

General Outcome

1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE

6

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 use exploratory language to discover individual interpretations and share personal responses.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the class into small groups and give each group a random photograph or picture. Have each member analyze the picture and develop a sense of what is happening in it. After a few minutes, have the group members share their interpretations and ask questions about the interpretations of others. Have the students come to a group consensus as to what is happening.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use exploratory language to discover individual interpretations and share personal responses?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they discuss their interpretations of the picture. Students use the checklist to determine if they are able to use exploratory language to discover individual interpretations and share personal responses (see sample blackline master in Appendix E: Self-assessment Checklist).

General Outcome

1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE

6

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 select from ideas and observations of others to develop thinking and understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into pairs and provide them with topics that the class can debate. Have one student of each pair take a side and the other take the opposite position. Have them debate and then write about it. Did their partner raise good points? Did they change their minds?

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- select from ideas and observations of others to develop thinking and understanding?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the debate activity. Students use the checklist to determine if they are able to select from ideas and observations of others to develop thinking and understanding (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Experiment with Language

Students will be able to:

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a class discussion on the different ways one can communicate a message. Inquire what ways students have experimented with and why. Then have the students select their favourite book and an effective way to encourage others to read it. Students may:

- make a soap sculpture of the main character
- create a mobile illustrating five major events
- write a letter to a friend describing opinions and feelings about the book and whether or not the friend should read it
- make a movie poster sharing information about the book
- dramatize a favourite scene.

Revisit this activity throughout the year, varying the form of expression and having students select the personal purpose.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explore and experiment with a variety of forms of expression for particular personal purposes?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students for their book presentations. Students use the checklist to determine if their peers are able to explore and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE

6

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the class into small groups and provide each group with a collection of popular oral, print, visual or multimedia texts. Have each group analyze the collection and describe its strengths and weaknesses. After a short period of time, have the groups exchange text collections. Lastly, lead the students in a media talk. Ask them to express why they prefer a certain form of media over another; e.g., oral versus print.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- discuss preferences for particular forms?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the media talk. Use the checklist to assess if students are able to assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE

6

Specific Outcome

Set Goals

Students will be able to:

1.1.5 assess personal language use and set personal goals to enhance language learning and use.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide students into pairs and provide each pair with a short, unfamiliar dialogue. Have the students record themselves as they recite the dialogue and instruct them to assess their recordings. Based on this analysis, ask students to reflect on their personal use of Spanish and set goals to improve.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- assess personal language use?
- set personal goals to enhance language learning and use?

Learning Log

Have students reflect on their learning and how well they were able to assess personal language use and set personal goals to enhance language learning and use.

General Outcome

1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE

6

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 use prior knowledge and experiences selectively to make sense of new information in a variety of contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into small groups and have them brainstorm and record what they know about a particular topic on a KWL (SQA) chart (*Lo que sé, Lo que quiero saber, Lo que aprendí*) (What I know, What I want to know, What I learned). Have them read a short informational article and then review the information they entered in the “K” column. Instruct students to identify which bits of information are useful in understanding the new text. Upon completion, have them add new information to the chart.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use prior knowledge and experiences selectively to make sense of new information?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the KWL chart. Students use the checklist to determine if they are able to use prior knowledge and experiences selectively to make sense of new information in a variety of contexts (see sample blackline master in Appendix E: Self-assessment Checklist).

General Outcome

1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE

6

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 explain and support personal viewpoints, and revise previous understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present a movie or read a story in which the main character must make a decision or choice. Have the students discuss what they would do if they were in that situation before learning the end of the movie or story. After viewing or reading the end, have the students reflect on whether the final choice of the character changed their opinions. Lastly, students do a Think–Pair–Share to share their opinions regarding the decision.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explain and support personal viewpoints, and revise previous understanding?

Learning Log

After the students view a movie or read a story and reflect on the character's decisions/actions, have them reflect on their learning and how well they were able to explain and support personal viewpoints, and revise previous understanding.

General Outcome

1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE

6

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 search for ways to reorganize ideas and information to extend understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

After the students complete a novel or theme study, have them express their understandings by creating Mind Maps. After their mind maps are complete, have them review their ideas and information and reorganize them in another form; e.g., T-chart, flowchart, Venn diagram, collage.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- search for ways to reorganize ideas and information to extend understanding?

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin their mind maps based on a novel or theme study. Use the rating scale to assess how well students are able to search for ways to recognize ideas and information to extend understanding (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE

6

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 ask a variety of questions to clarify information and develop new understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Together with the students, generate interview questions to ask new students in the school or class. Have the students then use the questions to interview each other. Encourage the students to audio or videotape their interviews for presentation in class. This activity can be easily adapted and used at the beginning of the school year to get to know new members of the class.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- ask a variety of questions to clarify information and develop new understanding?

Observation Checklist

Create an outcome-based checklist for the questions the students must create and use to interview one another. Use the checklist to assess if students are able to ask a variety of questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 Use Strategies and Cues

GRADE

6

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make and record connections among personal experiences, prior knowledge and a variety of texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Antes–Durante–Después (Before–During–After) is a strategy that helps students reflect on what they know, predict what a text will be about and reach tentative conclusions. Encourage the students to make and record connections between what they wrote before and while reading a story, conducting an interview or viewing a video and what they wrote afterward.

Revisit this activity throughout the year and vary the text.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- make and record connections among personal experiences, prior knowledge and a variety of texts?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the *Antes–Durante–Después* (Before–During–After) activity. Use the checklist to assess if students are able to make and record connections among personal experiences, prior knowledge and a variety of texts (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 Use Strategies and Cues

GRADE

6

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 use comprehension strategies appropriate to the type of text and purpose.

SAMPLE TEACHING AND LEARNING ACTIVITY

After the students have read a text, have them practise retelling it, either orally or in written form, in pairs. Then, while one partner retells the story or summarizes the information, the other completes a retelling checklist.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use comprehension strategies appropriate to the type of text and purpose?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students for the text retelling. Students use the checklist to determine if their peers are able to use comprehension strategies appropriate to the type of text and purpose (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to brainstorm strategies to help understand the meanings of new words. These strategies are posted in the classroom for student reference; e.g.,

- Look at the parts of the word to see if they give me clues to the meaning.
- Skip the word and read on to get a sense of what it may mean from the whole sentence, and then reread the sentence.
- Break the word into syllables and sound it out.
- Decide if the new words look like other words we already know.

After the students have read a new passage, ask them to look for words by providing a definition; e.g., “What word means ...?” Students look for the words in the context of the new text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use textual cues to construct and confirm meaning?

Anecdotal Notes

Observe students as they brainstorm strategies for understanding new vocabulary. Note and record how well they are able to use textual cues to construct and confirm meaning and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Cueing Systems

Students will be able to:

- 2.1.4** use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and use a dictionary to determine word meaning in context.

Cueing Systems

Syntactic Cues: refer to word order and rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

Graphophonic Cues: refer to sound–symbol relationships of language that aid in constructing meaning and identifying unknown words.

