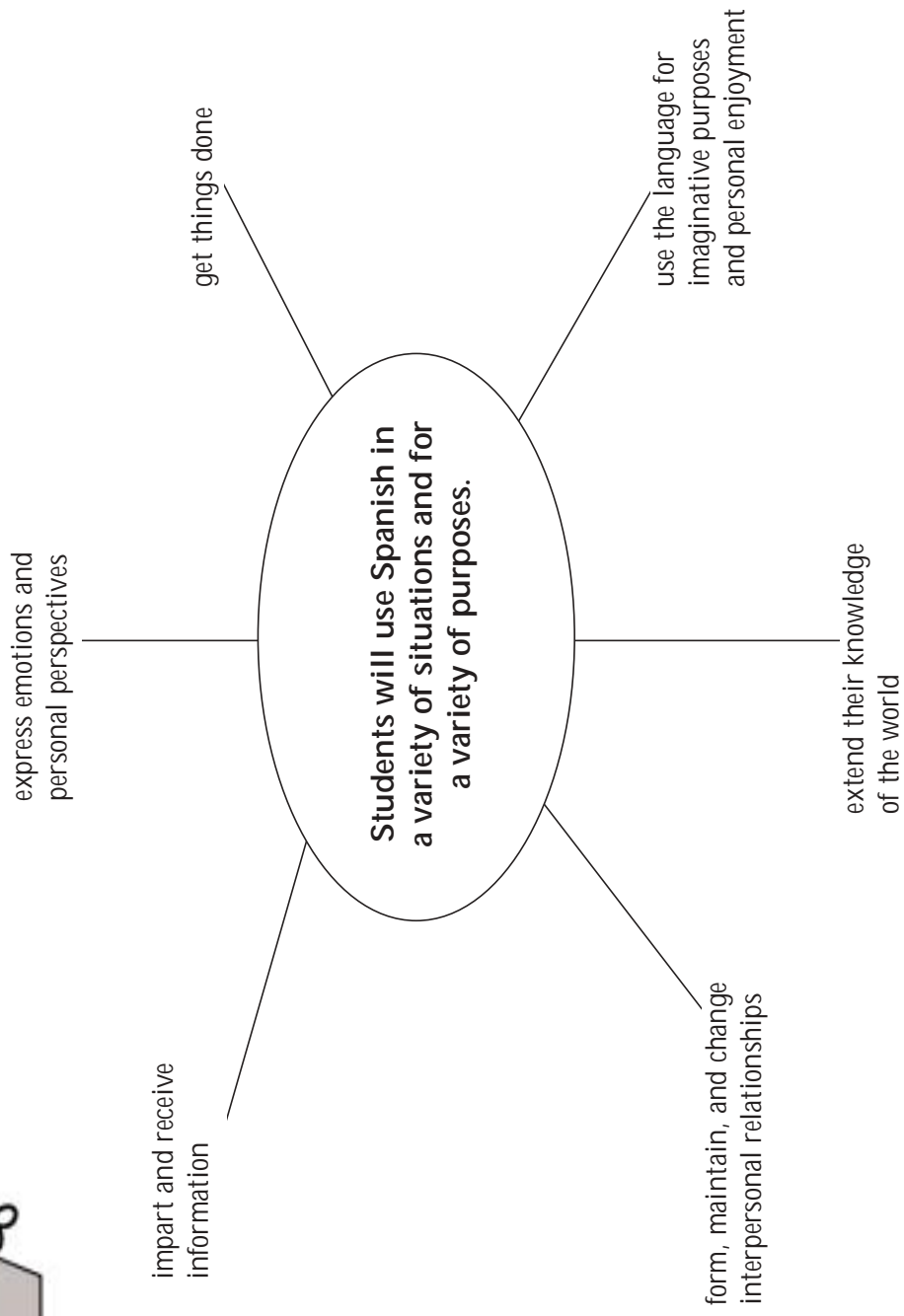
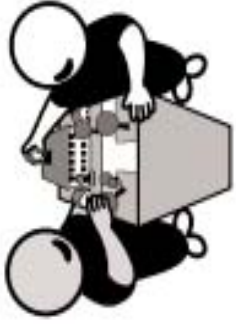

YEAR 4

Applications	3
Language Competence	23
Global Citizenship	51
Strategies	69
Appendices	79

APPLICATIONS
YEAR 4



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">❖ provide information on several aspects of a topic (e.g., give a simple report)❖ understand and use definitions, comparisons, examples	<p>➤ Have students research the life of a celebrity, artist, or musician, traditional or contemporary, of a Spanish-speaking country. Have students then present their findings to the class, without giving the name of the famous person. Classmates must guess who the person is. Have students use a biographical map to help them organize ideas:</p> <ul style="list-style-type: none">• Biography Title• Timelines or Milestones• Achievements• Personal Qualities• Important people in life <p>(BC <i>Resource Package</i>, 42; Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 5 – 354)</p> <p>➤ Ask students to explore various examples of people whose accomplishments they admire. List them on the board and discuss. Then have students think of events in their own lives of which they feel personally proud. Suggest that students prepare a presentation to the class describing their personal chosen event or accomplishment and explaining why it is important to them (e.g., how the student has changed as a result) (BC <i>Resource Package</i>, 60).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students present information they have researched about a famous person of a Spanish-speaking country, look for evidence that they
 - present accurate and detailed information
 - show appreciation for the importance or relevance of the individual's contributions
 - avoid stereotyping or overgeneralizing (global citizenship, affirming diversity)
 - are developing increased understanding of and insights into Hispanic culture and society (global citizenship, affirming diversity)

- When students narrate events orally or in writing, provide prompts or questions to help them elaborate. Note the extent to which students
 - enhance their descriptions with details of time, place, and people involved
 - comment on circumstances surrounding events, as well as on the events themselves
 - use verb tenses appropriately to sequence events and differentiate between circumstances and isolated events (language competence, attend to form)
 - use appropriate verb tenses to differentiate between past and present (language competence, attend to form)
 - speak clearly, using pronunciation and intonation to support and convey meaning (language competence, attend to form)
 - describe and narrate events in comprehensible way (language competence, oral production)

¡Dime! Pasaporte al mundo 21
 Unidad 3, Lección 1
 Gente del Mundo
 pp. 121, 126, 127

¡En español! 2
 Unidad 2, Etapa 2

Imágenes de España
Imágenes de América Latina
 <www.buscabiografias.com>

¡Dime! Pasaporte al mundo 21
 Unidad 3, Lección 1
 Gente del Mundo,
 pp. 121, 126, 127

¡En español! 2
 Unidad 2, Etapa 2

Imágenes de España
Imágenes de América Latina
 <www.buscabiografias.com>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.1 impart and receive information (continued)</p> <p>1.1.1 <i>Share Factual Information (continued)</i></p> <ul style="list-style-type: none">❖ provide information on several aspects of a topic (e.g., give a simple report)❖ understand and use definitions, comparisons, examples	<p>➤ Have students prepare a television or movie review, using the following guidelines:</p> <ol style="list-style-type: none">1. Tell the name of the movie or TV program.2. Tell the name of the characters in it.3. Tell what kind of show it is.4. Tell some interesting, funny, or exciting things that happened in it.5. Tell what you liked or did not like about it.6. Rate it from 1-5 (Top Rating) and explain your rating.7. Tell who you think would enjoy the show or movie and why you think they would enjoy it (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation, Grade 5 – 28</i>).
<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 agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest	<p>➤ Have students prepare surveys related to a theme studied (e.g., favourite entertainment figures, favourite types of music, hobbies, etc.).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare a TV or movie review, provide them with a checklist for self or peer assessment, based on the guidelines given for the review.

