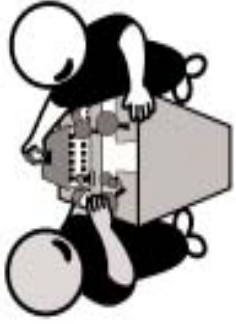

YEAR 3

Applications	3
Language Competence	21
Global Citizenship	49
Strategies	67
Appendices	81

APPLICATIONS
YEAR 3



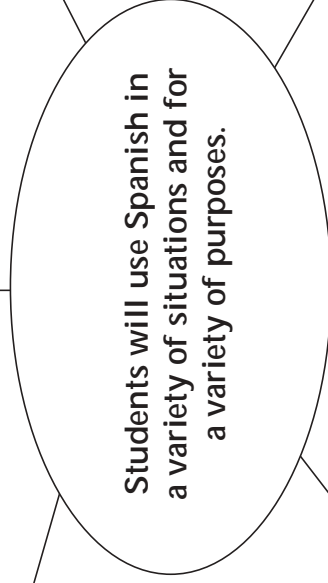
Applications



express emotions and personal perspectives

impart and receive information

get things done



use the language for imaginative purposes and personal enjoyment

form, maintain, and change interpersonal relationships

extend their knowledge of the world



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 on a range of familiar topics❖ describe people, places, things, and series or sequences of events or actions	<ul style="list-style-type: none">➤ 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 ten helpful hints for travelling in that country. Possible topics might include: Things to see, Places to eat, or Where to stay. As an extension, the class could compile a master list of tips for travel in Spanish-speaking countries (BC <i>Resource Package</i>, 70).➤ Have each student choose a Spanish-speaking country or region of personal interest. 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.). 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. As an extension, have each student select a new travel destination based on the presentations and record reasons for the choice (BC <i>Resource Package</i>, 70).➤ Have students prepare a skit—"A trip to the doctor's office"—using expressions with "<i>tener</i>" (<i>los estados físicos</i>).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students work on a research project look, for evidence that they present accurate and detailed information.

Planet@ 1
Tema 2, pp. 50–53

Internet

Chicos Chicas, Nivel 1
Unidad 8, Lección 15

- Work with students to develop criteria for their Travel Fair. Criteria might include the following:
 - provides information on at least three topics
 - includes accurate, relevant, and detailed information
 - uses clear and appropriate language (language competence, attend to form)
 - is logically organized (language competence)
 - takes risks to add interest and offer complex information (strategies)

Internet

¡Buen Viaje! 3
Capítulo 1 y
Capítulo 1 Video Activities
Machu Picchu

Planet@ 2
Tema 3

Chicos Chicas, Nivel 1
Al final de cada unidad

- Discuss criteria with students before they role-play “A Trip to the Doctor’s Office.” Criteria might include the following:
 - meaning is clear
 - appropriate details are included in questions and answers
 - vocabulary and expressions related to the topic are included (language competence, attend to form)
 - gestures and body language support communication (strategies)
 - pronunciation and intonation are generally accurate (language competence, attend to form)
 - interaction has some sense of fluency and spontaneity (language competence, interactive fluency)
 (See role-play criteria in Classroom Assessment, p. 11.)

¡En español! 2
Unidad 3, Etapa 3
No subjuntivo

¡Dime! Más
Unidad 7, Lección 2

¡Buen Viaje! 2
Capítulo 8 y Video Episode 8
Una emergencia médica

¡Buen Viaje! 3
Capítulo 7
pp. 301–306



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.2 express emotions and personal perspectives</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences</i></p> <ul style="list-style-type: none">❖ inquire about and express likes and dislikes (e.g., <i>prefiero leche</i>)❖ record and share thoughts and ideas with others (e.g., keep a journal of ideas for stories) <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none">❖ inquire about and express emotions and feelings (e.g., <i>no me siento bien</i>)❖ record and share personal experiences involving an emotion or feeling (e.g., happiness, anger, embarrassment)	<p>➤ Present students with a variety of pictures depicting activities that can be done when travelling. Ask students which activities they prefer, using questions such as <i>¿Prefieres _____ o _____ ? ¿Qué prefieres hacer _____ o _____ ?</i></p> <p>➤ Have students prepare surveys related to a theme studied (e.g., favourite entertainment figures, favourite types of music, hobbies, etc.).</p> <p>➤ Have students do a survey to find a person with whom they would be suited to go on a trip, based on preferred activities in common. The survey could use simple questions such as <i>¿Te gusta _____ ? Prefieres _____ o _____ ?</i></p> <p>➤ Have students view a video of a medical emergency. Have students identify and respond to the emotions expressed. Ask students how they felt during and after watching the video.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students respond to pictures/surveys by stating their preferences, look for evidence that students
 - are able to provide reasons for their preferences
 - use the correct forms of "*preferir*" (language competence, attend to form)
 - use appropriate vocabulary to describe activities (language competence, attend to form)

- When students survey classmates in order to find someone with whom they would be suited to go on a trip, observe that students
 - speak in Spanish throughout activity
 - speak to several classmates
 - identify a classmate with whom they could travel by identifying common preferred activities

¡En español! 2
Unidad 1, Etapa 1

¡Dime! Más
Unidad 6, Lección 1, 2

Planet@ 1
Tema 3, pp. 67–82

Chicos Chicas, Nivel 1
Unidad 7, Lección 14

¡Buen Viaje! 3
Capítulo 1

Planet@ 1
Tema 3, pp. 67–82

Chicos Chicas, Nivel 1
Unidad 7, Lección 14 y
Al final de cada unidad



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">❖ relay simple messages❖ encourage or discourage others from a course of action❖ give and follow a simple sequence of instructions <p>1.3.2 <i>State Personal Actions</i></p> <ul style="list-style-type: none">❖ make an offer or an invitation, and respond to offers and invitations made by others❖ inquire about and express ability and inability to do something (e.g., <i>hablo español</i>)	<p>➤ Have students participate in a simple game such as “<i>Simón dice</i>,” “<i>Pato Pato</i>,” “<i>Ganso</i>,” or “<i>Teléfono</i>.” Then ask students to lead one of these games or teach an alternative game of their choice to the class.</p> <p>➤ Pair students and have them role-play a parent and a son or daughter who is going out on a first date. The parent should put forward advice encouraging certain behaviours and discouraging others. Emphasize date safety.</p> <p>➤ Brainstorm with students about the type of activities that they like to do on the weekend. Discuss with students the kind of questions/expressions they need in order to plan weekend activities with a friend. Provide students with an information gap activity with two different schedules and some common activities to organize (e.g., <i>¿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.</i>)</p> <p>Then have students organize their own weekend activities in pairs, using the key questions and expressions provided in the model dialogue.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students present and participate in games, look for evidence that they
 - are prepared, with clear instructions
 - are able to respond to classmates' questions
 - encourage participation in the game and participate willingly themselves

- When students role-play, look for evidence that they 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.)