Pragmatic Cues: refer to the social and cultural context, purpose and use of language. These factors affect how the individual constructs meaning.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students engage in a cloze activity to predict missing words in a passage. Have the students predict the words, by using their knowledge of the topic, word order in Spanish and looking at the words before and after the blank space. As a summary, have the students look up any new or unfamiliar words from the text in a dictionary and then record the word and its definition in their personal dictionary.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use cueing systems to construct and confirm meaning?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the cloze activity. Use the checklist to assess if students are able to use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and use a dictionary to determine word meaning in context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experience Various Texts

Students will be able to:

2.2.1 experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends, dramatic performances and novels, and explain preferences for particular types of oral, literary and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

After reading a variety of Latin-American short films, myths, legends and folk tales, have groups of students choose one genre and create a dramatic presentation for the class or other grades. Have them later explain why they chose that particular genre.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- experience texts from a variety of genres and cultural traditions?
- explain preferences for particular types of texts?

Rubric

Collaboratively create an outcome-based rubric with the students before they create dramatic presentations based on a favourite genre. Use the rubric to assess how well students are able to experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends, dramatic performances and novels, and explain preferences for particular types of oral, literary and media texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE

6

Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the students with an account of what life was or might have been like for a child from Aztec or Mayan culture. Have the students then work in pairs to complete Venn diagrams comparing their lives with that of the Aztec or Mayan way of life. Have the students focus on how they deal with challenges and situations.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in texts?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the Venn diagram comparison activity. Use the checklist to assess if students are able to compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify descriptive and figurative language in oral, print, visual and multimedia texts and discuss how it enhances understanding of people, places and actions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students listen to a song or poem written about a person, a place or an activity. Have the students work in small groups to analyze the lyrics and examine how the words describe and convey meaning and enhance their understanding of the song or poem.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify descriptive and figurative language in texts?
- discuss how it enhances understanding of people, places and actions?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they analyze a song or poem. Use the checklist to assess if students are able to identify descriptive and figurative language in oral, print, visual and multimedia texts and discuss how it enhances understanding of people, places and actions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

General Outcome

2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand
Forms and
Techniques

GRADE

6

Specific
Outcome

Forms and Genres

Students will be able to:

2.3.1 recognize key characteristics of various oral, print, visual and multimedia genres.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use a checklist to record the variety of genres they have been exposed to in school. Have them then work with partners to reflect on the elements and characteristics of each genre. Ask the students to record their findings in a journal.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize key characteristics of various genres?

Observation Checklist

Create an outcome-based checklist and share it with the students before they record and reflect on genres they were exposed to during the year. Use the checklist to assess if students are able to recognize key characteristics of various oral, print, visual and multimedia genres (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE

6

Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 examine key elements and techniques in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students bring in samples of various kinds of oral, print, visual and multimedia texts and look at advertisements to identify ways that companies try to convince people to buy their products. Ask the students to make charts or posters showing common elements and techniques; e.g., use of colour, choice of words, appeal to an age group.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- examine key elements and techniques in oral, print, visual and multimedia texts?

Learning Log

Have the students reflect on their learning after viewing print advertisements and identifying ways that companies convince people to buy their products and how well they were able to examine key elements and techniques in oral, print, visual and multimedia texts.

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Vocabulary

Students will be able to:

2.3.3 identify how and why word structures and meaning change and use accurate word meaning according to context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Provide the students with a variety of prefixes and suffixes and guide them through a discussion of how they can be used. Have the students work in small groups and compile a list of words that can take on prefixes and/or suffixes and change their meaning. Lastly, have students create a fill-in-the-blank activity that requires one of the words in the initial list to complete. Groups exchange activity sheets.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify how and why word structures and meaning change?
- use accurate word meaning according to context?

Observation Checklist

Create an outcome-based checklist and share it with the students before they discuss the use of similes and metaphors. Use the checklist to assess if students are able to identify how and why word structures and meaning change and use accurate word meaning according to context (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

Experiment with Language

Students will be able to:

2.3.4 experiment with words and sentence patterns to create word pictures.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Present students with a simple sentence, e.g., *Mi perro es grande*. (My dog is big.), and work with students to use descriptive words to enhance the effect of the statement. For example, *Mi perro es tan grande como un rascacielos*. (My dog is as big as a skyscraper.) Provide students with other simple sentences and have them brainstorm other similes, metaphors and figures of speech.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- experiment with words and sentence patterns to create word pictures?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they experiment with figures of speech. Students use the checklist to determine if their peers are able to experiment with words and sentence patterns to create word pictures (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE

6

Specific Outcome

Create Original Texts

Students will be able to:

2.3.5 create original texts to communicate and demonstrate understanding of forms and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Have the students create original poems, e.g., acrostic or cinquain, modelled on forms and techniques found in poetry studied in class. Suggest a theme for the poems; e.g., Mother's Day, Christmas.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- create original texts to communicate and demonstrate understanding of forms and techniques?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create original poems. Students use the checklist to determine if they are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Self-assessment Checklist).

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.1 Plan and Focus

GRADE

6

Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 summarize and focus personal knowledge of a topic to determine information needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use a KWL (SQA) chart to prepare for a research project. After the students note everything they know on the topic in the first column, have them organize their knowledge into subtopics. Have the students examine this knowledge and create questions to guide their research based on any perceived gaps.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- summarize and focus personal knowledge of a topic to determine information needs?

Observation Checklist

Create an outcome-based checklist and share it with the students before they complete a KWL chart to guide their research. Use the checklist to assess if students are able to summarize and focus personal knowledge of a topic to determine information needs (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.1 Plan and Focus

GRADE

6

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 formulate relevant questions to focus information needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

Guide the students through a review of the different kinds of questions; e.g., yes/no, information, rhetorical. Provide the students with a research topic and instruct them to come up with one research question each. The questions are collected and then analyzed by the class. Have the students discuss how relevant questions effectively guide a research project.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- formulate relevant questions to focus information needs?

Learning Log

Have the students reflect on their learning and how well they were able to formulate relevant questions to focus information needs.

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.1 Plan and Focus

GRADE

6

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITY

Put up chart paper around the classroom, each one with a specific research topic heading. Have the students go to each paper and write what they know about that particular topic. Then assign the research topics to groups and have them identify and focus their information needs and create a list of possible sources.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry?

Rubric

Collaboratively create an outcome-based rubric with the students before they participate in the class sharing of knowledge on the various topics. Use the rubric to assess how well students are able to contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.1 Plan and Focus

GRADE

6

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 create and follow a plan to collect and record information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the students with various methods of collecting information on a topic; e.g., a survey, an interview. Have the students then choose a topic from a list and decide how they will best collect information on that topic. Their plans should include how they will record and organize the information.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- create and follow a plan to collect and record information?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create plans for collecting information on a topic. Students use the checklist to determine if they are able to create and follow a plan to collect and record information (see sample blackline master in Appendix E: Self-assessment Checklist).

