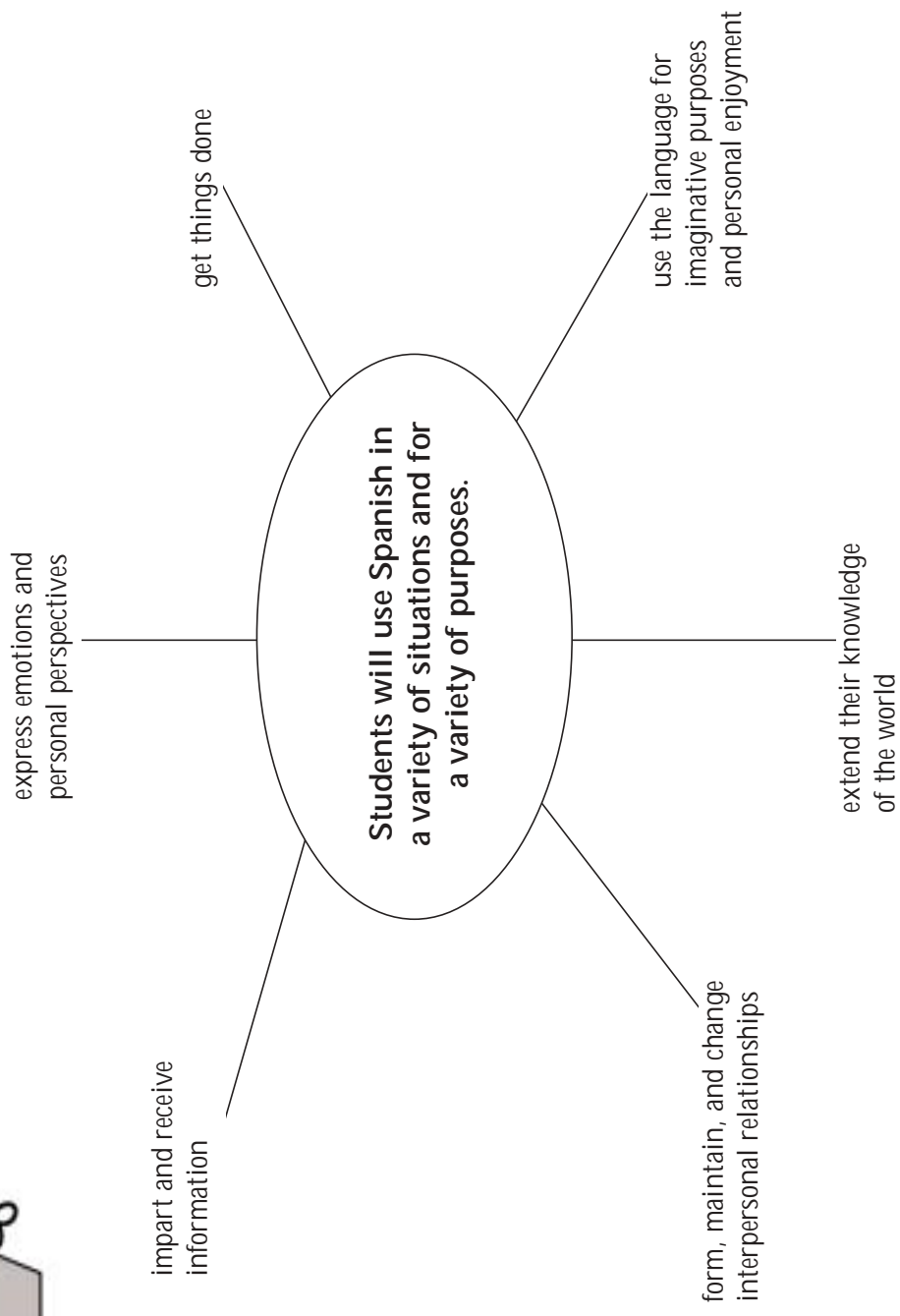
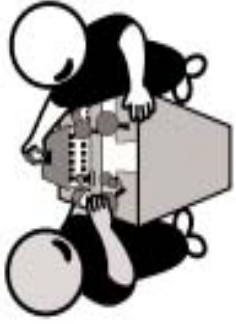

YEAR 5

Applications	3
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APPLICATIONS
YEAR 5



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">❖ share facts about events that took place in the past or that may take place in the future <p>1.2 express emotions and perspectives</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences</i></p> <ul style="list-style-type: none">❖ inquire about and express probability and certainty	<p>➤ Have students work in groups of four. Provide each group with a different article on the same topic written in Spanish from magazines, newspapers, radio or TV programs, or documentaries. Have each group generate four questions based on key information. Then have students regroup so that each member of the group has a different article, with four questions (Jigsaw). Have students then pool their information and ask each other the generated questions in order to get a complete picture of the topic.</p> <p>➤ Construct an anticipation guide that consists of three to eight short statements that reflect major ideas around the themes of the media and its impact or around a current event. Present the statements to the students and ask them to either agree or disagree, justifying their choice based on their current information or knowledge. Have students read, view, or listen to the materials on the topics of the impact of the media or a current event. Then have students return to their anticipation guides to determine whether their thinking has altered by the exposure to the new content, and to identify ideas that have been confirmed (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 6 – 11).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students work with magazine or newspaper articles, look for evidence that they are able to ask appropriate questions to find key information.

Language Use Strategies Outcomes:

- predict meaning by interpreting graphics and pictures
- locate familiar words/focus on key words
- use the context to support inferences about the information
- focus on finding the key information they need

¡En español! 2
 Etapa 3
 p. 71A Teacher’s Resource
 p. 71 Student’s Book

¡Buen Viaje! 3
 Sección periodismo

- When students work with anticipation guides, look for evidence that they are able to
 - express an opinion/preference using support data/justification
 - use information found in materials which they have viewed or listened to in order to support/refute opinions
 - speak with comfort and confidence about opinions and preferences (language competence, interactive fluency)

¡Buen Viaje! 3
 Capítulo 2, pp. 80–83
 Capítulo 5
 Sección periodismo
 Capítulo 7
 Sección periodismo



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.2 express emotions and perspectives (continued)</p> <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none">❖ express emotions and feelings in formal situations (e.g., make a complaint in a store, restaurant)	<ul style="list-style-type: none">➤ Display several paintings from the Spanish-speaking world. Encourage student to identify feelings the paintings evoke, giving reasons for these responses.
<p>1.3 get things done</p> <p>1.3.1 <i>Guide Actions of Others</i></p> <ul style="list-style-type: none">❖ make and respond to suggestions or requests in formal situations (e.g., in a public library, post office, travel agency)	<ul style="list-style-type: none">➤ Have students role-play several situations related to travel (e.g., booking a trip at the travel agency, ordering in a restaurant, booking a room in a hotel, etc.).



SUGGESTIONS FOR ASSESSMENT

- When students express feelings evoked by paintings, look for evidence that they are able to
 - provide a relevant overall impression or interpretation
 - offer a personal perspective or reaction
 - make connections with other experiences

SUGGESTED LEARNING RESOURCES

¡En español 2
 Etapa 2
 Chicago' pp. 50, 53, 66, 67

¡En español 3
 Unidad 3, Etapa 2
 pp. 212, 213

¡En español! 2
 Video
 En Colores: El arte latino de Chicago

¡Dime! Pasaporte al mundo 21
 Unidad 2, Lección 1
 pp. 90,91
 Unidad 2, Lección 2
 pp. 100–106

¡Dime! Uno
 Unidad 6, Lección 2
 p. 287
 Unidad 6, Lección 3
 pp. 300, 301

¡Buen Viaje! 2
 Capítulo 13, pp. 390, 391



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.3 get things done (continued)</p> <p>1.3.2 <i>State Personal Actions</i></p> <ul style="list-style-type: none">❖ accept or decline an offer or invitation with explanations	<ul style="list-style-type: none">➤ Provide students with a model dialogue in which someone is inviting someone else to do an activity during a trip to a Spanish-speaking country.
<p>1.3.3 <i>Manage Group Actions</i></p> <ul style="list-style-type: none">❖ paraphrase, elaborate on, and clarify another member's contribution	<ul style="list-style-type: none">➤ Have students prepare questions of classmates about their dream trip destination or itinerary. Students ask these questions and provide responses to elaborate and clarify information provided in the itineraries and visual interpretations of dream trips. Have the class then select one travel destination, based on visual interpretations and possible itineraries of dream trips provided.