¡En español! 3
Unidad 6, Etapa 1

- Work with students to prepare assessment criteria for surveys. Criteria might include the following:
 - clear formulation of questions
 - questions are relevant to the chosen topic
 - use of varied and appropriate vocabulary (language competence, attend to form)
 - correct spelling (language competence, attend to form)
 - evidence of risk-taking by attempting to go beyond vocabulary and structures practised in class (strategies)

Internet
¡En español! 2
Etapa preliminar and
Unidad 1
Resource Book, p. 57
Survey



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.2 express emotions and personal perspectives (continued)</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences (continued)</i></p> <ul style="list-style-type: none">❖ inquire about and express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none">❖ inquire about and express emotions and feelings in a variety of familiar contexts❖ compare the expression of emotions and feelings in a variety of informal situations	<p>➤ <i>Fortune Cookie Activity</i>—From a container, have students draw papers with their fortunes, in the style of the fortune cookie. Students must agree or disagree with the fortune they have drawn. As an extension, students could write a story related to the fortune they have drawn.</p> <p>➤ Have students write a poem regarding friendship, hobbies, etc., using a chart of emotions and corresponding faces as a guide. Each stanza of the poem would have one picture to represent it. Have students present their poems in small groups. Display poems in the classroom.</p> <p>➤ Have students prepare a number of role plays based on situations related to driving:</p> <ul style="list-style-type: none">• Getting a driver’s licence• Being stopped by a police officer• Getting permission to use the family car• Getting into an accident <p>Preparation of the role plays should focus on the emotions and feelings involved and the level of formality.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work in groups to discuss fortunes, look for evidence that students are able to
 - take turns to participate
 - clearly express their agreement or disagreement with fortune drawn
 - respond appropriately to questions and cues from others
 - speak Spanish throughout the activity

- Provide students with criteria for assessment of poem before students begin. Criteria might include the following:
 - appropriate selection from “emotions chart” to match the poem’s tone
 - poem should have two stanzas of four lines each (language competence, discourse)
 - appropriate use of vocabulary and expressions (language competence, attend to form)

- When students present the poem, look for evidence that they are able to
 - use body language and facial expression to convey the emotion of the poem (language competence, sociocultural context)
 - listen to peers attentively (strategies)
 - accept peer feedback (strategies)

- When students prepare role plays, look for evidence that they
 - effectively communicate the emotion/s
 - use appropriate level of formality for the context
 (See role-play assessment criteria in Classroom Assessment, p. 11.)

The Evolving Multicultural Classroom

Teacher’s Discovery
 <www.teachersdiscovery.com>
 A number of resources are available on this website that may be useful.

Planet@ 2
 pp. 60, 150

Teacher’s Discovery
 <www.teachersdiscovery.com>
 A number of resources are available on this website that may be useful.



SUGGESTIONS FOR ASSESSMENT

- Discuss criteria with students before they prepare role play situations. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following:
 - level of formality is appropriate for the context
 - meaning is clear
 - appropriate details are included in questions and answers

Language Competence Criteria:

 - gestures and body language support communication
 - pronunciation and intonation are generally accurate
 - interaction has some sense of fluency and spontaneity
 - props and visual aids are used to support communication

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

- As students interact to complete a seven day agenda of activities, look for evidence that they are able to
 - invite/accept/decline using patterns and structures learned
 - speak Spanish throughout the activity
 - interact with a variety of peers throughout the activity

SUGGESTED LEARNING RESOURCES

¡Dime! Más
Unidad 5, Lección 2

Para jugar. Juegos comunicativos.
Español lengua extranjera.

¡Dime! Uno
Unidad 3

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">❖ check for agreement and understanding❖ express disagreement in an appropriate way❖ express appreciation, enthusiasm, support, and respect for contributions of others	<p>➤ With a partner or in groups, have students create a children’s game and determine the rules and procedures. Through the creation process, students agree or disagree with the set rules and procedures. Each group then explains the game to the class. The class can then suggest a modification or change to the rules.</p> <p><i>Extension activity:</i> The students can present their game to another audience.</p>
<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">❖ ask questions to gain knowledge and clarify understanding❖ explore meaning in a variety of ways (e.g., by drawing a diagram, making a model, rephrasing)	<p>➤ Provide a variety of contemporary and traditional music and visual art from the Spanish-speaking world. Ask students to illustrate their personal responses to these works by creating a poster, collage, or magazine cover that represents three different songs, musicians, or artists the students particularly enjoyed. Students could include captions that reflect their thoughts and feelings about these works (BC <i>Resource Package</i>, 40).</p>



SUGGESTIONS FOR ASSESSMENT

- As students explain the rules of a simple game, look for evidence that they are able to
 - express agreement and disagreement
 - play the game/rules of game are clear
 - speak Spanish throughout the presentation
 - use the imperative with "tú" correctly (language competence, attend to form)
 - use appropriate vocabulary to explain game (language competence, attend to form)

- As students plan the presentation of a game to another class or to elementary students, provide students with criteria before they begin. Criteria might include the following:
 - appropriate choice of game for audience
 - correct use of imperative with "tú"
 - clear and simple instructions
 - good effort to interact and invite participation

- Look at the posters, collages, or magazine covers that students create in response to creative works for evidence that they are able to offer unique personal perspectives or impressions combining visual elements and words.

SUGGESTED LEARNING RESOURCES

- ¡En español! 2*
Unidad 2, Etapa 1
- ¡Buen Viaje! 2*
Capítulo 5
- ¡Viva el español!: ¡Hola!*
Resource and Activity Book
Culture Resource Book
- ¡Viva el español!: ¿Qué Tal?*
Resource and Activity Book
Culture Resource Book
- ¡Viva el español!: ¡Adelante!*
Resource and Activity Book
Culture Resource Book
-
- ¡Buen Viaje! 2*
Capítulo 13, Conexiones
- ¡En español! 3*
Unidad 5, Etapa 1
- Teaching Spanish through Music
<www.caslt.org/research/musicsp.htm>
- ¡Dime! Pasaporte al mundo 21*
Unidad 2, Lección 2
pp. 90, 91, 102–105
- ¡Buen Viaje! 2*
Capítulo 13
pp. 390, 391



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">❖ gather information from a variety of resources (e.g., print, human, multimedia)❖ organize and manipulate information (e.g., transform information from texts into other forms, such as tables, diagrams, story maps)	<p>➤ Brainstorm with students about what they know about fairytales. Have students put information into a web. Present students with a fairytale. Have students complete the following chart after reading the fairytale.</p> <ul style="list-style-type: none">• Setting• Characters• Problem• Magic• Events• Ending <p>As an extension, have students write their own version of the original fairytale studied. Have students then compare the original version with another student's version.</p>
<p>1.4.3 <i>Solve Problems</i></p> <ul style="list-style-type: none">❖ describe and analyze a problem, then propose solutions❖ generate and evaluate alternative solutions to problems	<p>➤ Use the topic of driving to identify a problem and solve in small groups (e.g., car sharing, infringing upon rules re driving).</p> <p>➤ Have students identify problems that are evident in current events and have them consider possible solutions.</p>