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.2 Select and Process

GRADE

6

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record personal knowledge of a topic and collaborate to generate information for inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students create webs or mind maps based on their personal knowledge of a research topic. Have individuals come together in small groups to share their knowledge of a topic and develop collective webs or charts on chart paper.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- record personal knowledge of a topic and collaborate to generate information for inquiry or research?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create webs or mind maps based on their personal knowledge of a topic. Students use the checklist to determine if their peers are able to record personal knowledge of a topic and collaborate to generate information for inquiry or research (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.2 Select and Process

GRADE

6

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 answer inquiry or research questions, using a variety of information sources.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use secondary sources for their research projects. Preselect Internet sources and provide the students with specific Web sites. Encourage the students to use CD-ROMs, newspapers, informational texts and narrative texts to provide a wide range of information for their projects.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- answer inquiry or research questions, using a variety of information sources?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the research activity. Use the checklist to assess if students are able to answer inquiry or research questions, using a variety of information sources (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.2 Select and Process

GRADE

6

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 review information to determine its usefulness to inquiry or research needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

When the students conduct research, have them record information on index cards or self-stick notes. Divide them into pairs or small groups and have them determine which information is relevant and which should be discarded.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- review information to determine its usefulness to inquiry or research needs?

Learning Log

Have the students reflect on their learning and how well they were able to review information to determine its usefulness to inquiry or research needs after having sorted through information recorded on index cards and sticky notes.

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.2 Select and Process

GRADE

6

Specific Outcome

Access Information

Students will be able to:

3.2.4 use a variety of tools to access information and ideas and use visual and auditory cues to gather important information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students experiment with various aspects of technology when researching, like search engines, Web directories and CD-ROMs. Have the students use a variety of technological sources, e.g., podcasts and wikis, for their next research project.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use a variety of tools to access information and ideas?

Anecdotal Notes

Observe students as they experiment with using various forms of technology to access information. Note and record how well they are able to use a variety of tools to access information and ideas and use visual and auditory cues to gather important information (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.2 Select and Process

GRADE

6

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 use organizational patterns of oral, print, visual and multimedia text to construct meaning and skim, scan and read closely to gather information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in small groups and research a topic; e.g., stars and constellations. Encourage students to gather books and magazines from the library and scan the tables of contents, indices, titles, subtitles, pictures, graphs and charts to choose specific books for further investigation.

Revisit this activity throughout the year and vary the kind of text students use for research.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use organizational patterns of oral, print, visual and multimedia text to construct meaning?
- skim, scan and read closely to gather information?

Self-assessment Checklist

Create and share with students an outcome-based self-assessment checklist before students scan tables of contents, indices, etc. Students use the checklist to determine if they are able to use organizational patterns of oral, print, visual and multimedia text to construct meaning and skim, scan and read closely to gather information (see sample blackline master in Appendix E: Self-assessment Checklist).

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize,
Record and
Assess

GRADE

6

Specific
Outcome

Organize Information

Students will be able to:

3.3.1 organize information and ideas, using a variety of strategies and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present groups of students with a challenging text containing some unfamiliar terms. Have the students participate in a List–Group–Label activity in which they list key words (especially unclear and/or technical words) from the reading selection, group these words into logical categories based on shared features, and then label the categories with clear description titles.

Revisit this activity throughout the year and vary the strategy and technique for organizing information and ideas.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- organize information and ideas, using a variety of strategies and techniques?

Learning Log

Have the students reflect on their learning and how well they were able to organize information and ideas, using a variety of strategies and techniques after participating in the List–Group–Label activity.

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize,
Record and
Assess

GRADE

6

Specific
Outcome

Record Information

Students will be able to:

3.3.2 record information in own words, cite authors and titles appropriately, and provide publication dates of sources.

SAMPLE TEACHING AND LEARNING ACTIVITY

While the students study a particular topic, e.g., how geography affected the establishment of cities in colonial Mexico, students use textbooks, computer programs, fiction, the Internet and other sources. They record key ideas and information in point form and in their own words and, in their bibliography, reference the sources used correctly.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- record information in own words, cite authors and titles appropriately, and provide publication dates of sources?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin their study. Use the checklist to assess if students are able to record information in own words, cite authors and titles appropriately, and provide publication dates of sources (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize,
Record and
Assess

GRADE

6

Specific
Outcome

Evaluate Information

Students will be able to:

3.3.3 recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present students with notes on a particular topic, e.g., coniferous and deciduous trees, on the board. Repeat some of the information and omit or restrict other key information. Instruct the students to review the notes and identify areas where more information is needed to prepare a presentation on trees found in Canada versus trees found in a Spanish-speaking country.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose?

Learning Log

After students participate in a student feedback activity, have them reflect on their learning and how well they were able to recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose.

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize,
Record and
Assess

Specific
Outcome

Develop New Understanding

Students will be able to:

3.3.4 assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITY

Upon the completion of conducting research on a particular topic, have the students reflect upon the knowledge and skills gained by using a checklist such as the following:

Checklist
<input type="checkbox"/> <i>¿Tienes información en categorías?</i> (Do you have information in categories?)
<input type="checkbox"/> <i>¿Hay categorías donde no hay mucha información?</i> (Are there categories with little information?)
<input type="checkbox"/> <i>¿Aprendiste cosas nuevas?</i> (Did you learn new things?)
<input type="checkbox"/> <i>¿Hiciste conclusiones?</i> (Did you make conclusions?)
<input type="checkbox"/> <i>¿Tienes nuevas preguntas para investigar?</i> (Do you have new questions to research?)

Based on their reflection, instruct students to come up with three new questions for further inquiry or research.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin their research projects. Use the checklist to assess if students are able to assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

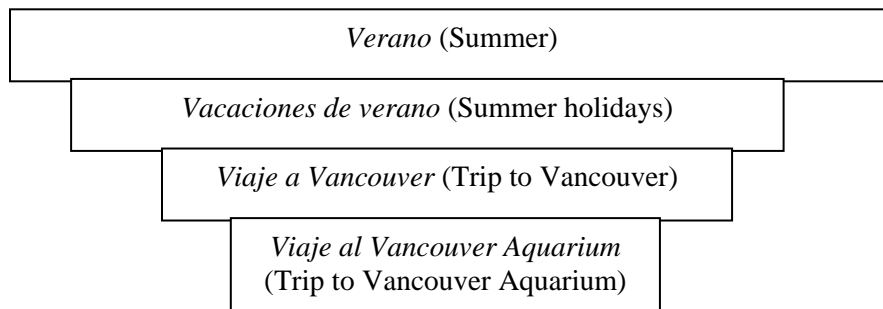
Generate Ideas

Students will be able to:

4.1.1 focus a topic for oral, print and visual texts, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students prepare concept pyramids as they narrow down their topics; e.g.:



This example narrows the topic of summer down to one specific incident that the student can write about.

Revisit this activity throughout the year and vary the strategy used to focus a topic.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- focus a topic for oral, print and visual texts?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create concept pyramids. Students use the checklist to determine if they are able to focus a topic for oral, print and visual texts, using a variety of strategies (see sample blackline master in Appendix E: Self-assessment Checklist).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE

6

Specific Outcome

Choose Text Forms

Students will be able to:

4.1.2 use a variety of text forms for particular audiences and purposes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Set up learning centres that incorporate a variety of text forms. Give groups of students five minutes at the station to examine and analyze the form. Then instruct students to brainstorm what purposes and audiences would best match the form. Lastly, have groups select one purpose and audience and create a rough draft of a basic text. Rotate the groups through the centres.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use a variety of text forms for particular audiences and purposes?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they match text forms to audience and purpose. Students use the checklist to determine if their peers are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE

6

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present students with a list of contemporary Spanish-language songs. Select one song from the list and display the lyrics on the board. Have the students analyze the structure of the lyrics, the melody and rhythm. Have students use this analysis to form their own song, which they can then present to the class.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use listening, reading and viewing experiences as models for organizing ideas in own texts?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they create an original song. Use the checklist to assess if students are able to use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

6

Specific Outcome

Appreciate Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations in various ways and give support and offer feedback to peers, using pre-established criteria.