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

- When students question classmates about visual interpretation and itinerary, look for evidence that they
 - ask pertinent questions to clarify and obtain additional information
 - add relevant comments to enhance information

Planet@ 2
Tema 3



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.4 extend their knowledge of the world</p> <p>1.4.1 <i>Discover and Explore</i></p> <ul style="list-style-type: none">❖ explore and express the meaning of what they are doing (e.g., what they will learn from a particular activity) <p>1.4.2 <i>Gather and Organize Information</i></p> <ul style="list-style-type: none">❖ gather information, using a prepared format (e.g., interview people, using prepared questions)	<p>➤ Have students read a legend in Spanish (e.g., “<i>La tortuga y la liebre</i>”). Then have students compare this legend to the English version or try to find an equivalent in the Canadian context. Discuss with students the relevance of the legend in the present time, making connections between the legend and present day life.</p> <p>➤ Divide the class into groups and give each group a different section of the same magazine article. Have each group analyze and paraphrase its section. Then ask students to form new groups to share the main ideas of all sections and arrange them in logical sequences. Have these groups represent their collaborative understanding of the article in series of cartoon panels or illustrations (BC <i>Resource Package</i>, 38).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students read and discuss legends, look for evidence that they are able to
 - offer a personal perspective or reaction when making connections with present day life
 - provide the main ideas of both legends
 - provide a relevant interpretation of the common meaning of the legend

- When students work in groups with magazine articles, look for evidence that they
 - ask appropriate questions to find information and details needed
 - focus on key words and phrases
 - make logical inferences based on language/vocabulary used to organize the article into logical sequence

¡En español! 2
 Unidad 2, Etapa 3
 pp. 116, 117
 El monte de nuestro Alimento

¡En español! 2
 Unidad 5, Etapa 3
 pp. 376, 377
 La cascade de la novia
 <www.andaluciaglobal.com>

¡Buen Viaje! 1A
 pp. 228, 233

¡Buen Viaje! 1B
 pp. 448–453

¡Buen Viaje! 2
 pp. 440, 441

¡Dime! Dos



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 (continued)</i></p> <ul style="list-style-type: none">❖ gather information, using a prepared format (e.g., interview people, using prepared questions) <p>1.4.3 <i>Solve Problems</i></p> <ul style="list-style-type: none">❖ use information collected from various sources to solve problems <p>1.4.4 <i>Explore Opinions and Values</i></p> <ul style="list-style-type: none">❖ distinguish fact from opinion	<p>➤ Invite each student to choose an article from a magazine, newspaper, or the Internet and to note interesting facts. Students prepare a simple summary of the article, using the following basic rules of summarization:</p> <ol style="list-style-type: none">1. Delete trivial and repetitious information.2. Collapse lists—group them into broader categories.3. Use the topic sentence.4. Integrate information—use key ideas and topic sentences to write a summary. <p>Have students present their findings to the class or small groups. As a follow-up, students could write or email letters to the editor (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 6 – 80).</p> <p>➤ Present a situation from world/current events (e.g., conflicts between countries, sports matters, etc.). In groups of three, have students elaborate three possible solutions. Discuss solutions with the class and together choose the three best possible solutions.</p> <p>➤ Using the Internet or actual newspapers, have students compare the press in North America and Spanish-speaking countries (e.g., differences in characteristics, content, coverage of world events).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare summaries of articles, provide students with a checklist based on the rules of summarization provided. Look for evidence that, in the summary, students are able to
 - identify the topic sentence
 - focus on key words and phrases
 - include only relevant information, without trivial and repetitious information
 - present summaries clearly, with generally accurate pronunciation and intonation (language competence, attend to form)

- When students work in groups to find solutions to situations in world/current events, look for evidence that students
 - suggest solutions that are logical and relate to the problem
 - allow each student to provide possible solutions

- When students compare the press in North America and in Spanish-speaking countries, look for evidence that they
 - give specific examples of differences in characteristics, content, and coverage of world events
 - suggest possible reasons for differences

¡Buen Viaje! 3
Sección periodismo

Planet@ 4
Tema 2, p. 46



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<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 and express humour (e.g., learn and perform songs, dances, short plays) <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., create a multimedia presentation on a familiar topic)	<p>➤ Present students with several editorial cartoons. In groups or in pairs, have students interpret the cartoons. Discuss the interpretations with the class and establish some of the main characteristics of editorial cartoons. Have students then draw an editorial cartoon related to a current event and present their cartoon to the class.</p> <p>➤ Have students read simple myths or legends from the Spanish-speaking world and present them through media of their choice (e.g., skits, puppet shows) (<i>BC Resource Package</i>, 48).</p> <p>(See Ideas for Exhibitions and Projects in Classroom Assessment, pp. 24–25.)</p>



SUGGESTIONS FOR ASSESSMENT

- When students interpret and the create their own editorial cartoons, look for evidence that students are able to
 - identify the current event to which the cartoon refers
 - identify the main characteristics as well as the element of humour in editorial cartoons
 - explain any cultural references in the cartoon
 - use knowledge of characteristics of an editorial cartoon to create their own humorous cartoon (language competence, discourse)

- Work with students to develop criteria for their dramatic presentations of myths or legends from Spanish-speaking regions. Criteria might include the following:
 - develops a clear feeling, theme, or message that is consistent with the original
 - sequences events to create a coherent story
 - reflect key qualities of the characters
 - incorporates conventions and traditions
 - uses interesting and unusual detail to create a unique perspective or interpretation that engages the audience

SUGGESTED LEARNING RESOURCES

- ¡En español! 3*
Unidad 1, Etapa 3
pp. 76,77
- ¡Dime! Pasaporte al mundo 21*
pp. 392, 393
-
- ¡Dime! Dos*
Sección: Cultura
All units
- ¡Dime! Pasaporte al mundo 21*
Unidad 5, Lección 1
pp. 221-227
Unidad 7, Lección 1
pp. 329-335
- ¡Buen Viaje! 1A*
pp. 228-233
- ¡Buen Viaje! 1B*
pp. 448-453
- ¡Buen Viaje! 2*
pp. 440, 441
- Planet@ 3*
Tema 5
pp. 136-137



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., use the Internet to explore the culture being studied)	<p>➤ Have students watch a movie or cartoon of their choice in Spanish and encourage them to express their impressions of it.</p>
<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">❖ give and respond to compliments, and explain actions	<p>➤ Have students work in pairs in order to read a news article. Have students then determine how they could best communicate the information found in the article to another pair. Students then move into groups of four, with each pair presenting the information found in their news article in a unique way. Have students then discuss the strengths of another pair's presentation, using appropriate compliments.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students watch a Spanish movie or cartoon, look for evidence that they show interest and listen actively.