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">❖ explore how values influence behaviour (e.g., describe characters and their motivations in a story)❖ provide reasons for their position on an issue	<ul style="list-style-type: none">➤ Have students choose a character from a fairytale. Students then examine an issue or another character from this character's point of view➤ Have students tell a traditional fairytale from the point of view of a different character (e.g., Red Riding Hood as told by the wolf).
<p>1.5 imaginative purposes and personal enjoyment</p> <p>1.5.1 <i>Humour/Fun</i></p> <ul style="list-style-type: none">❖ participate in class excursions, field trips, or twinning projects❖ interpret songs and stories	<ul style="list-style-type: none">➤ Provide students with comic strips with the conversation in the bubbles whited out. Students complete the comic strips with their own versions of the conversation.➤ Provides students with one part of comic strip. Each student must find the other half of his/her comic strip by checking with classmates. When students have found their partner with the other half of the comic strip, have them role play the scene for the class or create an alternative dialogue.
<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., experiment with the sounds and rhythms of the language)	<ul style="list-style-type: none">➤ Have students impersonate a famous artist, designer, poet, or musician. Students must explain how the famous person created his/her work of art. This may be created by the students or researched before presentation.➤ Have students impersonate a character within a painting by a Spanish-speaking artist that they have viewed. Invite students to explain what they are doing in the painting and what is happening.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students examine an issue from a particular character's point of view, look for evidence that they are able to
 - take risks putting forward their ideas
 - state opinions clearly
 - include details, reasons, and examples to support opinions
 - use a range of appropriate vocabulary and structures (language competence, attend to form)
 - adjust language to reflect the perspective of the chosen character

- As students complete comic strips with their own versions of the conversation, look for evidence that they are able to
 - use language in humorous ways
 - take risks to go beyond vocabulary and structures learned in class

- Discuss criteria for the impersonation of a famous artist, designer, poet, musician, or character within a painting. Criteria might include the following:
 - relevant information is provided
 - pronunciation and intonation are generally accurate (language competence, attend to form)
 - props and visual aids are used to support communication (language competence, representation)

Hadaluna Lee
 <www.andaluciaglobal.com>

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

<www.sedl.org/loteced/scenarios/spanish_legends.html>

<www.turning-pages.com/mafalda/mafaldaes.htm>

<www.quino.com.ar>

Gessler Publishing Co. Inc.
 New York
 Garfield Comic

Ediciones de la Flor S.R.L.
 Colombia
 Mafalda

¡En español! 2
 Unidad 4, Etapa 1
 p. 264 (Review)

¡En español! 3
 Unidad 1, Etapa 3, p. 92 (El legendario rey del mambo)

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



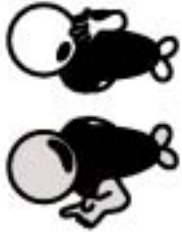
PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.5 imaginative purposes and personal enjoyment (continued)</p> <p>1.5.3 <i>Personal Enjoyment</i></p> <ul style="list-style-type: none">❖ use the language for personal enjoyment (e.g., find a personal pen pal and exchange letters)	<ul style="list-style-type: none">➤ Invite students to work in groups to choose their favourite selections from a variety of CDs in Spanish and put together music awards ceremonies for the class. Ask groups to select categories (e.g., “best male singer,” “best group,” etc.) and present nominations and winners in Spanish, giving as much background information as possible (BC <i>Resource Package</i>, 56).
<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 and participate in casual exchanges with classmates❖ use routine means of interpersonal communications (e.g., telephone calls, personal notes, email messages)	<ul style="list-style-type: none">➤ Have students prepare a profile of themselves in order to solicit a pen pal. Have students include name, age, physical/personal traits, favourite pastimes, and hobbies. Send profiles via mail or email to another Spanish class and have students continue exchange of information throughout the course.



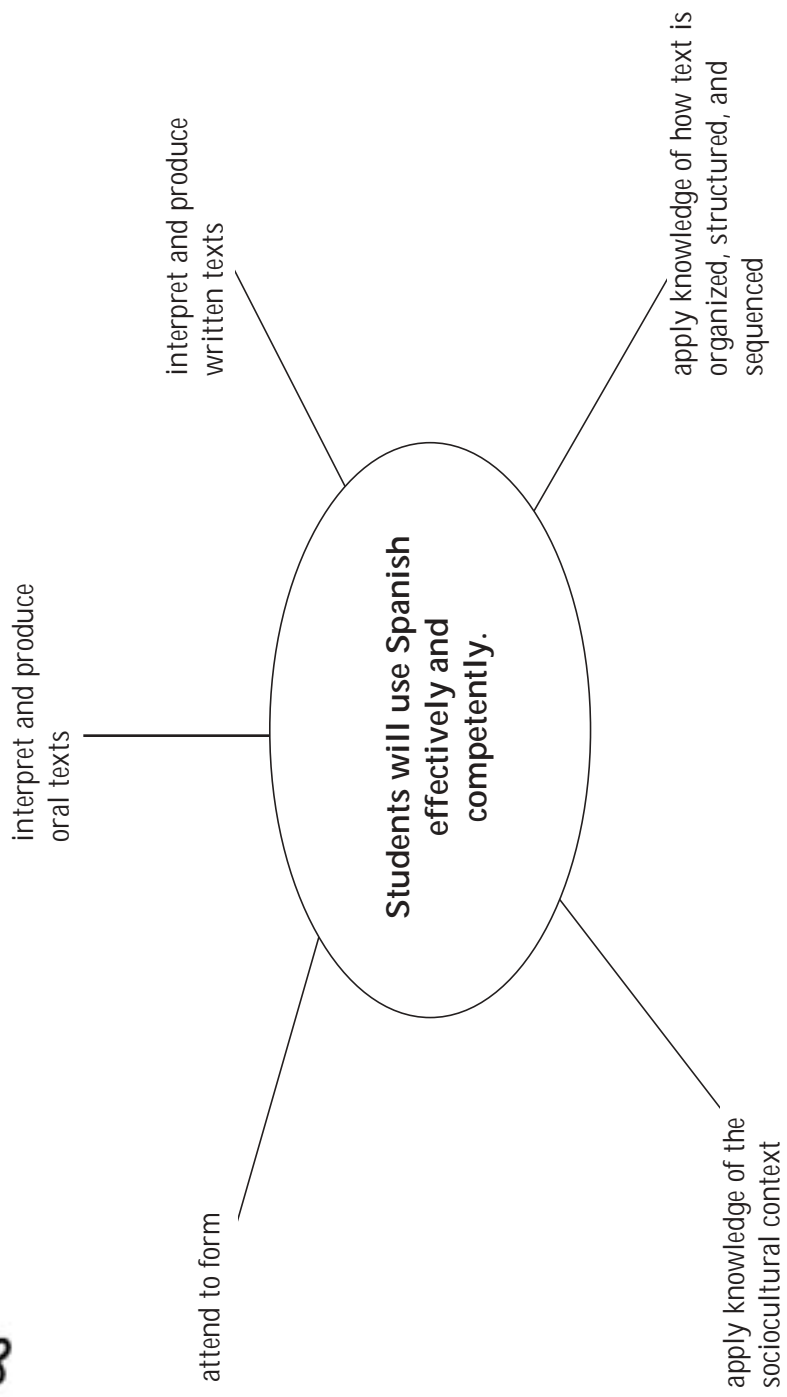
Notes

*LANGUAGE
COMPETENCE
YEAR 4*





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">❖ identify and reproduce some critical sound distinctions that are important for meaning <p>2.1.2 <i>Orthography</i></p> <ul style="list-style-type: none">❖ apply some common spelling rules❖ consistently use basic spelling patterns in writing familiar words and phrases	<ul style="list-style-type: none">➤ When preparing a fashion show, ask students to prepare short texts to present the models and/or clothing they are wearing, using correct stress and intonation patterns of the Spanish language. ➤ Provide students with opportunities to self and peer edit written work in order to verify basic rules and mechanical conventions.



