9-YEAR PROGRAM

Guide to Implementation

Spanish

LANGUAGE and CULTURE

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Government of Alberta

9-YEAR PROGRAM
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LANGUAGE and CULTURE

Grades 7–8–9

2010

Alberta Education Cataloguing in Publication Data

Alberta. Alberta Education. Curriculum Sector.
Spanish language and culture : 9-year program guide to implementation, grades 7–8–9.

ISBN 978–0–7785–9097–2

Available online: http://education.alberta.ca/teachers/program/interlang/spanish.aspx

1. Spanish language—Study and teaching—Alberta. 2. Education—Alberta—Curricula.
3. Spanish language—Outlines, syllabi, etc.—Alberta. I. Title. II. Series: International languages.

PC4112 A333 2010 460

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This resource is available on the Alberta Education Web site at http://education.alberta.ca/teachers/program/interlang/spanish.aspx.

The primary audience for this resource is:

Teachers	✓
Administrators	
Students	
Parents	

Acknowledgements

Alberta Education gratefully acknowledges the many teachers, school authorities, groups and other individuals who contributed to the writing and/or provided suggestions, feedback and language validation over the course of development of the *Spanish Language and Culture: 9-year Program Guide to Implementation, Grades 7–8–9*. Alberta Education would also like to acknowledge the Ministry of Education and Science of Spain for its support through the provision of special advisors to the ministry.

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Introduction

Chapter Summary

Purpose of This Guide

This guide to implementation is intended to support the Grade 7 to Grade 9 portion of the Spanish Language and Culture Nine-year Program (the program of studies). It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Spanish program of studies. The grade level samples provided in Chapter 8 are designed to give teachers a clearer idea of what the outcomes in the program of studies mean and to offer some sample ideas on how to teach to those outcomes. The samples are not meant to be read or used chronologically. The activities cover a range of degrees of difficulty, and it is expected that teachers will adapt the samples in this guide to reflect the needs and interests of their students.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each grade level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at http://education.alberta.ca/teachers/program/interlang/spanish.aspx.

This guide to implementation will assist educators as they:

- develop further understanding of the program of studies

- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members
- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Research of second language learning and acquisition has identified several general principles of effective language learning. These principles guided the development of the conceptual model used in the program of studies. A clear understanding of these principles will provide a strong foundation for teachers as they develop and select teaching and learning strategies for classroom implementation.

Engaging Students in Meaningful Tasks

Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g., parts of the body) or while carrying out a project (e.g., planning a family vacation). Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has purpose, students tend to be more motivated to learn.

Maximizing Student Interaction

Students learn languages more effectively when they have ample opportunities to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning; i.e., make themselves understood and work to understand others. In classrooms structured with a maximum amount of student interaction, students have more practice time, they are given some choice in working on tasks that reflect their interests, and they use the language in situations that more closely resemble those outside of the classroom.

Ensuring Student Awareness and Use of Thinking and Learning Strategies

➔ **For more information …**

Spanish Language and Culture Nine-year Program, Grades 7–8–9

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the "Strategies" section of the program of studies.

Because all students do not instinctively use language learning strategies, many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies, have reflected on their usefulness and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular social activity, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transferring First Language Knowledge

Students come to their language and culture classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned in terms of all components of language; e.g., sound system, grammar structures, vocabulary and discourse features.

Understanding the Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

Learning about the target culture in the second language classroom also allows students to develop deeper awareness of their own culture as well as other world cultures. With a greater awareness of the cultural diversity in our world, students become more respectful of people of different backgrounds who speak other languages. It is hoped that cultural learning within second language education will help create long-term positive effects on Alberta's students, including development of empathy toward people of different ethnic backgrounds and appreciation for the linguistic and cultural make-up of the Canadian people.

Understanding the Learner

The Nature of Grade 7 to Grade 9 Learners

The Spanish Language and Culture Nine-year Program, Grade 4 to Grade 12, is a student-centred curriculum designed to support the language learning of students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with ever-increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Language and literacy learning at the Grade 7 to Grade 9 level requires a unique classroom culture and climate that is different from that required for younger and older students. Students at Grade 7 to Grade 9 are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of their individual students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

Students in grades 7 to 9 bring a wide range of abilities and characteristics with them to the classroom. As well, these learners are experiencing a period of change and developmental growth. Self-concept and self-esteem play important roles in their learning. Positive reinforcement, recognition, acceptance by adults and peers, and support of developing personal independence all play significant roles in promoting the students' learning.

Learners in grades 7 to 9 typically prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations. It is during grades 7 to 9 that learners demonstrate ability to use abstract thinking in order to understand and to use conceptual reasoning in order to take meaning from hypothetical situations.

The grades 7 to 9 learner typically responds well to learning environments that promote teamwork and a sense of belonging for each individual. Consistent reward through positive reinforcement is required in order to make every student feel accepted for his or her contribution to the classroom environment. Equally important to the sense of belonging is the need for the grades 7 to 9 learner to feel like, and be treated as, a unique individual. Creating or facilitating opportunities for students to express their personal preferences with peers supports the development of learner individuality.

Grades 7 to 9 learners are also in the process of developing a sense of accountability for their actions, choices and decisions. Allowing students to make choices and decisions within the boundaries of the learning environment helps them to be aware of the natural consequences of their actions. Providing young adolescent learners with freedom of choice within the realistic realms of the second language program also motivates students and facilitates their learning. Since decision making can be a difficult process for some students at the grades 7 to 9 level, guidelines and frameworks should be provided by the teacher.

At the grades 7 to 9 level, young adolescent learners begin to experiment with roles as active or passive participants and with the types of contributions they will add to the social make-up of the classroom. This is a good time for students to experiment with leadership roles and with roles as facilitators and recorders when working in groups or when participating in whole-class activities guided by the teacher.

Students at the grades 7 to 9 level tend to favour educational activities that require cooperative participation from their peers mixed with a certain degree of competition. In this case, educational games where students compete in teams by applying the new concepts prove to be a highly effective tool for the classroom. In this situation, young adolescent learners are engaged in enjoyable activities that induce alertness and that are low stress, where learning is maximized, storage of information is prolonged and recall is facilitated.

Adolescent learners at the grades 7 to 9 level also show a tendency to seek activities that have a “high thrill payoff”; research found that the central nervous system of adolescents functions with a higher level of dopamine, a neurotransmitter connected to pleasure and movement. This may result in a greater need for stimulation by movement and risk-taking. With this in mind, use of kinaesthetic activities and games that engage learners through movement can become a powerful teaching strategy. It is important throughout to sustain a fair atmosphere in the classroom.

Research also shows that learning is increased when the student is challenged but not threatened by the activity. It is necessary for the teacher to select activities at the appropriate difficulty level in order to challenge students in a motivating way. Selection of age-appropriate supporting material is also very important for the grades 7 to 9 learner.

Grades 7 to 9 learners retain information most efficiently when they can make connections between what they are learning in the classroom and the real world outside. Instruction that is delivered through thematic contexts that are usually project-oriented and focus on task-based learning tend to give students the greatest connections between classroom learning and real-world applications. Researchers find that people of all ages learn best by solving realistic problems. It is important for teachers to allow students to experiment with the concepts through real-life simulations. Student learning is also enhanced when students are given opportunities to participate in activities that impact others outside of the class, such as individuals in the community.

The classroom teacher plays an influential role in the learning process of students at the grades 7 to 9 level. These students learn behaviours and gain information by observing the teacher and his or her behaviour. Students also seem to excel in the learning process when they are effectively connected to their learning environment—the educator, their peers and the content of the program.

The Second Language Learner

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program in Grade 4 with little or no previous exposure to the Spanish language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some enter with strong cultural knowledge and higher proficiency in listening and speaking Spanish but little proficiency in reading and writing. Occasionally, students will enter this program with little or no English or Spanish language proficiency. More frequently, students with proficiency in French as a second language as well as experience with the grammatical structure found in Romance languages will enter the program. Therefore, a diverse range of student language abilities exists in Spanish language and culture classrooms.

The Spanish Language and Culture Nine-year Program was developed with the assumption that the majority of students entering the program at the Grade 7 level would have had some degree of exposure to the Spanish language in grades 4 to 6. The degree of exposure to the language also depends on the amount of time awarded by the school for the learning of Spanish, the language proficiency of the teacher, as well as student and teacher access to resources such as textbooks, workbooks, videos, listening CDs, CD–ROMs and language labs. When planning instruction, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

Outside Influences

These include social, economic, cultural and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can influence the acquisition of a second language.

Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, Spanish or other languages can have a significant impact on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning preferences are also contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

Factors that Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that impact individual learners. The following are nine of these factors that are most relevant for language learners in junior high school settings:

Instructional Time

Consistent exposure to the target language through all four parts of language skill/proficiency— listening, reading, speaking and writing—is necessary for second-language acquisition to occur with adolescent learners. The amount of time spent learning a second language also impacts linguistic development. Research shows that fluency in a second language is not attainable with a mere 95 hours of language instruction per year for a period of six years; a greater amount of instructional time is needed for functional bilingualism to occur. With this in mind, it is essential for the second language teacher to focus on communicative activities that promote fluency as often as possible. The teacher also needs to encourage students to seek opportunities outside of the classroom to use the language; e.g., watching movies in Spanish, or with Spanish subtitles, or dining at restaurants.

Aptitude

Second-language acquisition is influenced by the personal nature of the learner. While it is clear that every student is born with an inherent aptitude for different kinds of learning, those with strong cognitive traits such as risk-taking, verbal communication and music abilities seem to display greater aptitude for learning a second language. While educators cannot influence how much aptitude a student has, they can use other factors to motivate and engage the learner.

Timing

Research has found that second-language acquisition differs according to the age of the learner. The learning process follows a different pattern when the learner begins at the age of 5, 15 or 25. Researchers argue that the critical learning periods marked by puberty change the way in which learning a second language is processed in the brain. Younger learners acquire both grammar and pronunciation “naturally,” while older adolescents and adults show tendencies of using conscious, analytical thinking skills to understand and be able to apply grammatical concepts. Nevertheless, the learner’s brain after puberty still shows flexibility and plasticity as the student consciously learns new vocabulary and semantics of language. Since the stage of brain development and puberty play a role in language learning, classroom teachers may find that younger learners (elementary and some early Grade 7 learners) are able to acquire language by merely listening and repeating while the older (late Grade 9 learners) need to have explanations of language function followed by examples and opportunities to apply the concepts in guided situations.

Second language teachers need to plan their lessons accordingly. For younger learners, it is recommended to expose the student to the language as much as possible without causing stress. Teaching vocabulary and basic grammar can be done informally in the second language as it is absorbed by the learner. It is recommended, however, to teach more complex grammatical structures in the native language to avoid stressing the learner. A similar example involves pronunciation. Younger learners are able to learn how to enunciate words more accurately with less effort in comparison to older learners. Educators who emphasize perfect pronunciation with older learners can cause more stress, which can inhibit these learners from taking risks and trying to use new vocabulary. It is argued that the greater the emphasis the educator puts on accurate use of language, the less fluent the learner becomes in a given time. Educators who concentrate on the use of language for communicating a message as a whole end up promoting fluency over accuracy.

Motivation

Students’ readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how a student feels about the language being learned and the attitude of other significant persons; e.g., parents, teachers and peers. Positive experiences with, and positive perceptions of, the second language serve to increase motivation.

Planning

In her research, Tokuhama-Espinosa found that learners in families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan be in place to implement a language and culture program.

Consistency	Second language students exposed to language learning opportunities in a consistent and continuous fashion are most successful. In schools, it is important to schedule language and culture programs in a way that provides for well-sequenced and consistent language learning opportunities.
Opportunity	A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language and culture programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community and by participating in relevant extracurricular activities.
Linguistic Relationship among Languages	The target language and those in which the students are already fluent may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn because of similarities in grammar, vocabulary and sound systems and because of the ease of transfer of first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.
Gender	There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.

Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

Gardner's Types of Intelligence

Linguistic Intelligence: The ability to read, write and communicate with words.

Logical-mathematical Intelligence: The ability to calculate, detect patterns, reason deductively and think logically.

Visual-spatial Intelligence: The ability to master position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: The ability to coordinate bodily movements.

Musical Intelligence: The capacity to recognize and compose musical pitches, tones and rhythms.

Interpersonal Intelligence: The capacity to understand the intentions, motivations and desires of other people. This intelligence allows people to work effectively with others.

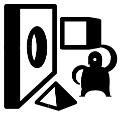
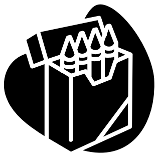
Intrapersonal Intelligence: The ability to know one's inner feelings, wants and needs, and the capacity to understand oneself and to appreciate one's feelings, fears and motivations.

Naturalist Intelligence: The ability to learn by exploring nature. This intelligence enables human beings to recognize, categorize and draw upon certain features of the environment.

The Possible Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential**: Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses**: Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun**: The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment**.
- **Learning is enhanced through music and rhythm**: Often one can remember the songs learned in early childhood because words combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action**: While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others**: Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Linguistic 	verbalizing, hearing and seeing words	How can I use the spoken or written word?	• creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling
Logical-mathematical 	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	• puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving
Visual-spatial 	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	• drawing • creating videos • active imagination • colour schemes • designs and patterns • guided imagery • mind mapping • painting pictures • sculpture/model
Kinesthetic 	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	• physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing

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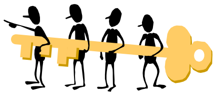
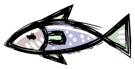
Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266–267.

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Musical 	singing, chanting and playing background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	• chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
Interpersonal 	working with another person or a group of people	How can I engage students in peer sharing, cooperative learning or large group simulation?	• peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
Intrapersonal 	relating to a personal feeling or an inner experience	How can I evoke personal feelings or memories or give students choices?	• self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
Naturalist 	observing, classifying and appreciating	How can I relate the students' learning to the physical world?	• discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

Brain Research and Second Language Learning

Brain-based learning theory asserts that all humans are born with the ability to learn. "Although all learning is brain based in some sense … brain-based learning involves acknowledging the brain's rules for meaningful learning and organizing teaching with those rules in mind" (Caine and Caine 1994, p. 4).

Learning and the Brain

Evidence reveals that the brain is more flexible than previously thought. Recent findings suggest that while some functions of the brain are fixed at birth, others are shaped by experience and learning (Genesee 2000). Mechelli et al. (2004) also found that the brain's structure changes according to the environment it finds itself in. According to Sousa (2006), learning a second language enhances learning and mental competency in all subject areas as well. Furthermore, signs of cortical development in the performance of motor tasks after learning new words were seen in a study by Karni et al. (1995). The cortical map can even change in adulthood as a result of an enriched environment or learning experience (Randall 2007). It goes without saying that teaching can make a difference in brain development, and teachers should not give up on older learners (Karni et al. 1995). Another advantage of learning a second language is that learning something new helps the brain develop by building new neural pathways and connections (Caine and Caine 1994).

Teaching with the Left and Right Brain in Mind

Teaching with the left and right hemispheres of the brain in mind is not enough. The two halves do not operate separately. The brain system interacts together as a whole with the external world. A requirement of brain-based instruction is making connections within the brain and between the brain and the outside world (Genesee 2000).

When learning happens, the brain works the left and right hemispheres, receiving input from multiple external sources such as auditory, visual, spatial and motor. In other words, both hemispheres work parallel to each other (Genesee 2000). Parallel processing, also known as brainswitching, is the act of playing with language by switching back and forth from the left to the right hemisphere of the brain. Two examples of this technique are the total physical response (TPR) and a conversation with an imaginary friend in a second language (Asher 2001).

In sum, children cannot be categorized as exclusively left-brained or right-brained learners.

Critical Period

A sensitive period exists, usually extending up to puberty, when the brain is especially receptive to learning languages; beyond this point, the ability decreases. According to Asher (2001), students acquire near-native accent if they learn a language at a young age, usually before puberty, and they can acquire many languages with excellent pronunciation before Grade 8 if they are provided with a stress-free environment. Jean Piaget found that puberty is the most critical stage for language learning (Brown 1994, pp. 52–53), and some research suggests that the "window of opportunity" closes at the time of the formative years (Herschensohn 2007). Plasticity of the brain is the highest during childhood (Hadley 2002), and as the brain develops, it is more difficult to acquire a second language (Brown 1994). Skehan (1998, p. 234) refers to the importance of the learner's memory capacity, which declines after a certain age, starting in adulthood, and adulthood marks a decrease in incremental learning (Gullberg and Indefrey 2006).

Children process language information in a different region of the brain than adults and this explains why learning a second language for them is easier and faster (Multhaup 1998). When children learn a language, the same part of the brain responsible for automatic brain function or "deep motor area" is what children use; therefore, language becomes second nature to them (Hadley 2002). The information and skills in the deep motor area of the brain are set during early childhood and this area closes at about 18 years of age. For this reason, adults do not think automatically in another language as children do, even as children are unaware that they are learning a second language (Brown 1994).

The following are implications of brain research for second language learning:

1. **Build in reflection**: It is important to let children take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning**: "The more you link, the more you learn" (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom**: Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).
4. **Teaching from the bottom up and the top down**: Teaching and learning can be done from the bottom up (simple to complex) and from the top down (complex to simple). Brain research shows that the brain can process complex information as well as lower information simultaneously (Sousa 2006).
5. **Children learn languages naturally**: Children have the ability to learn and excel in the pronunciation of a foreign language (Krashen 1982). Acquiring language is effortless for a young child since it is learned naturally (Armstrong and Rogers 1997).
6. **A second language improves other subject areas**: Acquiring a foreign language early in life is not detrimental to basic skills, but rather shows positive results in areas of standardized testing (Armstrong and Rogers 1997). Children who study a second language score higher on verbal standardized tests conducted in English as well as on math and logic skills than children with just one language (Met 1998).
7. **Cognitive development is increased**: Children who participate in a foreign language show greater cognitive development in areas such as mental flexibility, creativity, divergent thinking and higher order thinking skills (Hakuta 1990).
8. **Self-image improves**: Studying a foreign language improves self-esteem and a sense of achievement in school (Caine and Caine 1994).

9. **Children become multicultural**: Children who study a foreign language acquire a sense of cultural pluralism, openness and appreciation of other cultures (Met 1998). Children maintain family heritage, culture and language by learning a second language (Hakuta 1990).