¡En español! 3
 Unidad 5, Etapa 3
 pp. 380, 381
 En colores
 Tres directores

¡Dime! Pasaporte al mundo 21
 Unidad 8, Lección 1
 pp. 392–393

- When students work in pairs and then in groups of four to interpret information about a news article, look for evidence that they are able to
 - interpret information in article accurately
 - present information to another pair effectively: gestures used, expression used, message clear
 - use appropriate vocabulary to express compliments and strengths of presentations

¡En español! 2
 p. 71

¡Buen Viaje! 3
 Sección periodismo

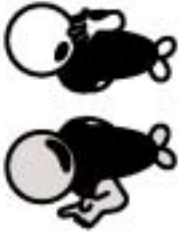
Planet@ 4
 Tema 2
 p. 46



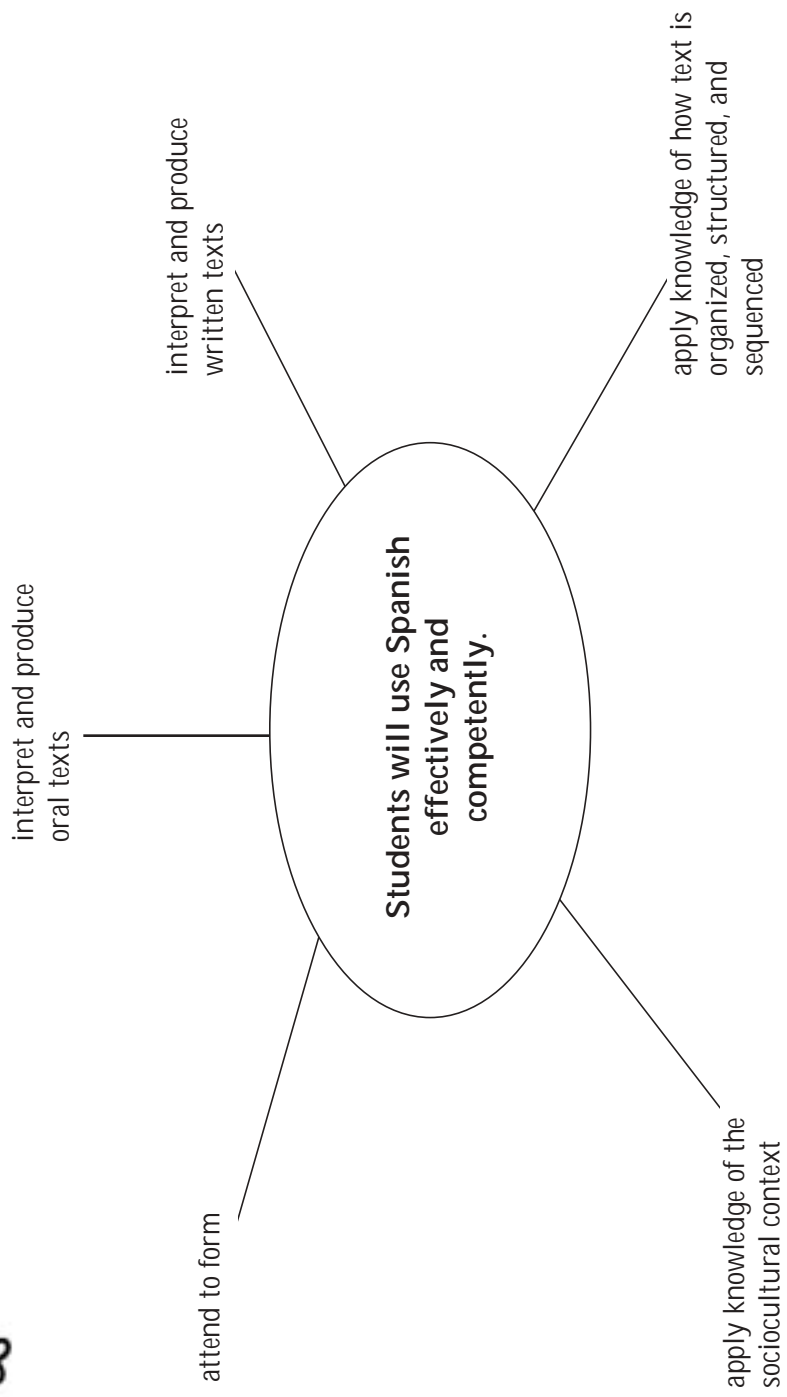
Notes

*LANGUAGE
COMPETENCE
YEAR 5*





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">❖ use intonation, stress, and rhythm appropriately in familiar situations <p>2.1.2 <i>Orthography</i></p> <ul style="list-style-type: none">❖ use basic mechanical conventions (e.g., capitalization, punctuation)❖ use basic spelling patterns in writing unfamiliar words and phrases	<p>➤ Have students recite poems or tongue twisters in order to practice the production of essential sounds, stress, rhythm, and intonation patterns of Spanish.</p> <p>➤ Have students independently edit and peer edit their work.</p>



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 II and III
Planet@ 3 and 4
Sección: Ruta literaria



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">— fine arts— legends and myths— communications technology and media<ul style="list-style-type: none">✓ power and impact of media and advertising— travel— world/current events<ul style="list-style-type: none">✓ differences in media coverage of events in different nations❖ use a small range of vocabulary to convey shades of meaning

SUGGESTIONS FOR INSTRUCTION



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

USO interactivo del vocabulario

Imágenes de España

Material de prácticas

Imágenes de América Latina

Material de prácticas

Rosetta Stone II and III



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">— future tense— conditional mood— subjunctive mood— present subjunctive:<ul style="list-style-type: none">✓ to express wishes and hope: <i>Ojalá que ..., quiero que</i>✓ to express emotion: <i>alegrarse, sentir ...</i>✓ to express persuasion: <i>aconsejar, decir, desear, pedir</i>✓ after impersonal expressions: <i>es una lástima que ..., es necesario que ...</i>✓ after <i>cuando</i> and <i>aunque</i>✓ to express doubt— gerund with imperfect of <i>estar</i>— impersonal verb form with <i>se</i>	<p>Modelled Situations: This term is used to describe learning situations where a model of specific grammatical elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the grammatical elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.</p> <p>Example of a modelled situation:</p> <p>In preparation for a group project, students will keep a journal of their daily activities for a week. Students practise the structure “<i>tener que + infinitive</i>” using the sentence patterns provided. Each student asks five classmates, <i>¿Qué tienes que hacer después de clases hoy?</i> Students answer saying, <i>Tengo que . . .</i>, with an infinitive of their choice. Each person then summarizes the results of their mini survey, <i>Tres estudiantes tienen que estudiar</i>, and so on.</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

Colección tiempo: Para conjugar
Rosetta Stone II and III



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">— possessive pronouns: <i>mío, tuyo, suyo, míos, tuyos, suyos</i>— indirect object pronouns— double object pronouns— preterite tense (irregular verbs)— imperfect tense— preterite tense vs. imperfect tense— comparative, superlative, and diminutive	<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**

Colección tiempo: Para conjugar
Rosetta Stone II and III



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">— 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>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**

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 a variety of short texts on unfamiliar topics in guided situations <p><i>2.2.2 Oral Production</i></p> <ul style="list-style-type: none">❖ produce a variety of short, simple texts in guided and unguided situations	<ul style="list-style-type: none">➤ Have students listen to a radio ad or view a TV ad. In pairs or in small groups, have students identify the product, some details about the product, the slogan, and the target audience.➤ Show students a Spanish commercial, cutting off the message at the end of the commercial. Students must then guess what the message is, based on what they saw and heard in the first part of the message. Discuss students' ideas for the message and then play the whole commercial.➤ On a monthly basis, assign students in groups to take turns presenting a classroom bulletin board that focuses on the Spanish-speaking world. Suggest that groups display short newspaper and magazine articles that they collect. At the end of each month, have the assigned group present an oral synopsis of the posted items (<i>BC Resource Package</i>, 340).➤ On a monthly or weekly basis, assign students in groups one section of the newspaper (e.g., front page, arts and entertainment, etc.). Suggest that students collect samples from Spanish newspapers that represent the section that they have been assigned and then have them give an oral summary of the characteristics of that section and the information found.



SUGGESTIONS FOR ASSESSMENT

- When students view Spanish commercials, look for evidence that they
 - identify the message
 - have used specific details in their interpretation
 - are open to considering a variety of views and interpretations

- Establish expectations and criteria for bulletin-board displays and synopses through discussion with students. Criteria might include the following:
 - synopses are accurate, focus on key events or stories, and include interesting details to support the main point
 - information comes from a variety of sources
 - display is organized around a common theme (main point)
 - a variety of topics and Spanish-speaking cultures are included

SUGGESTED LEARNING RESOURCES

Colección tiempo: Para comprender

¡En español! 2
Unidad 1, Etapa 3

¡Buen Viaje! 3
Capítulo 5
p. 223



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 simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary	<ul style="list-style-type: none">➤ Have students role-play a situation that involves preparation for a travel destination (e.g., call a travel agent for travel arrangements, arrival at the airport and interaction with the ticket agent and/or customs official, on the plane, arrival at the hotel).
<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 a variety of short texts on unfamiliar topics in guided situations	<ul style="list-style-type: none">➤ Select a legend or myth that has three or four logical stopping points in the story. Have students examine the title, author, and illustrations. Ask students questions to develop predictions about the characters, setting, and plot. Using a Before-During-After Reading Map, record, students' predictions beside B under each of the story elements. Have students read the first segment of the story silently to check predictions. Discuss with students whether or not their predictions were correct and ask them to make predictions about the next segment of reading. Record these predictions in the D (during) section of the map. Continue the predicting-reading-proving cycle until the selection is completed. Record any new information in the A section of the map (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Strategies – 146–147).