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

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

Colección tiempo: Para pronunciar
Rosetta Stone I and II



PRESCRIBED OUTCOMES
<p>2.1 attend to form (continued)</p> <p>2.1.3 <i>Lexicon</i></p> <ul style="list-style-type: none">❖ use a repertoire of words and phrases in familiar contexts that meet the needs and interests of students, particularly within the following areas of experience:<ul style="list-style-type: none">— arts and entertainment<ul style="list-style-type: none">✓ music— relationships<ul style="list-style-type: none">✓ friends✓ clubs✓ activities✓ sports✓ hobbies— celebration<ul style="list-style-type: none">✓ cultural— fashions and fads— driving— folk tales/legends— daily routines❖ recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea

SUGGESTIONS FOR INSTRUCTION



SUGGESTIONS FOR ASSESSMENT

**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">— possessive pronouns: <i>mío, tuyo, suyo, míos, tuyos, suyos</i>— indirect object pronouns— double object pronouns— impersonal verb form with <i>se</i>— preterite tense (irregular verbs)— preterite vs. imperfect tense— comparative, superlative, and diminutive	<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> <ul style="list-style-type: none">❖ use, in structured 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>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**

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES



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>nos/les (os), gusta/gustan</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 (e.g., <i>usted, ustedes</i>)— present progressive (<i>estar + gerund</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

Rosetta Stone I and II



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare a skit of the middle portion of a fable, discuss criteria before students begin. Criteria might include the following:
 - meaning is clear
 - events are sequenced to create a coherent story
 - appropriate conventions and traditions are incorporated
 - interesting and relevant details are incorporated
 - gestures and body language support communication (language competence, non-verbal communication)
 - pronunciation and intonation are generally accurate (language competence, attend to form)

- When students prepare a fashion show on a particular theme, discuss criteria before students begin. Criteria might include the following:
 - appropriate vocabulary related to clothing and fashion is used
 - present progressive and present tense are used appropriately (*ella está llevando*, etc.) (language competence, attend to form)
 - comparative is used appropriately (language competence, attend to form)
 - pronunciation and intonation are generally accurate (language competence, attend to form)
 - props are used to support the presentation

Fábulas de Esopo
 en Educación y Desarrollo
 para Todos
 <[www.edyd.com/fabulas/
 esopa](http://www.edyd.com/fabulas/esopa)>

¡Dime! Dos
 In each unit, sección:
 Para Empezar

¡En español! 2
 Unidad 4, Etapa 3
 Vocabulary and Ideas,
 not subjunctive

¡Buen Viaje! 2
 Capítulo 4, pp. 86–89
 Vocabulary



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">❖ manage short interactions with ease, with pauses for planning and repair	<ul style="list-style-type: none">➤ After students have examined several advertisements for movies, have them role-play planning to attend one. Their choices should reflect the information acquired from the advertisements (e.g., movie titles, locations, times, actors, critic's ratings, etc.). Students might also refer to their favourite genres (BC <i>Resource Package</i>, 46). Alternatively, students could work in groups in which each person presents a movie he/she has seen, with discussion following.
<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 texts on unfamiliar topics in guided situations	<ul style="list-style-type: none">➤ Have students read a fairytale or fable. Have them develop a semantic map or web to identify the main and supporting details.



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 interpret and produce written texts (continued)</p> <p>2.3.2 <i>Written Production</i></p> <ul style="list-style-type: none">❖ produce short, simple texts in guided and unguided situations <p>2.3.3 <i>Visual Interpretation</i></p> <ul style="list-style-type: none">❖ derive meaning from multiple visual elements in a variety of media in guided situations	<ul style="list-style-type: none">➤ Have students write a fan letter to an entertainer, singer, musician, etc.➤ Have students write their own simple fairytale or have them rewrite a common fairytale in modern setting. Provide students with a story writing planner to help organize their ideas. Story models should also be provided or discussed prior to this activity.➤ Show students several music videos from Spanish-speaking countries and ask them to note titles of songs, names of artists, personal preferences, and other relevant information. Have students create promotional posters for their favourite videos or DVDs. Using the posters as props, students could then role-play a panel of critics discussing the music (BC <i>Resource Package</i>, 56).➤ Have students watch a Spanish music video without the sound. Then ask students to read the lyrics of two different songs. Students try to determine which lyrics would best match the scene presented in the video. Watch the music video again, with the song audible to the students. Discuss which are the correct lyrics and whether or not they feel the scene for the music video is appropriate for the lyrics.➤ Show students a program similar to <i>Fashion File</i>. As students view, have them note preferences in style, colours of the season, etc. Have students also examine the message that the program is trying to convey. After viewing, have students work in groups to discuss their observations and compare what they viewed to current teen fashion.



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ When students write their own fairytale, provide them with writing self and peer assessment tools as well as a writing planner to help them organize their ideas. Use these tools as a basis for final assessment.</p> <p>(See example of story assessments in Classroom Assessment, pp. 18–19.)</p>	
<p>➤ Discuss criteria for posters before students begin. Criteria might include the following:</p> <ul style="list-style-type: none"> • artist’s name and song title are clear • visual interpretation, vocabulary, and expressions are appropriate 	<p>Local Spanish TV Channels</p>
<p>➤ As students watch a Spanish music video and attempt to interpret the lyrics, look for evidence that they are able to</p> <ul style="list-style-type: none"> • listen attentively • interpret images to match lyrics 	<p>Local Spanish TV Channels</p>
<p>➤ As students view a fashion program and then discuss in groups, look for evidence that they</p> <ul style="list-style-type: none"> • make relevant comments • use varied and appropriate vocabulary • express personal opinions clearly 	<p><i>¡Buen Viaje! 2</i> pp. 86, 89</p>



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 multiple visual elements in a variety of media in guided situations	<ul style="list-style-type: none">➤ After students have become familiar with the storyline of a fairytale with large illustrations and simple text, have them each create a poster promoting the book, using visual information and some key Spanish words.➤ Have students listen to a Spanish song, read a poem, or watch a video. Then form small groups and invite them to create banners or posters to represent their interpretations of the work presented. As an extension activity, ask the groups to come up with possible titles for their works (BC <i>Resource Package</i>, 16). Provide students with the lyrics to the songs.➤ Present a Spanish song or video and invite each student to create a CD cover or video case to promote it. Display and discuss students' work in class (BC <i>Resource Package</i>, 40).
<p>2.4 apply knowledge of the sociocultural context</p> <p>2.4.1 <i>Register</i></p> <ul style="list-style-type: none">❖ identify socially appropriate language in specific situations❖ explore formal and informal uses of language in a variety of contexts <p>2.4.2 <i>Idiomatic Expressions</i></p> <ul style="list-style-type: none">❖ use learned idiomatic expressions in a variety of contexts	<ul style="list-style-type: none">➤ Have students role-play a situation in which a police officer stops a driver for speeding and focus on the use of the formal register. Then have students develop a role-play in which they are describing the experience of being stopped by the police to a friend. Have students focus on the informal register in this dialogue.➤ Provide students with idiomatic expressions in context. Have students guess what they think they mean. Then provide the actual meanings. Have students then choose one or two idiomatic expressions and represent them visually.