- While students organize weekend activities in pairs, look for evidence that they
 - invite (*querer, poder*)
 - accept, including key details about time and activities
 - decline, giving reasons (*tener que*)
 - use a logical sequence of events

¡Buen Viaje! 2
 Capítulo 5
 Vocabulario

¡Díme! Algo
 Unidad 3, Lección 3

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

Planet@ 1
 Tema 4

Chicos Chicas, Nivel 1
 Unidad 3, Lección 5



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.3 get things done (continued)</p> <p>1.3.3 <i>Manage Group Actions</i></p> <ul style="list-style-type: none">❖ encourage other group members to participate❖ assume a variety of roles and responsibilities as group members❖ negotiate in a simple way with peers in small-group tasks❖ offer to explain or clarify	<ul style="list-style-type: none">➤ When students are preparing a project in groups such as the Travel Fair (see page Year 3 – 4), assign specific roles to each member of the group. Practise some structures and vocabulary for each role (e.g., facilitator, recorder, timekeeper, summarizer/presenter). Rotate the roles within each group.
<p>1.4 extend their knowledge of the world</p> <p>1.4.1 <i>Discover and Explore</i></p> <ul style="list-style-type: none">❖ explore alternative classification systems and criteria for categories❖ discover relationships and patterns	<ul style="list-style-type: none">➤ 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.➤ Have students play “Jeopardy” with categories being the themes studied in class (e.g., professions, weekend activities, health and safety, sports, etc.). 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: <i>Ayuda las personas enfermas</i>. Question: <i>¿Eres enfermera?</i>)➤ Have students do a personal career questionnaire based upon careers for which they are best suited.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students assume a variety of roles in groups, provide students with questions to assess self and group cooperation (see Appendices A and B).

- When students play “¿Quién soy yo?” with professions, note the extent to which
 - questions are varied and relevant
 - questions are understood by the class

- When students play games such as “Jeopardy,” look for evidence that they are able to ask questions to clarify understanding.

¡En español! 2
 Unidad 6, Etapa 1
¡Buen Viaje! 2
 Capítulo 14



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.4 extend their knowledge of the world (continued)</p> <p>1.4.2 <i>Gather and Organize Information</i></p> <ul style="list-style-type: none">❖ compare and contrast items in simple ways❖ compose questions to guide research❖ identify sources of information❖ record observations <p>1.4.3 <i>Solve Problems</i></p> <ul style="list-style-type: none">❖ recognize and describe a problem, then propose solutions❖ understand and use the steps in the problem-solving process	<ul style="list-style-type: none">➤ 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 <i>sainete</i> entitled “ <i>Un día en la vida de _____</i> .” Students 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.➤ Have students examine a resumé in Spanish, identifying the main categories given. Have students then prepare an imaginary resumé for a profession of their choice. <ul style="list-style-type: none">➤ Have students form groups and provide each group with a number of scenarios that involve a problem that requires a solution:<ul style="list-style-type: none">• A patient goes to see a doctor for an illness. As the doctor, what advice would you give?• You have been given a weekend curfew which you feel is too early and you have a particular activity planned which will go past your curfew. How do you resolve the problem?• Your parents have chosen a particular type of summer vacation. You would like a different type of vacation.➤ Have students 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.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work in pairs to sequence daily activities and then present them in the form of mime and narration, look for evidence that
 - students sequence the daily activities logically
 - actions performed by the “actor” correspond to the narration

- Provide students with a rubric, highlighting key points of a resumé. Assess resúmenes for
 - completeness—all appropriate detail is included
 - clarity—information is clear and easy to follow
 (See criteria for assessment of written material in Classroom Assessment, p. 12.)

- As students work in groups to find solutions for situational problems, look for evidence that they are able to
 - clearly identify the problem
 - propose a variety of solutions
 - choose one solution

¡Dime! Más
Unidad 8, Lección 1

¡Buen Viaje! 1B
Capítulo 12
Rutina diaria

¡Buen Viaje! 3
Capítulo 2, p.62–65

Planet@ 2
Tema 2, pp. 47–49



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">❖ express their views on a variety of topics within their direct experience❖ gather opinions on a topic within their direct experience	<p>➤ As part of a discussion about professions/occupations, have students individually choose one profession that they feel would be ideal or the best job for them. Have them write three reasons why they have chosen that particular job. Then have students work in pairs or in groups of three or four to share the chosen professions and reasons for the choices. Have groups put their choices and main reasons on poster paper and display them in the class.</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">❖ use the language for fun and to interpret humour (e.g., play a variety of sports and games, both indoors and out) <p>1.5.2 <i>Creative/Aesthetic Purposes</i></p> <ul style="list-style-type: none">❖ use the language creatively and for aesthetic purposes (e.g., write poems based on simple, repetitive, and modelled language)	<p>➤ Have students create a comic that depicts a humorous problem that might occur during a vacation, or have students create a humorous comic that represents a common misuse of a <i>falso amigo</i>-cognate (e.g., <i>Estoy embarazada</i>).</p> <p>➤ Have students create a collage or draw a picture of their favourite holiday activities or of their dream vacation spot.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work individually and then in groups to identify one ideal profession with three supporting reasons, look for evidence that students are able to
 - take turns, sharing chosen professions
 - provide three reasons for choice of profession
 - present chosen professions with reasons on poster paper in a clear, well-organized manner (language competence)
 - make reference to others' choices and reasons in comparison with their own

- Work with students to establish assessment criteria for a comic. Criteria might include the following:
 - cognate (*falso amigo*) is used in a humorous way
 - Spanish expression/vocabulary is used correctly (language competence, attend to form)
 - sentences are correctly constructed (language competence, attend to form)
 - spelling is accurate (language competence, attend to form)

- When students create a collage or draw a picture of their favourite holiday activities or of their dream vacation spot, look for evidence that they are able to
 - include pictures/illustrations
 - include words or phrases as labels