SUGGESTIONS FOR ASSESSMENT

- As students prepare role plays, discuss assessment criteria with students before they begin. Criteria might include the following:
 - students keep interaction going
 - students are able to handle unexpected events by using short pauses to plan what to say
 - students are able to identify breakdowns in communication and find ways to get meaning across
 - meaning is clear
 - appropriate details are included in questions and answers
 - gestures and body language support communication (strategies)
 - pronunciation and intonation are generally accurate (language competence, attend to form)

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

- As students use the Before-During-After Reading Map for the reading of legends or myths, look for evidence that students are able to
 - identify the key elements of the story
 - focus on key words, phrases, and ideas
 - make logical inferences based on the title, author, and illustrations (strategies)

Have students retell the story in written or oral form.

SUGGESTED LEARNING RESOURCES

- ¡Buen Viaje! 2*
Capítulo 1, 6, 7
- ¡Buen Viaje! 3*
Capítulo 1
- Primer plano 2*
Episodios 1 y 2
- Planet@ 2*
Tema 3

- ¡En español! 3*
Unidad 6, Etapa 1
pp. 390–411
- ¡En español! 2*
Unidad 2, Etapa 2
pp. 116, 117
Unidad 5, Etapa 3
pp. 376, 377
- Hadaluna Lee
<www.andaluciagobal.com>
- Planet@ 3 and 4*
Sección: Ruta literaria



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 interpret and produce written texts (continued)</p> <p>2.3.1 <i>Written Interpretation (continued)</i></p> <ul style="list-style-type: none">❖ understand a variety of short texts on unfamiliar topics in guided situations <p>2.3.2 <i>Written Production</i></p> <ul style="list-style-type: none">❖ produce a variety of short, simple texts in guided and unguided situations	<ul style="list-style-type: none">➤ Have students read a review of a movie, TV show, performance, or music CD. Students must identify the main points of the review, as well as some supporting details. ➤ Provide students with examples of Spanish legends and myths. Read these together or in groups, with students taking turns to read out loud. Discuss and reflect on the story, characters, and author’s intent or theme. Have groups choose a legend/myth and rewrite it into a script. Students then present the script in Reader’s Theatre style, using voice projection, intonation, vocal and facial expression, and gestures. Note that in Reader’s Theatre narrators often stand and characters sit.



SUGGESTIONS FOR ASSESSMENT

- As students work with reviews, look for evidence that they are able to
 - identify the main points
 - provide details
 - use cognates and contextual clues to derive meaning

- When students prepare and present a script of a Spanish legend or myth in Reader’s Theatre style, discuss assessment criteria with students before they begin. Criteria might include the following:
 - main ideas and supporting details are evident in storyline
 - appropriate vocal and facial expressions as well as gestures are used (strategies)

Language Competence Outcomes:

 - appropriate language structures and verb tenses are used
 - voice is projected with appropriate intonation
 - pronunciation is generally accurate

SUGGESTED LEARNING RESOURCES

¡En español! 3
 Unidad 5
 pp. 386, 387

¡Buen Viaje! 1A
 pp. 228–233

¡Buen Viaje! 1B
 pp. 448–453

¡Buen Viaje! 2
 pp. 440, 441

Planet@ 2 and 3
 Sección: Ruta literaria



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare a magazine, newsletter, or newspaper, discuss assessment criteria with students before they begin. Criteria might include the following:
 - thoughts, ideas, and feelings are clearly communicated
 - a front page or cover page tells what the document is about
 - visuals support the ideas in the articles
 - accurate and detailed information supports the main point

Language Competence, Attend to Form Outcomes:

- language structures and verb tenses are used appropriately
- spelling is correct
- punctuation is correct

- When students analyze Spanish-language cartoons or comic strips, look for evidence that they are able to interpret the visual to derive additional meaning.

- When students view Spanish commercials, look for evidence that they
 - use visual clues to help identify purpose, intended audience, and message
 - focus on key vocabulary and expressions to help identify purpose, intended audience, and message

¡Buen Viaje! 3
 Capítulo 5
 p. 223

¡Buen Viaje! 3
 Sección periodismo
 Todos los capítulos

¡En español! 2
 Unidad 1



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 506 348">2.3 interpret and produce written texts (continued)</p> <p data-bbox="103 369 357 403">2.3.4 <i>Representation</i></p> <ul data-bbox="175 428 555 600" style="list-style-type: none">❖ express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	<ul data-bbox="604 428 1403 1822" style="list-style-type: none">➤ Have students use a selection of age-appropriate Spanish-language resources (e.g., magazine articles, videos, Internet) to research a topic (e.g., fashion, sport, music). Form groups and ask each group to create and present a visual display (e.g., collage, chart, poster, brochure, mobile) based on the research (BC <i>Resource Package</i>, 22). ➤ Ask each student to choose and practise a simple Spanish poem and to create a visual that represents the work’s main ideas. Students can then read their poems and present their creative works to the class (BC <i>Resource Package</i>, 48). ➤ Have each student select a short article from a newspaper in Spanish, identify three interesting facts in it, and report them to the class. Ask students to present their information in visual formats, with some key words in Spanish added, or exchange visual displays and articles with classmates (BC <i>Resource Package</i>, 30).



SUGGESTIONS FOR ASSESSMENT

- When students create visual displays after exploring articles and reference materials, look for evidence that they are able to
 - communicate thoughts, ideas, and feelings clearly
 - represent the main topics and information accurately
 - include key words or phrases as labels
 - identify their intended audience
 - identify their purpose (what they are trying to communicate)
 - use a variety of visual media
 - work in unguided situations

- When students work with newspaper articles and convey interesting facts to the class, look for evidence that they are able to
 - communicate thoughts, ideas, and feelings clearly
 - use key words and phrases

SUGGESTED LEARNING RESOURCES

- ¡En español! 2*
pp. 448, 449
- ¡En español! 2*
Unidad 1, Etapa 3
- ¡En español! 3*
Unidad 3, Etapa 1
pp. 190, 191
Unidad 3, Etapa 3
pp. 234, 235
- ¡Dime! Dos*
Unidad 1, Lección 2
p. 35
Unidad 3, Lección 2
p. 147
Unidad 8, Lección 3
pp. 437–441
- ¡Buen Viaje! 3*
Capítulo 1, pp. 44–51
Capítulo 2, pp. 92–95
Capítulo 3, pp. 140–144
Capítulo 4, pp. 194–199
Capítulo 5, pp. 236–243
Capítulo 8, pp. 395–407
- Planet@ 2 and 3*
Sección: Ruta literaria



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">❖ use suitable, simple formal language in a variety of contexts	<ul style="list-style-type: none">➤ Provide students with examples of letters or postcards that were written to describe experiences during travel to various destinations. Discuss with students the type of language used in a familiar writing context such as a postcard. Identify specific vocabulary, language structures, etc. that correspond to a formal or informal register. Have students write a letter or a postcard to a friend, teacher, or family member. The letter or postcard would describe the student’s experiences during a trip to a Spanish-speaking country.➤ Form groups and provide each group with a different Letter to the Editor. Have students read the letter together, examining the organization, sentence structure, and vocabulary used in such a letter. Discuss the audience and purpose of a Letter to the Editor and establish the relationship between the audience, purpose, and language. Have students then write a Letter to the Editor on a current issue that interests them.
<p>2.4.2 <i>Idiomatic Expressions</i></p> <ul style="list-style-type: none">❖ examine the role of idiomatic expressions in culture	<ul style="list-style-type: none">➤ Have students view Spanish commercials and have students work in small groups to identify popular, contemporary expressions (e.g., “Got Milk?”—English).