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<ul style="list-style-type: none"> ➤ When students create banners or posters based on creative works they have experienced, note evidence that they are <ul style="list-style-type: none"> • offering personal views or responses • using their knowledge about Spanish works to create something new • incorporating some of the features they have seen in Spanish works • interested in the traditions involved ➤ When students create CD covers or video cases, ask each student to decide on three or four criteria to use for self and peer assessment. Provide opportunities to hear others' ideas before making the final selection of criteria. 	<p><i>¡Dime! Dos</i> Unidad 6, Lección 3 pp. 327–329</p> <p><i>¡Buen Viaje! 2</i> Literatura: La Muralla pp. 436, 437</p> <p><i>Ventanas tres</i></p> <p><i>Planet@ 2</i> Tema 5 p. 131</p>
<ul style="list-style-type: none"> ➤ When students prepare role plays using the formal and informal registers, note the extent to which they are able to <ul style="list-style-type: none"> • use formal and informal register in the appropriate situations • provide clear messages • use intonation, gestures, and body language to support communication • speak clearly and smoothly, with pronunciation being generally accurate 	
<ul style="list-style-type: none"> ➤ When students represent idiomatic expressions visually, look for evidence that <ul style="list-style-type: none"> • the representation corresponds with the idiomatic expression • the representation expresses the main idea of the idiomatic expression 	<p><i>101 Spanish Idioms</i></p> <p><i>2001 Spanish and English Idioms</i></p>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of the sociocultural context (continued)</p> <p>2.4.3 <i>Variations in Language</i></p> <ul style="list-style-type: none">❖ recognize influences resulting in variations in language (e.g., age, social class, geographical region) <p>2.4.4 <i>Social Conventions</i></p> <ul style="list-style-type: none">❖ explore and identify variations in social conventions (e.g., regional, situational) <p>2.4.5 <i>Non-verbal Communication</i></p> <ul style="list-style-type: none">❖ interpret and use appropriate non-verbal behaviours in a variety of familiar contexts	<ul style="list-style-type: none">➤ Provide students with teenage slang. Have students use the expressions in a dialogue related to a theme studied (e.g., relationships, entertainment). Alternatively, have students view a segment of a TV show or movie and have them note expressions. ➤ Discuss with students variations in social conventions according to age. How do young people act during specific cultural celebrations compared to their parents? Their grandparents? Watch a Spanish TV or movie segment and identify social conventions for young people in the segment. ➤ Brainstorm with students several ways in which we communicate non-verbally in North American culture. Then present students with common gestures from Spanish-speaking countries, using drawings to support gestures. As an extension, students could work in groups to prepare a scenario in which one or more of the gestures would be used.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students examine teen slang and social conventions for young people, look for evidence that they are able to identify variations related to age.

Paso a Paso 2
 La Catrina
¡Buen Viaje! 3
 Video
 La boda cubana
 La quinceañera

- Look for evidence that students are able to
 - identify gestures and interpret the meaning when viewing texts
 - use gestures in role plays

Diccionario de gestos



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<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">❖ organize texts, using common patterns (e.g., cause and effect, straightforward time sequencing, steps in a procedure)❖ interpret simple references within texts (e.g., pronouns, demonstratives) <p>2.5.2 <i>Text Forms</i></p> <ul style="list-style-type: none">❖ recognize and use a variety of text forms delivered through a variety of media (e.g., videotaped instructions, reports with visuals)❖ analyze and identify the organizational structure of a variety of text forms (e.g., folk tales/fables, newspaper articles, instructions for a game)	<p>➤ Provide students with a form letter as a model for writing a fan letter to a musician, entertainer, actor, etc.</p> <p>➤ Provide students with a cloze activity, using a letter. Have students complete the letter, looking for references.</p> <p>➤ Have students complete a concept overview to identify the key characteristics of fairytales and fables. A sample concept overview could include the following (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 5 – 128):</p> <ul style="list-style-type: none">• Key word or concept• Write an explanation or definition in your own words.• Draw a figurative representation.• List 5 facts/characteristics• Write down two questions about the concept. <p>➤ Have students work in groups to examine different sections of the newspaper (e.g., entertainment, sports, fashion). Have students analyze the organization, content, and vocabulary. Students then choose one section and create their own mini-newspaper. Magazines could be used instead of newspapers for this activity.</p>



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ Work with students to develop a simple checklist they can use for self and peer assessment of a fan letter. The checklist might include items such as the following:</p> <ul style="list-style-type: none"> • meaning is clear • interesting details are included • questions are appropriate and polite • greeting and closing are appropriate • punctuation is appropriate • spelling, including accents, is correct 	<p><i>Dos Mundos</i> Student Edition</p>
<p>➤ Work with students to develop appropriate criteria for the preparation of a mini-newspaper or magazine. Criteria might include the following:</p> <ul style="list-style-type: none"> • organization and layout is appropriate for a newspaper or magazine • information provided is relevant • interesting details are provided • vocabulary is used which is relevant for section of newspaper or magazine chosen 	<p><i>¡En español! 2</i> Unidad 1, Etapa 3 Video: En contexto En vivo</p>



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="103 407 526 438"><i>2.5.3 Patterns of Social Interaction</i></p> <ul data-bbox="175 464 542 636" style="list-style-type: none">❖ initiate interactions, and respond using a variety of social interaction patterns (e.g., routine telephone calls)	<ul data-bbox="607 533 1403 827" style="list-style-type: none">➤ Using situations related to driving, provide students with a social interaction pattern:<ul data-bbox="659 617 1318 827" style="list-style-type: none">• Request to use family car• Request granted—Thanks• Request denied—repeated requests with reasons• Request granted—Thanks• Request denied again—Anger expressed



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

- When students prepare role plays, using specific social interactions, look for evidence that they are able to combine simple social interaction patterns.



Notes

*GLOBAL
CITIZENSHIP
YEAR 4*



Global Citizenship



study historical and contemporary elements of Spanish-speaking cultures

affirm diversity

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

explore personal and career opportunities



GLOBAL CITIZENSHIP

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

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

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

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

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



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<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">❖ formulate questions about elements of Spanish-speaking cultures (e.g., patterns of behaviour or interaction typical of people their own age)❖ use basic research skills to find out about Spanish-speaking cultures	<ul style="list-style-type: none">➤ Present a demonstration or video of a dance style from a Spanish-speaking culture (e.g., tango, merengue, salsa, cumbia, flamenco). Invite students to participate by trying a few basic steps. Then ask them to list their favourite dance styles and add these to a class chart (<i>BC Resource Package</i>, 16).➤ Have students view a series of videos or DVDs about cultural celebrations in Spanish-speaking countries. Students choose one of the celebrations and prepare a “Special Occasion/Celebration Web” (“<i>Página web de una ocasión/celebración especial</i>”). The web consists of the main ideas presented in the video or DVD represented within an illustration that symbolizes an aspect of the celebration. ➤ Have students examine relationships and dating in Latin America. Have students view a Spanish telenovela and discuss what they found in relationship patterns, roles, and communication. Then have students compare and contrast this with Canadian relationship values and patterns. Students could then prepare two short scenes for a soap opera, one that would illustrate relationships in Latin America and the other which would illustrate relationships in Canada.



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ As students watch and then participate in Spanish dances, look for evidence that they</p> <ul style="list-style-type: none"> • are taking risks to dance and participate • show openness and interest • are able to identify some traditional Spanish dances <p>➤ As students prepare a Special Occasion Web, look for evidence that</p> <ul style="list-style-type: none"> • the main aspects of the celebration are represented • the illustration corresponds with an important aspect of the celebration • appropriate vocabulary is used 	<p><i>¡Buen Viaje! 3</i> Capítulo 3 Video Activities Tango</p> <p><i>¡Buen Viaje! 2</i> Capítulo 13</p> <p><i>¡Buen Viaje! 3</i> Capítulo 4 Video Activities La quinceañera, La boda cubana</p> <p><i>¡Dime! Uno</i> Unidad 4, Lección 1, 2, 3 El cumpleaños, La boda</p>
<p>➤ As students examine relationships and dating, look for evidence that they</p> <ul style="list-style-type: none"> • present views clearly • present relevant details about relationship patterns in Spanish-speaking countries and Canada • draw on their own experiences and observations • try to identify stereotypes 	<p><i>Paso a Paso 2</i> La Catrina video series</p>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</p> <p>3.1.1 <i>Access/Analyze Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ formulate questions about elements of Spanish-speaking cultures (e.g., patterns of behaviour or interaction typical of people their own age)❖ use basic research skills to find out about Spanish-speaking cultures <p>3.1.2 <i>Knowledge of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ explore and identify some elements of Spanish-speaking cultures (e.g., key historical events and their influence on contemporary ways of life and cultural values)	<p>➤ Provide students with a text on the celebration of <i>Carnaval</i> in Latin America. Discuss the text with students and then have them work in groups of three in order to research <i>Carnaval</i> in a specific Hispanic country. Have students prepare a poster which depicts the main aspects of the celebration of carnival in the Hispanic country they have chosen.</p> <p>➤ Have students prepare a list of questions/hypotheses about Spanish-speaking cultures. Then have students use a variety of resources such as the Internet, Hispanic associations, books, etc. in order to test their hypotheses (e.g., “Are Peruvians more nationalistic than Canadians?”—Students might examine the way in which Independence Day is celebrated and compare/contrast to Canadian way of celebrating Canada Day.).</p>