¡En español! 2
Video
Unidad 6, Etapa 1
En Contexto

¡Buen Viaje! 2
Capítulo 14
Profesiones y Oficios
pp. 398–401

¡Buen Viaje! 2
Video Episode 14
Profesiones y Oficios

Planet@ 2
Tema 2

Gessler Publishing Co. Inc.
New York
Comic Strips

Planet@ 1
pp. 30 and 102



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.5 imaginative purposes and personal enjoyment (continued)</p> <p>1.5.3 <i>Personal Enjoyment</i></p> <ul style="list-style-type: none">❖ use the language for personal enjoyment (e.g., listen to favourite songs in Spanish, view a music video, view a sports telecast in Spanish)	<ul style="list-style-type: none">➤ Have students do a personal project of their own choice (e.g., watch a movie in Spanish, find out about a favourite Spanish singer or soccer player). Have students submit a plan indicating what they expect to gain from the project, details, and timelines. Students keep a journal during the project.
<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">❖ talk about themselves, and respond to the talk of others by showing attention or interest❖ make and break social engagements	<ul style="list-style-type: none">➤ Have students form two circles: an inner circle and an outer circle. Students begin by talking with the person opposite them. Discussion could be focused on weekend activities, daily routine, vacation plans, etc. <p>After students have spoken for two to three minutes, have members of the outer circle move clockwise. Students then begin a new discussion with a different partner.</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

- When students write a journal during the project, look for evidence that students are able to
 - express their impression on the cultural piece viewed or read
 - indicate what they have gained from it

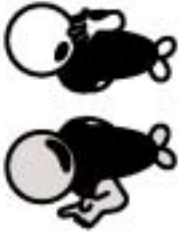
- When students interact in casual exchanges with peers, look for evidence that they
 - speak Spanish
 - make an effort to speak during the whole time assigned



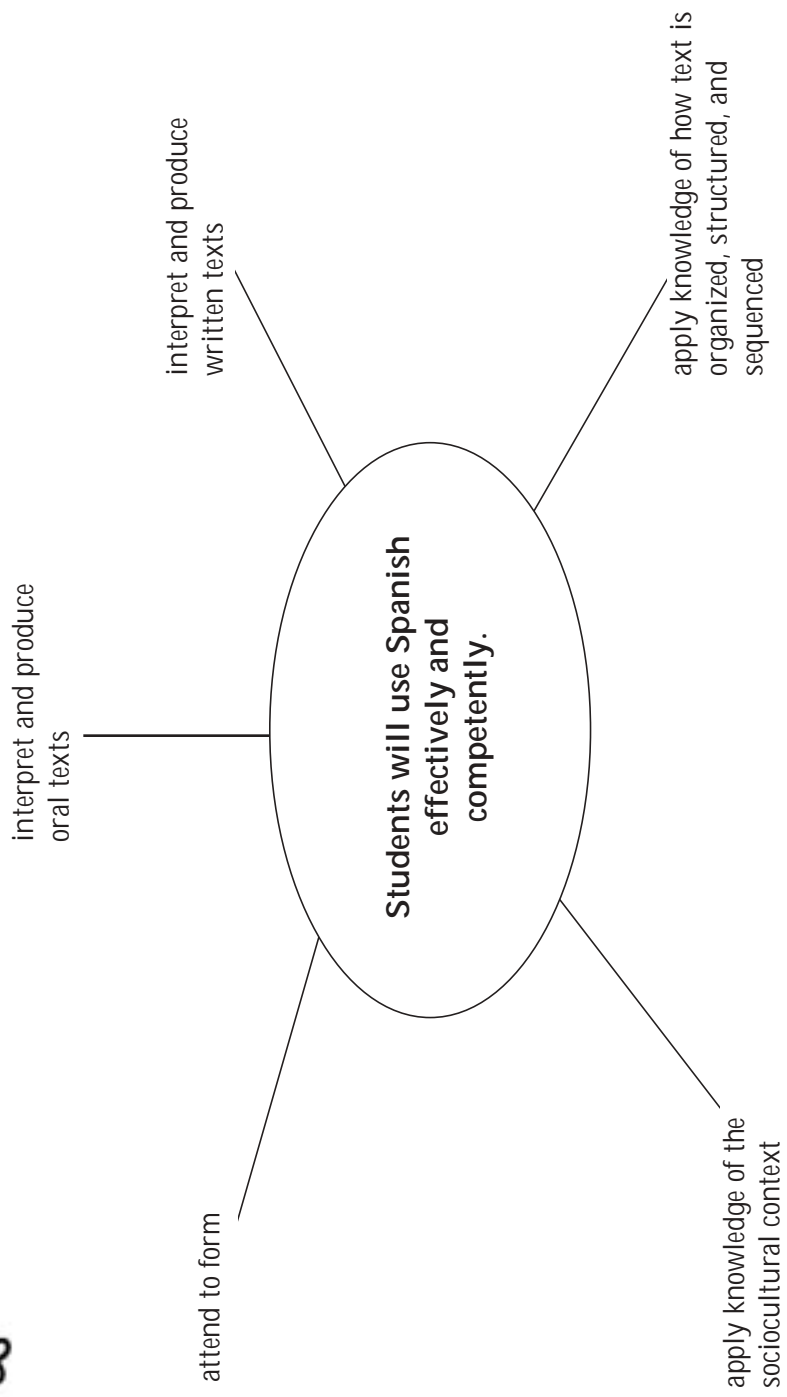
Notes

*LANGUAGE
COMPETENCE
YEAR 3*





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">❖ recognize some critical sound distinctions that are important for meaning (e.g., minimal pairs [<i>pero/perro, niño/niña</i>])❖ recognize some of the effects that intonation and stress have in different situations (e.g., <i>papa/papá</i>)❖ approximate the pronunciation of unfamiliar words <p>2.1.2 <i>Orthography</i></p> <ul style="list-style-type: none">❖ recognize and use some basic spelling patterns	<p>➤ First, model the use of specific sound distinctions in two sentences where meaning is changed as a result of pronunciation. Guide students to identify the differences. For example:</p> <p><i>El niño está enfermo.</i> <i>La niña está enferma.</i></p> <p><i>¿Por qué vas?</i> <i>Porque quiero.</i></p> <p><i>El perro va a la casa.</i> <i>Pero va a la casa.</i></p> <p>Then, provide a list of vocabulary to focus on the following critical sound distinctions: <i>e/i, g/j, ll, ñ, r, z</i>. Do some modelled drills and then ask students to use the vocabulary list 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>➤ Students practice target vocabulary by playing games such as “Hangman” (“<i>El ahorcado</i>”), spelling bee, etc.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- 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 spell target vocabulary accurately in a variety of situations.