SUGGESTIONS FOR ASSESSMENT

- Work with students to develop a checklist they can use for self and peer assessment of their letters or postcards. The checklist might include items such as the following:
 - vocabulary and sentence structure suit audience and purpose
 - greeting and closing suit audience and purpose
 - meaning is clear
 - punctuation is correct (language competence, attend to form)
 - spelling is correct (language competence, attend to form)

(See criteria for written material assessment in Classroom Assessment, p. 12.)

- Work with students to develop a checklist they can use for self and peer assessment of their Letter to the Editor. The checklist might include items such as the following:
 - audience and purpose are clear
 - sentence structure and vocabulary are appropriate to audience and purpose
 - organization and form is appropriate to a Letter to the Editor
 - formal register is used
 - punctuation is correct (language competence, attend to form)
 - spelling is correct (language competence, attend to form)

- When students watch Spanish commercials, look for evidence that they are able to
 - identify key vocabulary in order to decipher/ understand idiomatic expressions
 - use visual clues to help provide context

SUGGESTED LEARNING RESOURCES

¡En español! 2
 Unidad 3, Etapa 2
 pp. 213, 214

¡Dime! Dos
 Unidad 8, Lección 3
 pp. 428–430

Internet

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



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 500 386">2.4 apply knowledge of the sociocultural context (continued)</p> <p data-bbox="103 407 461 441">2.4.3 <i>Variations in Language</i></p> <ul data-bbox="175 462 516 533" style="list-style-type: none">❖ experiment with some variations in language <p data-bbox="103 785 409 819">2.4.4 <i>Social Conventions</i></p> <ul data-bbox="175 840 503 1016" style="list-style-type: none">❖ interpret and use a variety of formal and informal social conventions, with guidance <p data-bbox="103 1197 513 1230">2.4.5 <i>Non-verbal Communication</i></p> <ul data-bbox="175 1251 500 1394" style="list-style-type: none">❖ interpret and use a variety of non-verbal behaviours with guidance	<ul data-bbox="607 462 1422 1394" style="list-style-type: none">➤ Have students view a portion of a taped news broadcast (e.g., CNN <i>en español</i>) featuring interviews with ordinary people. Have students identify variations in language (e.g., differences in vocabulary and pronunciation used by the newscaster and by people interviewed). Have students prepare an interview in which they incorporate some identified differences in language. ➤ Have students work in small groups and create skits in which they have to use varying social conventions (e.g., addressing customs officer or a friend during a trip). ➤ Show students clip of a video/film. Ask students to note gestures that are similar and different from gestures of North American culture. Suggest that students try to incorporate gestures into their skits.



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ When students view a newscast, look for evidence that they are able to</p> <ul style="list-style-type: none"> • identify expressions/vocabulary that vary from one speaker to another • suggest reasons for differences • identify differences in pronunciation or intonation 	<p><i>¡En español! 2</i> Unidad 1 Local TV Channels</p>
<p>➤ When students prepare a skit using varying social conventions, look for evidence that they are able to</p> <ul style="list-style-type: none"> • apply social conventions • use <i>usted</i> or <i>tú</i> appropriately • speak clearly, with appropriate pronunciation and intonation (language competence, attend to form) • use gestures to help support communication (strategies) 	<p><i>¡Dime! Dos</i> Unidad 2, Lección 2 p. 89 Unidad 6, Lección 2 pp. 310, 311 Unidad 8, Lección 2 p. 423 <i>¡Buen Viaje! 2</i> Capítulo 6,7</p>
<p>➤ When students view films, look for evidence that they are able to</p> <ul style="list-style-type: none"> • identify forms of non-verbal communication such as shaking hands, kissing, hugging, gestures • compare findings with their own culture 	<p><i>Senior 1 Spanish: A Course for Distance Learning</i> Diccionario de gestos</p>



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">❖ use a variety of conventions to structure texts (e.g., titles, paragraphs, letter forms)❖ interpret and use references within texts (e.g., pronouns, demonstratives) <p>2.5.2 <i>Text Forms</i></p> <ul style="list-style-type: none">❖ use a variety of familiar text forms and media in their own productions (e.g., recipes, comic strips, letters, radio or television reports, articles, tickets, time tables, itinerary)	<ul style="list-style-type: none">➤ Provide students with segments of a cartoon or legend/myth. Either in pairs or small groups, have students place the text in sequential order. Have students identify the words or expressions that helped them recreate the text in the correct order. As an extension, have students retell the story. ➤ Provide students with a variety of texts on the same topic (e.g., TV, radio, and magazine advertisements, letters to the editor, news articles, political propaganda, etc.). Each group may receive a different type of text. Have each group analyze verb tenses used, connecting words, points of view, target audience, and text organization. Each group presents its findings to the class. Have students then choose one type and produce their own text, using the information presented in class as a guideline. ➤ Have students survey informational text to determine how authors present and organize information. Discuss how authors highlight significant information through the use of typographical features such as bold print, italics, shading, icons, and fonts. Students work in pairs or small groups to create questions using key words which are found in headings, sub-headings, bold print, or italics. Students then read the text in order to answer their questions or the questions of another pair/group (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation, Grade 5 – 234</i>).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students reorganize a cartoon/legend/myth into sequential order, look for evidence that they are able to
 - use visual clues to help create context
 - identify words/expressions that help create sequence
 - retell story, reflecting the main ideas
 - retell the story, using words/expressions that help create sequence (sequential markers)

- As students analyze different types of text, look for evidence that they are able to
 - ask appropriate questions to find the necessary information
 - identify the target audience and purpose of text
 - explain how text is organized and give possible reasons for organization
 - identify verb tenses and connecting words that are common in text

- When students analyze informational texts and prepare questions based on headings, sub-headings, bold print, or italics, look for evidence that students are able to
 - identify typographical features of the text and give possible reasons for their use
 - use key words in headings, etc. in order to create questions
 - find answers to questions with the help of headings, key words, and phrases

¡En español! 2
 Unidad 2
 pp. 168, 169
 <www.turning-pages.com/mafalda/>
 <www.quino.com.ar>
¿Qué tal? (Revista)
Planet@ 4
 p. 60
Planet@ 3 and 4
 Sección: Ruta literaria

¡Buen Viaje! 2
 Sección Lecturas Culturales

¡Buen Viaje! 3
 Sección periodismo

¡Dime! Pasaporte al mundo 21
 Section: Ventana al mundo 21

¡Dime! Dos
 Sección: Impacto cultural
 Leamos ahora

¡Dime! Dos
 Unidad 3, Lección 3
 pp. 164, 165

Planet@ 3 and 4
 Sección: Ruta literaria



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 558 386">2.5 apply knowledge of how text is organized, structured, and sequenced (continued)</p> <p data-bbox="103 407 318 438">2.5.2 <i>Text Forms</i></p> <ul data-bbox="175 464 537 741" style="list-style-type: none">❖ use a variety of familiar text forms and media in their own productions (e.g., recipes, comic strips, letters, radio or television reports, articles, tickets, time tables, itinerary) <p data-bbox="103 1073 526 1104">2.5.3 <i>Patterns of Social Interaction</i></p> <ul data-bbox="103 1129 542 1339" style="list-style-type: none">❖ combine simple social interaction patterns to perform transactions and interactions (e.g., invitation-acceptance/refusal with explanation)	<p data-bbox="605 506 1403 783">➤ After having reviewed a variety of newspaper and magazine articles, invite students to create their own article. Have students use a news story planner to help organize their ideas. The planner could include <i>Headline; Lead; Who? What? Where? When? Why? How? Ending; Quotable Quote</i> (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 8 – 286).</p> <p data-bbox="605 1136 1403 1199">➤ Have students prepare a debate or formal discussion on a current event or issue.</p> <p data-bbox="605 1608 1403 1703">➤ Provide students with a scenario and instructions. Have students prepare role plays around travel situations such as haggling to buy something in a market.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students write their own newspaper or magazine article, provide them with a checklist for self and peer assessment. Criteria might include the following:
 - specific purpose and audience are evident
 - headline is evident, clear
 - lead relates to main point and draws reader in
 - 6 W questions provide details to support main point
 - appropriate ending

Language Competence, Attend to Form Outcomes:

- verb tenses are used correctly, agreement of verbs/adjectives is correct
- spelling is correct

- When students prepare a debate, provide students with assessment criteria before they begin. Criteria might include the following:
 - clear message/opinion is given
 - opinions are supported with reasons/proof/details
 - language structures related to giving opinions are used effectively and appropriately (applications)
 - debate conforms to the standard structure

(See an example of debate assessment criteria in Planning, p. 94.)
- When students prepare role plays around travel situations, look for evidence that they are able to use interaction patterns typical for the context.