SUGGESTIONS FOR ASSESSMENT

- Discuss criteria for the poster and presentation of the poster describing *Carnaval* in a Spanish-speaking country. Criteria might include the following:
 - main ideas are clearly represented
 - key words and phrases are included as labels
 - good use of space/layout
 - presentation of poster is organized, accurate, creative
 - pronunciation and intonation is generally accurate throughout presentation

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

- When students make and test hypotheses about Spanish-speaking cultures, look for evidence that they
 - take risks to express opinions
 - are willing to research to test the hypotheses
 - provide accurate and relevant information
 - are sensitive to differences among Spanish-speaking cultures
 - show increasing awareness of differences in the Spanish-speaking world
 - use a variety of resources
 - use sources of information from within the culture

SUGGESTED LEARNING RESOURCES

TECLA—Birkbeck
 College and the Consejería de Educación of the Spanish Embassy in London
www.sgi.mec.es/uk/pub/tecla.html/
 “Los carnavales”—edición de Marzo, 2000
 “El Carnaval”—edición de 1 de marzo 1999

¡Buen Viaje! 3
 Capítulo 3 and Video Carnaval de Oruro

¡Dime! Pasaporte al mundo 21
 Unidad 1, Lección 2
 p. 49
 El Desfile puertorriqueño de Nueva York

¡Buen Viaje! 2
 Capítulo 13



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</p> <p>3.1.3 <i>Apply Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ apply knowledge of elements of Spanish-speaking cultures to interpret cultural behaviour that is different from their own❖ apply knowledge of elements of Spanish-speaking cultures in interactions with people and texts (e.g., interpret historical references) <p>3.1.4 <i>Diversity of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ apply knowledge of diverse elements of Spanish-speaking cultures in interactions with people and text (e.g., ethnic or religious minorities) <p>3.1.5 <i>Value Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ express empathy for those whose cultural behaviour is different from their own❖ choose to participate in and contribute to activities and experiences that reflect Spanish-speaking cultures	<p>➤ Have students use their understanding of relationships when communicating with penpals.</p> <p>➤ Provide students with a calendar from a Spanish-speaking country. Have students examine it and identify holidays and other important dates. Students then compare holiday patterns and dates with those on a Canadian calendar. Discuss with students how the calendar year affects daily life. Have students incorporate discussion of an important holiday into a letter or email with a penpal or have a member of the Spanish-speaking community discuss a particular celebration with the class.</p> <p>➤ Invite a community member of Spanish-language heritage to speak to the class about his or her culture and its contributions to Canada. Before the visit, encourage students to prepare questions for the guest.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Look for evidence that students are able to
 - apply knowledge of Hispanic holidays to letter or email to penpal
 - apply knowledge of Hispanic holidays in the preparation of questions for guest speaker

- Provide prompts to encourage students to reflect upon what they have learned about contributions of Spanish-speaking cultures to our global society. Prompts could include the following:
 - Three things I have learned are _____
 - The contribution that I admire most is _____ because _____
 - I still am not clear about _____



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">❖ identify some regional variations in their first language <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that languages may have regional differences in pronunciation, vocabulary, or structure	<ul style="list-style-type: none">➤ Have students examine how gender is reflected in the Spanish and English languages. Have students work in groups to discuss similarities and differences of gender roles. Discuss with students how language evolves to reflect changes in people’s attitudes and compare English and Spanish (e.g., English tends to look for a gender neutral term like “police officer” to replace a masculine term like “policeman”. Romance languages tend to use both masculine and feminine terms.).➤ Have students listen to contemporary Latin rock. Have students study the lyrics and identify words that have been borrowed from English or have them look for Spanish words that English has borrowed (e.g., fiesta, taco, etc.).➤ Distribute two copies of a short text, one text in old Spanish and the other in modern Spanish. Have students compare the texts and the Spanish used. Have them identify the differences and discuss how the language has evolved.



SUGGESTIONS FOR ASSESSMENT

- When students examine gender roles in language, look for evidence that they
 - are able to identify similarities and differences between Spanish and English
 - are able to relate differences to the nature of the language
 - express their views clearly and accurately on how gender is used
 - contribute to the discussion

- When students analyze the use of Spanish or English words in the lyrics of songs, look for evidence that they are able to
 - identify relevant examples of words borrowed from English or Spanish
 - give hypotheses for the reasons why these words have been borrowed

- When students analyze texts in old and modern Spanish, look for evidence that they are able to
 - identify some key differences between the two versions
 - give hypotheses about the evolution of the language

SUGGESTED LEARNING RESOURCES

TECLA—Birkbeck College and the Consejería de Educación of the Spanish Embassy in London
 <www.sgci.mec.es/uk/pub/tecla.html>
 “Uso no sexista del lenguaje”
 Edición de 28 de octubre 1996

Local Spanish TV Channels

¡Dime! Pasaporte al mundo 21
 Unidad 2, Lección 1
 pp. 83–88



PRESCRIBED
OUTCOMES

3.2 affirm diversity (continued)

3.2.3 Awareness of Own Culture

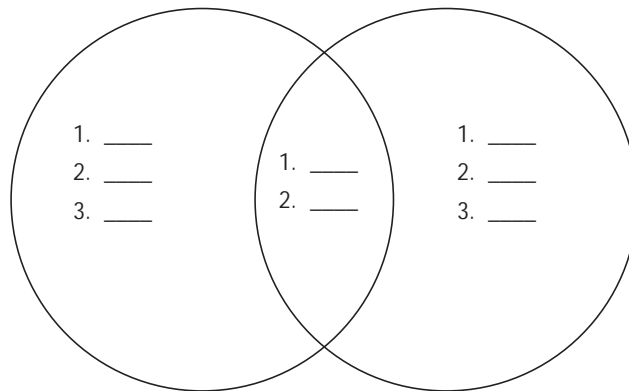
- ❖ identify some influences on the development of their personal identity
- ❖ identify shared references and the different connotations attached to them in their own culture and Spanish-speaking cultures

SUGGESTIONS FOR INSTRUCTION

- After students have viewed videos about Spanish holidays and celebrations, form groups and have each group complete a Venn diagram showing similarities and differences between these celebrations and Canadian ones. As an extension activity, students could create illustrated calendars indicating holidays and Santos days significant in the Spanish-speaking world (BC *Resource Package*, 18).

Los feriados que yo celebro

Los feriados que se celebran en el mundo de habla hispana



As a class, discuss important celebrations of the Spanish-speaking world (e.g., *Semana Santa*, *el Día de los muertos*, *Navidad*, *Carnaval*). Invite each student to choose one of these celebrations for in-depth study and give a presentation to the class, noting differences and similarities between it and the student's own cultural celebrations (BC *Resource Package*, 58).