SAMPLE TEACHING AND LEARNING ACTIVITY

As the students share their stories using the Author's Chair format, encourage classmates to make thoughtful and helpful comments using sentence frames or a checklist as a feedback guide.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- share own stories and creations in various ways?
- give support and offer feedback to peers, using pre-established criteria?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the Author's Chair activity. Use the checklist to assess if students are able to share own stories and creations in various ways and give support and offer feedback to peers, using pre-established criteria (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

6

Specific Outcome

Revise Content

Students will be able to:

4.2.2 revise for content, organization and clarity.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to help develop a class chart or checklist to use as a revision guide for informational text. Have the students practise revising their work regularly using the checklist.

Revising My Work in Progress

Name: _____ Date: _____

Title: _____

- I read my work aloud to myself to hear what it sounds like.
- My text makes sense.
- I have included enough information for my audience to understand my topic.
- My work is interesting to my audience.
- My information is presented in a logical order or sequence.
- I took out any unnecessary information.
- I have made good word choices.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- revise for content, organization and clarity?

Observation Checklist

Create an outcome-based checklist and share it with the students before they revise their texts using the chart or checklist. Use the checklist to assess if students are able to revise for content, organization and clarity (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

6

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 write legibly and at a pace appropriate to context and purpose when composing and revising and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students create posters promoting travel to a Spanish-speaking country. Encourage them to focus on the attractiveness and persuasion of their posters and to include appropriate headings and titles, graphics and spacing to make them more appealing.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- write legibly and at a pace appropriate to context and purpose when composing and revising?
- select and use a variety of design elements?

Rubric

Collaboratively create an outcome-based rubric with the students for the travel poster assignment. Use the rubric to assess how well students are able to write legibly and at a pace appropriate to context and purpose when composing and revising and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

6

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language; and use varied sentence lengths and structures to clarify and enhance ideas.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students carefully observe and analyze a painting. Have them use descriptive words in a variety of sentences to write a short paragraph describing the painting to someone who cannot see it. Encourage them to enhance and clarify their sentences to make their descriptions more vivid.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- choose descriptive language?
- use varied sentence lengths and structures to clarify and enhance ideas?

Anecdotal Notes

Observe students as they write short descriptive paragraphs. Note and record how well they are able to choose descriptive language; and use varied sentence lengths and structures to clarify and enhance ideas (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

6

Specific Outcome

Enhance Presentations

Students will be able to:

4.2.5 emphasize key ideas and information to enhance audience understanding and enjoyment.

SAMPLE TEACHING AND LEARNING ACTIVITY

Organize a trip for the students to go to the Grade 1 Spanish class to teach about a safety topic. Ask them to highlight key points and use nonverbal cues and visuals to help the Grade 1 students understand key information.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- emphasize key ideas and information to enhance audience understanding and enjoyment?

Rubric

Collaboratively create an outcome-based rubric with the students for their presentations. Use the rubric to assess how well students are able to emphasize key ideas and information to enhance audience understanding and enjoyment (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE

6

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 identify and eliminate sentence fragments and run-on sentences.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students practise writing effective sentences by participating in a daily edit exercise. Write or have a student write a message on the board or overhead that requires editing for sentence fragments and run-on sentences. Have the students work either individually or in small groups to make the necessary changes.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify and eliminate sentence fragments and run-on sentences?

Anecdotal Notes

Observe students as they practise correct sentences during the daily edit exercise. Note and record how well they are able to identify and eliminate sentence fragments and run-on sentences (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE

6

Specific Outcome

Spelling

Students will be able to:

4.3.2 apply spelling conventions, using appropriate strategies and patterns when editing and proofreading, and use a variety of resources to determine the spelling of common exceptions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in pairs to edit one another's work for misspelled words. Ensure each student has a copy of his or her partner's work. Have the students read the piece together to identify misspelled words. Reading from the end of the text to the beginning may help some students focus on spelling. Have the students use a yellow highlighter to identify misspelled words, then look up words in a dictionary or class word wall to correct mistakes.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- apply spelling conventions?
- use appropriate strategies and patterns when editing and proofreading?
- use a variety of resources to determine the spelling of common exceptions?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students for editing one another's work for misspelled words. Students use the checklist to determine if their peers are able to apply spelling conventions, using appropriate strategies and patterns when editing and proofreading, and use a variety of resources to determine the spelling of common exceptions (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE

6

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 apply writing conventions when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITY

With the class, create a list of Spanish writing conventions; e.g., what does a good piece of writing include? The list remains posted in the classroom for reference. It should be noted in the list that conventions for capitalization and punctuation differ in Spanish and English; e.g., months and days of the week are not capitalized in Spanish. Encourage the students to refer to the list when writing in class.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- apply writing conventions when editing and proofreading?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create a list of Spanish writing conventions. Students use the checklist to determine if they are able to apply writing conventions when editing and proofreading (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Share Ideas and Information

Students will be able to:

- 4.4.1** prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to develop appropriate procedures for oral sharing of informational texts (e.g., research reports, personal news and news events) that include organizing the content, developing audiovisual aids and planning the delivery. Record these procedures on charts or on individual sheets for distribution. For example:

Presentation
<p>Content Organization Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a beginning, middle and end <input type="checkbox"/> events in order
<p>Audiovisual Aids Plan to use some of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> visual aids <input type="checkbox"/> charts, graphs <input type="checkbox"/> props <input type="checkbox"/> illustrations <input type="checkbox"/> sound effects <input type="checkbox"/> background music
<p>Delivery Plans Plan to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use a good opener to capture audience attention <input type="checkbox"/> set the purpose of the presentation <input type="checkbox"/> speak fluently with expression <input type="checkbox"/> look at the audience <input type="checkbox"/> develop good posture <input type="checkbox"/> use effective gestures <input type="checkbox"/> use an effective closing presentation <input type="checkbox"/> present for right length of time (not too long, not too short)

Have students work in small groups to prepare a presentation of information from a nonfiction text that they choose.

(continued)

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE

6

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience?

Rubric

Collaboratively create an outcome-based rubric with the students before they develop appropriate procedures for oral sharing of narrative and informational texts. Use the rubric to assess how well students are able to prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE

6

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expressions, and presentation space to enhance communication.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in several readers' theatre sessions and then brainstorm ways of making their presentations more effective using volume, phrasing, intonation and nonverbal cues. Divide the students into groups and have them practise presenting a readers' theatre selection using appropriate verbal and nonverbal cues.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expressions, and presentation space to enhance communication?

Learning Log

Have the students reflect on their learning and how well they were able to use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expressions, and presentation space to enhance communication during readers' theatre presentations. Some sample sentence starters to use include:

- I showed something was important by _____ .
- I would improve my presentation by _____ .