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">— travel<ul style="list-style-type: none">✓ vacations✓ directions— social life— health and safety<ul style="list-style-type: none">✓ physical states✓ visits to the doctor— occupations and professions❖ experiment and use a variety of words and expressions in familiar contexts	<p>➤ Have students continue the use of a personal dictionary for each area of experience.</p>



SUGGESTIONS FOR ASSESSMENT

- Use student conferencing to discuss each student's dictionary with him/her.

SUGGESTED LEARNING RESOURCES

USO interactivo del vocabulario

Colección tiempo: Para pronunciar

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">— commands—negative forms— commands—irregular verbs (<i>tú</i> form)— stem-changing verbs in the present tense— irregular verbs: <i>dar, poner, traer</i>— preterite tense (regular verbs)— perfect tense— direct object pronouns— reflexive verbs	<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*
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> <p>❖ use, in structured situations, the following grammatical elements:</p> <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>)— 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>
<p>N.B.</p> <p>Ensure students are aware that <i>usted</i> is used throughout Latin America but <i>vosotros/as</i> is used in Spain. However, for general classroom practice choose to use one or the other and do so consistently.</p>	



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

*Uso de la gramática española:
Junior intermedio*

Colección tiempo: Para pronunciar

Rosetta Stone I and II



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<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">— <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>	<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**



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce oral texts</p> <p><i>2.2.1 Aural Interpretation</i></p> <ul style="list-style-type: none">❖ understand short, simple texts in guided and unguided situations <p><i>2.2.2 Oral Production</i></p> <ul style="list-style-type: none">❖ produce short, simple texts in guided situations	<ul style="list-style-type: none">➤ Have students listen to radio ads for trips or vacation destinations. Individually, have students identify the main activities/positive characteristics, etc. of the destination. Then have students work in pairs to share information and represent the main points of the ad visually. ➤ Have students listen to an ad by a department store advertising shopping specials. Then have students work in pairs to identify the goods advertised and their prices. ➤ Have students prepare role plays, based on the themes studied:<ul style="list-style-type: none">• At the doctor's office• Interview with a famous person about his/her daily routine• Parent and child negotiating acceptable activities and curfews for the weekend• Planning a date or an activity with a friend on the phone• Shopping for food or clothing.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students listen to radio ads for vacation destinations, look for evidence that they are able to
 - identify main activities
 - provide relevant details
 - include key words and phrases as labels for visual interpretation (language competence, production)

- After students listen to an ad by a department store, check to see that prices of goods were accurately heard.

- 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) (strategies)

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



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce oral texts (continued)</p> <p>2.2.3 <i>Interactive Fluency</i></p> <ul style="list-style-type: none">❖ engage in simple interactions ❖ manage simple, routine interactions without undue difficulty	<ul style="list-style-type: none">➤ Invite students to improvise social situations (e.g., greetings, family dinners, tourist behaviour, shopping). Students could pick a card that suggests situations to role-play that demonstrate behaviour that is culturally appropriate in Spanish-speaking countries. ➤ Suggest that students work in pairs to role-play telephone conversations in which they plan weekend activities. Partners should find activities both students would enjoy. Plans could include where they would go, who will go with them, when they will leave, and what they will take along (<i>BC Resource Package, 74</i>).
<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 and unguided situations	<ul style="list-style-type: none">➤ 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.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students improvise/role-play social situations, look for evidence that they are able to
 - make themselves understood in Spanish
 - keep conversation going without long pauses
 - recognize and respond to familiar words and patterns
 - use learned patterns and vocabulary (language competence, attend to form)
 - take risks to add details or use unfamiliar language

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

- As students work in groups with a postcard written by a traveller from a Spanish-speaking country, look for evidence that they are able to
 - select key information (words, expressions) to determine the visited country
 - make a logical choice of which country was visited, based on information provided

¡En español! 1
Unidad 3, Etapa 1

¡Dime! Uno
Video
Unidad 3, Lección1

Planet@ 1
Tema 4
pp. 94–96

¡En español! 2
Etapa preliminar, Unidad 1
Resource Book, pp. 2, 3



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Work with students to develop a simple checklist they can use for self and peer assessment of their letters, postcards, or emails. The checklist might include items such as the following:
 - meaning is clear
 - greeting and closing are appropriate (language competence, discourse)
 - punctuation is appropriate (language competence, attend to form)
 - spelling, including accents, is correct (language competence, attend to form)

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

- When students prepare a report about a profession in which they are interested, provide them with a checklist for self and peer assessment. Criteria might include the following:
 - main topics/sections are clearly identified
 - relevant detail about each section is provided
 - sentence structure is accurate (language competence, attend to form)
 - spelling is accurate (language competence, attend to form)

- When students choose a photo of a vacation destination and vacation activities, look for evidence that they are able to
 - provide key information and relevant details to describe the chosen photo
 - provide relevant reasons for their choice of photo
 - interpret elements in the photo

Internet

Chicos Chicas, Nivel 1
p. 24

<www.postales.com>

Planet@ 2
Tema 2

¡Buen Viaje! 3
Capítulo 1, pp. 1–7
Photos
Brochures from Travel Agencies

Planet@ 2
Tema 4



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">❖ express meaning through the use of visual elements in a variety of media in guided and unguided situations	<ul style="list-style-type: none">➤ 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. ➤ Have students create a poster entitled "All about me." / " <i>Todo sobre mí.</i>" Information could include the following:<ul style="list-style-type: none">• Social activities that I enjoy / <i>Las actividades sociales que me gustan</i>• My daily routine / <i>Mi rutina diaria</i>• My favourite or dream vacations / <i>Mis vacaciones favoritas o soñadas</i>• My possible future profession(s) / <i>Mi(s) futura(s) profesión(es) posible(s)</i> ➤ Have students program a song or choreography entitled "yo."