SUGGESTIONS FOR ASSESSMENT

- When students draw comparisons based on their understanding of celebrations in the Spanish-speaking world, look for evidence that
 - the information is accurate and relevant
 - relevant details and examples are included to illustrate key points

Provide prompts such as the following to encourage students to reflect on what they have learned about culture:

- Three features that seem common to many cultures are _____
- Something that often varies among different cultures is _____
- Two views I have that are strongly influenced by my culture are _____

SUGGESTED LEARNING RESOURCES

- ¡Buen Viaje! 3*
Capítulo 4
Video Activities
La quinceañera, La boda cubana
- ¡Dime! Uno*
Unidad 4, Lección 1, 2, 3
El cumpleaños, La boda
- ¡Buen Viaje! 2*
- ¡En español! 3*
Unidad 3, Etapa 2
El año Nuevo



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirm diversity (continued)</p> <p>3.2.4 <i>General Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that within any culture there are important differences in the way people speak and behave❖ recognize some of the factors that affect the culture of a particular region <p>3.2.5 <i>Value Diversity</i></p> <ul style="list-style-type: none">❖ demonstrate curiosity about other languages and cultures❖ recognize and acknowledge different perspectives	<p>➤ Have students view a movie set in a Spanish-speaking country in the 1800s to 1950s. Have students first note individually what they feel has changed or is different from modern society. Have students then work in pairs or in small groups to discuss the changes and why they feel these changes have occurred (e.g., <i>Zorro</i>, <i>Don Quixote</i>).</p> <p>➤ As an alternative, students view two contemporary movies set in different Spanish-speaking countries or regions. Have students identify differences in the language spoken in each country or region featured in the movies and the possible reasons for those differences.</p> <p>➤ Using the entertainment theme, have students examine how technology has influenced the way in which people entertain themselves.</p> <p>➤ Have students use the Internet, magazines, or newspapers to find two articles on a cultural topic (e.g., bullfights, violence in sports/soccer, sexism in fashion and advertisements, American influence on music and fashion, etc.). Have students identify the main opinions expressed in the articles (Manitoba Education and Training, <i>Success for All Learners</i>, 6.115). Then have students choose the position that they favour and explain the reasons for their positions. This could be done in the form of an oral presentation or in written form.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students view movies or segments of movies, look for evidence that they are able to
 - use the context to identify main ideas (strategies, language use)
 - build a web showing the key elements and relevant details (strategies, language use)
 - distinguish between contemporary and traditional characteristics
 - attempt explanations of what has changed in culture; notice similarities and differences between what is seen and their own culture
 - ask questions that prompt new learning or information

- Develop similar criteria as above but with a focus on regional variations.

- When students examine articles about cultural topics or issues, look for evidence that they
 - are willing to learn about different customs and perspectives
 - are sensitive when they express their findings
 - present accurate and detailed information of the issues and opinions expressed in the articles
 - ask thoughtful questions about different cultural perspectives

Success for all Learners
 Issue-based article analysis,
 p. 6.115



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">❖ explore representations of their own culture as seen from the outside❖ identify and make use of public and private institutions that facilitate contact with other countries and cultures	<ul style="list-style-type: none">➤ Have students work in groups. One or two groups design a brochure for exchange students from Hispanic countries. Information could include what they need to know about Western Canada and young people here. Another group designs a corresponding brochure for host families and students here.
<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 aspects of the history, literature, arts and crafts of Spanish-speaking cultures that are of personal interest❖ identify some careers that require or would value a knowledge of Spanish and Spanish-speaking cultures	<ul style="list-style-type: none">➤ Have students choose a career that they are interested in. Students then use the Internet and newspapers to do a search of this career. Based on information found, have students determine whether or not knowledge of Spanish, Spanish-speaking cultures, or knowledge of additional languages could be applied. Students then work in groups or as a whole class to list all careers in which knowledge of Spanish or another language would be useful.
<p>3.3.2 <i>Cultural and Linguistic Diversity</i></p> <ul style="list-style-type: none">❖ identify aspects of the history, literature, arts, and crafts of different cultures that are of personal interest❖ identify some careers that use knowledge of international languages and cultures, and intercultural skills	<ul style="list-style-type: none">➤ Have students research which countries offer bursaries for students to study in their country. Have students share their findings and choose the country where they would be most interested in studying.



SUGGESTIONS FOR ASSESSMENT

- When students design a brochure for exchange students and host families and students, develop criteria that students can use to guide their work. For example, to what extent does the brochure demonstrate
 - accurate and detailed information about Canada or about a specific province, according to the sections outlined
 - awareness of cultural differences that might affect relationships
 - appropriate vocabulary and structures (including verb tenses) (language competence, attend to form)
 - good organization and a clear layout

- When students search for information about careers in which knowledge of Spanish or another language could be applied, look for evidence that they
 - use a variety of sources to find career information
 - find and record relevant details
 - participate in class and group discussions in which career options are discussed

SUGGESTED LEARNING RESOURCES

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

¡Dime! Dos
 Unidad 7, Lección 2, 3

¡Buen Viaje! 2
 Capítulo 14
 pp. 398–405
 pp. 412–415

Internet



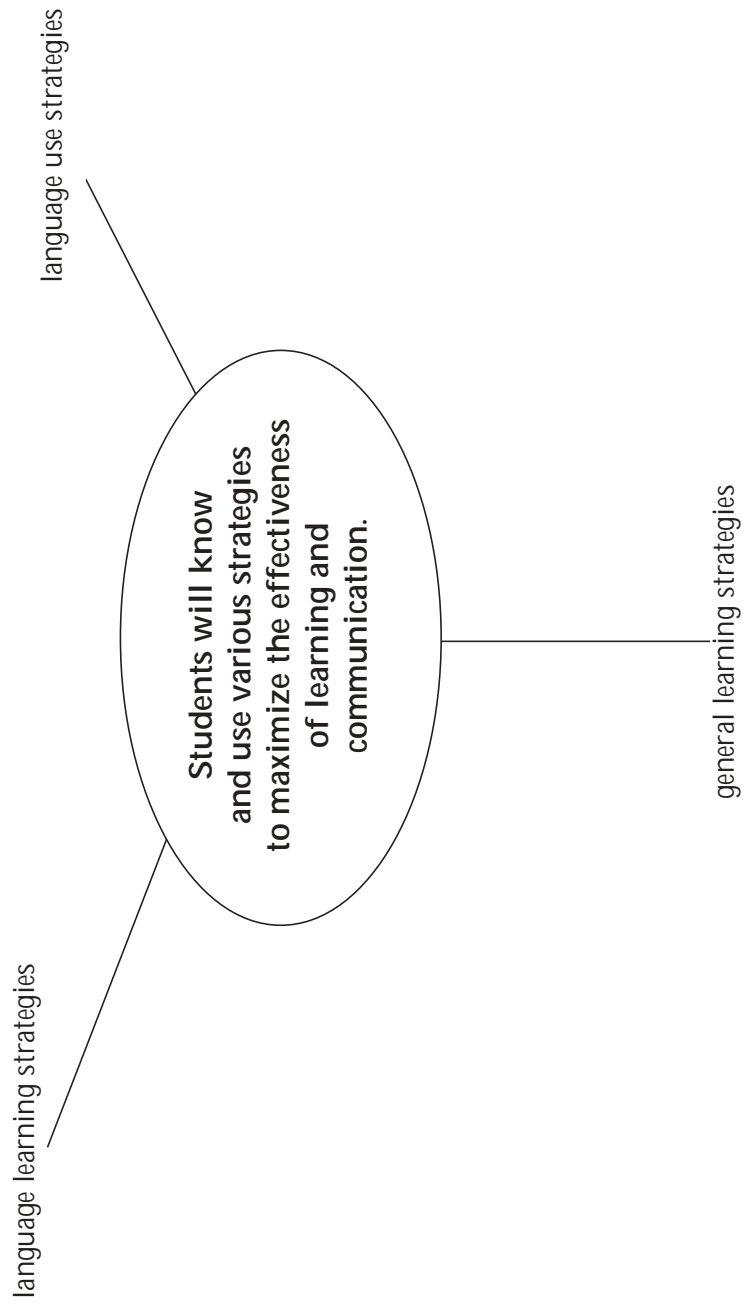
Notes

STRATEGIES
YEAR 4





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">❖ select and use a variety of cognitive strategies to enhance language learning (e.g., associate new words or expressions with familiar ones, either in Spanish or in their own language) <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ select and use a variety of metacognitive strategies to enhance language learning (e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log) <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ select and use a variety of social and affective strategies to enhance language learning (e.g., use self-talk to make themselves feel competent to do the task)	<p>➤ Have students work in groups and provide each group with a fable. Within the fable, highlight words they do not know and have groups find synonyms for the selected words.</p> <p>➤ Have students keep a learning log to reflect on their learning.</p> <p>➤ Using a text, model strategies to students re: comprehension of text. After the modelling of the metacognitive strategies, discuss with students what they observed. Provide a second text to students and have them use one or more strategies to create meaning from the text.</p> <p>➤ Have students use self-talk in order to help them prepare and feel competent to do a task.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work to find synonyms for selected words within a fable, look for evidence that they are able to
 - associate new words with familiar words
 - take risks to guess meanings
 - use resources to find definitions and appropriate synonyms