¡Dime! Dos
Unidad 3, Lección 3
pp. 164, 165

¡En español! 2
Unidad 2, Etapa 2

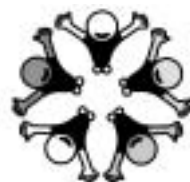
¡Buen Viaje! 2
Sección: Lecturas culturales

Planet@ 4
p. 46



Notes

*GLOBAL
CITIZENSHIP
YEAR 5*



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">❖ make and test hypotheses about Spanish-speaking cultures❖ identify and use a variety of sources of information 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., cultural values, attitudes and interests of people their own age from Spanish-speaking cultures)	<p>➤ Suggest that students work in groups to research famous artists from the Spanish-speaking world, using various sources to gather information (e.g., the Internet, CD-ROMs, books, newspaper and magazine articles). Have students highlight the characteristic styles and the historical contexts that may have influenced these artists. Ask students to collect this information in folders and share it with the class (BC <i>Resource Package</i>, 64).</p> <p>➤ Have students work in groups to report on media from the Spanish-speaking world (radio, TV, newspapers, magazines). Have students examine media reports from several countries on the same event and compare them to see</p> <ul style="list-style-type: none">• what information is included and what is left out• how media techniques are used to give a particular “slant” to a story (e.g., visuals, deadlines, emotionally loaded words, etc.)• what political affiliations might be influencing how the story is told, etc.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Look for evidence that students are able to
 - identify and describe characteristic style or styles
 - identify historical elements that influenced the famous artist
 - explain how the historical elements influenced the life and works of the artist

- As students analyze media from the Spanish-speaking world, look for evidence that students
 - use a variety of sources and understand why this is necessary
 - identify similarities and differences between North American media and Hispanic media
 - identify key characteristics apparent in the media form studied (language competence, discourse)

¡En español! 2
pp. 282, 283

¡En español! 3
Unidad 1, Etapa 3, p. 92

¡Dime! Pasaporte al mundo 21
Unidad 1, Lección 3
Unidad 2, Lección 2
pp. 100, 101

¡Dime! Dos
Unidad 3, Lección 2
pp. 145–147
Unidad 5, Lección 3
pp. 269–273

¡Buen Viaje! 2
Capítulo 13, pp. 390, 391

Planet@ 3 and 4
Sección: Ruta literaria

¡En español! 2
Unidad 1, Etapa 3

¡Dime! Dos
Unidad 3, Lección 1, 2

¡Buen Viaje! 3
Capítulo 5, Periodismo



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">❖ identify different perspectives on Spanish-speaking cultures and speculate on their origins (e.g., stereotypes of Spanish-speaking cultures present in their own community)	<ul style="list-style-type: none">➤ Provide students with examples of advertising from Spanish Internet sites, magazines, and/or TV commercials. In groups of four, have students identify the key meaning and terms for each example. Ask students to use what they know about the culture of the country of origin of the advertisement to interpret its meaning, using both the images and the words. Then ask students to compare their findings with similar advertising in Canada (e.g., clothing, soft drinks, automobiles, etc.). Each group then presents their analysis of the differences/similarities of significant terms in media and advertising between Canada and Spanish-speaking countries.
<p>3.1.4 <i>Diversity of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ identify different perspectives on diverse elements of Spanish-speaking cultures, and speculate on their origins (e.g., stereotypes within Spanish-speaking cultures)	<ul style="list-style-type: none">➤ Have students discuss influence of Spanish-speaking countries on North American music, food, literature, art, and architecture, and in their own community (BC <i>Resource Package</i>, 42).➤ Have students examine a world/current event in a Spanish-speaking country through several sources that represent different points of view and different groups in society.



SUGGESTIONS FOR ASSESSMENT

➤ When students analyze advertising, provide prompts to encourage students to reflect upon the meaning of culturally significant terms or images. Prompts could include the following:

- Key words used are _____
- Examples of the text reflecting the image(s) is _____
- Similarities with Canadian ads are _____
- Differences from Canadian ads are _____

Look for evidence that students are able to interpret the advertisement

- on a literal basis
- using connotations of words
- using images that would be suggestive to native speakers
- using idiomatic expressions

➤ When students discuss influence of Spanish-speaking countries on North American culture, look for evidence that students are able to

- identify elements of Spanish culture in North American culture
- draw a parallel between the two cultures
- understand/show awareness of similarities and differences

SUGGESTED LEARNING RESOURCES

¡En español! 3
p. T48

¡Dime! Dos
Unidad 3, Lección 2
pp. 130, 131, 135–137

¡Buen Viaje! 2
Capítulo 6
pp. 167, 171, 175

¡En español! 2
Unidad 1, pp. 90, 91
Unidad 2, p. 162
Unidad 5, p. 178

¡En español! 3
Unidad 1, Etapa 3, pp. 86, 92
Unidad 5, p.356

¡Dime! Dos
Sección: Impacto cultural
Leamos ahora

¡Buen Viaje! 2
Capítulo 2, 10

Imágenes de España
Imágenes de América Latina
Planet@ 3 and 4



PRESCRIBED OUTCOMES
<p>3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</p> <p>3.1.5 <i>Value Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ examine their own perception of the language and culture, including stereotypes

SUGGESTIONS FOR INSTRUCTION

- Invite students to use maps and other relevant sources to identify the impact of Spanish exploration and immigration in North America. Then have them each select a topic for further research (e.g., food, religion, architecture). Encourage students to interview people who have travelled to this part of North America or to contact travel agents to gather information that would add to their presentations. Have students present reports in a variety of media and formats (BC *Resource Package*, 66).

- Brainstorm with the class a list of famous Spanish-speaking people (e.g. activists, athletes, artists, writers, etc.) and ask each student to select one person to research and then report to the class (BC *Resource Package*, 74).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students investigate and report on aspects of early Spanish exploration and immigration in North America, discuss assessment criteria before they begin their projects. Assessment criteria might include the following:
 - offers some insight and thoughtful speculation about contributions of Spanish-speaking cultures
 - bases conclusions and generalizations about contributions logically on the information presented
 - takes an open and objective stance that suggests respect for diversity
 - shows awareness of the complexity of cultural impact (e.g., avoids stereotyping)
 - provides thorough, relevant details and examples to add interest and illustrate key points

- Before students prepare reports on the contributions of Spanish-speaking individuals to their own countries and the world, discuss criteria such as the following:
 - focuses on the individual's accomplishments and contributions
 - shows insight into the context and importance of the contribution
 - information is accurate
 - uses relevant visual materials, music, or other features to elaborate the topic

- ¡En español! 3*
 Unidad 1, Etapa 1
 pp. 46, 47
- ¡Dime! Pasaporte al mundo 21*
 Sección: Del pasado al presente
- ¡Dime! Dos*
 Sección: Impacto cultural
- ¡Buen Viaje! 3*
 Capítulo 5, 8
- Imágenes de España*
Imágenes de América Latina
-
- ¡Dime! Pasaporte al mundo 21*
 Sección: Gente del mundo 21
- ¡Buen Viaje! 2, 3*
 Sección Literatura
- Imágenes de España*
Imágenes de América Latina



