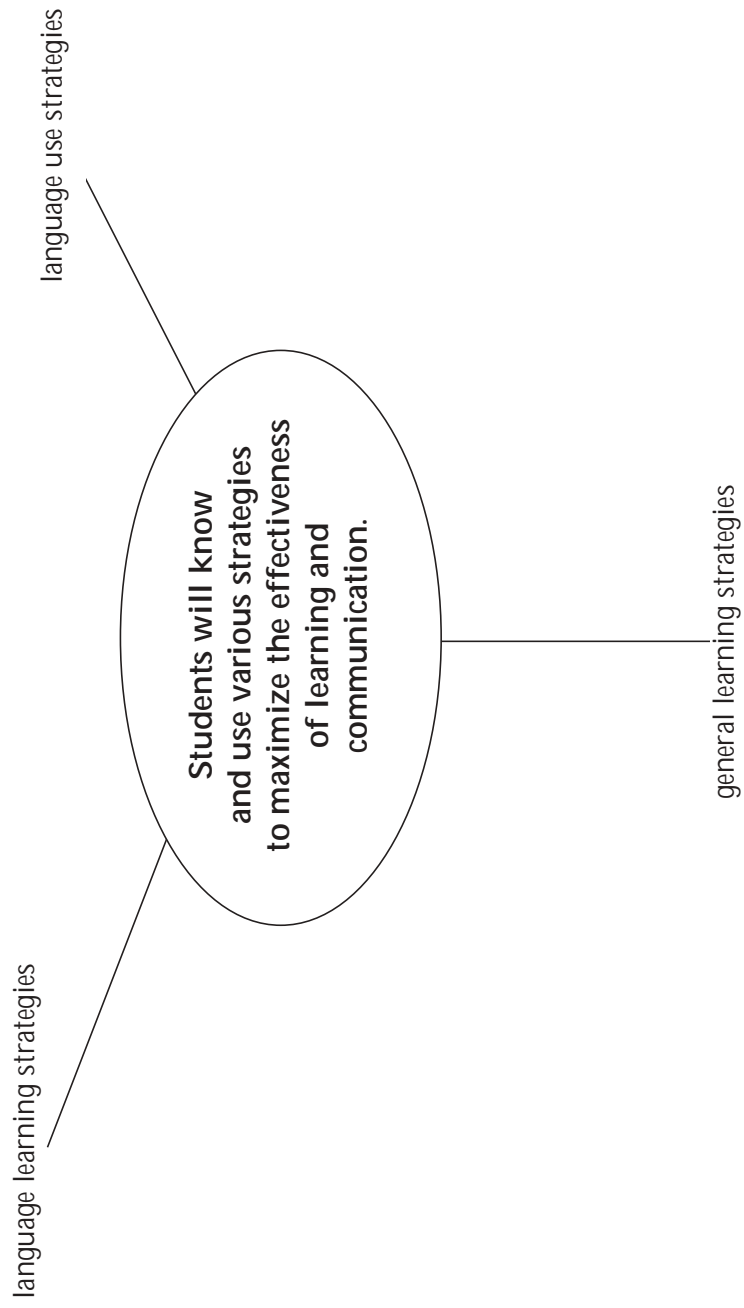
Notes

STRATEGIES
YEAR 2





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
<p>General Outcome 4: Strategies Students will know and use various strategies to maximize the effectiveness of learning and communication.</p> <p>4.1 language learning strategies</p> <p>4.1.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language)	<ul style="list-style-type: none">➤ Have students play VERBingo in order to better understand patterns in reflexive and other verbs. ➤ 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.



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ When students participate in games, look for evidence that they are able to</p> <ul style="list-style-type: none"> • make connections between pictures and verb conjugations • listen actively to instructions • participate willingly and actively throughout game <p>Provide students with a test following the activity confirming their understanding of the verb conjugation patterns. Give unknown verbs that follow the same pattern to verify if students can apply the strategy.</p>	<i>VERBingo</i>
<p>➤ 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</p> <ul style="list-style-type: none"> • reuse vocabulary and expressions heard in the dialogue • correctly identify the activities of each person (language competence, aural comprehension) • correctly identify the activities that both people have in common (language competence, aural comprehension) 	<p><i>¡Dime! Uno</i> Unidad 3, Lección 3</p> <p><i>¡Buen Viaje! 1B</i> Capítulo 10</p> <p><i>Chicos Chicas, Nivel 1</i> Unidad 7, Lección 13 p. 86, #1</p>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION						
<p>4.1 language learning strategies (continued)</p> <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language) <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment)	<p>➤ Provide students with a plan to help them write a friendly letter. The plan could include the following:</p> <table><tr><td><i>Descripción física y personalidad</i></td><td><i>Mi Familia</i></td></tr><tr><td><i>Yo</i></td><td><i>Mis amigos</i></td></tr><tr><td><i>Voy a</i></td><td><i>Tengo que</i></td></tr></table> <p>➤ Encourage students to reflect on their learning style by generating a list of questions related to a previous activity. Questions might include the following:</p> <ul style="list-style-type: none">• What part of the activity did you find the most useful?• What strategies did you use to be successful in this activity?• What might have improved your language learning?• What aspects of your group work worked well? How could you change or improve your contribution to the group in further activities?• What can you learn from the mistakes you made during the activity?	<i>Descripción física y personalidad</i>	<i>Mi Familia</i>	<i>Yo</i>	<i>Mis amigos</i>	<i>Voy a</i>	<i>Tengo que</i>
<i>Descripción física y personalidad</i>	<i>Mi Familia</i>						
<i>Yo</i>	<i>Mis amigos</i>						
<i>Voy a</i>	<i>Tengo que</i>						