- Have students reflect on what they are learning. Possible questions to which they might respond include the following:
 - Which strategies were presented?
 - Which of the strategies presented did you recognize or have you used before?
 - Why do you think these strategies work for you?
 - Which strategies will be most helpful to you?

- As students prepare a task, provide opportunities for them to reflect on the task and how they will best be successful. Questions might include the following:
 - What is my role and what do I need to do to complete the task?
 - What are the obstacles I need to overcome and how can I overcome them?
 - Who can I ask to help me accomplish my task? How can that person help me?

Fábulas de Esopo
 <www.edyd.com/fabulas/esopo>

<www.gate.com/ruhig/esopo.html>

Success for all Learners
 Learning Log, pp. 6.56, 6.57

Senior 2 Spanish: A Course for Distance Learning, 1997
 Introducción
 Guía para el estudiante,
 Estrategias para la lectura



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">❖ select and use a variety of interactive strategies (e.g., invite others into the discussion, ask for confirmation that a form used is correct) <p>4.2.2 <i>Interpretive</i></p> <ul style="list-style-type: none">❖ select and use a variety of interpretive strategies (e.g., prepare questions or a guide to note down information found in a text) <p>4.2.3 <i>Productive</i></p> <ul style="list-style-type: none">❖ select and use a variety of productive strategies (e.g., use resources to increase vocabulary)	<ul style="list-style-type: none">➤ During games and activities, have groups invite others to participate in the game. The organizers of the game present the rules, then have participants confirm their understanding of the rules. Allow students the opportunity to engage in the game.➤ Prior to preparing a poster for <i>Carnaval</i> in Latin America, have students use webs, charts, graphic organizers, etc. to note down and organize information found through texts during their research.➤ When students are doing research projects and are able to gather information from Spanish language resources, encourage them to use these resources to develop key vocabulary related to the topic. Students can then use this vocabulary to produce their own texts.



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ As students participate in interactive activities, look for evidence that they are able to</p> <ul style="list-style-type: none"> • confirm their understanding of the game/activity • participate actively with others • participate fairly by following rules <p>➤ When students prepare charts, webs, graphic organizers, etc., look for evidence that they are able to</p> <ul style="list-style-type: none"> • organize ideas into logical categories • make logical connections • ask relevant questions • use appropriate vocabulary • better understand the text because of graphic organizer <p>➤ As students participate in productive activities for specific communicative situations, look for evidence that they are able to</p> <ul style="list-style-type: none"> • use the new vocabulary found in resources • organize information • create something new, rather than replicating 	<p><i>¡En español! 2</i> Unidad 2, Etapa 1</p> <p><i>¡Buen Viaje! 2</i> Capítulo 5 pp. 124–127 pp. 142–143</p> <p>Internet</p>



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">❖ select and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information) <p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ select and use a variety of metacognitive strategies to enhance general learning (e.g., manage the physical environment in which they have to work) <p>4.3.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ select and use a variety of social and affective strategies to enhance general learning (e.g., use support strategies to help peers persevere at learning tasks)	<p>➤ Have students prepare and use acronyms in order to enhance learning. Have them use numbers and letter codes.</p> <p>➤ Have students consider the management of their physical environment by asking them to consider the role of the following in their learning:</p> <ul style="list-style-type: none">• seating arrangement• classroom décor• classroom setting <p>➤ Have students work in small groups in order to properly put together the pieces of a puzzle. After the activity, discuss with the class the role and importance of cooperation in order to complete the task.</p>



SUGGESTIONS FOR ASSESSMENT

- Look for evidence that students are able to
 - use strategies such as acronyms in order to enhance understanding
 - use strategies in new, specific situations

- In a reflection journal, have students consider the role of seating arrangement, classroom décor, and classroom setting in their learning.

- Look for evidence that students are able to
 - identify the role of cooperation in order to complete a task
 - select and use appropriate affective strategies

SUGGESTED LEARNING RESOURCES

Global Understandings: A Framework for Teaching and Learning
pp. 98–103



Notes

APPENDICES
YEAR 4

Appendix A

Autoevaluación para la escritura

Nombre _____ Fecha _____

Selección para la escritura _____

Marca la casilla apropiada.

1er borrador

borrador final

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

SECTION ONE: CONTENT

1. ¿Mi escritura tiene sentido?
2. ¿Mis ideas son claras?
3. ¿Digo lo que quiero decir?
4. ¿Mi oración introductoria atrae la atención del lector?
5. ¿Mis oraciones de apoyo son detalladas y pertinentes?
6. ¿Me mantengo en el tema?
7. ¿Mis ideas están en orden?
8. ¿Completo cada idea?
9. ¿Uso una variedad de palabras y una variedad de oraciones?
10. ¿Tengo una oración eficaz para concluir?

sí	no

CONTENT:/CONTENIDO:

Áreas en las que hay que trabajar:

Autoevaluación para la escritura (continuación)

Nombre _____ Fecha _____

Selección para la escritura _____

SECCIÓN DOS: GRAMÁTICA Y ORTOGRAFÍA

1. ¿He verificado si hay errores de ortografía?
2. ¿Usé recursos de ortografía /vocabulario (diccionario, tesauro, corrector de ortografía) para ayudarme con la ortografía correcta?
3. ¿He usado correctamente la puntuación final, las comas, las comillas y los dos puntos?
4. ¿Usé las letras mayúsculas dónde era necesario?
5. ¿Verifiqué la concordancia de sujeto /verbo?
6. ¿Usé el formato apropiado para este género de escritura?

sí	no

GRAMÁTICA Y ORTOGRAFÍA

Áreas en las que hay que trabajar:

SECCIÓN TRES: ESTABLECIMIENTO DE OBJETIVOS

1. Objetivos para el Contenido:	Plan de acción:	Indicador de éxito:
2. Objetivos para la Gramática y la Ortografía:	Plan de acción:	Indicador de éxito:

Evaluación de la escritura del compañero/de la compañera

Nombre del estudiante _____

Forma o género del trabajo escrito _____

Compañero(a) editor(a) _____

Fecha _____

A. Después de leer tu trabajo escrito, quisiera felicitarte por lo siguiente:

B. Los siguientes rubros que están “marcados,” son las áreas de tu trabajo escrito que necesitan atención:

- | | |
|------------------------------------|------------------------------------|
| ____ oración introductoria | ____ ortografía |
| ____ oraciones detalladas de apoyo | ____ uso de mayúsculas |
| ____ organización de las ideas | ____ puntuación |
| ____ orden de las ideas | ____ concordancia de sujeto/verbo |
| ____ claridad de las ideas | ____ estructura de la oración |
| ____ oración para concluir | ____ frases/palabras de transición |

C. Comentarios/Recomendaciones:

Primer borrador del diseño para la escritura

Nombre _____ Tema/Tarea _____
Fecha _____ Formato de pre-escritura _____