Sample strategies to support brain-based learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, "equality" in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to actively process, through reflection and metacognition, what and how they have learned.
- Account for individual learning preferences.
- Engage learners in tasks that require both the right and left hemispheres of the brain, such as using the total physical response method to teach a grammar concept (Caine and Caine 1994).
- Teach with topics that are interesting to students and enable them to associate language with the specific context at hand. Let the students make connections to the world around them, and introduce topics that are important and interesting (Hadley 2002).
- Teach vocabulary in a real-life context to improve acquisition (Hakuta 1990).
- Provide a rich learning environment that will contribute to motivation (Multhaup 1998, p. 88).
- Encourage students to play with the language in order to feel comfortable and to develop fluency (Asher 2001).
- Incorporate activities that encourage students to search for meaning behind terms, concepts and ideas (Sousa 2006).
- Present information in context so that the learner can identify patterns and connect with previous experiences (Archibald 2000).
- Create an atmosphere that is low in threat and high in challenge (Caine and Caine 1994).

Language learning is a natural process; it can be done without intervention. By understanding how the brain learns naturally, language teachers can increase their success in the classroom. Although brain research does not specify what to teach, how to organize complex sequences of teaching, or how to work with students with special needs, it complements teachers' own understanding about learning based on practical and classroom-based research (Genesee 2000).

Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. The six levels of the original model have recently been revisited and revised to reflect a more accurate explanation and description of actions in the taxonomy. One major change is that the six major categories are now in verb form. Since the taxonomy reflects different forms of thinking and since thinking is an action, verbs are now used to more accurately reflect the spirit of the taxonomy. Another difference is the renaming of the former "Knowledge" category to "Remembering." Lastly, "Comprehension" is now "Understanding" and "Synthesis" changed to "Creating" in order to better reflect the nature of the thinking described by each category. All of the changes help to make the taxonomy a more authentic tool. Understanding and Remembering are the lower or more concrete levels of thinking. Creating, Evaluating and Analyzing represent higher or more complex levels of thinking. Applying, which falls just below the higher levels, can be less or more complex depending on the task.

Sample Activities Organized in the Bloom's Taxonomy Model

		Actions	Products	Learning Activities
Higher-order thinking	**Creating** (Putting together ideas or elements to develop an original idea or to engage in creative thinking.)	Designing Constructing Planning Producing Inventing Devising Making	Film Story Project Plan New game Song Media product Advertisement Painting	• Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, a story or an article • Write headlines in newspaper style on current issues in a Spanish-speaking country • Predict future events • Write a diary for an imaginary trip • Extend a story • Hypothesize reactions to different situations based on Spanish cultural beliefs • Compose a poem, a skit, a role-play or an advertisement • Create hypothetical real-world situations in Spanish culture • Create an infomercial
	Evaluating (Judging the value of ideas, materials and methods by developing and applying standards and criteria.)	Checking Hypothesizing Critiquing Experimenting Judging Testing Detecting Monitoring	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasion Speech	• Evaluate solutions to cultural dilemmas • Express and justify opinions on creative Spanish cultural products • Give and support opinions on issues • Evaluate TV shows, movies or cartoons • Write an editorial, giving and supporting an opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in Spanish, decisions of what sites to visit • Read an editorial newspaper, respond and send the response • Evaluate Web pages as sources of information in Spanish
	Analyzing (Breaking information down into its component elements.)	Comparing Organizing Deconstructing Attributing Outlining Structuring Integrating	Survey Database Abstract Report Graph Spreadsheet Checklist Chart Outline	• Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, a poem and other authentic material • Analyze a scene from the Spanish culture • Find evidence to support an opinion • Compare own customs with Spanish customs • Conduct a survey and analyze the results • Analyze typical foods of a Spanish-speaking country for nutritional value • Identify the best route to a historic site in a Spanish-speaking country • Play the role of a tourist who bargains in Spanish

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Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.

		Actions	Products	Learning Activities
Lower-order thinking	**Applying** (Using strategies, concepts, principles and theories in new situations.)	Implementing Carrying out Using Executing	Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal	• Dub cartoons or television shows • Instruct others to prepare a Spanish cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation in a Spanish-speaking country • Interview classmates on their daily activities • Plan a menu for occasions typical of Spanish culture • Make shopping lists for various Spanish cultural or social events • Apply rules of cultural protocol for dining in a Spanish-speaking country • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
	Understanding (Understanding given information.)	Interpreting Exemplifying Summarizing Paraphrasing Classifying Comparing Explaining	Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline	• Arrange lines of dialogue • Fill out authentic forms in Spanish • Listen for sequence • Explain the “What? Who? Where? When? How? Why?” • Describe scenes from a video presentation • Describe pictures from a Spanish-speaking country • Define words • Listen to and paraphrase in English a conversation in Spanish • Draw pictures from verbal descriptions of a Spanish cultural scene or object • Understand text written in Spanish
	Remembering (Recalling or recognizing specific information.)	Recognizing Listing Describing Identifying Retrieving Naming Locating Finding	Quiz Definition Fact Worksheet Test Label List Workbook Reproduction	• Arrange lines of dialogue • Fill out authentic forms in Spanish • Listen for sequence • Explain the “What? Who? Where? When? How? Why?” • Describe scenes from a video presentation • Describe pictures from a Spanish-speaking country • Define words • Listen to and paraphrase in English a conversation in Spanish • Draw pictures from verbal descriptions of a Spanish cultural scene or object • Understand text written in Spanish

Benefits of Second Language Learning

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic, cultural, economic and cognitive benefits of learning other languages. The last two decades have seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature and other texts, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation of the customs and achievements of people beyond their own frames of reference. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one’s own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there’s something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

Cognitive Benefits

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, “Second Language Learning: Everyone Can Benefit,” *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written language faster and possibly learn to read more easily, provided that they are exposed to stories and literacy in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By age five, bilingual children are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

Societal Benefits

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.

Chapter 2
Planning

Chapter Summary

Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of a program of studies.

Program of Studies

The program of studies prescribes what students are expected to learn and be able to do at each grade level. It is the **primary reference** for teachers as they plan for student learning.

➔ **For more information ...**

Appendix A
General and
Specific Outcomes
Chart

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The General and Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year.

Alignment

Many school jurisdictions are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

Implementing the Program of Studies

The *Spanish Language and Culture: 9-year Program Guide to Implementation, Grades 7–8–9* is designed to assist teachers as they plan for and implement the Spanish Language and Culture Nine-year Program, Grades 7–8–9 (the program of studies). The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective Spanish classroom program.

The Grade Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for specific outcomes from Grade 7 to Grade 9. These activities and assessment strategies are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

Spanish language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning. Opportunities for authentic learning moments (e.g., interviews with or presentations by guests speaking the target language, field trips) or for simulated authentic situations (e.g., shopping trips, the preparation of an authentic dish) should be provided.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

Instructional Time

Language and culture programs of study are developed based on a recommended 95 hours of instructional time per grade level, or a suggested 150 minutes per week. This is 10 percent of the total instructional time.

When planning for instructional time in the Spanish language and culture program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that Spanish language and culture courses be scheduled to ensure maximum exposure to the language throughout the school year. If students lose contact with the language for long periods of time, additional time must be taken to review previously learned material that may have been forgotten. Students benefit from using the language on a daily basis.

Class Groupings

➔ **For more information …**

Chapter 4
Differentiated Instruction

Many classrooms will contain students at the same grade level with varying proficiency levels. By using a range of instructional and planning strategies, students of different ages and different levels of ability can be accommodated in a single classroom.

Spanish Program Collaboration

Effective Spanish language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of Spanish-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized by establishing networks of communication with local high schools offering congruent language programs, by being aware of employment opportunities that require a second language or by engaging in activities with languages/classes from other schools.

Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Spanish speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

Planning for Professional Development

Teaching in the Spanish language and culture program demands a broad range of knowledge and skills, both in the Spanish language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Spanish language and to continuously improve their teaching skills.

Spanish language and culture teachers will benefit from professional development opportunities to speak the language, to increase understanding of Spanish culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Spanish language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Spanish print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community

- using contextualized vocabulary presentations and visuals, such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate the learning of abstract concepts.

Planning Considerations

Prior Language Experience

The Spanish Language and Culture Nine-year Program, Grades 7–8–9 assumes that students have had three years of continuous, articulated instruction in Spanish language and culture. There may be students in the program who have Spanish language experience in settings outside of the classroom; e.g., at home, with extended family, in the community. A few individuals may choose to begin the program in junior high school, knowing that beginning the nine-year program at this time will be a challenge. Some of these late-starting students already have second language competency, perhaps in Spanish or in a language related to Spanish. These students may learn Spanish more quickly and easily than those who began their study of Spanish in Grade 4.

To meet students' diverse language backgrounds, skills and varying language learning needs in the classroom, teachers should first assess students' language levels and then differentiate instruction as necessary.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

Language of Instruction

As the ultimate goal of the Spanish Language and Culture Nine-year Program, Grade 4 to Grade 12, is to have students use Spanish for a variety of purposes in a variety of situations, Spanish should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities be done in English, such as students' reflective writings and learning logs or the delivery of relatively complex instructions or explanations.

Choice of Topics and Tasks

➔ **For more information ...**

Appendix C
Sample Text Forms

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the elements outlined in the four components of the program of studies.

Opportunities for Spanish Language Use and Real-life Applications

Proficiency-based instruction that focuses on what students can do with what they know is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate.

Students will be more successful Spanish language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of Spanish language learning through meaningful contact with fluent speakers of the Spanish language and authentic texts, such as Spanish-language newspapers, magazines, electronic communications and multimedia resources.

It is important to have a rich Spanish language environment in the classroom, but it is also very beneficial to provide cocurricular and extracurricular activities during which students have opportunities to use and develop their Spanish language skills. Such school-sponsored activities as Spanish language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits and exchanges are important. It is also important to encourage students to continue their development of Spanish language skills by using the language for personal enjoyment, listening to music, attending cultural events and performances, and accessing and using self-study resources.

Knowing the Students

➔ **For more information ...**

Chapters 3, 4, 5 and 6

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of the students and that complement the lexical fields outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs

➔ **For more information ...**

Chapters 4, 5 and 6

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language and culture program.

Plan with an Applications Focus

The program of studies specifies four components for the development of communicative competence. The Applications component outcomes provide meaningful contexts for students' language and culture learning. Language Competence, Global Citizenship and Strategies component outcomes can be integrated with Applications outcomes. An initial focus on an Applications outcome(s) can serve to motivate and engage students by providing a goal or a reason for their Spanish language and culture learning. When planning, keep a strong focus on Applications in mind and think of ways to integrate learning outcomes from Language Competence, Global Citizenship and/or Strategies with outcomes from Applications.

Getting to the Destination

Think of the program of studies as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—to the achievement of the program learning outcomes.

Applications is the **driver**, making sure the car moves toward the planned destination. If the car is to reach its destination, Applications must be in the driver's seat.

Language Competence is the **passenger** who sits beside Applications, ensuring that the driving is done accurately and competently. Language Competence ensures that the **rules of the road** are adhered to and interprets various road signs for Applications.

Global Citizenship considers what the **outside world** is like and how it relates to all passengers. Global Citizenship provides information about the various places the passengers will be driving to and what they can expect when they get there.

Strategies is the **troubleshooter**. Strategies speaks up when questions or problems arise, offering advice about how all passengers can work effectively to make the trip a positive experience. When passengers encounter problems, Strategies shares ideas on how to find solutions. Strategies asks the right questions at the right time, making sure everyone in the car knows what they are doing and why they are doing it.

All four components are essential to get the car to its destination:
Applications to drive the car forward
Language Competence to pay attention to accuracy and details
Global Citizenship to add colour, life, tolerance and possibilities
Strategies to provide important problem-solving skills.

To further the metaphor, if the program of studies is a car on a journey, teachers are the navigators. Teachers plan the route and determine when the car has reached its destination.

Plan for Strategic Learning

➔ **For more information ...**

Chapter 3

Teachers should plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies outcomes for language learning, language use and general learning should be explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

Integrate Outcomes

Most learning activities, even simple ones, involve multiple specific and general outcomes. For example, singing a Spanish song involves outcomes from the Applications, Language Competence, Global Citizenship and Strategies components of the program of studies. The challenge is for teachers to be familiar with the outcomes and to select outcomes for the focus of a lesson (or unit). The teacher plans lessons to ensure that all outcomes receive focused attention periodically throughout the school year.

Outcome Integration: A Sample, Grade 8

Activity	Divide students into groups and have each group choose a Spanish-speaking community. Students gather information about traditional meals and dishes of that community and organize the information in a KWL chart (see Appendix D: Graphic Organizers). Students then reorganize the information into subtopics and create a cookbook that illustrates the key information and includes several sentences in Spanish that describe the traditional meals and dishes of that community.
Applications	A–5.2 *gather and organize information* a. identify useful and reliable resources
Language Competence	LC–2.5 *written production* a. produce short, simple written texts in guided and unguided situations
Global Citizenship	GC–1.4 *diversity within the cultures of the Spanish-speaking world* a. organize and represent information on the diverse cultures of the Spanish-speaking world
Strategies	S–3.1 *cognitive* a. select and use a variety of cognitive strategies to enhance general learning

Identify Instructional Strategies

➔ **For more information ...**

Chapter 3

To help students achieve selected outcomes from the program of studies and to best meet the needs of students, teachers need to use specific instructional strategies. Teachers choose a planning approach that suits their needs: thematic, task- or project-based, or a combination. The activities teachers develop or select need to fit with selected teaching and learning strategies and the specific outcomes targeted.

Identify Assessment Tools

➔ **For more information ...**

Chapter 7

A variety of assessment tools, ranging from informal observation to formal tests, should be planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessments focus on active involvement of the student in the process, determining if learning outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Spanish language and culture program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes should be Applications-based; e.g., sharing basic information, getting to know people or making yourself understood. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multi-age and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment; e.g., vacation and travel in Grade 7, shopping and money in Grade 8, eating out in Grade 9.

Task- or Project-based Approach

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for the specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises on form and practice of specific strategies have their place in the classroom, but they are done because students need to know those elements of the Spanish language to accomplish the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experiences as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another. For example, students could develop an itinerary for a week-long trip to a Spanish-speaking city or country, plan a budget for one week's worth of shopping expenses, or order a three-course meal in a restaurant.

Effective tasks and projects:
- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

By examining tasks in relation to the factors shown in the following table, appropriate tasks for each student can be chosen. Sometimes a task may appear too difficult, but it could be done, if it is of great interest to students, by adjusting some of the variables. In the same way, a task can be made more or less difficult to suit different groups of students in a mixed-level class group.

	less difficult →			**more difficult**
cognitive complexity	describing		sequencing	choosing
	classifying		identifying principles	assessing/evaluating
listening	one speaker	two speakers	three speakers	four or more speakers
	familiar topic			unfamiliar topic
speaking	taking short turns			taking long turns
	familiar, sympathetic conversation partner			unfamiliar, uninvolved individual or group
	familiar topic, well organized			new topic or experience, not well organized
text type	description	instructions	storytelling	providing and justifying opinions
	few elements, properties, relationships, characters, factors			many elements, properties, relationships, characters, factors
	ample contextual support (e.g., titles and subtitles, pictures or diagrams)			little contextual support
language	simple			complex
	less interpretation required (information is explicit)			more interpretation required (information is implicit)
	redundant (information is repeated in different ways)			no redundancy (information is given only once)
task type	one-way transfer of information			two-way exchange of information
	convergent			divergent
	concrete, “here and now”			abstract, different time or place
support	more			less

Year Plans

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Appendix C
Year Plan

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes of a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of the outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings that indicates when content will be taught
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, a year plan should be one or two pages that clearly and concisely outline topics and skills on a time line. A year plan should also address integrated units of instruction and combined grade teaching.

Unit Plans

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Appendix C
Unit Plan Overview,
Unit Plan A,
Unit Plan B,
Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and allows for choice and different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- “What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?” (p. 128).

Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions

General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:

- be written to "uncover" the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the "flow" of the unit.

For example, specific unit questions such as the following could support the general unit question, "How do patterns, inconsistencies and misunderstandings inform our understandings?":

- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

➔ **For more information ...**

Appendix C
Instructional Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

Tips for Developing a Unit Plan

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Spanish and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out that task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

Have I …

☐ selected the specific outcomes I wish to focus on in this unit?

☐ provided a rationale for the unit?

☐ planned for appropriate *assessment for learning* and *assessment of learning* techniques?

☐ considered individual student needs, interests and abilities?

☐ considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?

☐ identified the historical and contemporary elements of culture present in the global citizenship content of the unit?

☐ selected interesting, useful and varied resources to support this unit?

☐ included a variety of instructional strategies, language experiences and activities?

☐ provided opportunities for students to listen, speak, read, write, view and represent in different contexts?

☐ allowed for flexibility and adaptation of the plan in response to student needs?

☐ provided opportunities for student input and collaborative decision making?

☐ considered possible unit extensions and applications?

Sample Unit Plan

Unit Focus:
Grade 8

How to Recycle

Student Activities:

- Learn affirmative and negative commands in the *tú* form
- Learn vocabulary related to recycling and the environment
- Create a poster about recycling in your school
- Create a cheer about recycling
- Create recycle boxes for your classroom
- Play games using commands
- Create a slogan about recycling

Outcomes:

Applications: 1.1a; 3.1a; 5.1a; 5.2a; 5.3a

Language Competence: 1.1a; 1.2a; 1.3a; 1.4a,c; 2.1a; 2.4a; 2.5a; 2.6a; 2.7a; 3.1a; 3.2a; 3.4a; 4.1a

Global Citizenship: 1.1a; 2.1a; 2.2a; 2.3a

Strategies: 1.1a; 1.2a; 2.1a; 2.2a; 2.3a; 3.1a

Lesson Topics:

- Affirmative *tú* commands
- Negative *tú* commands
- Vocabulary necessary for recycling

Duration:

Ten 40-minute classes

Learning Strategies:

- Focus on Language Use Strategies during poster and cheer work
- Focus on Cognitive Strategies during games and vocabulary practice
- Focus on Metacognitive Strategies during Learning Log reflection

Assessment:

- Peer assessment
- Self-assessment
- Anecdotal notes during command practice
- Rubric for grading the posters (created by students)
- Learning Logs for reflection on strategies used
- Accuracy of language on the posters and boxes and in the cheer

Addressing Learner Diversity:

- Pair up mixed-ability students during group work
- Keep criteria for the activities posted in the classroom
- Have students set personal learning goals through self-assessment
- Ask students experiencing difficulties in language to create the recycle boxes only

Lesson Plans

➔ **For blank templates ...**

Appendix C
Instructional
Planning Guide,
Lesson Plan A,
Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Consider the following questions when planning a lesson:

- What is the purpose or curricular outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

Lesson Planning Checklist

Does my lesson plan ...