SUGGESTIONS FOR ASSESSMENT

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

- When students create a poster about themselves, discuss criteria with students before they begin. Criteria might include the following:
 - relevant information for each subtopic about oneself is provided
 - illustrations enhance the message of the text
 - layout/design is neat and organized, with good use of space
 - appropriate and accurate vocabulary is used

- When students perform a song or choreography, discuss criteria with students before they begin. Criteria might include the following:
 - lyrics convey the message about oneself
 - appropriate and accurate vocabulary is used
 - visual elements in the choreography correspond to the text

SUGGESTED LEARNING RESOURCES

Planet@ 2
 Tema 4
 pp. 110–117



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of the sociocultural context</p> <p>2.4.1 <i>Register</i></p> <ul style="list-style-type: none">❖ experiment with and use formal and informal language in familiar situations <p>2.4.2 <i>Idiomatic Expressions</i></p> <ul style="list-style-type: none">❖ use learned idiomatic expressions in new contexts to enhance communication <p>2.4.3 <i>Variations in Language</i></p> <ul style="list-style-type: none">❖ identify some specific regional variations in language❖ experience a variety of accents and variations in speech <p>2.4.4 <i>Social Conventions</i></p> <ul style="list-style-type: none">❖ interpret and use important conventions in various social interactions <p>2.4.5 <i>Non-verbal Communication</i></p> <ul style="list-style-type: none">❖ recognize and use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact, waving)❖ recognize and avoid using non-verbal behaviours that are considered impolite	<ul style="list-style-type: none">➤ 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.➤ As students prepare role plays about visiting the doctor's office, provide them with specific idiomatic expressions related to illness (e.g., <i>Me duele ...</i> + parts of body, <i>Estoy enfermo</i>, etc.).➤ As students research and prepare different Spanish-speaking countries as vacation destinations, discuss different expressions that are used in different countries to identify transportation methods (e.g., <i>autobús, guagua, camión, colectivo</i>).➤ Provide students with various social conventions (e.g., invitations, dating, going to movies, addressing elders, etc.). Then have students role-play social interactions.➤ Have students mime the various gestures that are associated with being ill (e.g., holding your head when you have a headache).



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<ul style="list-style-type: none"> ➤ Look for evidence that students use formal and informal register appropriately in their role plays. 	<p><i>¡Dime! Uno</i> Unidad 7, Lección 2 Video, Unidad 7, Lección 2</p> <p><i>¡Buen Viaje! 1B</i> Capítulo 8</p>
<ul style="list-style-type: none"> ➤ Look for evidence that students use provided simple idiomatic expressions accurately in their role play. 	<p><i>Planet@ 2</i> Tema 4, pp. 110–117</p>
<ul style="list-style-type: none"> ➤ Look for evidence that students identify some specific regional variations in language of the destination country. 	<p><i>Planet@</i> Sección: Versión Mercosur</p>
<ul style="list-style-type: none"> ➤ Look for evidence that students use conventions provided appropriately. 	
<ul style="list-style-type: none"> ➤ Look for evidence that students use gestures accurately to convey their message. 	<p><i>¡Buen Viaje! 1B</i> Capítulo</p> <p>Diccionario de gestos</p>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 558 386">2.5 apply knowledge of how text is organized, structured, and sequenced</p> <p data-bbox="103 407 415 436">2.5.1 <i>Cohesion/Coherence</i></p> <ul data-bbox="175 462 506 567" style="list-style-type: none">❖ link several sentences coherently (e.g., on a single theme) <p data-bbox="103 945 318 974">2.5.2 <i>Text Forms</i></p> <ul data-bbox="175 999 532 1247" style="list-style-type: none">❖ recognize and use a variety of text forms, in guided and unguided situations (e.g., travel brochures, personal letters, multimedia presentations)	<p data-bbox="604 462 1414 596">➤ As students establish the order of activities that are part of the daily routine, introduce important sequential markers such as <i>primero, después, luego, entonces, por último, más tarde</i>.</p> <p data-bbox="604 1003 1411 1138">➤ Provide students with a model of a haiku poem or a cinquain poem. Then have them create their own haiku or cinquain poem about a favourite social activity, a daily activity, an interesting profession, etc.</p> <ul data-bbox="656 1155 1382 1629" style="list-style-type: none">• <i>Haiku</i>: 5 syllables 7 syllables 5 syllables• <i>Cinquain</i>: Line 1—One word (noun)—Tells what poem is about Line 2—Two words (adjectives)—Describe the word in Line 1 Line 3—Three words (verbs)—Give action words (associated with Line 1) Line 4—Four words—Express feelings or thoughts (about line 1) Line 5—One word (noun)—Gives a synonym of the word in Line 1



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

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

- When students create their own poems based on models provided, discuss criteria with students before they begin. Criteria might include the following:
 - model has been followed
 - appropriate and accurate vocabulary is used (language competence, attend to form)

¡En español! 1
Unidad 5, Etapa 1

¡Dime! Más
Unidad 8, Lección 1

¡Dime! Uno
Video
Unidad 3, Lección 3

¡Buen Viaje! 1B
Capítulo 12

Planet@ 1
Tema 4

¡En español! 1
Unidad 3, Etapa 1

¡Dime! Uno
Unidad 3



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="103 407 526 441"><i>2.5.3 Patterns of Social Interaction</i></p> <ul data-bbox="175 466 561 814" style="list-style-type: none"><li data-bbox="175 466 561 600">❖ use simple conventions to open and close conversations and to manage turn-taking<li data-bbox="175 604 561 814">❖ initiate interactions, and respond using a variety of social interaction patterns (e.g., social invitations, ordering food in restaurant)	<p data-bbox="604 466 1422 600">➤ 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.</p>



SUGGESTIONS FOR ASSESSMENT

- When students prepare an invitation to a special event, create a rubric or checklist to assess both the invitation and the response. Assessment criteria for the invitation might include the following:
 - key information is provided (who, what, where, when)
 - vocabulary and structures required to arrange meeting times and places are used correctly (language competence, attend to form)
 - sentence structure is accurate (language competence, attend to form)
 - spelling is accurate (language competence, attend to form)

(See examples of criteria to assess written material in Classroom Assessment, p. 12.)
- 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)
 - spelling is accurate (language competence, attend to form)

SUGGESTED LEARNING RESOURCES

Internet
Chicos Chicas, Nivel 1
 <www.postales.com>



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
<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">❖ compare and make connections between some elements of Spanish-speaking cultures being studied and their own (e.g., geography and climate) <p>3.1.2 <i>Knowledge of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ identify some things they have in common with people their own age who live in Spanish-speaking nations❖ explore some elements of Spanish-speaking cultures (e.g., influence of the geography and climate on their way of life)	<p>➤ Brainstorm with students for a list of current popular Spanish-speaking entertainers, artists, politicians, athletes, etc. Then provide students with the names of several important historical Spanish-speaking figures. Have students choose one person of the past and one of the present and have them find basic biographical information on each. Based on the information found, have students imagine the daily routine/life of each person. Students either write a journal entry as each character or prepare a simple skit illustrating the daily routine of each character. Discuss with students differences in lifestyle of the past and of the present.</p> <p>➤ 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 penpal either through the Internet or through the post. Have students write to Spanish-speaking youth to find the answers to their questions.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students present the daily routine of a famous person of the past and of a contemporary figure, look for evidence that they are able to
 - incorporate key activities that are part of the daily routine of both individuals
 - identify differences and similarities in the daily activities, based on character and time period lived