General Outcome

4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE

6

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate critical listening and viewing behaviours, and show respect for the presenter.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students respond appropriately to a classmate's presentation by providing either oral or written feedback in the form of two stars and a wish. Prior to students giving feedback to their peers in Spanish, review or teach the necessary vocabulary.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- demonstrate critical listening and viewing behaviours?
- show respect for the presenter?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the class presentations. Use the checklist to assess if students are able to demonstrate critical listening and viewing behaviours, and show respect for the presenter (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE

6

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 compare personal ways of responding and thinking with those of others.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present an issue and mediate a class for discussion. Afterward, have the students participate in a Think–Pair–Share activity to compare their partners’ ideas with their own.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- compare personal ways of responding and thinking with those of others?

Anecdotal Notes

Observe students as they share their opinions about a given issue. Note and record how well they are able to compare personal ways of responding and thinking with those of others (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE

6

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 explore cultural representations in oral, print, visual and multimedia texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students read and view, then discuss versions of the same fairy tale from different cultures; e.g., *Cinderella*, *Popeliushka*, *The Rough-Face Girl* (First Nations), *Yeh-Shen* (China).

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explore cultural representations in oral, print, visual and multimedia texts from various communities?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they compare versions of the same fairy tale from different cultures. Use the checklist to assess if students are able to explore cultural representations in oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

General Outcome

5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE

6

Specific Outcome

Appreciate Diversity through Texts

Students will be able to:

5.1.3 connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students read books and identify the thoughts and ideas of the main characters. Using pre-established prompts, have the students choose a Spanish story and reflect on the characters' thoughts and ideas and make connections to own lives; e.g., *El personaje es igual a mi porque ...*, *El personaje es diferente a mi porque ...* (The character is the same as me because ..., The character is different from me because ...).

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences?

Learning Log

Have the students reflect on their learning and how well they were able to connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences.

General Outcome

5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE

6

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school.

SAMPLE TEACHING AND LEARNING ACTIVITY

Post students' accomplishments in and out of the classroom on a celebration board. Encourage the students to use learned vocabulary to congratulate those people in written and oral forms. Provide cards with vocabulary for the students to work with and highlight appropriate nonverbal communication for the students to use as well.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school?

Observation Checklist

Create an outcome-based checklist and share it with the students before introducing the celebration board. Use the checklist to assess if students are able to select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

6

Specific
Outcome

Cooperate with Others

Students will be able to:

5.2.1 assist group members to maintain focus and complete tasks.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before student groups start a research project or assignment, have them assign tasks for each member as well as a time line for completion. Have the students set up meeting times to check on each other's progress. Encourage them to help those needing assistance.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- assist group members to maintain focus and complete tasks?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they complete a group research project in which they assign roles and time lines. Students use the checklist to determine if their peers are able to assist group members to maintain focus and complete tasks (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

6

Specific
Outcome

Work in Groups

Students will be able to:

5.2.2 select and assume roles to assist in the achievement of group goals.

SAMPLE TEACHING AND LEARNING ACTIVITY

Work with the students to select and assign roles related to classroom responsibilities. Have the students devise roles to suit a particular activity; e.g., to help keep the classroom organized. Ensure that each student understands the responsibilities that accompany the roles. Post these responsibilities for each role so that students clearly understand them.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- select and assume roles to assist in the achievement of group goals?

Anecdotal Notes

Observe students as they select and assume roles related to classroom responsibilities. Note and record how well they are able to select and assume roles to assist in the achievement of group goals (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE

6

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 demonstrate sensitivity to appropriate language use and tone when communicating orally.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into small groups and have them choose a variety of poetry selections to present orally in class. Have the students use the appropriate tone to create specific effects or a specific mood.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- demonstrate sensitivity to appropriate language use and tone when communicating orally?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they present poetry to the class. Students use the checklist to determine if their peers are able to demonstrate sensitivity to appropriate language use and tone when communicating orally (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Specific
Outcome

Evaluate Group Process

Students will be able to:

5.2.4 assess own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before students begin to work in groups on a project, have individual students write a list of personal goals for enhancing their work with others. Guide students as they use their lists to create a checklist. Checklists should have room for comments. As students work with their groups, encourage them to assess their work and the work of the group and record their thoughts on the checklist. After the students' work is completed, have individual students complete self-assessments; e.g.,

How I Contributed to Our Group

1. I listened respectfully to others.	3
2. I participated by sharing ideas.	3
3. I made sure that good ideas were written down.	2
4. I helped with revisions.	3
5. I encouraged others to share their ideas.	4

Scale:

1 2 3 4 5
Seldom Often

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- assess own contributions to group process?
- set personal goals for enhancing work with others?
- monitor group process, using checklists?

Learning Log

Have the students reflect on their learning and how well they were able to assess their own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists.

General Outcome

6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE

6

Specific Outcome

Sound–Symbol System

Students will be able to:

6.1.1 consistently and independently use all elements of the sound–symbol system.

SAMPLE TEACHING AND LEARNING ACTIVITY

On a regular basis, assign 10–15 minutes of time for students to write in their learning logs. Have them respond to a question or issue, or have them write on a topic of their choosing. Encourage them to challenge themselves with their writing and use a variety of vocabulary and sentence structure.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- consistently and independently use all elements of the sound–symbol system?
- consistently and accurately apply knowledge of the Spanish alphabet in unfamiliar situations?

Observation Checklist

Create an outcome-based checklist and share it with the students before they write in their learning logs. Use the checklist to assess if students are able to consistently and independently use all elements of the sound–symbol system (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Lexicon

Students will be able to:

- 6.1.2** recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide students into small groups and provide each group with a 3-column chart. Provide all groups with a word that has multiple meanings; e.g., *banco* (bank or bench). Have the students write the word in the first column, their definition of the word in the second column and a synonym for the word in the third column. Have the student groups present their definitions and synonyms and discuss any variations that come up. Lastly, challenge students to add ten more words that have multiple meanings to the list along with definitions and synonyms.

Revisit this activity throughout the year and have students work on words and expressions that express the same idea.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize that one word may have multiple meanings?
- recognize that various words and expressions may express the same idea?

Observation Checklist

Create an outcome-based checklist and share it with the students before they create a list of multiple-meaning words. Use the checklist to assess if students are able to recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in modelled situations,[★] the following grammatical elements:

- impersonal “*se*”
- relative clauses
- subordinate clauses with the verb in indicative or infinitive
- simple future
- double object pronouns—direct and indirect

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Write a variety of sentences that use direct and indirect object pronouns on the board, then review how these types of sentences are written. Have the students use and connect this prior knowledge when being introduced to double object pronouns. Help student groups create charts listing a variety of sentences using double object pronouns.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use the specific grammatical elements?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the grammar activities. Use the checklist to assess if students are able to use the specific grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in structured situations,★ the following grammatical elements:

- commands—negative form
- prepositions
- imperfect
- object pronouns—indirect: *me, te, le, nos, os, les*
- object of prepositions: *mí, ti, él, ella, usted ...*
- object pronouns—direct: *me, te, le, la, lo ...*
- reflexive verbs
- adverbs—manner, place, time, frequency and ending in *-mente*

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Place a small ball in a variety of locations and describe the location of the ball using the prepositions in complete sentences. Have the students then work in pairs. One of the students goes around the class placing the ball in a variety of locations, while the other partner describes the location of the ball using proper prepositions in a complete sentence. They take turns until all prepositions have been practised.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use the specific grammatical elements?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the grammar activities. Use the checklist to assess if students are able to use the specific grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

- 6.1.3** use, independently and consistently, [★] the following grammatical elements:
- preterite
 - commands for commonly used verbs

- ★ **Independently and Consistently:** This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITY

Every Monday have the students write about what they did over the weekend and the past week, making sure to conjugate each verb using the preterite.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use the specific grammatical elements?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the grammar activities. Use the checklist to assess if students are able to use the specific grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Mechanical Features

Students will be able to:

6.1.4 use basic mechanical features correctly and for effect, including colons, ellipses and parentheses.