- ☐ identify and address specific learning outcomes?
- ☐ ensure student awareness of learning outcomes?
- ☐ involve students in learning activities within meaningful contexts, demonstrating a strong Applications outcomes focus and integration of outcomes from Language Competence, Global Citizenship and Strategies?
- ☐ include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- ☐ engage students in using assessment information to improve their learning?
- ☐ maximize student use of Spanish through meaningful student-to-student communication?
- ☐ include differentiated instructional strategies to meet the needs of all learners?
- ☐ ensure student awareness of, and engagement in, strategic learning; i.e., students identify thinking and learning strategies that work best for them, set goals for strategy use and work to achieve those goals?
- ☐ provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.

Sample Lesson Plan

Lesson Title: Activities with My Friends

Date and Class: January 10, 2009, Class 7B

Outcomes Addressed:

Applications: A–1.1a understand information, such as definitions, comparisons and examples / A–4.1a initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

Language Competence: LC–1.1a identify and reproduce some critical sound distinctions and intonations that are important for meaning / LC–2.3a manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary / LC–3.4a recognize important social conventions in everyday interactions

Global Citizenship: GC–1.2a compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s) / GC–1.3a explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

Strategies: S–2.1a identify and use a variety of interactive strategies / S–2.3a identify and use a variety of productive strategies

Materials Required:

Flash cards, photographs or pictures showing a variety of appropriate activities for adolescents.
Video recording and viewing equipment (optional).

Teaching and Learning Activities:

With students, brainstorm various social activities of interest to them; e.g., sports, going out, club meetings, shopping.

Students circulate and ask one another in Spanish what their favourite social activities are. Encourage students to remember nonverbal communication associated with social activities.

After a few minutes, ask students to offer their favourite activity and a classmate's favourite activity.
Hola. Me gusta bailar, y a Justin, le gusta pasear en bicicleta.

Once students have had sufficient time for their interactions, consider allowing different student groups to present their conversations to the class. Extend this activity to include information on when, where and/or with whom students do the activities.

Differentiation of Instruction:

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows a group of students discussing their social activities.

Opportunity for Assessment:

Use an outcome-based checklist to determine if students have attained outcomes A–1.1a and A–4.1a during their conversations.

Chapter 3

Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. Strategies help learners know what to do, how to do it, when to do it and why doing it is useful.

Students use various strategies to maximize the effectiveness of their learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- practice in making meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- tools and encouragement to self-monitor, self-correct, and reflect on and assess their own learning.

Students need to develop proficiency using a strategy before new strategies are introduced. Over time, students will develop a number of strategies to facilitate their learning.

Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need to:

- know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- know what steps are involved in the strategy's procedure
- know when the strategy should be used so that they can ensure transfer to other scenarios
- know how to adjust the strategy to fit their particular purposes
- practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

➔ **For more information ...**

Appendix C
Sample List of
Learning Strategies

Possible student learning strategies are listed for many of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Spanish language and culture classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in completing language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ **For more information ...**

Spanish Language
and Culture
Nine-year Program,
Grades 7–8–9

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Spanish language and culture classroom: language learning strategies, language use strategies and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**.

Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously learned language.

Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive**, **interpretive** and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one’s lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements, and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the Spanish language.

Cognitive general learning strategies are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts and brainstorming.

Metacognitive general learning strategies are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in Spanish) and assessing their own learning.

Social/affective general learning strategies are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn concepts.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to students and are demonstrated and practised by students over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the Spanish language and culture outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language and culture classroom.

Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to use a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:	
Cognitive	• Use mental images to remember new information • Look for patterns and relationships
Interpretive	• Listen selectively based on purpose • Determine the purpose of listening

⊙ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound; e.g., all the cards with words containing “rr.” The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own and move on.

⊙ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen to the words as you read them and decide which “sound category” (e.g., “rr” or “r”) they belong to. The students should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, then place the card in the correct pile.

Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:	
Cognitive	• Group together sets of things—vocabulary, structures—with similar characteristics • Look for patterns and relationships

Cloze Activities

In cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., "I know the word and to fill in the missing sound I need to add the letter 'a.'" "This sentence doesn't make sense unless I put the word 'and' in it."). Avoid having too many blanks initially, and begin by blanking-out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

Possible Student Learning Strategies:	
Social/Affective	• Seek the assistance of a friend to interpret a text
Interpretive	• Listen or look for key words • Infer probable meanings of unknown words or expressions from contextual clues

⊙ Letter-level Cloze

Select high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern; e.g., remove the first letter, remove the last letter. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., a sentence from a story. As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a "do now" activity.

⊙ Word-level Cloze

Select sentences from students' reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern; e.g., remove adjectives. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.

Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Cooperative Learning Activities

➔ **For more information ...**

Chapter 4
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:	
Social/Affective	• Initiate and maintain interaction with others • Work cooperatively with peers in small groups • Work with others to solve problems and get feedback
Interactive	• Interpret and use a variety of nonverbal cues to communicate • Repeat part of what someone has said to confirm mutual understanding

Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have the opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

⊙ Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates information on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

In the "carousel" approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a particular coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible on their designated subtopic within a set period of time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

⊙ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

Example

When discussing friends and activities, place a symbol representing a different season in each corner of the room—a snowflake, an autumn leaf, a spring flower, a bright sun. Ask a question such as: *Which is your favourite season and why?*

Students move to the season corner that represents their favourite season. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

⊙ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any other element of the culture being studied. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

Example:

Find someone who can:			
name 3 social activities in Spanish	name three body parts in Spanish	name four different types of stores in Spanish	sing you a simple song in Spanish
identify a difference between his or her first language and Spanish	name two modes of transportation in Spanish	name three items of clothing in Spanish	name a strategy for remembering new vocabulary

⊙ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

⊙ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Spanish culture–related Internet sites they found useful and interesting.

⊙ Inside–outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used for students to develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

Example

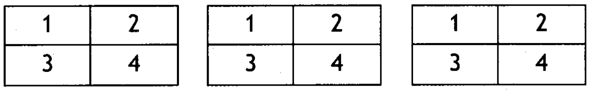
Each student is given a picture card with an illustration of an item from a lexical field, such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

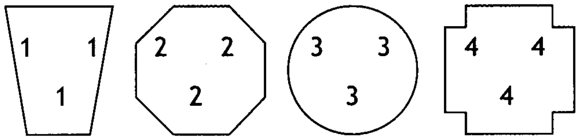
⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.



The experts on the same role from each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment, since the group is challenged to arrive at a consensus. This activity can be less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

Example

Students are grouped into fours and asked to name an activity they enjoy doing with their friends. Students take turns until each one has named three activities. Each student could then be asked to identify his or her favourite activity of the three.

⊙ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion with junior high school students. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group's circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

⊙ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

⊙ Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

⊙ Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

Demonstration

Demonstration allows for discussion and modelling of particular skills or processes that help students acquire procedural knowledge; e.g., taking students step by step through the writing process or a particular learning strategy.

Possible Student Learning Strategies:

Interpretive

- Determine the purpose of listening
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

Example

Demonstrate how to make a traditional cup of hot chocolate, how to play castanets, how to introduce a friend to the class and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

Possible Student Learning Strategies:

Interpretive

- Make connections between texts on the one hand and prior knowledge and personal experience on the other
- Summarize information gathered

Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

⊙ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, these students form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. Sam	2. Haijia	2.	2.
3. Lais	3.	3.	3.

⊙ Pairing Up Partners

Partners can find each other by following a matching process. Use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

⊙ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one’s birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards
- parts of the body
- foods
- stores and what one buys there.

Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others’ work, including representations, and process the content in preparation for further discussion or consensus building.

Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

Games

➔ **For more information ...**

Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games that involve the whole class, small groups, partners and individuals (games that are suitable for both teacher direction and independent use). Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played in second language classrooms are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

Possible Student Learning Strategies:

Social/Affective	• Understand that making mistakes is a natural part of language learning • Be willing to take risks and to try unfamiliar tasks and approaches • Work cooperatively with peers in small groups

Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, prepare a series of six to ten short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get the lettuce, tomatoes, cucumbers and peppers out of the refrigerator.
- I wash all the vegetables.
- I shred the lettuce with my hands.
- I cut the tomatoes into small pieces.
- I peel the cucumber.
- I cut the cucumber into slices.
- I cut the peppers into strips.

- I toss the vegetables.
- I add dressing on my salad.
- I eat my salad.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Graphic Organizer Activities

➔ **For more information and blank templates ...**

Appendix D

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn essential vocabulary in a meaningful context.

Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify on a large genre map at the front of the class the mystery, the events, the main suspects and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, explain their choices and use organizers effectively; e.g.,

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare and contrast map, such as a Venn diagram, for comparing and contrasting family traditions or when comparing and contrasting two versions of a story.

Possible Student Learning Strategies:	
Cognitive	• Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember • Look for patterns and relationships • Use available technological aids to support language learning
Social/Affective	• Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

⊙ Brainstorming Webs

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Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Spanish may not be possible until students develop a level of proficiency that allows them to express their ideas.

⊙ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures and visuals or with Spanish words, phrases or sentences.

⊙ Decision Making (PMI Chart)

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Appendix D

Students can use Plus, Minus and Interesting information (PMI charts) to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

⊙ Decision Making (What I Have, What I Need)

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Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

⊙ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

⊙ Idea Builders

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Appendix D

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

⊙ KWL Charts

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Appendix D

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. Students read or listen to a text or watch a visual presentation. List on the board, under "what we Know," information students know or think they know about a selected topic. Next list questions students want to answer about the topic under "what we Want to know."
2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under "what we Want to know."
3. After the investigation, students identify what they learned, and that information is listed under "what we Learned." Students complete the activity by contrasting the information listed under "what we Learned" with that listed under "what we Want to know."
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

⊙ Mind Maps

➔ **For more information …**

Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

⊙ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students understand story elements and plot development and remember story content.

Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead or the board in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

⊙ Triple T-chart

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Appendix D

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

⊙ Venn Diagram

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Appendix D

A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

⊙ Y-charts

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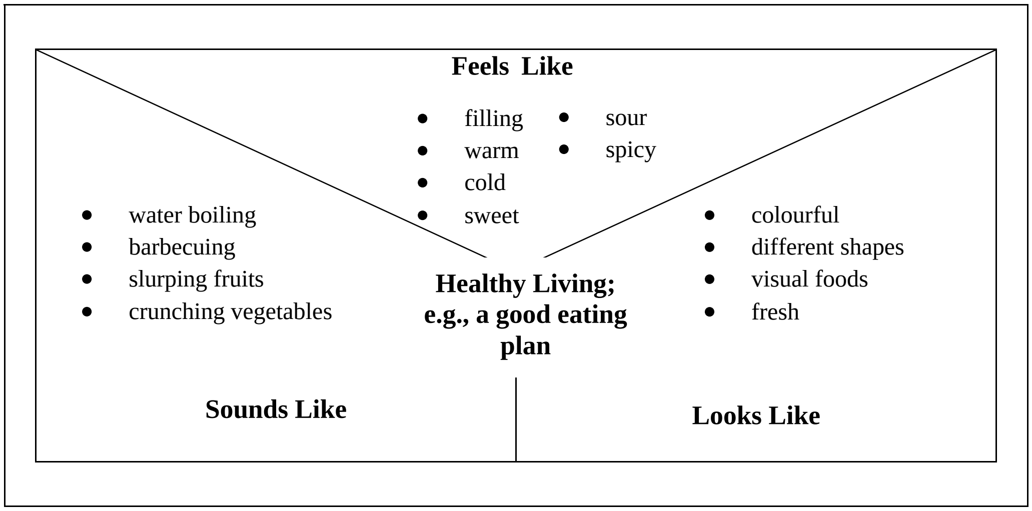
Appendix D

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:



Feels Like

- filling
- warm
- cold
- sweet
- sour
- spicy

Healthy Living; e.g., a good eating plan

Sounds Like

- water boiling
- barbecuing
- slurping fruits
- crunching vegetables

Looks Like

- colourful
- different shapes
- visual foods
- fresh

Group Roles

➔ **For a blackline master ...**

Appendix C
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

Checker	Ensures that everyone understands the work in progress.
Encourager	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
Materials Manager	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
Observer	Completes a checklist of skills and strategies used by the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	Reports on the group's work to the rest of the class.
Timekeeper	Watches the clock and makes sure the group finishes the task within the time allotted.

When introducing roles to the class, explain and model them. Give students opportunities to practise them. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

➔ **For more information ...**

Chapter 7

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. To promote student learning and to improve students' social skills, he also suggests asking students to set their own goals and to use self-assessment.

Independent Study

➔ **For more information ...**

Chapter 5 Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved with another strategy.

Possible Student Learning Strategies:	
Cognitive	• Find information, using reference materials such as dictionaries or textbooks
Metacognitive	• Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly • Keep a learning log • Make choices about how you learn

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

Possible Student Learning Strategies:	
Social/Affective	• Work with others to solve problems and get feedback on tasks
Interactive	• Indicate lack of understanding verbally or nonverbally

Information Gap Activity Example

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. The activity could use a basic question structure and the vocabulary associated with the objects found in a classroom, e.g., shopping, ordering in a restaurant.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Spanish to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and identification of any challenges a student might encounter.

Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of the language through application. They can be used to collect information from a defined sample of people in order to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:	
Interactive	• Interpret and use a variety of nonverbal cues to communicate • Ask for clarification or repetition if you do not understand

Tips for Interviews and Surveys

1. **Prepare**: Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan**: Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data**: The interview/survey is conducted in the manner agreed upon; e.g., in-person interview, survey by phone or e-mail, survey on paper.
4. **Organize and Display Data**: Once data has been collected, it should be compiled and displayed. Results are often displayed by using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.b
5. **Summarize, Analyze and Interpret Data**: For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., the questions and answers necessary when eating out, shopping or travelling. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

Example A: Help Expressions

Excuse me, teacher! Can you help me, please?

Excuse me, can anybody help me?

Hello! I need help, please.

Hey you! Help me.

Help!

Example B: Classroom Permission

May I go to the washroom, please?

May I get some water, please?

May I go to the library, please?

May I go to the office, please?

May I go to the playground, please?

Possible Student Learning Strategies:

Cognitive	• Group together sets of things—vocabulary, structures—with similar characteristics • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Productive	• Use words that are visible in the immediate environment

Learning Logs

➔ **For more information ...**

Chapter 7
Learning Logs

A learning log is usually a single notebook with various sections that provides places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in Spanish and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Spanish and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' Spanish use.

If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways the journal can be used, so students understand the process and the purpose.

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section)—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate and reflect by looking back, looking in and looking forward.

Looking back (Retell)
What activities did we do?
What did I learn?
What strategies did I use during the activities?

Looking in (Relate)
What did I like or dislike about the learning experience?
How does what I learned relate to what I already knew?
What questions or concerns do I have about what I learned?

Looking forward (Reflect)
What would I like to learn more about?
What goals could I set for myself?
How might what I learned help me in the future?

Possible Student Learning Strategies:

Metacognitive	• Reflect on learning tasks with the guidance of the teacher • Reflect on the listening, speaking, reading and writing process • Keep a learning log • Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes. Incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:

Cognitive	• Listen attentively
Metacognitive	• Listen or read for key words • Be aware of the potential of learning through direct exposure to the language

⊙ Turn and Talk

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flowchart. Specify the organizer that best suits the topic or the content of the lesson, or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary on the board.

⊙ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of language. Have the audience offer suggestions for revision or considerations for future work.

⊙ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others
- visualizing
- using graphophonic (i.e., recognizing letters and their sounds), syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

⊙ Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur frequently to stimulate students' interest in books and reading.

⊙ Readers' Theatre

In readers' theatre, students read aloud from existing scripts, adapted scripts or scripts they have written themselves. The performance requires minimal costumes, props or sets, and the texts do not have to be memorized. Readers' theatre, however, is very effective in the classroom as it does the following:

- It requires the students to truly understand the text in order to find the mood, action and characterization of the story.
- It develops skills such as cooperation and risk taking.
- It develops oral skills such as pronunciation, articulation, projection and expression.
- It provides an opportunity for all levels of students to participate, as roles can be of varying lengths and difficulties.
- It develops writing skills if students write their own scripts or adapt existing stories, poems or plays.
- It improves listening skills, as students must know when it is their turn to read and what action they are to perform.
- It develops imagination and creativity, as students, not the set, costumes or props, must create the story in the minds of the listeners.
- It creates less anxiety, as the whole text does not need to be memorized.
- It allows casting that is not gender specific, as one reader can perform several roles or even become animals or things.
- It permits large roles, such as the narrator, to be shared by more than one student.

Tips for Readers' Theatre Activities

1. Choose an existing script. These are not easy to find in Spanish so you will have to adapt a story or a poem for the class. It is wise to choose a story that has a clear plot, with actions or descriptions that can be easily mimed, well defined characters and a good balance between narration and dialogue and that allows for a fairly equitable participation by all students.
2. Put each script into a 3-hole folder. As the scripts can be used as props, ensure that the colour, design and size of the folders do not detract from the story.
3. When the roles are cast, ask each reader to highlight his or her lines with a highlighter.
4. Have all performers, except the narrator, sit on a stool, preferably one that rotates to aid entrances and exits. Narrators often stand with their script placed on a music stand or a podium.
5. Train the readers to use offstage focus when they read. This involves their looking out at the audience and reading towards an imaginary spot located in the centre of and slightly above the heads of the audience. If the students use onstage focus and do it poorly, they merely look like actors who have not memorized their lines. Offstage focus also cuts down on giggling by adolescents who are looking at each other. Offstage focus forces the readers to read well enough to create the story in the mind's eye of the audience. Narrators can either face the audience or the actors depending on what they are saying.
6. Have students get into groups and rehearse their text. Circulate and assist in the direction of the production; student directors can also be used. Remind students to listen carefully to the narrator and to mime the actions or descriptions he or she is reading. Ask the readers to find a character for their role as well as a voice, a body stance etc. in order to make their personage come alive for the audience even though they are merely sitting on a stool and reading.