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 aspects of their personal style in both speech and writing <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none">❖ describe ways languages evolve over time and the reasons for their evolution <p>3.2.3 <i>Awareness of Own Culture</i></p> <ul style="list-style-type: none">❖ identify some of the past and present relationships between Spanish-speaking cultures being studied and their own (e.g., immigration, war) <p>3.2.4 <i>General Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that different cultures may have different interpretations of texts, cultural practices, or products	<p>➤ Have students work in groups to analyze Spanish texts from media. Have them look for cognates, verb structures, proverbs, and idioms. Then have students make comparisons to their first language as well as to their own personal speaking and writing style.</p> <p>➤ 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.</p> <p>➤ Brainstorm with students a variety of elements that help define culture (e.g., clothing, sports, music, recreational activities, education, government, etc.). Have students work in small groups and choose one element of culture. Students identify ways in which their own culture and Spanish-speaking cultures are similar, based on their own knowledge and experience. Have students then research the cultural element they have chosen in order to support or refute their ideas.</p> <p>Students present their information in a visual and oral format, specifically identifying ways in which their own culture and Spanish-speaking cultures are similar.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students analyze a variety of texts from the media, look for evidence that they are able to
 - identify cognates and common verb tenses used
 - make inferences about the meaning of idiomatic expression and/or proverbs
 - identify differences and similarities with the language of media in their own language

- When students analyze texts in old and modern Spanish, look for evidence that they are able to describe some key differences between the two versions.

- When students examine one element of culture in detail, discuss assessment criteria before they begin. Criteria might include the following:
 - similarities with own culture clearly identified
 - respect for diversity and differences in customs is evident
 - accurate and detailed information presented
 - information presented in an interesting/original manner
 - pronunciation and intonation are generally accurate (language competence, attend to form)

¡En español! 2
Unidad 1, Etapa 3

Planet@ 3 and 4
Sección: Glosario

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

¡Dime! Uno
Unidad 5, Lección 2

¡Dime! Dos
Unidad 1, Lección 2
Unidad 2, Lección 2
Unidad 8, Lección 1

¡Buen Viaje! 2, 3



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION												
<p>3.2 affirm diversity (continued)</p> <p>3.2.5 <i>Value Diversity</i></p> <ul style="list-style-type: none">❖ recognize and acknowledge the value of different perspectives <p>3.2.6 <i>Intercultural Skills</i></p> <ul style="list-style-type: none">❖ recognize stereotypical thinking	<p>➤ Have students research national heroes, writers, sports people, politicians, and/or artists. Have students identify their specific contributions to global society (e.g., Diego Rivera—Mexico, Salvador Dali—Spain, etc.).</p> <p>➤ Engage students in a brainstorming activity in which they identify words that they associate with or feel describe the people and their culture. For example:</p> <table data-bbox="698 997 1169 1260"><thead><tr><th>Mexicans</th><th>Canadians</th></tr></thead><tbody><tr><td><i>bajos</i></td><td><i>altos</i></td></tr><tr><td><i>morenos</i></td><td><i>rubios</i></td></tr><tr><td><i>amigables</i></td><td><i>muy amigables</i></td></tr><tr><td><i>prejuiciosos</i></td><td><i>indecisos</i></td></tr><tr><td><i>lentos</i></td><td><i>apurados</i></td></tr></tbody></table> <p>Have students discuss whether these are accurate descriptions or reflect stereotypes.</p>	Mexicans	Canadians	<i>bajos</i>	<i>altos</i>	<i>morenos</i>	<i>rubios</i>	<i>amigables</i>	<i>muy amigables</i>	<i>prejuiciosos</i>	<i>indecisos</i>	<i>lentos</i>	<i>apurados</i>
Mexicans	Canadians												
<i>bajos</i>	<i>altos</i>												
<i>morenos</i>	<i>rubios</i>												
<i>amigables</i>	<i>muy amigables</i>												
<i>prejuiciosos</i>	<i>indecisos</i>												
<i>lentos</i>	<i>apurados</i>												



SUGGESTIONS FOR ASSESSMENT

- When students research a specific Spanish-speaking figure and present his/her contributions to society, discuss criteria with students before they begin. Criteria might include the following:
 - individual's contributions to global society clearly identified
 - accurate and detailed information presented
 - appropriate vocabulary, verb tenses, and language structures used (language competence, attend to form)

- Observe students as they participate in the classroom. Identify which students are able to see the influences of stereotypes in the list created.

SUGGESTED LEARNING RESOURCES

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

¡Buen Viaje! 2, 3

Imágenes de España

Imágenes de América Latina

Planet@ 3 and 4



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<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">❖ explore personal reasons for learning Spanish <p>3.3.2 <i>Cultural and Linguistic Diversity</i></p> <ul style="list-style-type: none">❖ explore personal reasons for learning additional languages and experiencing other cultures	<ul style="list-style-type: none">➤ Have students brainstorm professions, jobs, or activities in Canada for which a knowledge of Spanish would be relevant or useful. Following the brainstorming activity, in small groups, have students discuss their personal reasons for studying Spanish. ➤ Discuss with students ways in which they can use another language in the global marketplace. Examples might include telephone conversations, meetings, email, fax, etc. Provide students with opportunities to simulate business situations in which a second language would be necessary. Alternatively, have students make connections with world businesses via the Internet in order to apply their knowledge of a another language in a real setting.



SUGGESTIONS FOR ASSESSMENT

- Create an oral observation rubric appropriate for this task and record your assessment of individual students.
(See examples of oral observation criteria in Classroom Assessment, pp. 11 and 14.)

- Create an oral observation rubric appropriate for this task and record your assessment of individual students.
(See examples of oral observation criteria in Classroom Assessment, pp. 11 and 14.)