SAMPLE TEACHING AND LEARNING ACTIVITY

Give the students a dialogue without any punctuation. Have the students add in punctuation for effective written communication.

Encourage the students to consider the variety of effects their punctuation may have on the dialogue.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use basic mechanical features correctly and for effect?

Rating Scale

Create an outcome-based rating scale and share it with the students before they add punctuation to a dialogue. Use the rating scale to assess how well students are able to use basic mechanical features correctly and for effect, including colons, ellipses and parenthesis (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Discourse Features

Students will be able to:

6.1.5 use basic discourse features in oral, print and visual texts, and apply these features independently for effect.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students brainstorm connector words and discourse features that they find helpful in conversation. Put these ideas in a classroom chart and have the students focus on using these words when speaking.

Repeat this activity and change the focus to print and visual texts. Monitor students' use of discourse features and whether they use them effectively.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use basic discourse features in oral, print and visual texts, and apply these features independently for effect?

Anecdotal Notes

Observe students as they brainstorm and use connector words and discourse features. Note and record how well they are able to use basic discourse features in oral, print and visual texts, and apply these features independently for effect (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Listening

Students will be able to:

- 6.2.1** listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students view and listen to an appropriate excerpt from a Spanish-language soap opera. Have the students then work in small groups to write comprehension questions for other groups to answer.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations?

Rating Scale

Create an outcome-based rating scale and share it with the students before they watch a Spanish show. Use the rating scale to assess how well students are able to listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Speaking

Students will be able to:

- 6.2.2** produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation.

SAMPLE TEACHING AND LEARNING ACTIVITY

At the beginning of the year, have the students prepare presentations about themselves or their families. Encourage the students to share interesting facts about themselves as a means of introduction to the class. Encourage students in the audience to ask questions at the end.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation?

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin their self-introduction presentations. Use the rating scale to assess how well students are able to produce a prepared or spontaneous oral presentation on a familiar topic in a structured and unstructured situation (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Reading

Students will be able to:

6.2.3 read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in a shared reading activity regarding a topic of study. Pause at crucial points and check for understanding.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- read and understand an extended series of interrelated ideas dealing with a familiar topic in a structured situation?

Anecdotal Notes

Observe students as they participate in the shared reading. Note and record how well they are able to read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Writing

Students will be able to:

- 6.2.4** produce, spontaneously and/or with preparation, an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Ask the students to write a short news article highlighting a recent class field trip or school event. Have the students make sure to answer key questions; e.g., who, what, where, when, why and how.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- produce an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students for the news article highlighting a recent class field trip or event. Students use the checklist to determine if their peers are able to produce, spontaneously and/or with preparation, an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language
Competence

GRADE

6

Specific
Outcome

Viewing

Students will be able to:

6.2.5 view and understand events and/or representations within and beyond the school context.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students analyze a painting or sculpture by a Spanish-speaking artist and describe it to a partner. Have them also describe the feelings the artwork conveys.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- view and understand events and/or representations within and beyond the school context?

Learning Log

After the students analyze and describe a painting or sculpture, have them reflect on their learning and how well they were able to view and understand events and/or representations within and beyond the school context.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Representing

Students will be able to:

6.2.6 use a variety of forms to create representations of ideas, events and/or information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Give the students a choice of how to represent information, ideas or events from a research project; e.g., a diorama, digital photographs, a video. Have the students then share their presentations with their peers.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use a variety of forms to create representations of ideas, events and/or information?

Rating Scale

Create an outcome-based rating scale and share it with the students before they share representations. Use the rating scale to assess how well students are able to use a variety of forms to create representations of ideas, events and/or information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociolinguistic/
Sociocultural
Elements

GRADE

6

Specific
Outcome

Register

Students will be able to:

6.3.1 identify socially appropriate language in specific situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students view a Spanish-language video and focus on the forms of language used. Have them use a chart to change the language based on various situations; e.g., formal, informal; appropriate, inappropriate.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify socially appropriate language in specific situations?

Learning Log

After the students discuss the language used in a video, have them reflect on their learning and how well they were able to identify socially appropriate language in specific situations.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Idiomatic Expressions

Students will be able to:

6.3.2 correctly use learned idiomatic expressions in new contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Compile and explain a list of idioms. For a set period of time, challenge the students to listen for and use these idioms. Put clothespins on a line to track the number used. The class and students may set a goal; e.g., 100 idioms in four weeks.

With time, expand the challenge to include new contexts; e.g., at home, on the bus, at a sports practice.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- correctly use learned idiomatic expressions in new contexts?

Anecdotal Notes

Observe students as they listen for and use idioms in class over a set period of time. Note and record how well they are able to correctly use learned idiomatic expressions in new contexts (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociolinguistic/
Sociocultural
Elements

GRADE

6

Specific
Outcome

Variations in Language

Students will be able to:

6.3.3 recognize some common regional variations in language.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students listen to recorded stories by various Spanish-speaking individuals from different countries. Have the students note differences in pronunciation and discuss the differences they have noted.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize some common regional variations in language?

Anecdotal Notes

Observe students as they listen to story recordings by various Spanish speakers from different countries. Note and record how well they are able to recognize some common regional variations in language (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social Conventions

Students will be able to:

6.3.4 recognize important social conventions in everyday interactions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students brainstorm a list of “Do’s and Don’ts” for behaviour in a variety of contexts. Then provide opportunities for the students to role-play situations where different oral forms of address are used for people frequently encountered. What would you say when:

- you run into your principal in the mall?
- a visitor to the school asks directions in the hallway?
- your friend wants you to hang out with him at recess?

Have the students role-play those situations.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize important social conventions in everyday interactions?

Learning Log

After the students write a list of Do’s and Don’ts for behaviour in a variety of situations, have them reflect on their learning and how well they were able to recognize important social conventions in everyday interactions.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Nonverbal Communication

Students will be able to:

6.3.5 use appropriate nonverbal behaviours in a variety of familiar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present examples of nonverbal communication in different situations, such as dramatic presentations, television shows and commercials. Have the students identify specific features, such as facial expressions, hand movements, whole-body movements and eye contact. Have the students, in small groups or as a class, discuss how specific features aided the presentation. When the students have become familiar with nonverbal behaviours, give them a script and have them practise these behaviours in pairs or small groups.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use appropriate nonverbal behaviours in a variety of familiar contexts?

Learning Log

After watching and discussing examples of nonverbal communication in different situations, have the students reflect on their learning and how well they were able to use appropriate nonverbal behaviours in a variety of familiar contexts.