SUGGESTIONS FOR ASSESSMENT

- When students use a plan to help them write a friendly letter, look for evidence that
 - students used the plan to write the letter
 - students understood the value of making a plan in advance
 - each of the categories has relevant ideas and details
 - appropriate vocabulary and expressions are used

- When students respond to reflection questions in a learning log, look for evidence that they are
 - attempting to respond with clear ideas and relevant details
 - seeking to understand their individual learning
 - seeking to identify strategies that will help improve their individual learning

SUGGESTED LEARNING RESOURCES

¡Dime! Uno
Unidad 2, Lección 3

¡Buen Viaje! 1A
Capítulo 1, 6



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.2 language use strategies</p> <p>4.2.1 <i>Interactive</i></p> <ul style="list-style-type: none">❖ use a variety of simple interactive strategies, with guidance (e.g., ask for clarification or repetition when they do not understand) <p>4.2.2 <i>Interpretive</i></p> <ul style="list-style-type: none">❖ use a variety of simple interpretive strategies, with guidance (e.g., determine the purpose of listening, listen or look for key words) <p>4.2.3 <i>Productive</i></p> <ul style="list-style-type: none">❖ use a variety of simple productive strategies, with guidance (e.g., use illustrations to provide detail when producing their own texts)	<p>➤ 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.).</p> <p>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 to 60 seconds.</p> <p>Each student builds on the line provided by the preceding student.</p> <p>At the end of the allotted time, clap hands or ring a bell and provide another scene for the next team.</p> <p>➤ 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.</p> <p>➤ 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.</p> <p>➤ As students prepare a storybook, encourage them to use illustrations to provide detail they are not able to express verbally.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students participate in spontaneous interactions such as group improvisation activities, look for evidence that they are able to
 - sustain the interactions using a variety of strategies (e.g., body language, repeating)
 - speak clearly and make themselves understood (language competence, attend to form)
 - use appropriate vocabulary (language competence, attend to form)
 - respond appropriately to questions and cues from others (applications)

- Have students demonstrate their understanding of the theme of a song by illustrating or creating a collage to represent the theme. Repeated phrases or words should be included as a part of the illustration/collage.

To verify understanding of key words or phrases, create a cloze activity that verifies the correct use of these important words or phrases.

- Create an observation checklist in order to verify the extent to which students have made an attempt to use a range of strategies and behaviours to help promote active listening.

- When students prepare illustrations for a storybook, look for evidence that
 - main ideas are clearly represented
 - details are clearly represented

¡Viva el Español!: ¡Hola!
Resource and Activity Book
Song Cassette (Music and Lyrics)

¡Viva el Español!: ¿Qué tal?
Resource and Activity Book
Song Cassette (Music and Lyrics)

¡Viva el Español!: ¡Adelante!
Resource and Activity Book
Song Cassette (Music and Lyrics)



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.3 general learning strategies</p> <p>4.3.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time) <p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task) <p>4.3.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ use simple social and affective strategies to enhance general learning (e.g., participate in cooperative group learning tasks)	<p>➤ When using audiovisual resources, show the resource with no sound the first time. Ask students to concentrate on what they see and to talk about one image that is dominant for them. After the activity, talk about how they remember things. Do they see a picture in their mind (visual), hear words or sounds (auditory), or feel physical sensations or movement (kinesthetic)?</p> <p>➤ When introducing a research project (e.g., Mayas, Incas, Aztecs), have students brainstorm about where they might find information. Provide students with a plan to help them organize their research and how they will divide the work. After the project, ask students to reflect on how effective their planning was.</p> <p>(See Ideas for Exhibitions and Projects in Classroom Assessment, pp. 24–25.)</p> <p>➤ When students are exploring artifacts from Spanish-speaking countries, encourage them to choose an artifact in which they are particularly interested and to use a form of representation in which they enjoy working. Provide students with the opportunity to propose other options if they have a particular interest.</p>



SUGGESTIONS FOR ASSESSMENT

- Look for evidence that students are able to
 - identify a variety of strategies to enhance general learning
 - identify one or two strategies that are particularly effective for them

- When students prepare a research project using a plan, look for evidence that they
 - make a plan
 - use a plan
 - see the value in a plan

- When students represent an artifact in a form of their choice, look for evidence that they are able to
 - choose an activity/form
 - represent the artifact effectively with the form chosen

SUGGESTED LEARNING RESOURCES

Imágenes de América Latina
Capítulo 3



Notes