- When students formulate questions, look for evidence that
 - questions are relevant and clear
 - resources are used effectively
 - analysis supports or refutes assumptions about Spanish-speaking cultures

Internet

¡Dime! Pasaporte al mundo 21



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 (continued)</i></p> <ul style="list-style-type: none">❖ identify some things they have in common with people their own age who live in Spanish-speaking nations❖ explore some elements of Spanish-speaking cultures (e.g., influence of the geography and climate on their way of life) <p>3.1.3 <i>Apply Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ identify commonalities and differences between the Spanish-speaking cultures being studied and their own❖ apply knowledge of Spanish-speaking cultures to interpret similarities and differences between those cultures and their own (e.g., interpret stories, television, or films; interview a visitor)	<p>➤ 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 into groups to research music in the Andean world (e.g., instruments, type of music, artists) in the present and past.</p> <p>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.</p> <p><i>Variations:</i> Have students simulate being agents for a Spanish rock star or any other type of music of Spanish-speaking culture.</p> <p>Invite a local musical group from the Spanish-speaking world to do a concert and discuss their art.</p> <p>➤ Have students view Spanish game shows or movies. Have them identify cultural differences and similarities in the interactions between people.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students simulate being agents for an international musician, look for evidence that they are able to
 - identify musical contributions of Spanish-speaking cultures
 - analyze musical contributions of Spanish-speaking cultures on global society

- As students view Spanish game shows and movies, look for evidence that they are able to
 - identify key differences
 - identify important similarities
 - present similarities and differences to the class

Local Spanish Television Channels



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 535 420">3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</p> <p data-bbox="103 441 535 504">3.1.4 <i>Diversity of Spanish-Speaking Cultures</i></p> <ul data-bbox="175 525 552 882" style="list-style-type: none">❖ identify commonalities and differences among diverse Spanish-speaking groups❖ apply knowledge of Spanish-speaking cultures to interpret similarities and differences among diverse groups <p data-bbox="103 1113 535 1176">3.1.5 <i>Value Spanish-Speaking Cultures</i></p> <ul data-bbox="175 1197 552 1512" style="list-style-type: none">❖ identify similarities between themselves and people of Spanish-speaking cultures being studied❖ express an interest in finding out about people their own age who speak Spanish	<p data-bbox="600 525 1412 630">➤ Have students work in groups to research the basic history of a Spanish-speaking country. Have students present their information in the form of a multimedia presentation.</p> <p data-bbox="600 1155 1412 1449">➤ 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—identify some things they have in common with people their own age who live in Spanish-speaking nations, 3.1.2, pp. 3–52).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Provide students with a rubric outlining assessment criteria before they begin research project of a Spanish-speaking country's basic history.

Subtopics that might be included in the project could include the following:

- settlement
- colonization
- immigration
- government
- economy
- geography
- effects of world events
- important people

- When students present information about a topic that focuses on youth, look for evidence that
 - a clear understanding of cultural traditions for Spanish-speaking teens is evident
 - information is presented in an interesting and organized way
 - respect for diversity and differences in customs is maintained

¡Dime! Pasaporte al mundo 21
 In each unit, look for Sección:
 Del pasado al Presente

<www.e-thologies.com/>

Planet@ 1 and 2
 Sección: 350 millones



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirm diversity</p> <p>3.2.1 <i>Awareness of First Language</i></p> <ul style="list-style-type: none">❖ compare oral and written aspects of their first language and Spanish (e.g., grammatical structures)❖ identify some words in their first language that have been borrowed from other languages <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that languages can be grouped into families based on common origins❖ identify how and why languages borrow from one another <p>3.2.3 <i>Awareness of Own Culture</i></p> <ul style="list-style-type: none">❖ recognize and identify similarities and differences between their own culture and other cultures (e.g., occupations, seasonal activities)	<p>➤ 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.</p> <p>➤ Have students view videos or films 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. Have students prepare a written or oral summary of their findings.</p> <p>➤ Read several children’s stories from Spanish-speaking countries which depict a specific event (e.g., Christmas). Compare and contrast this event with the way in which different students celebrate the event. As an extension, students could create a story of their own celebration.</p>



SUGGESTIONS FOR ASSESSMENT

- When students compare structures in both languages, look for evidence that they
 - can identify differences and similarities between the two languages
 - use the Spanish structures studied

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

- Have students complete a *True/False* activity to ensure understanding of the celebration in their culture and in the Spanish-speaking countries.

SUGGESTED LEARNING RESOURCES

Internet /Website
 <www.caslt.org/research/musicsp.htm>

Hadaluna Lee website
 <www.andaluciaglobal.com>
 Imaginaria—Revista de Literatura Infantil y Juvenil
 <www.imaginaria.com.ar/>



SUGGESTIONS FOR ASSESSMENT

- After students have completed a study about the differences in urban and rural life of a Spanish-speaking country, have students present their findings about cultural diversity within a country and have them complete a reflection journal. Questions for the journal might include the following:
 - What are some of the main differences you noted between urban and rural life?
 - What are some of the similarities you noted between urban and rural life?
 - What are some possible reasons for these differences?
 - Which lifestyle would you prefer and why?