7. Entrances and exits of characters are easily made by turning on the stools, especially if one student is playing several roles. A back to the audience indicates that the character is not present at that time. Organize as well an orderly entrance and exit of all readers on the stage or playing area.
8. Be especially vigilant to ensure that the scripts in their folders do not distract from the reading by being opened or closed unnecessarily, by being dropped etc.
9. After some experience with prepared scripts, students (especially those whose knowledge of Spanish may be slightly more advanced) can be asked to adapt stories or write their own scripts.
10. Share the performances with others.
11. Enjoy the experience!

A variation on the traditional approach to readers' theatre is to consider using a VoiceThread. VoiceThread is a free online tool (http://voicethread.com) that allows users to upload a document or image and use the record feature to perform the readers' theatre. This online tool has positive implications for second language learners.

⊙ Shared Reading

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter–sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

⊙ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

An alternative to conventional storytelling is to use digital storytelling. There is an abundance of emerging storytelling tools that can be used in the second language classroom. For example, the StoryTools Web site (http://cogdogroo.wikispaces.com/StoryTools) provides a list of 50 open source storytelling tools that are easy to use when presenting a story.

⊙ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students use the vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:	
Interpretive	• Use gestures, intonation and visual supports to aid comprehension • Listen or look for key words
Productive	• Use nonverbal means to communicate

Tips for TPR Storytelling

1. **Practise and Teach Vocabulary**: Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary**: Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story**: Narrate a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story**: Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced)**: Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.
6. **Create Original Stories (Advanced)**: Students prepare and act out original stories, using the selected vocabulary.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects ask students to use inductive reasoning. Students can also reflect on their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:

Cognitive	• Use previously acquired knowledge to facilitate a learning task • Use available technological aids to support language learning • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Interpretive	• Prepare questions or a guide to note information found in a text

Role-play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or an imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Possible Student Learning Strategies:

Metacognitive	• Rehearse or role-play language
Productive	• Use knowledge of sentence patterns to form new sentences

Tips for Role-play

1. **Outline the Situation**: Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.
2. **Provide Time**: Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.
3. **Teacher Involvement**: Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.
4. **Reflection**: Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as they develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles be discussed prior to the first sharing circle, such as "accept all ideas," "do not insult anyone," "ask questions if you don't understand," "be sure to be able to see all members of the circle."

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

Sketch to Stretch

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and can experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. A simple word building activity involves taking the letters from a longer word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

⊙ Flash Cards

➔ **For more information ...**

Appendix B Vocabulary and Classroom Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side by side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

Possible Student Learning Strategies:

Cognitive	• Use mental images to remember new information • Memorize new words by repeating them silently or aloud • Place new words or expressions in a context to make them easier to remember

⊙ Making Words

Make word cards for long or difficult words by dividing the words into short syllables (e.g., *des a for tu na da men te*). In order, point to each letter, make its sound and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions.

Possible Student Learning Strategies:	
Metacognitive	• Make a plan in advance about how to approach a learning task • Evaluate your performance or comprehension at the end of a task
Cognitive	• Look for patterns and relationships

⊙ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students' own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students' reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students' learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a picture, a cognate, an example of its correct usage or a translation if necessary.

Possible Student Learning Strategies:	
Cognitive	• Make personal dictionaries • Place new words or expressions in a context to make them easier to remember
Metacognitive	• Check copied writing for accuracy

⊙ Word Walls

To create an environment rich in language, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:	
Cognitive	• Group together sets of things—vocabulary, structures—with similar characteristics
Productive	• Use words that are visible in the immediate environment

⊙ Portable Word Pockets

Create an extra copy of each word posted on the word wall and store these extra copies in an envelope or pouch under a heading (e.g., parts of the body, foods, clothing). Encourage the students to use these words for sorting activities or for reference.

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. While computer-assisted language learning has been used for years by language teachers to supplement face-to-face language learning, there recently has been a plethora of emerging assistive technologies that are web-based and open-sourced; i.e., anyone can change or share them, and they are widely available. These Web 2.0 tools have greatly added to the list of ICT skills and processes that have typically been addressed by technology in the classroom.

Current ICT Skills and Processes Addressed by Technology in the Classroom

- **gathering and identifying information**
- **classifying and organizing**
- **summarizing and synthesizing**
- **analyzing and evaluating**
- **speculating and predicting**
- **communicating information**
- **conversing with students in other classes**
- **connecting**
- **building community**

The recent development of Web 2.0 tools has shifted the paradigm from “learning *from* technology” to “learning *with* technology.” Effective use of Web 2.0 tools, e.g., blogs, wikis, Skype, podcasting, can increase a language learner’s ability to collaborate and communicate in the target language. These tools can provide opportunities for students to hone their use of vocabulary and can extend students’ working understanding of the target language by allowing them access to more authentic environments and contexts within which to practise the language. The ICT skills and processes that students develop through the use of Web 2.0 tools and other technology in the classroom can be related to learning strategies included in the program of studies.

ICT Skills and Processes	Learning Strategy Examples
• gathering and identifying information	• find information, using reference materials
• classifying and organizing	• group together sets of things—vocabulary, structures—with similar characteristics
• summarizing and synthesizing	• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember
• collaborate	• collaborate with students on language learning projects regardless of geographical distance
• communicate	• communicate with others
• connect	• connect with students in target language communities
• build community	• build networks of students who have similar needs and interests

ICT Curriculum in Spanish Language and Culture Classrooms

Spanish language and culture students meet communication outcomes from the ICT curriculum as they access information in Spanish through the Internet and as they exchange information and seek support for, and validation of, their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Spanish language and culture students meet foundational operations and knowledge outcomes by using ICT tools in appropriate ways and by understanding what tools are best for specific tasks. For example, by using a Web 2.0 tool like SlideFlickr (http://www.slideflickr.com) to present a language project, students demonstrate knowledge of a specific tool or technology and use it in an effective way; e.g., students can create and embed Flickr slide shows. Students can provide a written or an audio accompaniment on a topic that is of personal interest to them. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Spanish, they also provide opportunities for teachers and students to expand communication horizons that bring cultures and worlds together. Digital tools and applications such as blogs, wikis, videoconferencing, podcasts, Skype, mailing list servers and discussion boards are particularly effective in this regard.

Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration. Activities in this guide have been written so that those which incorporate ICT tools can easily be adjusted to meet the various realities of Alberta classrooms. Teachers are in the best position to judge which ICT tools will be most effective in their classrooms. Teachers should consider carefully the amount of time and effort required to achieve a stated outcome within an activity, and then focus on two to three tools per grade. Consistent practice will help students become comfortable with the tools.

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for students, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT, and Internet-based technologies in particular, contribute to students' active participation in learning tasks and have great potential to enhance and extend the principles of good language instruction. Online journals, blogs, personal Web sites and shared content through digital devices are not just examples of how students can use technology for learning, they are also ways in which teachers can modify and adapt traditional language activities so as to harness the potential that Web 2.0 tools have to offer. The traditional exchanging of letters between students can be modified by using a tool such as ePals (http://www.epals.com). Students in Alberta can connect with Spanish-speaking students in Mexico and Latin America online at http://yourwebapps.com and engage in real-time group discussions. For live, conversational language speaking opportunities, videoconferencing and Skype are two tools students can use.

Web 2.0 tools like blogs, wikis, podcasts, Skype and videoconferencing provide students with opportunities to:

- connect with others outside the classroom and inside the target language–speaking area
- reach a wider audience through online publishing
- link with others who have similar needs and interests, thereby increasing their chances of engaging in meaningful conversation in the target language and enriching the connection to the community of the target language
- use scaffolding to enhance learning and to solve problems
- provide feedback, reflection and revision
- build global and local communities.

Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used in the classroom to help students achieve specific outcomes for Grade 7 from the program of studies.

Technology	Specific Outcomes (Grade 7)	Integration Suggestions—Using Technology in the Classroom
word processing	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. identify and use a variety of productive strategies	• Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning. • Students can use the following online tools to create, collaborate and communicate: Blogger https://www.blogger.com Blogger in the Classroom http://tinyurl.com/29qdtb Zoho Wiki http://tinyurl.com/2su83u PBWiki http://pbwiki.com Google Docs http://tinyurl.com/2zktwe Google Docs & Spreadsheets in the Classroom http://tinyurl.com/3cc58n Google Sites http://sites.google.com Google Page Creator in the Classroom http://tinyurl.com/2ul59s Online Word Processing http://tinyurl.com/yqzne4
spreadsheets	A–2.1a. inquire about and express agreement and disagreement	• Students ask one another about their food preferences and create a spreadsheet to display the information. Google Docs http://tinyurl.com/2zktwe Google Docs & Spreadsheets in the Classroom http://tinyurl.com/3cc58n

Technology	Specific Outcomes (Grade 7)	Integration Suggestions—Using Technology in the Classroom
draw/paint/ graphic applications	A–6.2a. use the language creatively and for aesthetic purposes S–2.3a. identify and use a variety of productive strategies	• Students create collages and other artwork, using electronic graphics and text. • Students use web-based mind mapping tools to brainstorm ideas using Spanish: Gliffy http://www.gliffy.com Mindmeister http://www.mindmeister.com Mindomo http://mindomo.com
Internet	GC–2.3a. identify some of the past and present relationships between the cultures of the Spanish-speaking world being studied and their own culture(s) S–1.1a. identify and use a variety of cognitive strategies to enhance language learning	• Students search the Internet for information on Spanish culture worldwide, then share the information in group presentations.
e-mail	A–4.1a. initiate and participate in casual exchanges with classmates	• Students exchange e-mails with students from another Spanish language and culture class in Canada or with Spanish-speaking students from around the world. • Students collaborate and communicate with their peers in other countries. (E-mail offers many opportunities for social interaction using the Spanish language.) Gmail http://www.gmail.com ePals http://www.epals.com/
multimedia applications	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. identify and use a variety of productive strategies	• Students use a CD–ROM Spanish/English dictionary to look up words. • Students create their own videos. In addition to Windows Movie Maker and Mac's iMovie: Animoto http://animoto.com/ Photo Story Tutorials and Tips http://tinyurl.com/2xneae

Technology	Specific Outcomes (Grade 7)	Integration Suggestions—Using Technology in the Classroom
clip art/media clips	LC–4.2a. recognize various text forms delivered through a variety of media	• Students examine a variety of Spanish media clips. • Students access online videos from YouTube, Google Videos and TeacherTube and use them to teach Spanish and to extend their understanding of the language. http://www.youtube.com http://www.video.google.com http://www.teachertube.com

The technological devices and tools listed in the chart above can be used to enhance existing lesson plans and can be used as a basis for lesson plans. Ideally, many activities that incorporate ICT tools should be long-term; i.e., half a year/year-long projects that different students can add to over time. Such projects allow for more passive students to practise, gain self-confidence and participate meaningfully. Again, it is the teacher who will decide how to best use ICT tools in lesson planning. The sample lesson plans on pages 81 to 91 integrate ICT tools.

Web Links

LearnAlberta.ca

LearnAlberta.ca provides digital resources to support the Kindergarten to Grade 12 curriculum in Alberta. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Teachers in Alberta who hold an active and valid professional certificate can create a personal teacher account by selecting the “Sign Up” link at the top right-hand corner of the LearnAlberta.ca homepage. To complete the sign-up process, teachers will require a jurisdictional username and password for LearnAlberta.ca, a professional certificate number, and access to an e-mail account.

¡Hola amigos! is a multimedia Spanish language learning resource being developed through a collaborative agreement between the Cervantes Institute of Spain and Alberta Education. This support resource is based on Alberta’s Spanish language and culture program of studies. Each grade level will have up to 18 scenarios, each introduced by an animated story line and followed by up to 20 engaging, interactive multimedia learning activities. As they are completed, the final versions of the scenarios will be posted at http://www.LearnAlberta.ca.

The following Web links are provided as added sources of information to teachers on an “as is” basis without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites’ content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- http://www.hotpot.uvic.ca
- http://www.skype.com
- http://www.quizstar.com
- http://www.abcteach.com
- http://www.puzzlemaker.com
- http://teach-nology.com
- http://rubistar.4teachers.org
- http://www.teachervision.com
- http://www.teachnet.com
- http://www.brainpop.com/
- http://www.vcalberta.ca

Anuncios / Commercials

Students listen to various Spanish-language commercials on the television or radio and read advertisements from magazines or newspapers. They choose one of the products or services advertised and decide if they would buy that product or service, based on the advertisement. Students prepare a brief description of the product or service by examining such elements as quality, price, use and advantages. They then explain how and why the advertisement influenced their decision. Students present their explanations in oral form to their peers.

Extension

- Students form small groups and create a jingle or a short skit regarding a particular product or service.

Sample Language

- *En mi opinión, este producto es fantástico.* / In my opinion, this product is fantastic.
- *Vale la pena comprar este producto.* / It is worth it to buy this product.
- *¡Compra este producto al mejor precio!* / Buy this product at the right price!

Specific Outcomes

Selected Principal outcomes

A–1.1

a. understand information, such as definitions, comparisons and examples

A–5.4

a. provide reasons for their opinions on topics within their experience

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

Selected Supporting outcomes

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

S–3.1

a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   - distinguish between fact and opinion when using a variety of sources of information

Activity 1 (continued)

Materials

A variety of commercials, in Spanish, from television, radio, newspapers and magazines.

Prerequisite Knowledge

Adjectives.

Common verbs in the present tense.

Sample Vocabulary

¡Este es el mejor producto del mercado! / This is the best product on the market!
¡La mejor oferta nunca vista! / The best offer ever seen!
¡Ahora o nunca! / Now or never!
¡Es imposible un precio más barato! / A lower price is not possible!
¡Solo por hoy: dos por uno! / Only for today: two for one!
¡Compre hoy y pague dentro de seis meses! / Buy today and pay in the next six months!
¡Por la compra de dos productos, llévese uno gratis! / Buy two, get one free!

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they view and discuss advertising with classmates. Use the rubric to evaluate how well students are able to understand information about commercials and how well they provide reasons, through short oral explanations, for their opinions on advertising.

OUTCOMES

A–1.1a
A–5.4a
LC–2.2a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they view and discuss advertising with classmates. Students use the checklist to determine if they are able to use cognitive strategies to understand the various commercials and advertisements and if they can present an oral explanation of what they think of advertising.

OUTCOMES

A–1.1a
A–5.4a
LC–2.1a
LC–2.4a
S–3.1a

Evaluation Tool No. 1

For Teacher Use

Anuncios / Commercials: Rubric

Nombre: ______________________________ *Fecha:* ______________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. understand information, such as definitions, comparisons and examples	demonstrates **clear** understanding ☐	demonstrates **adequate** understanding ☐	demonstrates **basic** understanding ☐	demonstrates **minimal or vague understanding** ☐
A–5.4 a. provide reasons for their opinions on topics within their experience	provides **detailed** reasons for his or her opinions ☐	provides few **appropriate** reasons for his or her opinions ☐	provides **general** reasons for his or her opinions ☐	provides **vague** reasons for his or her opinions ☐
LC–2.2 a. produce a variety of short, simple oral texts in guided situations	produces an **articulate**, short and simple oral text ☐	produces a **thoughtful**, short and simple oral text ☐	produces a **basic**, short and simple oral text ☐	produces a **vague**, short and simple oral text ☐

Anuncios / Commercials: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• provide reasons as to why I liked or did not like the advertisement or commercial		
• understand the TV and radio advertisements		
• understand the different newspaper and magazine advertisements		
• distinguish between fact and opinion when evaluating the various commercials and advertisements		

Comentarios

Estoy contento(a): ____

____

____

____

Lo que tengo que mejorar: ____

____

____

____

Eres un(a) reportero(a) del tiempo / You … a Spanish Weather Reporter!

Students create a spoof of a weather report; i.e., a humorous script for a short weather report in Spanish and a multimedia presentation of their script. The report does not have to reflect reality and should aim to include as many kinds of weather as possible. Students film their report program or use digital images from an online weather image site (or use a digital camera to take their own pictures) and tape accompanying audio.

Students use Movie Maker, Photo Story, iMovie or Animoto to make their final weather report project.

1. Students work in small groups to research possible weather conditions from Spanish speaking locations (http://espanol.weather.com/) and, based on their research, create a short weather report script that includes a variety of weather conditions.

2. Students use an online image/video clip site to locate relevant weather images and video clips (http://tinyurl.com/nsqt or http://www.youtube.com/) and/or take their own digital pictures.

Hint: It might save students time if teachers create an image/video clip bank for students to use for this project.

3. Students upload images or film clips to Movie Maker, Photo Story, iMovie or Animoto. Using their weather report script, students narrate their weather program in Spanish and film this narration for their weather program (for use in Movie Maker or iMovie) or tape the audio for use with digital pictures (for use in Photo Story).

Note: Those with beginning technology skills should use Photo Story or Animoto for this project.

Specific Outcomes

Selected Principal outcomes

A–6.1

a. use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons

Activity 1 (continued)

Selected Supporting outcomes

A–1.1
a. provide information on several aspects of a topic

LC–1.4
b. use, in structured situations, the following grammatical elements:
- present progressive
- future action *ir a* + infinitive

LC–2.7
a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

GC–1.1
a. organize and represent, in a variety of ways, information about elements of the cultures of the Spanish-speaking world

S–2.3
a. select and use a variety of productive strategies; e.g.,
- use illustrations to provide detail when producing their own texts
- use a variety of resources to correct texts

Materials

Earphone/microphone headset for audio recording (optional).
Digital recording equipment (optional).

Prerequisite Knowledge

Students should be introduced to the multimedia tool (Movie Maker, Photo Story, iMovie or Animoto) prior to this activity. See the tutorials for these tools.
It is very important that students create the weather report script **before** beginning the rest of the project (finding images and using the multimedia tool).