General Outcome

6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE

6

Specific Outcome

Cognitive

Students will be able to:

6.4.1 identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students keep personal dictionaries of vocabulary words and expressions. Encourage the students to learn new words by reviewing them regularly and repeating them silently to themselves.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- learn new words by repeating them silently?
- make personal dictionaries?

Learning Log

Have students reflect on their learning and how well they were able to learn new words by repeating them silently and make personal dictionaries.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

6.4.2 identify and use a variety of metacognitive strategies to enhance language learning; e.g., decide in advance to attend to specific aspects of input, listen or read for key words.

SAMPLE TEACHING AND LEARNING ACTIVITY

After the students use graphic organizers to organize information and ideas, have them reflect on the effectiveness of graphic organizers in enhancing their language learning.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- reflect on a learning task with the guidance of a teacher?

Learning Log

After the students use graphic organizers to organize information and ideas, have them reflect on their learning and how well they were able to reflect on a learning task with the guidance of a teacher.

General Outcome

6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE

6

Specific Outcome

Social/Affective

Students will be able to:

6.4.3 identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in conferencing and brainstorming as prewriting and postwriting exercises.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in an Author's Chair activity by reading completed works or works-in-progress to classmates. After they read, have the authors ask for feedback from classmates, making use of vocabulary charts posted in the classroom.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- participate in shared reading experience?

Learning Log

After the students participate in an Author's Chair activity, have them reflect on their learning and how well they were able to participate in shared reading experiences.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interactive

Students will be able to:

6.5.1 identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students pretend that they are in a Spanish-speaking country and they need something for which they do not know the word. They must attempt to describe it, in Spanish, using gestures, other similar words and body language. As an extension, have the students play a game of Pictionary.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use circumlocution to compensate for a lack of vocabulary?
- interpret and use a variety of nonverbal cues?

Observation Checklist

Create an outcome-based checklist and share it with the students before they role-play scenarios in which they ask for things of which they don't know the name. Use the checklist to assess if students are able to interpret and use a variety of nonverbal cues to communicate and use circumlocution to compensate for a lack of vocabulary (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interpretive

Students will be able to:

6.5.2 identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before the students read a new text, invite them to quickly scan the text and underline any words or phrases with which they are not familiar. Have the students, in pairs, use the pictures, captions and titles and instruct them to “read around” the unfamiliar words to predict the meaning of the new vocabulary.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use key content words or discourse markers to follow an extended text?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the reading activity. Students use the checklist to determine if they are able to use key content words or discourse markers to follow an extended text (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Productive

Students will be able to:

6.5.3 identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use a variety of resources in the classroom, such as personal and commercial dictionaries, word charts and grammar charts, to edit and revise an original text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use a variety of resources to correct texts?

Anecdotal Notes

Observe students as they use a variety of resources in the classroom to edit and revise a text. Note and record how well they are able to use a variety of resources to correct texts (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information.

SAMPLE TEACHING AND LEARNING ACTIVITY

After reading a short, informational article in Spanish, have the students identify and write down key words, phrases and information. Next to each word, phrase or list of information, have the students create a simple illustration that will help to remember. Then, in pairs, have the students cover up the word, phrase column and test each other's memory. Lastly, have the students put their lists away and use mental images to recall the words and phrases.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use graphic representations to make information easier to understand and remember?
- use a variety of cognitive strategies to enhance learning?

Rating Scale

Create an outcome-based rating scale and share it with the students before they note key information from an article. Use the rating scale to assess how well students are able to use graphic representations to make information easier to understand and remember (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

6.6.2 identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in groups to create logical plans for how to approach a learning task. After the task is complete, have the students assess their original plans and discuss possible improvements.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- make a plan in advance on how to approach a learning?

Learning Log

After creating a logic plan to approach a learning task, have students reflect on their learning and how well they were able to make a plan in advance on how to approach a learning task.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

6.6.3 identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students get together in groups of three and choose a Spanish song or poem of any genre; e.g., pop, folk, children's. Have them prepare lessons that include visuals to teach the song to a younger class. After the lesson, have the classes sing the song together.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- participate in cooperative group learning tasks?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they prepare a lesson for teaching a song to the class. Students use the checklist to determine if their peers are able to participate in cooperative group learning tasks (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.1 Self-identity

GRADE

6

Specific Outcome

Understanding Self-identity

Students will be able to:

7.1.1 explore and reflect on various facets of self-identity.

SAMPLE TEACHING AND LEARNING ACTIVITY

Show the students examples of logos, letterheads and coats of arms pointing out how symbols are used to reveal information about the company or person or country. Have each student then design a personal logo, letterhead or coat of arms for himself or herself. Have the students also write compositions explaining the symbolism they used.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explore and reflect on various facets of self-identity?

Rubric

Collaboratively create an outcome-based rubric with the students before they design personal logos, letterhead or coats of arms. Use the rubric to assess how well students are able to explore and reflect on various facets of self-identity (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.1 Self-identity

GRADE

6

Specific Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 recognize the effect of positive and negative treatment on self and others.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students brainstorm positive ways to treat people and oneself. Ask the students to work in small groups, choose one positive and one example and create visual images that highlight the effects of positive treatment of others.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize the effect of positive treatment on self and others?

Self-assessment and Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they brainstorm ways that people treat each other positively. Students use the rating scale to assess how well they are able to recognize the effect of positive and negative treatment on self and others (see sample blackline master in Appendix E: Self-assessment Rating Scale).

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.1 Self-identity

GRADE

6

Specific Outcome

Valuing Spanish and the Cultures of the Spanish-speaking World

Students will be able to:

7.1.3 recognize the personal value and significance of language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief discussion with students on the benefits of learning about language and culture. Have the students work in small groups to create collages, photo essays or digital slide shows on what they see as the personal benefits of learning about language and culture.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize the personal value and significance of language and culture?

Learning Log

After the students prepare presentations outlining the benefits of learning about language and culture, have them reflect on their learning and how well they were able to recognize the personal value and significance of language and culture.

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.1 Self-identity

GRADE

6

Specific Outcome

Valuing Multilingualism/Multiculturalism

Students will be able to:

7.1.4 identify the immediate and lifelong benefits and potential advantages of a multilingual/multicultural education in a Canadian and international context.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite a graduate of the Spanish bilingual program to visit the class and discuss with the students how learning about Spanish culture and language has been an advantage in his or her life.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify the immediate and lifelong benefits and potential advantages of a multilingual/multicultural education in a Canadian and international context?

Anecdotal Notes

Observe students as they listen to a graduate of the Spanish bilingual program discuss how it has had an advantage in his or her life. Note and record how well they are able to identify the immediate and lifelong benefits and potential advantages of a multilingual/multicultural education in a Canadian and international context (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

Historical Elements

Students will be able to:

7.2.1 identify some major historical elements, events, figures and developments of cultures of the Spanish-speaking world.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students research an Aboriginal group of South America and how they have helped shape the cultures of the Spanish-speaking world.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify some major historical elements, events, figures and developments of cultures of the Spanish-speaking world?