- When students present an artifact, souvenir, or postcard, discuss assessment criteria before the presentation of the artifact. Look for evidence that
 - students present with enthusiasm
 - audience asks relevant questions
 - artifact is clearly named
 - use of artifact is clearly explained
 - origin of artifact is clearly explained
 - clear explanation is given of why this artifact is important
 - pronunciation and intonation are generally accurate

(Criteria 3-6 language competence, oral production, Criteria 7 language competence, attend to form)

SUGGESTED LEARNING RESOURCES

¡Buen Viaje! 2
 Capítulo 9
 Video, Episode 9

Planet@ 2
 Tema 1
 350 millones, p. 32



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirm diversity (continued)</p> <p>3.2.6 <i>Intercultural Skills</i></p> <ul style="list-style-type: none">❖ reflect on their actions and the consequences of their actions for others❖ explore how their perspective is shaped by a variety of factors	<p>➤ Invite students from a different grade level to view presentations (e.g., travel fair, role plays, explanation of games, etc.).</p>
<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">❖ identify some careers for which knowledge of Spanish is useful❖ identify some places that they could visit where Spanish is spoken	<p>➤ 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?”</p>



SUGGESTIONS FOR ASSESSMENT

- When students from other grade levels are invited to the class, look for evidence that the inviting students are
 - enthusiastic about their meeting with other students
 - speaking Spanish
 - asking questions of their guests and interested in the responses

- When students prepare a poster and brochure about careers that require a knowledge of Spanish, discuss assessment criteria before students begin. Provide students with guidelines of basic questions to which they must find the responses. Assessment criteria for brochure and poster might include the following:
 - information is accurate
 - relevant details are provided
 - appropriate vocabulary is used (language competence, attend to form)
 - spelling is accurate (language competence, attend to form)
 - brochure/poster is well-organized, with good use of space (language competence, representation)

SUGGESTED LEARNING RESOURCES

¡En español! 3
 Unidad 4, Etapa 2
 Vocabulary

¡Buen Viaje! 2
 Capítulo 14
 p. 414



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.3 personal and career opportunities (continued)</p> <p>3.3.2 <i>Cultural and Linguistic Diversity</i></p> <ul style="list-style-type: none">❖ identify some careers for which knowledge of different languages and cultures is useful❖ identify some countries where there is significant linguistic and cultural diversity	<p>➤ 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.</p>



SUGGESTIONS FOR ASSESSMENT

- When students prepare an ad for a job, provide students with a checklist for self and peer assessment. Criteria might include the following:
 - job duties are clearly defined
 - requirements are clearly outlined in relation to Spanish language and culture
 - salary is given
 - start date and hours of work are given

Upon completion of the ads, have students respond to the following questions in a reflection journal:

- Would you want this type of profession? Why or why not?
- What are the pros and cons of the job?
- What role does a second language play in this profession?

SUGGESTED LEARNING RESOURCES

¡Dime! Dos

Unidad 7, Lección 2
pp. 353, 363

¡Dime! Algo

Cuaderno de actividades
Unidad 4, Lección 2
¡A leer!
pp. 177–178

Recurso de profesor: Datos solamente

Imágenes de España

Capítulo 1
El crecimiento de la economía
pp. 11–13

Imágenes de América Latina

Capítulo 1
Unas economías en vías de desarrollo
pp. 12–13



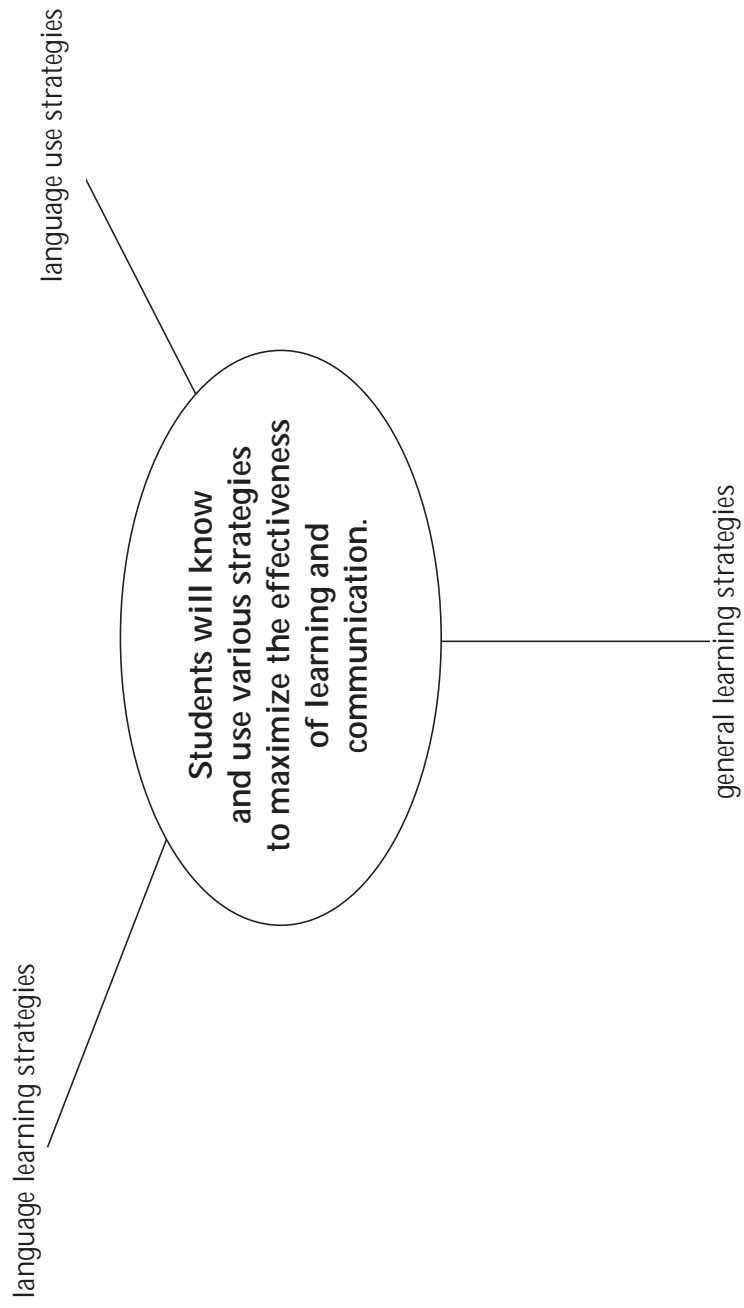
Notes

STRATEGIES
YEAR 3





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">❖ 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 Spanish and their own language)	<ul style="list-style-type: none">➤ Have students play VERBingo in order to better understand patterns in reflexive and other 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
 - make connections between pictures and verb conjugations
 - listen actively to instructions
 - participate willingly and actively throughout game

Provide students with a test following the activity confirming their understanding of the verb conjugation patterns. Give unknown verbs that follow the same pattern to verify if students can apply the strategy.

- When students participate in a team verb conjugation game, look for evidence that students are able to
 - try conjugations individually first
 - solicit assistance from their team mates
 - identify mistakes
 - identify patterns in the verb conjugations

- Conference with students to review their ideas with them and to verify that they have an awareness of their learning, strengths, and weaknesses.