Evaluation Tools

TOOL ❶

Learning Log

OUTCOMES

A–6.1a
LC–2.7a
GC–1.1a
S–2.3a

Have students reflect on their learning and how well they were able to use a multimedia tool and productive strategies to provide information, in a fun way, on weather in Spanish-speaking countries. Students could use the following sentence starters:

- I found information on weather by …
- An effective productive strategy for me is …
- An aspect of my weather report I'm impressed with is …
- Something I learned about weather is …

TOOL ❷

Checklist and Comments

OUTCOMES

A–1.1a
LC–1.4b
LC–2.7a

Create an outcome-based checklist and share it with the students before they write their script and prepare their multimedia presentation. Use the checklist to assess if students are able to express meaning through the use of visual elements in a variety of media, use future action *ir a* + infinitive and provide information on several aspects of weather.

***Eres un(a) reportero(a) del tiempo* / You … a Spanish Weather Reporter!: Checklist and Comments**

Nombre: ______________________________ *Fecha:* ________________________________

Puedes:	***Sí***	***Aún no***
A–1.1 a. provide information on several aspects of a topic		
LC–1.4 b. use, in structured situations, future action *ir a* + infinitive		
LC–2.7 a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations		

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

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Hablando con imágenes—La poesía de José Julián Martí / Visually Speaking—The Poetry of José Julián Martí

Students will create a simple video montage using a poem by Cuban poet José Julián Martí.

Variation:
The difficulty level of the poetry can be adjusted by using poetry from other Spanish poets.

1. Students choose one of José Martí's poems (found at: http://tinyurl.com/yrf3op).
   Note: An English translation of the poetry is available at http://tinyurl.com/289urj.
2. Students will choose one or more images to illustrate their poem. They may draw and scan their own artwork or choose images from FreeFoto http://www.freefoto.com/index.jsp or Flickr http://www.flickr.com/.
3. Students will upload their image(s) to VoiceThread http://voicethread.com and, using VoiceThread's record feature, read the poem in Spanish (paying close attention to expression and correct pronunciation).

This video montage will provide an audiovisual presentation of one of Martí's poems.

Specific Outcomes

Selected Principal outcomes

A–6.3
a. use the language for personal enjoyment

LC–1.1
a. approximate the pronunciation of unfamiliar words

LC–2.7
a. explore various ways that meaning can be expressed through the visual elements in a variety of media

GC–3.1
a. identify aspects of the literature of the cultures of the Spanish-speaking world that are of personal interest

Selected Supporting outcomes

LC–2.2
a. produce a variety of short oral texts in unguided situations

S–3.2
a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
   - reflect on learning tasks
   - make a plan in advance about how to approach a task
   - work with others to monitor their learning

Activity 1 (continued)

Materials

Earphone/microphone headset for VoiceThread recording.

Prerequisite Knowledge

Students will need to be introduced to the use of VoiceThread. Each student will need to register for a VoiceThread account at http://voicethread.com.

Evaluation Tools

TOOL

1 Learning Log

OUTCOMES

A–6.3a
GC–3.1a
LC–2.2a
S–3.2a

Have students reflect on their learning and how well they were able to use metacognitive strategies and images to present a Cuban poem that is of personal interest. Students could use the following sentence starters:

- I find the most effective metacognitive strategies for me are …
- I enjoyed the poem because it …
- I discovered that poetry by José Julián Martí is …

TOOL

2 Checklist and Comments

OUTCOMES

LC–1.1a
LC–2.7a

Create an outcome-based checklist and share it with the students before they create their video montage. Use the checklist to assess if students are able to approximate the pronunciation of unfamiliar words and express meaning through the use of visual elements.

Assessment Suggestion:
Listen carefully to the student's recitation and provide feedback using the "record" feature on the student's VoiceThread project (commenting on the student's expression and/or modelling correct pronunciation). Based on this feedback, students can rerecord their recitation.

Hablando con imágenes—La poesía de José Julián Martí / Visually Speaking—The Poetry of José Julián Martí: Checklist and Comments

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
LC–1.1 a. approximate the pronunciation of unfamiliar words		
LC–2.7 a. explore various ways that meaning can be expressed through the visual elements in a variety of media		

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

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Chapter 4
Students with Special Education Needs

Chapter Summary

Cognitive Strategy Instruction

Cognitive strategy instruction may be especially useful when working with students with special education needs, but it can be equally useful for students at all levels and abilities.

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing structured opportunities for students to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves, rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously produce the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their ability to transfer the strategy to different but related tasks (Gagné and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences in language and culture contexts create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production and with generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language and culture classroom.

1. Include a sociocultural component in classroom instruction.

- Show authentic films or video clips, and play culturally relevant music.
- Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

2. Develop students' cross-cultural awareness.

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

3. Develop students' self-confidence and decrease anxiety.

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out the students' successes.

4. Help students increase their success.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Spanish words every week.
- Teach students learning and communication strategies, as well as strategies for problem solving.

5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.

- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves, and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interests and experiences with second language learning.
- Connect tasks with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences in the language and culture classroom.

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level programs of study.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

Individualized Program Plans (IPPs)

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan, usually coordinated by the student's classroom teacher, will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The language and culture teacher is a member of the student's learning team and should participate in the IPP process by providing feedback on the student's individual needs, strengths and progress and by discussing how target goals can be addressed in the second language classroom.

A student's IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

➔ **For more information ...**

Alberta Education. *Individualized Program Planning (IPP): ECS to Grade 12.* Edmonton, AB: Alberta Education, 2006.

Alberta Learning. *Teaching Students with Autism Spectrum Disorders.* Edmonton, AB: Alberta Learning, 2003.

Alberta Learning. *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.* Edmonton, AB: Alberta Learning, 2004.

The following accommodations are frequently used to support students with special education needs in grades 7 to 9.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

Differentiated Instruction

➔ **For more information …**

Appendix C Examples of General Accommodations, Examples of Instructional Accommodations

Individual students with special education needs may require specific accommodations in the language and culture classroom, but teachers can support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term "differentiation" embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students' current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using Spanish to get things done (Applications); however, while most students are making and responding to suggestions (Grade 7), some students could work on giving and responding to advice and warnings (Grade 8), while other students could make/give and respond to directions, instructions or requests in formal situations (Grade 9).

2. Overlapping Instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject-area program of studies and are based on goals identified in that student's IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use Spanish vocabulary to do the same task.

3. Additional Instruction

Additional instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional instruction regarding phonemic awareness, decoding or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

Differentiating Products

➔ **For more information …**

Appendix C
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

Program Planning for Differentiation

➔ **For more information …**

Appendix C
Instructional
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the language and culture classroom.

1. Identify underlying concepts.

Identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concepts, taking into consideration the level at which they are working.

2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction:

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student's current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different-coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

3. Choose strategies for student practice.

Use a variety of practice activities and, whenever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
• oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews	• research papers • poems • essays • stories • diaries • plays • cookbooks	• diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions	• simulation • role-play • drama • pantomime • puppet show • radio commercials	• puzzles • problems • riddles • games • brain teasers • charades

4. Choose strategies for assessment and evaluation.

➔ **For more information ...**

Chapter 7

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for evaluation should take into account the students' needs and abilities.

Using Collaborative Learning

➔ **For more information ...**

Chapter 3 Cooperative Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish together what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reach a conclusion or arrive at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

Social Skills

Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).

Accountability

Create situations in which each group member is accountable for his or her learning, and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).

Variety

Use a variety of different groupings and activities. See Chapter 3 "Cooperative Learning Activities" for some sample collaborative groupings and activities.

Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. Create structure to focus attention.

- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep instructional group sizes as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: "Read the first paragraph." After it has been read, instruct: "Now answer question one."
- Provide a list of tasks to be completed and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.
- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.
- Arrange nondistracting ways for students to move while involved in desk work. For example, replace a student's chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently; e.g., "Show me 'listening.' Eyes on speaker. Pencils down. Hands on desk."
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.
- Place a time limit on homework. If middle school students are typically spending more than ninety minutes a night on homework, this may be counter-productive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
  - asking politely for help
  - focusing on work
  - taking turns.
- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.

- Use coloured file cards with key messages, such as “talk in a low voice” or “keep working.” If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

- Enforce a “no pencils in sight” rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say: “Do the first five and then raise your hand and we’ll check them together to make sure you are on the right track.”
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information for the long term. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:
- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings
- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

1. Use instructional techniques that support and enhance memory skills.

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.

- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

2. Integrate memory aids into each learning activity.

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and to note dates for assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. Provide multisensory cues to make information and skills easier to remember.

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photograph and drawing sequences, charts and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact learning can help students memorize faster and act as a cue for retrieving specific information.
- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

4. Set up classroom organizational systems and routines for easier access of information and materials.

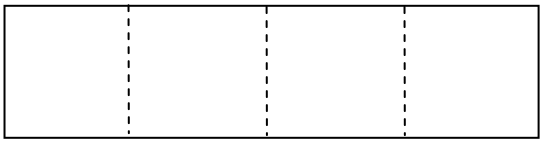
- Label class supplies and class work. Encourage students to use folders and binders with different colours, labels and pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in day-timers or assignment books.

- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or in their notebooks.
- Tape simple cue cards of daily class routines on the students' desks.

5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a sheet of paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the Spanish words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible and practise translating the other way. Looking at each of the Spanish words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into Spanish in the fourth column. A completed practice page might look like this:

mother	la madre✓	mother✓	la madre✓
father	el padre✓	father✓	el padre✓
brother	~~el niño~~× el hermano	brother✓	el hermano✓

Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language, and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

Given the importance of listening in language and culture learning, all students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- *¿Puedes repetirlo, por favor?* (Could you repeat that, please?)
- *No entiendo.* (I don't understand.)
- *¿Perdón?* (Pardon?)
- *¿Qué significa _____?* (What does _____ mean?)
- *Repite otra vez, por favor.* (Could you say that again, please?)
- *¿Qué quiere decir?* (What do you mean?)

2. Present information in a "listener-friendly" way; for example:

➔ **For more information ...**

Appendix C How "Listener-friendly" Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that are presented
- provide examples and non-examples of concepts
- frequently check for understanding
- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

Strategies for Students with Reading Difficulties

➔ **For more information ...**

Alberta Learning. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities.* Edmonton, AB: Alberta Learning, 2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely more extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have the pairs read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

2. Teach students specific reading strategies.

- Have students use text-content strategies, such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.

- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.

- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking "Does this make sense to me?"

- Have students use strategies for dealing with unfamiliar vocabulary, such as the "Read Around" strategy:

  1. Skip the word and read to the end of the sentence.
  2. Go back and read the whole sentence again.
  3. Think: "What word would fit here?"
  4. Try out a word in the sentence. Does this word sound right? Does this word make sense?
  5. Look at the picture for a clue, if there is one.
  6. Ask someone.

Chapter 5
Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels. Students who are gifted can often be a challenge for teachers, but these students have significant potential for achieving excellence.

Common Intellectual Characteristics of Students Who Are Gifted

Trait or Aptitude	Behavioural Examples
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary, and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working. • Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.

Trait or Aptitude	Behavioural Examples
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives (or demands) logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated plays and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what is real from what is not. • Goes off in his or her own direction rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for his or her own behaviours.

Common Affective Characteristics of Students Who Are Gifted

Trait or Aptitude	Behavioural Examples
Heightened Sensitivity	• Experiences emotions strongly and may be emotionally reactive. • Reacts strongly and personally to injustice, criticism, rejection or pain. • Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions. • Is easily excited or moved to tears. • Appreciates aesthetics and is able to interpret complex works of art. • Shares feelings and ideas through one or more of the arts. • Is extremely observant and able to read nonverbal cues. • Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices). • May become unusually fearful, anxious, sad and even depressed. • Responds emotionally to photographs, art and music.
Heightened Intensity	• Is energetic and enthusiastic. • Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result. • Has strong attachments and commitments. • Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal. • Collects things. • Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest. • Appears restless in mind and body. • Gets easily frustrated and may act out.
Perfectionism	• Sets high (often unrealistic) expectations for himself or herself and others. • Is persistent, perseverant and enthusiastically devoted to work. • Gives up if his or her own standards are not met or if a mistake is made. • Is self-evaluative and self-judging. • Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance. • Becomes extremely defensive of criticism.
Introversion	• Has deep feelings and a complex inner life. • Is reflective and introspective. • Focuses on inner growth through searching, questioning and exercising self-corrective judgement. • Is knowledgeable about his or her own emotions. • Withdraws into himself or herself rather than acting aggressively toward others.

Trait or Aptitude	Behavioural Examples
Moral Sensitivity and Integrity	• Is concerned about ethical issues at an early age. • Has strong moral convictions. • Is capable of advanced moral reasoning and judgement. • Places a strong emphasis on consistency between values and actions in himself or herself and others. • Is extremely aware of the world. • Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large). • Assumes responsibility for others and himself or herself.
Sense of Humour	• Makes up riddles and jokes with double meanings. • Makes up puns and enjoys all kinds of wordplay. • Plays the class clown. • Can be disruptive or get frustrated when others don't "get it." • Does not understand or seem to appreciate the humour of other students.

Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:
- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

Implications for Learning and Teaching

For some children who are gifted, a combination of the characteristics mentioned above may lead to difficulties in relations with peers and authority figures, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

➔ **For more information ...**

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, p. 128.

Characteristic	Learning Need
unusual retentiveness	exposure to quantities of information
advanced comprehension	access to challenging learning activities
varied interests	exposure to a wide range of topics
high level of verbal skills	opportunities for in-depth reflection and discussion
accelerated pace of thinking	individually paced learning
flexibility of thought processes	challenging and diverse problem-solving tasks
goal-directed behaviours	longer time-spans for tasks
independence in learning	more independent learning tasks
analytical thinking	opportunities for higher-level thinking
self-motivation	active involvement in learning
emotional sensitivity	opportunities to explore and reflect on affective learning
interest in adult issues	exposure to real-world issues
holistic thinking	integrated approach to learning
avid reader	access to diverse materials

Individualized Program Plans (IPPs)

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted). The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities in the language and culture class.

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

How to successfully implement flexible pacing:

1. Identify learning objectives for the whole class according to the program of studies.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure that individual students have the opportunity to explore all learning outcomes.

Another form of flexible pacing is content acceleration. In this approach, students who have mastered the learning outcomes for their grade level may be moved to a higher grade to take instruction at a more challenging level. For example, a student who has mastered the concepts and skills in the Grade 7 program of studies could move to the Grade 8 or Grade 9 class for Spanish.

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of language and culture instruction.

Grade/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
Grade 7 • providing information on several aspects of a topic	• Using a vocabulary list, students work in groups of two or three to write a short script about friends travelling to a popular Spanish-speaking travel destination. They share a reading of their script with the class.	• Students interview community members who speak Spanish, and are familiar with a Spanish-speaking travel destination, write about what they learned from the interview, and then present what they have learned to the class.
Grade 8 • developing reading skills in Spanish	• Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.	• Students read a story written above grade level and develop graphic organizers or answer questions on the story to illustrate comprehension.
Grade 9 • exploring the use of language for fun and to interpret humour	• Students listen to or read a variety of traditional songs, folk tales or stories in Spanish.	• Based on their research and understanding of the language and culture, students develop a new song, folk tale or story and teach it to the class in Spanish.

How to successfully implement flexible pacing: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 32) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

Alternative Learning Activities/Units

Alternative activities challenge students who have already mastered the learning outcomes in the grade-level program of studies. These activities can take many forms and should challenge the students' thinking abilities and push students to engage more deeply in the content area.

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Appendix C
Alternative
Learning Activities
Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. For example, students may be provided with different ways to present a project; e.g., PowerPoint, Web pages, videos, posters or brochures, puppet shows, and live skits. Beyond this, some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instructional time. See the following sample menu.

Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or diagonal line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _______________

I agree to complete all three activities by __________________________________ (Date)

DEMONSTRATE In Spanish, demonstrate the preparation of a nutritious snack for the class and then share the results.	**PLAN** Plan a menu for a class party. Write a grocery list in Spanish for your party supplies.	**INTERVIEW** In Spanish, interview other students about their snacking habits. How do they try to make healthy choices?
RESEARCH Research traditional foods enjoyed in a Spanish-speaking country during major holidays.	**YOUR IDEA**	**SURVEY** In Spanish, develop a survey about students' favourite lunch foods. Ask your classmates to complete the survey.
DISPLAY Design a display board that illustrates favourite foods of the class and that includes the Spanish words and phrases for each food.	**CREATE** Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Spanish. Use this set for role-playing—ordering in a restaurant, meeting new people or having a conversation in Spanish.	**EVALUATE** In Spanish, create a rubric to evaluate your performance on one of the other activities from this menu.

Independent Study

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience beyond the classroom
- keeping a portfolio of results.

Independent studies help students move learning from being teacher-directed to being student-directed. With teacher support and coaching, students learn how to decide on a focus, develop a plan of action, follow the plan through and monitor their progress. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

➔ **For more information …**

Appendix C
Sample
Independent Study
Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

Advanced Thinking Processes

➔ **For more information ...**

Chapter 1 Sample Activities Organized in the Bloom's Taxonomy Model

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. The taxonomy can be used when contemplating learning opportunities for students who are gifted. Bloom proposes that at the most basic level people remember and understand. At higher levels people learn how to apply principles and to analyze, evaluate and create. Assuming that students have no background in a topic of investigation, they would move from remembering and understanding to applying before working with the higher-order skills of analyzing, evaluating and creating. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

lower to higher

1.

Category	Definition	Activities	Sample Products
Remembering	Ability to remember previously learned facts and ideas.	tell • recite • list • memorize • remember • define • locate	workbook pages • quiz or test • skill work • vocabulary • facts in isolation

Illustrative Examples

- Recite the names of body parts (e.g., head, hand, finger) in Spanish.
- List the ingredients of a simple recipe.

2.

Category	Definition	Activities	Sample Products
Understanding	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation

Illustrative Examples

- Explain how to play a game in Spanish.
- Demonstrate how something works in Spanish.

3.

Category	Definition	Activities	Sample Products
Applying	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft

Illustrative Examples

- Interview a school volunteer who speaks Spanish.
- Listen to a partner describe an object in Spanish and draw what the partner describes.