Rubric

Collaboratively create an outcome-based rubric with the students before they research an Aboriginal group of South America. Use the rubric to assess how well students are able to identify some major historical elements, events, figures and developments of cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

GRADE

6

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 identify some major contemporary elements, events, figures and developments of cultures of the Spanish-speaking world.

SAMPLE TEACHING AND LEARNING ACTIVITY

Order a subscription to a Spanish-language newspaper. Have the students review the newspaper and cut out photographs, articles and advertisements and glue them into a scrapbook under various categories; e.g., art, culture, politics.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify some major contemporary elements, events, figures and developments of cultures of the Spanish-speaking world?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they cut out photographs, articles and advertisements and organize them into various categories in their scrapbooks. Use the checklist to assess if students are able to identify some major contemporary elements, events, figures and developments of cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

GRADE

6

Specific Outcome

Diversity

Students will be able to:

7.2.3 explore diversity of the cultures of the Spanish-speaking world in Canada.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students invite Spanish-speaking guests from various backgrounds and countries to present traditional foods or crafts or to speak, present and share on a specific topic.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explore diversity of the cultures of the Spanish-speaking world in Canada?

Observation Checklist

Create an outcome-based checklist and share it with the students before the presentations by various guests. Use the checklist to assess if students are able to explore diversity of the cultures of the Spanish-speaking world in Canada (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

GRADE

6

Specific Outcome

Change

Students will be able to:

7.2.4 explore and reflect on change in the cultures of the Spanish-speaking world at the international level.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students conduct interviews with adults on the popularity of Spanish-speaking travel destinations. Have the students investigate why these places are so popular, what it is that attracts people, good and bad experiences, and so on. Encourage the students to also examine the impact this popularity has had on the countries themselves.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explore and reflect on change in the cultures of the Spanish-speaking world at the international level?

Rubric

Collaboratively create an outcome-based rubric for a research project exploring the influence of tourism on Spanish-speaking countries. Use the rubric to assess how well students are able to explore and reflect on change in the cultures of the Spanish-speaking world at the international level (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Positive Group Membership

Students will be able to:

7.3.1 use skills that promote cooperation and mutual respect within the classroom and the school.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students create a variety of posters using visual images and text to promote cooperation and respect. Post the posters throughout the school and the classroom, and have the students visit younger grades to promote these ideas.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use skills that promote cooperation and mutual respect within the classroom and the school?

Rubric

Collaboratively create an outcome-based rubric with the students for their posters promoting cooperation and respect. Use the rubric to assess how well students are able to use skills that promote cooperation and mutual respect within the classroom and the school (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Appreciating Diversity

Students will be able to:

7.3.2 explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students research and identify the impact of cultural practices and traditions from different ethnic groups on Canadian culture and identity; e.g.,

- Ukrainian Christmas
- Ramadan and Eid celebration
- Chinese New Year
- Chanukah
- Dragon Festival.

Choose another country and compare the impact of diversity on its culture and identity with the impact of diversity in Canada.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they compare diversity in Canada and another country. Students use the rating scale to assess how well they are able to explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada (see sample blackline master in Appendix E: Self-assessment Rating Scale).

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.3 Building
Community

GRADE

6

Specific
Outcome

Appreciating Similarity

Students will be able to:

7.3.3 examine the common human needs and experiences of people around the world.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief discussion on basic human needs; e.g., food, clothing and shelter. Have the students work in small groups, select a country and research and record what food, clothing and shelter looks like in that country. Have the groups display their findings and look at the displays of other groups.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- examine the common human needs and experiences of people around the world?

Anecdotal Notes

Observe students as they create displays on how citizens around the world meet their needs. Note and record how well they are able to examine the common human needs and experiences of people around the world (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.3 Building
Community

GRADE

6

Specific
Outcome

Contributing to Community

Students will be able to:

7.3.4 provide positive contributions and leadership within the school and/or community.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students, as a class, choose a community service project from a list; e.g., deliver Christmas cards to neighbourhood homes, participate in a community clean-up project. Working in cooperative groups, have them make plans for the project. During the project, invite the students to take photos and write reflections. Have them display these reflections on a bulletin board in the hallway to encourage other classes to engage in community service.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- provide positive contributions and leadership within the school and/or community?

Rubric

Collaboratively create an outcome-based rubric with the students before they plan and carry out a community service project. Use the rubric to assess how well students are able to provide positive contributions and leadership within the school and/or community (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.4 Global
Citizenship

GRADE

6

Specific
Outcome

Responsible Citizenship

Students will be able to:

7.4.1 explore the meaning of personal and social conscience; and demonstrate problem-solving and decision-making skills.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present an issue to students, e.g., global warming and the environment, and lead a classroom discussion on what steps students could take to deal with the issue. List students' responses on the board. Have students continue the discussion in groups and explore the idea of personal conscience when it comes to environment versus social conscience. As they evaluate the steps listed on the board through the lens of personal and social conscience, instruct students to select two to three steps and decide which ones are most applicable, most achievable, most effective.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explore the meaning of personal and social conscience?
- demonstrate problem-solving and decision-making skills?

Rubric

Collaboratively create an outcome-based rubric with the students before they complete a research assignment related to environmental issues. Use the rubric to assess how well students are able to explore the meaning of personal and social conscience; and demonstrate problem-solving and decision-making skills (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.4 Global
Citizenship

GRADE

6

Specific
Outcome

Interdependence

Students will be able to:

7.4.2 participate in and contribute to group activities effectively and recognize that cooperation is important.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to help decide on various group roles, and the responsibilities of each role. As the students brainstorm roles and responsibilities, write ideas on a roles and responsibilities chart. Some roles may include Recorder, Explainer, Encourager, Summarizer and Timekeeper. Discuss the various roles with the students and how they can choose roles for different group tasks. Then divide students into groups, present them with a task, and instruct them to use the roles and responsibilities chart to organize the group effectively.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- participate in and contribute to group activities effectively?
- recognize that cooperation is important?

Learning Log

After students decide various group roles and responsibilities for group tasks, have them reflect on their learning and how well they were able to participate in and contribute to group activities effectively and recognize that cooperation is important.

General Outcome

7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.4 Global
Citizenship

GRADE

6

Specific
Outcome

Intercultural Skills

Students will be able to:

7.4.3 accept differences in characteristics and abilities of peers and others.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief brainstorm with students and compile a broad list of characteristics and abilities. Have the students survey each other and find out the abilities and characteristics of their classmates. Divide students into groups and have them create a way of positively presenting this list; e.g., a mural, a song or rap, or a cheer.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- accept differences in characteristics and abilities of peers and others?

Learning Log

Have the students reflect on their learning and how well they were able to accept differences in characteristics and abilities of peers and others after they compile a list of abilities and characteristics and survey their classmates.

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Future Opportunities

Students will be able to:

7.4.4 identify own interests, and explore future opportunities for learning and employment.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students identify their various learning and employment interests. Invite guest speakers to discuss the responsibilities of particular jobs. Have the students create brief outlines of the skills and qualifications for a chosen occupation.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify his or her own interests?
- explore future opportunities for learning and employment?

Anecdotal Notes

Observe students as they identify different job opportunities based on their own interests. Note and record how well they are able to identify own interests, and explore future opportunities for learning and employment (see sample blackline master in Appendix E: Anecdotal Notes).