VERBingo



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">❖ identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the listening, reading, and writing processes; check copied writing for accuracy) <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ identify and use a variety of social and affective strategies to enhance language learning (e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or nonacceptance by more experienced speakers)	<ul style="list-style-type: none">➤ 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. ➤ 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. ➤ 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. ➤ Before students prepare a poster about a particular disease, have them brainstorm and prepare a web as a pre-writing activity.



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

- Have students respond in a learning log to the following questions:
 - What methods did you use to remember the text?
 - What methods presented by other students would you try next time?

- Monitor students' logs throughout the year for evidence of the following:
 - regular use of log
 - continuity (Do students work on things they have previously identified?)
 - growth in the ability to reflect on their own needs and interests



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">❖ identify and use a variety of interactive strategies (e.g., assess feedback from a conversation partner to recognize when a message has not been understood) <p>4.2.2 <i>Interpretive</i></p> <ul style="list-style-type: none">❖ identify and use a variety of interpretive strategies (e.g., use knowledge of the sound-symbol system to aid reading comprehension) <p>4.2.3 <i>Productive</i></p> <ul style="list-style-type: none">❖ identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences)	<p>➤ 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.</p> <p>➤ Instruct students to follow a procedure when they encounter unknown words:</p> <ol style="list-style-type: none">1. Read sentences before and after the unknown word.2. Find words or phrases that give clues to the word's meaning.3. Look at word parts (prefixes, suffixes, etc.).4. Think about words that are similar.5. Use a dictionary, glossary, etc. to verify meaning.6. Create a mental or visual picture to retain meaning. <p>➤ See <i>Ejemplo de un plan de búsqueda</i> (Year 3, pp. 85–86 or Planning, pp. 67–68).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work in teams to describe vocabulary words from themes studied, look for evidence that they are
 - speaking Spanish throughout activity
 - encouraging other team members
 - soliciting information from each other in a positive way

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

- When students are using an inquiry plan, look for evidence that they are able to
 - develop an inquiry plan
 - use it appropriately



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">❖ identify and use a variety of cognitive strategies to enhance general learning (e.g., write down key words and concepts in abbreviated form) <p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ 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)	<p>➤ 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.</p> <p>➤ Provide students with a list of choices/activities related to themes studied. Have students choose the type of activity they wish to complete in order to encourage learning based on individual learning styles (e.g., for the vacations theme, students might choose from the following types of activities: song, travel brochure, travel poster, promotional videoclip).</p> <p>Provide students with a reflections questionnaire. Questions might include the following:</p> <ul style="list-style-type: none">• Why and how did I choose my activity?• What did I understand about the work I did?• How did I relate what I already know with new information?• How have my ideas changed?• What did I not understand?• What questions do I still have?• How can I find the answers to my questions?



SUGGESTIONS FOR ASSESSMENT

- As students work with language structures in English and in Spanish, look for evidence they are able to
 - identify and compare patterns between the languages
 - use knowledge of two language structures in order to complete matching/fill in the blank activities correctly

- Collect students' reflection questionnaires and look for evidence that students respond thoughtfully and with appropriate detail.

SUGGESTED LEARNING RESOURCES

Side by Side, Spanish & English Grammar



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 532 352">4.3 general learning strategies (continued)</p> <p data-bbox="103 369 363 403">4.3.3 <i>Social/Affective</i></p> <ul data-bbox="175 428 558 672" style="list-style-type: none">❖ 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)	<p data-bbox="604 428 1403 638">➤ 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 follows (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 5 – 430):</p> <ul data-bbox="656 651 1315 814" style="list-style-type: none">• Define problem or task• Clarify ideas• Elaborate ideas• information• Brainstorm• Confirm ideas• Evaluate ideas• Find solutions



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Present students with a situation and have them work in groups, following the procedure discussed. Have students do a group evaluation after the activity in which they answer the following types of questions:
 - Did your group follow the steps? Why or why not?
 - Which activities were most useful? Less useful?
 - How did this procedure help you to come to a decision or solve a problem?



Notes

APPENDICES
YEAR 3

Appendix A

Cómo cooperamos en nuestro grupo de trabajo—Formulario A

Nombre _____ Fecha _____

Miembros del grupo _____

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

1. Usamos el tiempo bien y nos ayudamos a mantenernos en la tarea.

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

2. Escuchamos a cada uno.

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

3. Nos motivamos.

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

4. Contribuimos con nuestras ideas y opiniones.

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

5. Ayudamos a todos los miembros del grupo a comprender la tarea.

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

6. Compartimos la cantidad de trabajo.

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

7. Nos ayudamos a concentrarnos en la tarea.

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

Una dificultad que nuestro grupo tuvo fue

Para solucionar esta dificultad nosotros

Appendix B

¿Cómo fue el trabajo de mi grupo?

Nombre _____ Fecha _____

Miembros del grupo _____

Marca una Sí No

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

En mi grupo, me fue muy bien en:

-
-
-
-

Mis objetivos para la próxima vez son:

-
-
-
-

Los pasos que debo seguir para alcanzar mis objetivos son:

-
-
-
-

Los recursos que necesito para lograr mis objetivos son:

-
-
-
-

Appendix C

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).

- | | | |
|--|--|---|
| <input type="checkbox"/> forma esquemática | <input type="checkbox"/> esquema | <input type="checkbox"/> Slim Jims |
| <input type="checkbox"/> tabla, gráfico | <input type="checkbox"/> organizador gráfico | <input type="checkbox"/> Web/internet/red |
| <input type="checkbox"/> Tabla SQA Plus* | <input type="checkbox"/> I-tabla | |

Etapa 2—Obtener información

Marca los recursos usados

- | | | | | |
|---|-------------------------------------|--------------------------------------|---|------------------------------------|
| <input type="checkbox"/> catálogos en línea | <input type="checkbox"/> periódicos | <input type="checkbox"/> entrevistas | <input type="checkbox"/> enciclopedias | <input type="checkbox"/> internet |
| <input type="checkbox"/> experimentos | <input type="checkbox"/> CD-Roms | <input type="checkbox"/> diagramas | <input type="checkbox"/> tablas, gráficos | <input type="checkbox"/> encuestas |
| <input type="checkbox"/> recursos humanos | <input type="checkbox"/> almanaques | <input type="checkbox"/> videos | <input type="checkbox"/> documentales | <input type="checkbox"/> foros |
| <input type="checkbox"/> biografías | <input type="checkbox"/> debates | <input type="checkbox"/> artefactos | <input type="checkbox"/> 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.