Taxonomy of Thinking: Excerpted and adapted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

Taxonomy of Thinking (continued)

4.

Category	Definition	Activities	Sample Products
Analyzing	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples

- Choose an important vocabulary word in Spanish and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing and contrasting English and Spanish.

5.

Category	Definition	Activities	Sample Products
Evaluating	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement

lower to higher

Illustrative Examples

- Listen to two short stories in Spanish and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an advertisement and then rate the effectiveness of three advertisements from a Spanish-language magazine.

6.

Category	Definition	Activities	Sample Products
Creating	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples

- Compose a song in Spanish.
- View a travel film for a Spanish-speaking country, and plan activities for a seven-day vacation with your family.

Mentorships

➔ **For more information ...**

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, pp. 179–183.

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. For language and culture programs, mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Through mentorships, students can also share the language learning process with an adult learner who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.

2. Discuss with the students whether they would like to work with a mentor and, if so, what they would like to gain from the relationship.

3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.

4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.

5. Match mentors with students.

6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.

7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

Providing Additional Opportunities

➔ **For more information ...**

Appendix C
Sample Text Forms

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class in another country so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Spanish to engage in communication for real purposes can lead to significant enrichment and satisfaction.

In addition, students who are gifted will often benefit from access to a wide variety of print and media resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.

Chapter 6
English Language Learners

Chapter Summary

About English Language Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

About English Language Learners

English language learners (formerly referred to as English as a second language [ESL] learners) are those students who first learned to speak, read and/or write a language other than English. English language learners may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may be learning to speak English as a second language.

Canadian-born English Language Learners

First Nations, Métis and Inuit (FNMI) peoples	• may speak English, French, an FNMI language or a combination of languages in their homes and communities • can differ greatly from community to community • have skill in their first language, which influences further language learning that ranges from fluent to minimal • may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking
Francophone people	• come from within the province and from other areas of Canada • may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school
Hutterites, Mennonites or members of other religious groups	• attend school within their communities and learn English to meet the outcomes of the program of studies • have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials
Canadian-born children of immigrants	• have parents who may not speak English, limiting family support in schooling • in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time

Foreign-born English Language Learners

Recently arrived immigrants	• make up a large group of English language learners in Alberta schools • may arrive at any time in the school year, and could be at any grade level • usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language
Refugees	• have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation • may not have wanted to leave their home countries • may be worried about family members who have been left behind • may have received little or no formal schooling and may have complex needs that go beyond learning English as a second language • may qualify for additional assistance from the federal government on arrival • may require assistance from government and from social and community agencies for several years

Challenges for English Language Learners

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Alberta curriculum while learning English.
- Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.

Cultural Considerations

The cultural and life experiences of each English language learner will differ from those of other English language learners and those of their classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, language can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side by side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Second Language Learning

Learning a second language often involves getting to know a new culture. By the time a child is 5 years old, the first culture is already deeply rooted in his or her value and belief systems. The first culture of English language learners influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, such action should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

Some English language learners may only feel comfortable with male or with female teachers, depending on their customs and experiences. English language learners may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with parents or guardians and with students will help English language learners feel more comfortable in the school setting.

Impact of Learning Preferences

Like all students, English language learners have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty risking mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. English language learners may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

English language learners may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of English language learners also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure that there is mutual understanding of expectations.

Understanding Cultural Differences in Student Behaviour

Teachers working with English language learners should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events, because of different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that English language learners may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and she or he refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is considered impolite, being interpreted as a suggestion that the teacher has not been doing a good job.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point-of-view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures, in which the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

As English language learners become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of English language learners will affect and make demands of the other students in the class.

Feedback on Pronunciation

An English language learner may be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the student's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many English language learners are unnecessarily referred to speech-language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech-language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

It is important for classroom teachers to understand the differences between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and English language learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that English language learners may or may not have sufficient language or concepts on which to base their new language learning.

Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. English language learners, including those who are learning a language in addition to English, as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. The most important of these is facility with language learning skills.

Success in acquisition of multiple languages is based on proficiency in the first language, the recency of acquisition of a subsequent language, linguistic distance and interlanguage transfer. Students learning English as a second language may find it beneficial to learn another language as it may improve their understanding of English.

Second Language Acquisition

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

English language learners are already learning a second language—namely English—in Alberta schools. Whatever their backgrounds, all English language learners will benefit from being included in the Spanish language and culture program. The most compelling reason is that it is typically during the Spanish language and culture program that all students in the classroom tend to be on a more level playing field. For example, when a teacher is speaking Spanish, it is possibly the one time during the day when the English language learner understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the English language learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. English language learners should be encouraged to be included in Spanish language and culture programs.

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

Tips for Teachers of English Language Learners

1. **Be conscious of the vocabulary you use.**
   Choose simple, straightforward words that are in everyday use.
2. **Provide additional wait time when students are responding to questions.**
3. **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
   Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of “The homework must be completed and handed in by Friday,” it would be better to say “You must finish the work and give it to me on Friday.”
4. **Recycle new words.**
   Reintroduce new words in a different context, or use recently learned words to introduce or expand a concept.
5. **Rephrase idioms or teach their meanings.**
   English language learners often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
6. **Clearly mark transitions during classroom activities.**
   To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., “first we will …”, “now it’s time for …”.
7. **Give clear instructions.**
   Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
8. **Use many nonverbal cues.**
   Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.
9. **Periodically check to ensure English language learners understand.**
   English language learners may be reluctant to ask for clarification or to admit that they don’t understand something, if asked directly. To check for understanding, focus on the students’ body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
10. **Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.**
    Concrete objects, charts, maps, pictures, photographs, gestures, facial expressions and so on form an important complement to oral explanations for English language learners.
11. **Provide written notes, summaries and instructions.**
12. **Use the students’ native languages to check comprehension and to clarify problems.**
    If you or some of your students speak the first language of your English language learner, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most English language learners will only need this additional support for a limited time or in rare situations.

Tips for Teachers of English Language Learners: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.

13. Communicate interest in students' linguistic development, and set expectations.

14. Respond to students' language errors.
When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

In creating an effective learning environment for English language learners, it is important for teachers to consider the learning environment from the student's perspective.

English language learners learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to risk making mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for English Language Learners

It may be necessary to differentiate learning activities for English language learners. Some examples of differentiation for English language learners are listed in the chart below.

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
Grade 7	Provide information on several aspects of a topic.	Using a vocabulary list, students work in groups of two or three to write a short script about friends travelling to a popular Spanish-speaking travel destination. They read the script together.	The English language learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
Grade 8	Develop reading skills in Spanish.	Class reads grade-level story and discusses.	The English language learner will highlight words understood. The English language learner will sit with a buddy and follow the text.
Grade 9	Explore the use of language for fun and to interpret simple humour.	Students listen to or read a variety of traditional songs, folk tales or stories in Spanish.	The English language learner may display prior knowledge of a song and teach the song to classmates.

Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with English language learners. In general, structured cooperative learning activities, group discussions and the use of educational technologies are effective instructional strategies for English language learners.

Cooperative Learning

➔ **For more information ...**

Chapter 3

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

The benefits of using cooperative learning with English language learners are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that English language learners may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group English language learners carefully, assign roles in each group and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow English language learners to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of group discussion are that English language learners may not have sufficient listening comprehension skills, may misinterpret body language and may have difficulty with expressing their personal opinions, as this may not have been encouraged in their previous educational setting.

To foster effective group discussions, encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give English language learners an opportunity to think before they respond.

Technology

➔ **For more information ...**

Chapter 3

All students, including English language learners, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggested forms of technology are:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions

- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by allowing them to work independently at their own pace, present information in a new way and provide oral presentation of written text (in some cases). Interacting using technology may also be less threatening and intimidating for English language learners than interacting in person.

The challenges of using technology include providing instruction on how to use the technologies and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. English language learners may need to be introduced to the North American keyboard. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

Suggestions for Assessment

➔ **For more information ...**

Chapter 7

Appendix E
Assessment
Blackline Masters

With English language learners, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of English language learners is difficult because of the varying abilities of these students to express themselves. Some differentiation of assessment practices may be necessary. For example:

- Have students point to the picture of a correct answer (limit choices).
- Have students circle a correct answer (limit choices).
- Instruct students to draw a picture illustrating a concept.
- Instruct students to match items.
- Have students complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test students orally in English or in the native language.
- Give open-book tests.
- Ask students to retell/restate (orally and in writing).
- Instruct students to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.
- Have students explain (orally and in writing) how an answer was achieved.
- Have students complete fill-in-the-blank exercises.
- Have students define/explain/summarize (orally and in writing).

The bulleted list of assessment practices has been adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT.

Reporting the Progress of English Language Learners

School jurisdictions may have specific policies regarding the reporting of achievement of English language learners. Some jurisdictions will supply specifically designed report cards for English language learners. Other jurisdictions will modify the regular report card to reflect the program of the English language learner. Still other jurisdictions have developed report cards to reflect the needs of all students and have the capacity to include learning outcomes developed specifically for English language learners. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.

Chapter 7
Classroom Assessment

Chapter Summary

Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for learning activities that will be used to build understanding and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching-learning process, facilitating student learning and improving instruction. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes.

Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

Taken together, the information from assessment and evaluation helps teachers make decisions about *what* to focus on in the curriculum and *when* to focus on it.

Assessment for Learning (Formative) and Assessment of Learning (Summative)

Assessment is generally divided into two categories: assessment for learning (formative assessment) and assessment of learning (summative assessment). For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

➔ **For more information ...**

Appendix E

Assessment for learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher and parent. It provides information about student progress, allowing the teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.
  Caution
  Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.
- After hearing Spanish spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Spanish pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

Examples of assessment of learning activities include the following:

- At the conclusion of a unit on "My Family," students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes and dislikes. Each picture is labelled in Spanish. The collages are then presented orally in Spanish. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.
  Caution
  Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. An alternative activity may be necessary.
- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a Spanish vocabulary word with the corresponding word in English. The test is marked and contributes to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or an informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student's "previous best" (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.

Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.
- Teachers can ask students to rate, on a scale from easy to difficult, what has been learned. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers can ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.
- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning log.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

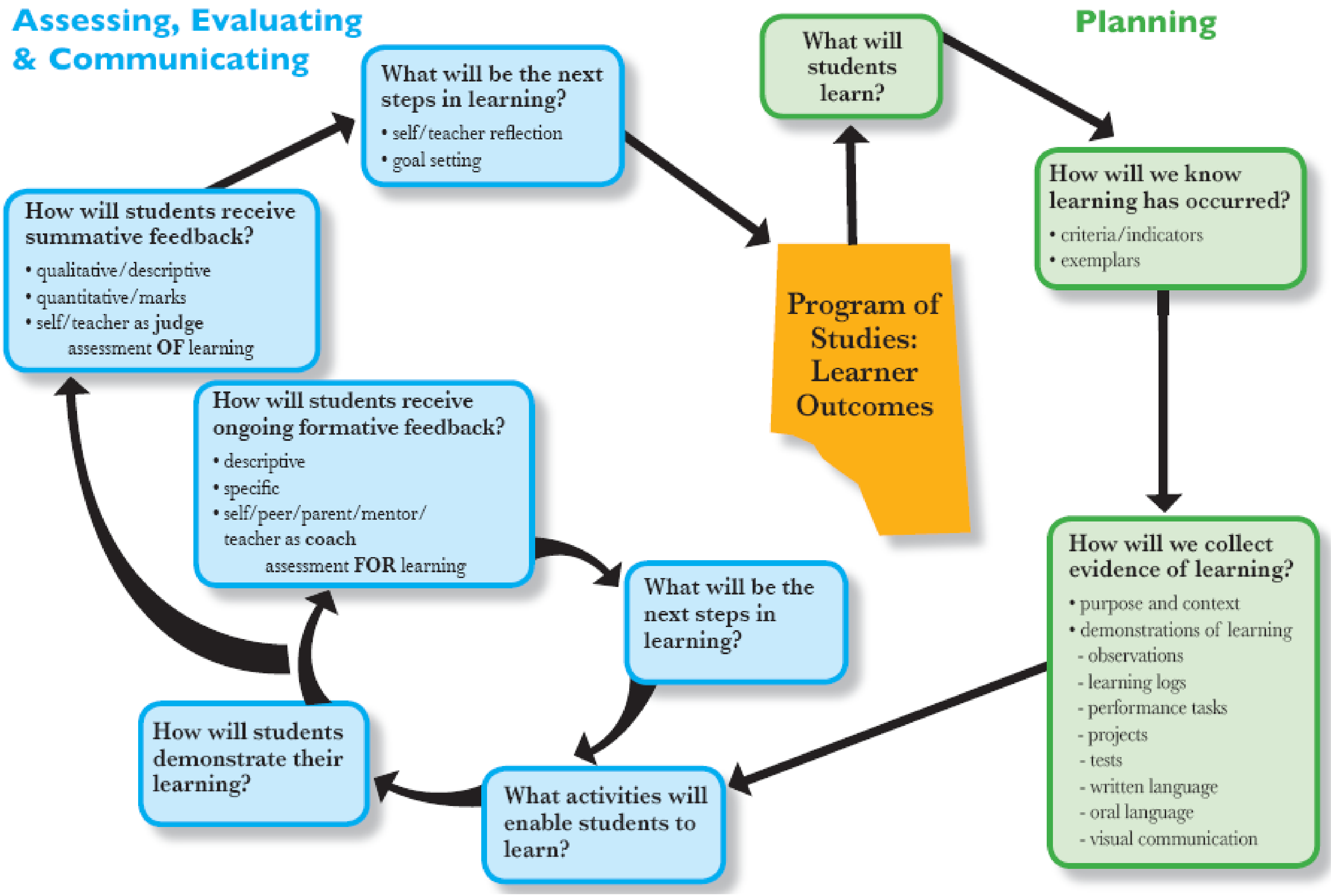
Meaningful Assessment

The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

Assessing Student Learning in the Classroom



Assessing, Evaluating & Communicating

Planning

What will students learn?

How will we know learning has occurred?
- criteria/indicators
- exemplars

How will we collect evidence of learning?
- purpose and context
- demonstrations of learning
  - observations
  - learning logs
  - performance tasks
  - projects
  - tests
  - written language
  - oral language
  - visual communication

What activities will enable students to learn?

What will be the next steps in learning?

How will students demonstrate their learning?

How will students receive ongoing formative feedback?
- descriptive
- specific
- self/peer/parent/mentor/ teacher as coach

assessment **FOR** learning

How will students receive summative feedback?
- qualitative/descriptive
- quantitative/marks
- self/teacher as judge

assessment **OF** learning

What will be the next steps in learning?
- self/teacher reflection
- goal setting

Program of Studies: Learner Outcomes

Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors for teachers to consider as they plan and develop an effective classroom assessment program. The graphic on the preceding page, "Assessing Student Learning in the Classroom," outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment reflects intended outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a "big idea" or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans incorporate a series of learning experiences that:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessment activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. For example, some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies. It is not necessary for the teacher to assess all students on all outcomes during a class or an activity. This is often not feasible. As assessment is continuous and ongoing, it can be expected that all students will eventually be assessed on the ability to meet all outcome objectives.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

Assessment demonstrates sensitivity to individual differences and needs.

Assessment affects student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. “Accommodations to … assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities …. Such accommodations or adaptations should be made to ensure the most accurate understanding of a student’s performance …” (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

Accommodations to programming and assessment, including those for English language learners and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.

➔ **For more information …**

Chapter 6
Suggestions for Assessment

Chapter 7
Assessment Accommodations for Students with Special Education Needs

Appendix C
Examples of Assessment Accommodations

Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, about what they need to learn, about what they have achieved and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- assess before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

Assessment Accommodations for Students with Special Education Needs

➔ For more information ...

Chapter 4

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodations.

Accommodation in Kind (Task)	**Accommodation in Depth (Detail)**
• Familiarize students with methods being used. • Use alternative assessment formats; e.g., oral tests, conferences. • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers. • Allow peer support, such as partner work.	• Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations.
Accommodation in Breadth (Volume)	**Accommodation in Pace (Timing)**
• Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met.	• Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time.

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

Student-directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

When self-assessment activities, goal setting and peer assessment are integrated into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language that students understand
- develop assessment tools collaboratively with students
- develop self-monitoring and self-assessment tools for different tasks and assignments
- encourage student goal setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about a student’s use of text and may use a formal conference or an interview to ask questions directly related to a particular aspect of the student’s performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and discuss their progress and goals.

The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

Tips for Conferencing with Students

1. Ensure that students are aware of the purpose of the conference and of the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the expectations of all members of the class during conference times. Establish procedures for problem-solving other class issues that may arise during conference times.
11. Schedule conferences more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.

In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.

Personal Reflection and Self-assessment

➔ **For blackline masters …**

Appendix E
Self-assessment Checklist,
Self-assessment Rating Scale,
Self-assessment Checklist and Goal Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess, they:
- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of prompts or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing prompts and questions that help students reflect on their own learning:

Reflecting on Content
Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Reflecting on Information Processing
Describe how effective you were in gathering information for your project.

Reflecting on Communication
Describe how effective you were in communicating your conclusions to your discussion group.

Reflecting on Collaboration and Cooperation
Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as:
- This piece of work demonstrates that I can …
- I can improve my work by …
- After reviewing my work, I would like to set a new goal to …
- A strategy that worked well for me is …

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

Portfolios

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas, including stories, tests and projects, can be selected and placed in a portfolio.

Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because …
- This piece showcases my _______________ intelligence because …
- If I could show this piece to anyone—living or dead—I would show it to ___________________ because …
- People who knew me last year would never believe I created this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …[1]

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

Goal Setting

➔ **For blackline masters …**

Appendix E
Self-assessment Checklist and Goal Setting,
Long-term Goal Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in the students' learning, set goals and plan the steps students will take toward achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will …".

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

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[1] Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

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Appendix D
Goal-setting
Organizer 1, 2,
3 or 4

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- consider areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

The results of self-assessment, peer assessment and goal setting are used to monitor students' performance and to improve it. Information gathered can be used to plan for future instruction, but it should not be included in a performance mark for a report card.

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool; they should not be over or underused so that their value is diminished.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need in order to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as "Got it, Getting it, Don't get it yet." Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one's own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performances, can expand students' self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by helping them recognize areas in which they need to improve.