SUGGESTED LEARNING RESOURCES

¡En español! 2
Unidad 6, Etapa 1

¡Dime! Dos
Unidad 7, Lección 2, 3

Planet@ 3
Tema 1
Órbita 2
pp. 25–31



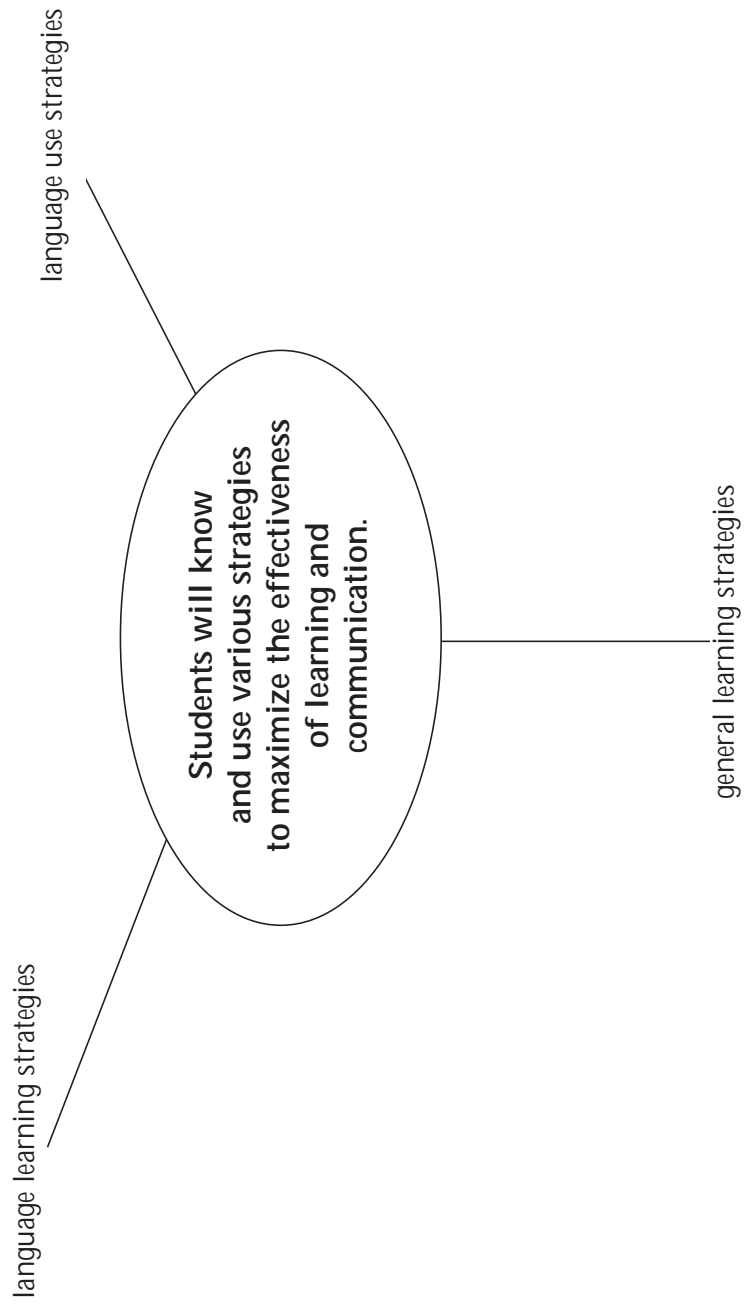
Notes

STRATEGIES
YEAR 5





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 appropriate cognitive strategies to enhance language learning in a variety of situations (e.g., use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember; find information using reference materials such as dictionaries, textbooks, and grammar references) <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ select and use appropriate metacognitive strategies to enhance language learning in a variety of situations (e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements)	<p>➤ Before beginning a project, provide students with the opportunity to examine different reference materials. Have students work in groups. Provide each group with a different source of information to work with (e.g., dictionaries, textbooks, grammars, computer programs, etc.).</p> <p>Have each group respond to specific questions about the reference material to help students focus on the particular uses of the material. Then have each group prepare a poster which outlines the organization/specific uses of the reference material with which they worked. Students then report their findings to the class.</p> <p>➤ Provide students with a checklist of language acquisition strategies. Have students check the ones they have used and identify those they have found particularly useful (e.g., use visual clues to create context, listen for key words in a dialogue/conversation, watch gestures and body language to help decipher meaning, illustrate new vocabulary in a personal dictionary, use acronyms to help remember specific grammatical rules/structures, etc.).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students work in groups to examine different resource materials, look for evidence that they are able to
 - explain how the material is organized
 - provide specific uses for material
 - suggest ways in which material can be used for specific projects
 - use a variety of reference materials when working on projects
 - use reference materials independently

- Have students write a learning log after they have completed the checklist. The learning log should identify methods that are useful to the students and why, as well as a new method that the student will try in the future.



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.1 language learning strategies (continued)</p> <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ select and use appropriate social and affective strategies to enhance language learning in a variety of situations (e.g., repeat new words and expressions that occur in conversations in which they participate, make use of them as soon as appropriate)	<p>➤ Have students work in groups of three to prepare a skit about studying abroad and looking for an apartment. Three scenes could be included:</p> <ol style="list-style-type: none">1. Preparing for a trip abroad2. Registration, getting familiarized3. Looking for an apartment <p>Have students pretend that one person in the presentation has trouble with Spanish and have students repeat important expressions several times throughout the presentation. Have students in the audience note the repeated expressions.</p> <p>Have students then discuss the effectiveness of repetition of expressions as a communication strategy.</p>
<p>4.2 language use strategies</p> <p>4.2.1 <i>Interactive</i></p> <ul style="list-style-type: none">❖ select and use appropriate interactive strategies in a variety of situations (e.g., repeat part of what someone has said to confirm mutual understanding)	<p>➤ Show students a TV interview. Have them note and then interpret the fillers, hesitation devices, etc. used during the interview. Then have students each prepare five questions that they could ask a classmate about a current event or issue. Students then work in pairs to interview each other, paying special attention to fillers, hesitation devices, and circumlocution used. Alternatively, two students at a time could be asked to interview each other in front of the class.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare skits about studying abroad, provide assessment criteria before they begin. Look for evidence that they are able to
 - use and emphasize new vocabulary and structures
 - sustain interactions using a variety of strategies (e.g., body language, rephrasing or repeating information, asking questions)
 - respond appropriately to questions and cues from others

- As students prepare questions and interview a classmate, look for evidence that they are able to
 - formulate appropriate questions
 - use fillers and hesitation devices during interview
 - speak clearly, with accurate pronunciation and intonation (language competence, attend to form)

¡En español! 2
 Unidad 4, Etapa 1, p. 244
 Unidad 4, Etapa 2, p. 266

¡Dime! Pasaporte al mundo 21
 Unidad 1, Lección 3
 pp. 66, 69

¡Dime! Dos
 Unidad 3, Lección 1
 pp. 112, 113, 117–120



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.2 language use strategies (continued)</p> <p>4.2.2 <i>Interpretive</i></p> <ul style="list-style-type: none">❖ select and use appropriate interpretive strategies in a variety of situations (e.g., reread several times to understand complex ideas) <p>4.2.3 <i>Productive</i></p> <ul style="list-style-type: none">❖ select and use appropriate productive strategies in a variety of situations (e.g., use a variety of resources to correct texts)	<p>➤ Provide students with a guide to help them in skimming of non-fiction material encountered during study of the media (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 5 – 244):</p> <ol style="list-style-type: none">1. Read the title and the first paragraph, and last paragraph or summary.2. Read all the bold print headings, sub-headings, and captions.3. Read the first sentence of each paragraph.4. If the first sentence does not have the main idea, quickly move your eyes to the end of the paragraph and read the last sentence.5. Reread the heading, then move through the paragraph looking for bold print, italics, names, dates, or key words on the topic.6. After skimming all the paragraphs in the selection, read the last paragraph of the selection again. <p>➤ Have students work in pairs. One student reads a portion of an article out loud while the other student takes notes. Have students then change roles, continuing the reading-note-taking cycle until the article is completed. Have students rewrite the article and then verify their article with the original article for accuracy.</p> <p>Have students first review their own texts with the help of Spanish dictionaries and verb books. Then have a classmate edit the text. Students then correct their texts and either submit them to another classmate or the teacher for a final editing. Students then prepare the final copy of their text.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Provide students with a checklist for self assessment of skimming strategies, based on guideline provided. Look for evidence that students are able to
 - focus on key words, phrases
 - use bold print, italics, etc. to find information

¡En español! 2
Unidad 1, Etapa 3

¡Dime! Pasaporte al mundo 21
Sección: Ventana al mundo 21

¡Buen Viaje! 3
Sección periodismo

- As students work in pairs to take notes based on an article, look for evidence that they are able to
 - focus on key words and phrases
 - listen attentively/actively to partner
 - make accurate modifications to notes during verification
 - use their notes to reproduce article accurately in written form
- As students edit their work, look for evidence that they are
 - using a variety of resources
 - editing with increasing frequency and ease

¡En español! 2
Unidad 1, Etapa 3

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

¡Buen Viaje! 3
Sección periodismo

Planet@ 3 and 4
Sección: Ruta literaria



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., formulate key questions to guide research) <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., keep a learning journal such as a diary or a log) <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., take part in group problem-solving processes)	<p>➤ Provide students with a planning guide to help them formulate key questions/ideas for a research project. A sample guide could include the following (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 8 – 182):</p> <ul style="list-style-type: none">• Name, Date, Topic• What questions do I want to answer?• In what resources am I likely to find information?• How will I record my information?• How will I give credit to my sources?• How will I share my findings with the class?• How will I assess my work? <p>(See an example of a planning guide in Planning, p. 67.)</p> <p>➤ Have students keep a learning log. Provide students with questions such as the following (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 8 – 38):</p> <ul style="list-style-type: none">• What did I understand about the work I did today?• How did I relate what I already knew with new information?• How have my ideas changed?• What did I not understand?• What questions do I still have?• How could I find answers to my questions? <p>(See an example of questions for a reflective log in Planning, p. 89.)</p> <p>➤ As students work in groups to prepare projects, have them identify different ways in which problems can be solved. Have students solve a problem based on one or more ways chosen by the group.</p>



Notes