Peer Assessment

➔ **For a blackline master ...**

Appendix E
Peer-assessment Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and it allows students to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning Spanish.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

Checklists, Rating Scales and Rubrics

➔ **For blackline masters ...**

Appendix E
Observation Checklist;
Checklist and Comments 1 and 2;
Rating Scale 1, 2 and 3; Rubric;
Rubric and Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and on their understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and that allow for various descriptors to be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance so that students can use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations, and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

➔ **For more information ...**

http://www.aac.ab.ca
http://www.rubistar4teachers.org
http://teach-nology.com

Rubrics use a set of specific criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring. They may be used to assess individuals or groups.

➔ **For blackline master ...**

Appendix E
Rubric

Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

- What are the specific curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider using the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is an "On the right track, but …".
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but …". The teacher needs to make decisions about appropriate intervention to help the student improve.

Teachers may choose to increase or decrease the number of levels for the rubric, as well as the amount of detail within each level.

It is important to be clear what it is teachers are assessing in a rubric. Content may be the focus, or performance, and within each category there are a number of subcategories. Below is a rubric of descriptors that teachers can use as a standard for the rating of parameters. The rubric may be useful when composing level descriptions.

Evaluation of Content and Performance

	Meets Excellence	**Exceeds Acceptable**	**Meets Acceptable**	**Approaches Acceptable**
A. Focus on Content				
Accuracy, correctness, precision, clarity	clear, precise, accurate, systematic, error-free	mostly accurate, mostly correct, mostly clear	somewhat accurate, somewhat correct, somewhat clear	inaccurate, contains many errors, unclear, vague
Relevance, appropriateness	relevant, pertinent	appropriate, suitable	related, somewhat pertinent	unrelated, irrelevant
Meaningfulness	meaningful	mostly meaningful	somewhat meaningful	insignificant, trivial
Level of detail	detailed, extensive, profound	deep, broad, varied, ample	adequate, basic, general, sufficient, predictable	vague, incomplete, superficial, overly simple, limited
Creativity	original, unique, inspiring, unexpected	imaginative, fresh	predictable, conventional	imitative, routine
Intensity of work with content	insightful, thorough	careful, thoughtful	satisfactory, casual	little effort, superficial
B. Focus on Performance				
Frequency	consistent, always	frequent, usually	occasional, sometimes	rarely, inconsistent, seldom
Facility	fluent, eloquent, controlled	quick, lively	halting	slow
Quality	excellent	very good, well-done	acceptable, satisfactory	basic, marginal
Effectiveness	effective	mostly effective	somewhat effective	ineffective
Cooperativeness	enthusiastic, eager	willing, supportive	hesitant	reluctant

Creating Rubrics with Students

Learning improves when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the “next steps” in learning.

Informal Observation

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print. Teachers can make mental notes of the extent to which students are able to meet outcomes and can offer feedback, encouragement and praise as needed.

Anecdotal Notes

➔ **For a blackline master ...**

Appendix E
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student's request. They can also be shared with students and parents at parent–teacher–student conferences.

The purpose of anecdotal notes is to:
- provide information regarding a student's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations, using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.
   OR
   Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
2. Keep notes brief and focused (usually no more than a few sentences or phrases).
3. Note the context and any comments or questions for follow-up.
4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
6. Record comments regularly, if possible.
7. Record at different times and during different activities to develop a balanced profile of student learning.
8. Review the notes frequently to ensure that they are being made on each student regularly, and summarize information related to trends in students' learning.

Observation Checklist

➔ **For blackline master ...**

Appendix E
Observation Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out the conditions that are most likely to bring success, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or a group. An observation checklist can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcomes.
3. Ensure students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."
8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

➔ **For more information ...**

Chapter 1
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or "no hands up rule" to provide students with time to think about a question before they are called upon randomly to respond.

- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's Taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

Quizzes

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

Different purposes for quizzes:

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

Tests and Examinations

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time, and therefore do not appear in the grade level samples section of this resource as evaluation tools. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

Performance Assessment

"A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired" (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

Performance assessment is:

Contextualized

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

Authentic

Tasks are designed to present students with a real communicative purpose for a real audience.

Task-based

Students must follow a well-defined process to create and/or present a product in a way that elicits specific use of the second language.

Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments [MLPA]: A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

Learner-centred

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they are progressing in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at http://www.aac.ab.ca for further guidance in developing and using performance assessments and for samples of performance assessment tasks in Spanish.

Assessment and Evaluation Resources

Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at http://www.aac.ab.ca to find:

- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.

Chapter 8
Grade Level Samples

Chapter Summary

Introduction

The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. (**Note**: Only a few of the required grammatical elements for grades 7–9 have been addressed in the samples. Teachers need to ensure that all of the grammatical elements from the program of studies are addressed through classroom instruction and activities.)

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning. The activities are arranged in clusters and clusters are organized according to the order of outcomes in the program of studies. Teachers are encouraged to read and use the activities when they address a particular outcome and to adjust the activities as they need. Teachers should **not** be concerned about addressing outcomes in chronological order.

Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete a separate activity and assessment for each specific outcome in the program of studies. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

The "Clusters" Model

The activities provided in this grade level samples section are grouped into "clusters" based on the cluster headings from the program of studies. Cluster headings show the scope of each of the four general outcomes. For Grade 7, there are 16 clusters, one for each cluster heading listed in the program of studies. For grades 8 and 9 there are only six clusters, one for each cluster heading of the Applications section. Each cluster contains activities that can help students meet the specific outcome objectives of the cluster heading. An examination of the activities suggested in each cluster will show that they vary in difficulty and complexity and in the time required to carry them out successfully. Some activities may be continued over several weeks or months as ongoing projects while others may be planned and completed in one or two class periods. Teachers should ensure, therefore, that judicious selection of activities is made in terms of the learners' needs, interests, language and other skills as well as the available resources and instructional time. Here is a breakdown of a cluster:

The Overview Page

The cluster heading appears in the top right-hand corner of the page; e.g., A–1 Students will use Spanish to impart and receive information. The specific outcome(s) for the particular grade and cluster heading are listed first, then all of the specific outcomes that are incorporated in the cluster activities are listed in order of the four program components.

Cluster Activities

Each activity highlights an outcome from the cluster heading and incorporates outcomes from the other program of studies components. Regardless of the cluster heading outcome(s) highlighted, every activity is driven by the Applications component; in other words, students will be actively applying Spanish in some form or other.

Principal and Supporting Outcomes are specified for each cluster activity; these are only samples of the many outcomes that could be emphasized in the activity. This short list is primarily intended as an aid to help the teacher become, and remain, aware of the many possible skills required in an activity, all of which, in the end, relate to attaining a set of global language skills. In other words, the intended focus is on **selected** outcomes while many other ancillary skills/outcomes are concurrently and **incidentally** addressed. It is the teacher's responsibility to ensure that all outcomes from the program of studies are addressed with students.

Required materials, prerequisite knowledge and sample vocabulary are included for each activity as are two sample evaluation tools. The evaluation tools are meant to formatively assess student work. Some tools are designed for teacher use and others for student use. Teachers and students may use the tools provided or adapt these tools to better meet their needs.

Grade 7 Applications Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Applications: Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1: *Descubriendo cosas a través del idioma* / Discovering Things Through Language

Activity 1: *Fiestas y días importantes* / Holidays and Important Days
Activity 2: *Un fin de semana típico* / A Typical Weekend
Activity 3: *Medios de transporte* / Methods of Transportation
Activity 4: *Anuncios* / Commercials
Activity 5: *Explica un juego* / Explain a Game

A–2: *Estoy de acuerdo, en desacuerdo* / I Agree, I Disagree

Activity 1: *Opiniones sobre actores* / Opinions on Actors
Activity 2: *Almuerzo* / Lunch
Activity 3: *Deportes y actividades* / Sports and Activities
Activity 4: *Nuestro blog* / Our Blog
Activity 5: *Mi selección musical* / My Playlist
Activity 6: *Buen comportamiento, mal comportamiento* / Good Behaviour, Bad Behaviour
Activity 7: *Mis compañeros de clase* / My Classmates
Activity 8: *Las tareas de casa* / Chores

A–3: *Haciéndolo* / Getting It Done

Activity 1: *Videojuegos* / Video Games
Activity 2: *Las cinco mejores películas* / The Top Five Movies
Activity 3: *Como estudiar* / Study Tips
Activity 4: *Me encanta la televisión* / I Love Television
Activity 5: *Consultorio sentimental* / Advice Columnist
Activity 6: *Lo que hago en vacaciones* / What I Do on Holidays
Activity 7: *Consejos de moda* / Fashion Advice

A–4: *Conociéndonos más* / Getting to Know Each Other

Activity 1: *Adivina quién soy* / Guess Who I Am
Activity 2: *El/La amigo(a) secreto(a)* / Secret Friend
Activity 3: *Los anillos de la amistad* / Friendship Rings
Activity 4: *Llamadas de teléfono* / Telephone Calls
Activity 5: *Conociéndote – Amigos y actividades (parte 1)* / Getting to Know You – Friends and Activities (Part 1)
Activity 6: *Conociéndote – Amigos y actividades (parte 2)* / Getting to Know You – Friends and Activities (Part 2)
Activity 7: *Nuestros profesores favoritos* / Our Favourite Teachers
Activity 8: *Un(a) amigo(a) ideal* / The Ideal Friend

Descubriendo cosas a través del idioma
Discovering Things Through Language

Students will use Spanish to impart and receive information.

Specific Outcomes

Students will be able to:

A–1.1a understand information, such as definitions, comparisons and examples

Please note that Specific Outcome A–1.1b is not addressed in the activities for Cluster A–1, but this outcome is addressed in Cluster S–3, Activity 5.

Other Specific Outcomes

Applications

Students will be able to:

A–3.2
a. state personal actions in the present

A–3.3
b. offer to explain or clarify

A–4.1
a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–5.1
a. ask questions to clarify understanding and knowledge

A–5.4
a. provide reasons for their opinions on topics within their experience

Language Competence

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   - irregular *yo* forms: *salir*, *hacer*, *poner*, *dar*

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.4
a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.5
a. produce a variety of short, simple written texts in guided situations

LC–4.1
a. organize texts, using common patterns

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

GC–1.2

a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

GC–1.3

b. recognize cultural behaviours that are different from their own

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Strategies

Students will be abl`e to:

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   - use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts

S–1.2

a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - make a plan in advance about how to approach a language learning task
   - check copied writing for accuracy

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
   - assess feedback from a conversation partner to recognize when a message has not been understood
   - repeat part of what someone has said to confirm mutual understanding

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
   - summarize information gathered

S–3.1

a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   - distinguish between fact and opinion when using a variety of sources of information

Activity 1

Fiestas y días importantes / Holidays and Important Days

Students select the date, from a list provided by the teacher, of a traditional holiday in various Spanish-speaking countries. Using a variety of resources, students research the country and the date to produce a short Spanish text describing the holiday. Students present a short report to the class about the significance of the date in the country they researched and explain the meaning of the holiday. They conclude by asking their classmates some comprehension questions.

Specific Outcomes

Selected **Principal** outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–5.1

a. ask questions to clarify understanding and knowledge

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

GC–1.2

a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

Selected **Supporting** outcomes

Students will be able to:

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

S–1.2

a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
    - make a plan in advance about how to approach a language learning task
    - check copied writing for accuracy

Activity 1 (continued)

Materials

Traditional holidays in the Spanish-speaking world.

Prerequisite Knowledge

Spanish and Latin American holidays and festivals.

Spanish and Latin American geography.

Sample Vocabulary

México: Día de la Independencia, 16 de septiembre / Mexico: Independence Day, September 16

Centro América: 15 de septiembre, Fiestas Patrias / Central America: September 15, Homeland Days

España: 12 de octubre, Día de la Hispanidad / Spain: October 12, Columbus Day

Chile: 18 de septiembre, Fiesta de la Independencia / Chile: September 18, Independence Day

España: 6 de diciembre, Día de la Constitución / Spain: December 6, Constitution Day

Latinoamérica: 12 de octubre, Día de la Raza / Latin America: October 12, Columbus Day

Evaluation Tools

TOOL ❶

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to understand information about typical holidays in Spanish-speaking countries.

OUTCOMES

A–1.1a
A–5.1a
GC–3.1a

TOOL ❷

Learning Log

Have the students reflect on their learning and how well they were able to use metacognitive strategies when researching and presenting on holidays in the Spanish-speaking world. Students could use the following sentence starters.

- This reminds me of …
- I would like to know more about …
- I really liked this holiday/festival because …
- I found this holiday interesting because in Canada we …
- As I reflect on my work, I realize that I …
- I used the following questions to guide my research …

OUTCOMES

A–5.1a
GC–1.1a
GC–1.2a
S–1.2a

Evaluation Tool No. 1

For Teacher Use

Fiestas y días importantes / Holidays and Important Days: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. understand information, such as definitions, comparisons and examples	●	●	●	●
A–5.1 a. ask questions to clarify understanding and knowledge	●	●	●	●
GC–3.1 a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

____

____

Activity 2

Un fin de semana típico / A Typical Weekend

Students write a short composition that describes a typical weekend in their lives and create visual supports in the form of cards on which they draw sketches of three to five different weekend activities. After completing the composition and sketches, students proofread their work with a partner. Students then work in groups of three to four. The first student presents his or her composition and sketches, and the second student summarizes what the first student does on the weekend. The second student then presents his or her composition and sketches, while the third student summarizes, and so on.

Variation

- Students work in pairs and present their compositions to each other. As one student presents, the other draws sketches to illustrate the activities discussed. Each student then re-presents the partner's composition to a different student.
- Adapt the re-presenting activity to address plans for the upcoming weekend, and have students practise the use of the "*ir a* + verb" form.

Sample Language

- *Los fines de semana desayuno a las* ______ *.* / On the weekend, I eat breakfast at ______.
- *Después de desayunar, salgo con mi hermana y sus amigas.* / After eating breakfast, I go out with my sister and her friends.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

A–3.2
a. state personal actions in the present

A–4.1
a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

Selected Supporting outcomes

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
  - irregular *yo* forms: *salir, hacer, poner, dar*

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
  - use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts

Activity 2 (continued)

Materials

Index or cue cards and markers.

Visuals for actions to describe what students do during the weekend.

Prerequisite Knowledge

Common verbs in the infinitive; e.g.,
trabajar / to work
estudiar / to study
comer / to eat

Sample Vocabulary

la hora / time
acciones / actions
escuchar música / to listen to music
primero / first
despúes / then, afterward
ver la televisión / to watch television
nadar en la piscina / to swim in the pool
ir al cine / to go to the movies
más tarde / later
pronto / soon

Evaluation Tools

TOOL 1

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they write their compositions and present them to classmates. Students use the checklist to determine if their peers are able to understand information about a typical weekend, state personal actions in the present and use cognitive strategies.

OUTCOMES

A–1.1a
A–3.2a
S–1.1a

TOOL 2

Observation Checklist

Create an outcome-based checklist and share it with the students before they write their compositions and present them to classmates. Use the checklist to assess if students are able to understand information, initiate and participate in casual exchanges with classmates and use certain grammatical elements.

OUTCOMES

A–1.1a
A–4.1a
LC–1.4a

For Student Use

Evaluation Tool No. 1

Un fin de semana típico / A Typical Weekend: Peer-assessment Checklist

Nombre: ____________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): _______________________

Puedes:	***Sí***	***Aún no***
• use Spanish when talking about what you usually do on the weekend. I remember you saying the following: – –		
• use the present tense when describing your typical weekend. Some examples are: – –		
• use pictures, gestures and facial expressions to help others understand what you are talking about. The most effective way was: – –		

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Evaluation Tool No. 2

For Teacher Use

Un fin de semana típico / A Typical Weekend: Observation Checklist

Fecha: ______________________________

Criterios:

A–1.1a	understand information, such as definitions, comparisons and examples
A–4.1a	initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities
LC–1.4a	use, in modelled situations, the following grammatical elements: • irregular *yo* forms: *salir*, *hacer*, *poner*, *dar*

	A–1.1a		A–4.1a		LC–1.4a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Activity 3

Medios de transporte / Methods of Transportation

Students research how people in a Spanish-speaking country travel in, around and among their towns and cities. They compare their findings with transportation options in Alberta and summarize their findings by writing a brief report.

Sample Language

- *En España, el tren está disponible en las grandes ciudades. Hay también autobuses y los precios de los billetes en ambos varían.* / In Spain, trains are available in major cities. There are also buses, and the prices for both vary.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

LC–2.5
a. produce a variety of short, simple written texts in guided situations

Selected Supporting outcomes

Students will be able to:

GC–1.2
a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

GC–1.3
b. recognize cultural behaviours that are different from their own

S–2.2
a. identify and use a variety of interpretive strategies; e.g.,
   - summarize information gathered

Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

Understand and use the vocabulary of means of transportation.

Sample Vocabulary

el autobús / bus	*el ferry* / ferry
el tren / train	*la bicicleta* / bicycle
el metro / subway	*la motocicleta* / motorcycle
el taxi / taxi	*la lancha* / boat
el minibús / minibus	*el barco* / ship

Evaluation Tools

TOOL ❶

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they research their report. Students use the checklist to determine if they are able to understand information, such as definitions, comparisons and examples, and use this information to compare transportation in Alberta with transportation in a Spanish-speaking country.

OUTCOMES

A–1.1a
GC–1.2a
GC–1.3b

TOOL ❷

Rubric

Collaboratively create an outcome-based rubric with the students before they research their report. Use the rubric to evaluate how well students are able to use interpretive strategies and produce a short, simple written text through a report about methods of transportation.

OUTCOMES

A–1.1a
LC–2.5a
S–2.2a

Medios de transporte / Methods of Transportation: Self-assessment Checklist

Nombre: ____________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• understand methods of transportation in Spanish-speaking countries		
• explore the following cultural elements of a Spanish-speaking country: – –		
• see differences/similarities between how we travel in Alberta and how they travel in ____________. Some examples are: – –		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________________

____

____

____

Evaluation Tool No. 2

For Teacher Use

Medios de transporte / Methods of Transportation: Rubric

Nombre: ______________________________ *Fecha:* ______________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. understand information, such as definitions, comparisons and examples	provides **detailed** written information on the public transportation of other countries ☐	provides **thoughtful** written information on the public transportation of other countries ☐	provides **general** written information on the public transportation of other countries ☐	provides **vague** written information on the public transportation of other countries ☐
LC–2.5 a. produce a variety of short, simple written texts in guided situations	produces an **insightful and sophisticated** written text ☐	produces an **appropriate and thoughtful** written text ☐	produces a **simplistic** written text ☐	produces a written text that **lacks depth or that demonstrates minimal understanding** ☐
S–2.2 a. identify and use a variety of interpretive strategies; e.g., • summarize information gathered	**effectively and efficiently** summarizes information gathered ☐	**appropriately** summarizes information gathered ☐	**adequately** summarizes information gathered; some information is redundant or word-for-word ☐	summarizes information gathered **with difficulty**; summaries are verbatim from the original source ☐

Activity 4

Anuncios / Commercials

Students listen to various Spanish-language commercials on the television or radio and read advertisements from magazines or newspapers. They choose one of the products or services advertised and decide if they would buy that product or service, based on the advertisement. Students prepare a brief description of the product or service by examining such elements as quality, price, use and advantages. They then explain how and why the advertisement influenced their decision. Students present their explanations in oral form to their peers.

Extension

- Students form small groups and create a jingle or a short skit for a particular product or service.

Sample Language

- *En mi opinión, este producto es fantástico.* / In my opinion, this product is fantastic.
- *Vale la pena comprar este producto.* / It is worth it to buy this product.
- *¡Compra este producto al mejor precio!* / Buy this product at the right price!

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

A–5.4
a. provide reasons for their opinions on topics within their experience

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

Selected Supporting outcomes

Students will be able to:

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.4
a. understand a variety of short, simple written texts in guided and unguided situations

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   - distinguish between fact and opinion when using a variety of sources of information

Activity 4 (continued)

Materials

A variety of commercials, in Spanish, from television, radio, newspapers and magazines.

Prerequisite Knowledge

Adjectives.

Common verbs in the present tense.

Sample Vocabulary

¡Este es el mejor producto del mercado! / This is the best product on the market!
¡La mejor oferta nunca vista! / The best offer ever seen!
¡Ahora o nunca! / Now or never!
¡Es imposible un precio más barato! / A lower price is not possible!
¡Solo por hoy: dos por uno! / Only for today: two for one!
¡Compre hoy y pague dentro de seis meses! / Buy today and pay in the next six months!
¡Por la compra de dos productos, llévese uno gratis! / Buy two, get one free!

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they view and discuss advertising with classmates. Use the rubric to evaluate how well students are able to understand information about commercials and how well they are able to provide reasons, in a short explanation, for their opinions on advertising.

OUTCOMES

A–1.1a
A–5.4a
LC–2.2a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they view and discuss advertising with classmates. Students use the checklist to determine if they are able to use cognitive strategies, understand the various commercials and advertisements and present an oral report on what they think of advertising.

OUTCOMES

A–1.1a
A–5.4a
LC–2.1a
LC–2.4a
S–3.1a

For Teacher Use

Evaluation Tool No. 1

Anuncios / Commercials: Rubric

Nombre: ______________________________ *Fecha:* ______________________

Nivel / ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. understand information, such as definitions, comparisons and examples	demonstrates **clear** understanding ☐	demonstrates **adequate** understanding ☐	demonstrates **basic** understanding ☐	demonstrates **minimal or vague understanding** ☐
A–5.4 a. provide reasons for their opinions on topics within their experience	provides **detailed** reasons for his or her opinions ☐	provides few **appropriate** reasons for his or her opinions ☐	provides **general** reasons for his or her opinions ☐	provides **vague** reasons for his or her opinions ☐
LC–2.2 a. produce a variety of short, simple oral texts in guided situations	produces an **articulate**, short and simple oral text ☐	produces a **thoughtful**, short and simple oral text ☐	produces a **basic**, short and simple oral text ☐	produces a **vague**, short and simple oral text ☐

For Student Use

Anuncios / Commercials: Self-assessment Checklist

Nombre: ____________________ *Fecha:* ____________________

Puedo:	***Sí***	***Aún no***
• provide reasons as to why I liked or did not like the advertisement or commercial		
• understand the TV and radio advertisements		
• understand the different newspaper and magazine advertisements		
• distinguish between fact and opinion when evaluating the various commercials and advertisements		

Comentarios

Estoy contento(a) con: ____________________

____

____

____

Lo que necesito mejorar: ____________________

____

____

____

La próxima vez, voy a prestar más atención a: ____________________

____

____

____

Explica un juego / Explain a Game

In small groups or pairs, students teach each other, in Spanish, the rules of their favourite board game. Students demonstrate understanding by playing the game with their partner or small group.

Sample Language
- *El juego de la Oca es un juego de mesa.* / The game of Oca is a board game.
- *De 2 a 5 participantes juegan al mismo tiempo.* / Two to five players play at the same time.
- *Los jugadores tiran el dado y cuentan el número obtenido y después mueven las fichas en el tablero.* / Players throw the dice, count the numbers and then move the player on the board.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–4.1
a. organize texts, using common patterns

Selected Supporting outcomes

Students will be able to:

A–3.3
b. offer to explain or clarify

S–2.1
a. identify and use a variety of interactive strategies; e.g.,
  - assess feedback from a conversation partner to recognize when a message has not been understood
  - repeat part of what someone has said to confirm mutual understanding

Activity 5 (continued)

Materials

Board games.

Prerequisite Knowledge

Numerals.

Action verbs.

Sample Vocabulary

explicar un juego / to explain a game
Te toca/Es tu turno. / It is your turn.
En primer lugar haces esto. / First, you do this.
En segundo lugar haces esto. / Second, you do this.
En tercer lugar haces esto. / Third, you do this.
el dado / dice, die
la ficha / marker
el tablero / board
el juego de mesa / board game

Evaluation Tools

TOOL 1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they teach their classmates a new board game. Students use the checklist to determine if they are able to use interactive strategies and understand and explain information, in Spanish, about how to play a board game.

OUTCOMES

A–1.1a
A–3.3b
S–2.1a

TOOL 2

Checklist and Comments

Create an outcome-based checklist and share it with the students before they teach their classmates a new board game. Use the checklist to assess if students are able to organize instructions, using common patterns, and orally explain how to play a game.

OUTCOMES

A–1.1a
LC–2.2a
LC–4.1a

For Student Use

Evaluation Tool No. 1

Explica un juego / Explain a Game:
Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***
• explain how to play the game		
• offer to explain or clarify how to play a particular game		
• tell from my partner's actions that my instructions were understood		
• repeat part of what my partner was telling me to confirm I understood		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: _________________________________

____

____

____

Evaluation Tool No. 2

For Teacher Use

Explica un juego / Explain a Game: Checklist and Comments

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
A–1.1 a. understand information, such as definitions, comparisons and examples Evidence: • •		
LC–2.2 a. produce a variety of short, simple oral texts in guided situations Evidence: • •		
LC–4.1 a. organize texts, using common patterns Evidence: • •		

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

Estoy de acuerdo, en desacuerdo
I Agree, I Disagree

Applications

A–2

Students will use Spanish to express emotions and personal perspectives.

Specific Outcomes

Students will be able to:

A–2.1a inquire about and express agreement and disagreement
A–2.2a inquire about and express emotions and feelings in a variety of familiar contexts

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

A–3.3
b. offer to explain or clarify

A–4.1
a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–5.1
a. ask questions to clarify understanding and knowledge

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

Language Competence

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
  - *tener que* + infinitive
  - irregular *yo* forms: *salir, hacer, poner, dar*
  - question words: [¿…?] *cuánto, cuál* (all forms)

LC–1.4
b. use, in structured situations, the following grammatical elements:
  - *gusta/gustan* (*nos, os, les*)
  - question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*
  - simple compound sentences using conjunctions *y*, *o* and *pero*

Other Specific Outcomes (continued)

LC–1.4

c. use, independently and consistently, the following grammatical elements:
  - regular *-ar* verbs (present tense all persons)
  - affirmative sentences
  - simple negative and interrogative sentences

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

LC–2.5

a. produce a variety of short, simple written texts in guided situations

LC–2.6

a. derive meaning from visual elements of a variety of media in guided and unguided situations

LC–3.5

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

Global Citizenship

Students will be able to:

GC–1.3

a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

Strategies

Students will be able to:

S–1.1

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

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
  - use gestures, intonation and visual supports to aid comprehension
  - listen selectively based on purpose

S–2.3

a. identify and use a variety of productive strategies; e.g.,
  - be aware of and use the steps of the writing process: prewriting, writing, revision, correction and publication

S–3.3

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

Activity 1

Opiniones sobre actores / Opinions on Actors

In groups of five to six, students examine a set of photographs of six movie or television stars from Latin America and North America. They start with one of the stars and think of something to say about that person, even if that person is unfamiliar. One student begins by stating an opinion about the movie or television star. He or she turns to the student on the left and asks if he or she agrees with the statement. The student answers the question with his or her opinion, turns to the next student, summarizes both the previous student's and his or her own opinion, and then asks for the next person's opinion. The chain of questions and answers continues until the first student is asked a question. Students then move on to the next actor in the series, with someone new beginning the process.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

GC–1.3

a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

Selected Supporting outcomes

Students will be able to:

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–1.4

b. use, in structured situations, the following grammatical elements:
  - *gusta/gustan* (*nos, os, les*)
  - question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*

LC–1.4

c. use, independently and consistently, the following grammatical elements:
  - regular *-ar* verbs (present tense all persons)
  - affirmative sentences
  - simple negative and interrogative sentences

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
  - use gestures, intonation and visual supports to aid comprehension
  - listen selectively based on purpose

Activity 1 (continued)

A–2

Materials

Four to five sets of six photographs of North American and Latino movie or television stars.

Prerequisite Knowledge

Express simple statements about unfamiliar objects. Restate simple sentences heard from classmates.

Possess a list of various describing words.

Sample Vocabulary

Estoy/No estoy de acuerdo	I agree/ I disagree
Creo que este actor es muy guapo.	I believe this actor is very handsome.
¿Qué te parece?	What do you think?
En mi opinión …	In my opinion …
Le parece que …	He or she thinks that …
guapo(a)	handsome, good-looking
bella	beautiful
interesante	interesting
alto(a)	tall
gracioso(a) simpático(a)	nice
tener talento	talented
Es verdad, pero …	It is true, but …
Por supuesto.	Of course.
¿Por qué dices eso?	Why do you say that?
Es una buena idea.	That is a good idea.

Evaluation Tools

TOOL 1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they compare their opinions on Latin American and North American celebrities. Students use the checklist to determine if they are able to use certain grammatical elements, initiate conversations with peers and express agreement and disagreement.

OUTCOMES

A–2.1a
A–4.1a
LC–1.4b
LC–1.4c
GC–1.3a

TOOL 2

Observation Checklist

Create an outcome-based checklist and share it with the students before they compare their opinions on Latin American and North American celebrities. Use the checklist to assess if students are able to inquire about and express agreement and disagreement, and use interpretive strategies.

OUTCOMES

A–2.1a
S–2.2a

Evaluation Tool No. 1

For Student Use

Opiniones sobre actores / Opinions on Actors: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***
• express agreement and disagreement with my classmates		
• use affirmative, negative and interrogative sentences with regular *-ar* verbs (present tense all persons) and question words like *qué, cómo, dónde, quién, por qué*, *me, te, le, gusta* and *gustan*		
• compare Latino television and movie stars with North American television and movie stars		
• initiate short conversations with my classmates		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ____

____

____

____

Opiniones sobre actors / Opinions on Actors: Observation Checklist

Fecha: ____________________

Criterios:
A–2.1a inquire about and express agreement and disagreement
S–2.2a identify and use a variety of interpretive strategies
  - use gestures, intonation and visual supports to aid comprehension
  - listen selectively based on purpose

	A–2.1a		S–2.2a (use)		S–2.2a (listen)	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Activity 2

Almuerzo / Lunch

Distribute index cards that list items found in typical lunches students bring to school each day (some cards can be duplicates so students are able to discuss how their lunches are similar). Students examine what they have on their lunch index cards and form an opinion. They then circulate through the class and compare lunches with their classmates. Students express what they think of their own lunch and comment on their classmates' lunch.

Sample Dialogue

- *¡Oh no! Otra vez tengo bocadillo de jamón y queso y una manzana.* / Oh no! I have a ham and cheese sandwich and an apple again.
- *No me gusta el queso.* / I do not like cheese.
- *¿Que tienes tú?* / What do you have?
- *Tengo pizza y ensalada. ¡Qué suerte!* / I have pizza and salad. Lucky me!
- *Sí, tienes suerte. ¿Qué tipo de pizza es?* / Yes, you are lucky. What kind of pizza is it?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

A–5.1
a. ask questions to clarify understanding and knowledge

Selected Supporting outcomes

Students will be able to:

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–3.3
b. offer to explain or clarify

A–4.1
a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–1.4
b. use, in structured situations, the following grammatical elements:
  - question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*

LC–2.3
a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

Materials

Index cards.

Prerequisite Knowledge

Food vocabulary.

The verb *tener.*

Sample Vocabulary

delicioso(a) / delicious	*un bocadillo* / sandwich
sabroso(a) / flavourful	*un refresco* / a drink
	fruta / fruit

Evaluation Tools

TOOL ❶

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they compare lunches. Students use the checklist to determine if their peers are able to initiate and manage conversations and ask questions to clarify and express their emotions and feelings.

OUTCOMES

A–2.2a
A–3.3b
A–4.1a
A–5.1a
LC–2.3a

TOOL ❷

Observation Checklist

Create an outcome-based checklist and share it with the students before they compare their lunches. Use the checklist to assess if students are able to express agreement and disagreement and use certain grammatical elements.

OUTCOMES

A–2.1a
LC–1.4b

Sample Index Cards

Almuerzo / Lunch

un bocadillo de queso *una manzana* *jugo de naranja*	*pizza de queso* *zanahorias* *coca cola*
un bocadillo de jamón *una naranja* *agua*	*spaghetti* *apio* *jugo de mosto*
un sandwich mixto *uvas* *leche*	*un sandwich de atún* *una manzana* *jugo de piña*
ensalada *una nectarina* *leche con chocolate*	*un bocadillo de mantequilla de cacahuate* *una pera* *jugo de arándano*
chorizo con papa *queso con rajas* *jugo de naranja*	*frijolitos con queso* *un huevo duro* *coca cola*
arroz con pollo *una naranja* *jugo de mango*	*potaje de frijoles con huevos* *un plátano* *jugo de frutas*

Almuerzo / Lunch: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ______________________________

Puedes:	***Sí***	***Aún no***
• express your opinion regarding your lunch		
• express your opinion regarding my lunch		
• ask questions to understand what I had for lunch		
• offer to clarify your response for me		
• manage a simple, routine conversation with me		

Comentarios

Algo que me gusta de tu trabajo: ______________________________

____

____

____

Una sugerencia para la próxima vez: ______________________________

____

____

____

____

Evaluation Tool No. 2

For Teacher Use

Almuerzo / Lunch: Observation Checklist

Fecha: ________________________________

Criterios:
A–2.1a inquire about and express agreement and disagreement
LC–1.4b use, in structured situations, the following grammatical elements:

- question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*

	A–2.1a		LC–1.4b	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Activity 3

Deportes y actividades / Sports and Activities

With the students, compile a list of sports and activities and provide a chart to each student. Students choose five sports or activities from the list, note them on their charts and add their opinions about each. Students then choose three different classmates and predict their opinions about each chosen sport and activity, noting these predictions on their charts. Students then approach the three students to verify whether their predictions were correct.

Sample Dialogue

- *Hola Irene. ¿Cómo estás? Creo que el fútbol americano es fantástico. ¿Qué piensas tú?* / Hi Irene. How are you? I think football is fantastic. What do you think?
- *Hola Max. Estoy bien, gracias. Estoy de acuerdo, pero prefiero el béisbol.* Hi Max. I am fine, thanks. I agree with you, but I prefer baseball.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

Selected Supporting outcomes

Students will be able to:

A–4.1
a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–1.4
b. use, in structured situations, the following grammatical elements:
  - *gusta/gustan* (*nos*, *os*, *les)*
  - question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*
  - simple compound sentences using conjunctions *y*, *o* and *pero*

LC–1.4
c. use, independently and consistently, the following grammatical elements:
  - regular *-ar* verbs (present tense all persons)
  - affirmative sentences
  - simple negative and interrogative sentences

LC–2.3
a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

Activity 3 (continued)

Materials

Sample chart.

Prerequisite Knowledge

Create lists based on personal notes and information from different sources.

Engage in short conversations with peers to ask about preferences.

Sample Vocabulary

bailar / to dance
cocinar / to cook
escribir cartas / to write letters
correr en el parque / to run in the park
limpiar el baño / to clean the bathroom
esquiar / to ski
jugar al fútbol / to play soccer
leer / to read
estudiar / to study
pasear en bicicleta / to go for a bicycle ride
salir con amigos / to go out with friends
ir a la biblioteca / to go to the library

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they discuss and express their opinions on sports and activities. Students use the rating scale to assess how well they are able to express agreement and disagreement during routine interactions and how well they are able to use certain grammatical elements.

OUTCOMES

A–2.1a
LC–1.4b
LC–2.3a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to initiate and participate in casual exchanges with classmates, use certain grammatical elements, express their opinions and gather their classmates' opinions. Students could use the following sentence starters:

- I learned a good way to start a conversation is ...
- I would like to know more about ...
- When talking with classmates in Spanish, it is good to ...
- I used the chart to ...

OUTCOMES

A–2.2a
A–4.1a
A–5.2a
LC–1.4b
LC–1.4c

For Student Use

Sample Chart

***Deportes y actividades* / Sports and Activities**

Nombre: ______________________________ *Fecha:* ____________________

Deporte/Actividad ***Nombre***	*Bailar*	*Jugar al fútbol*	*Cocinar*	*Leer*	*Escribir Cartas*
1.	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:
2.	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:
3.	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:	*mi opinión*: *predicción*: *su opinión*:

Evaluation Tool No. 1

For Student Use

Deportes y actividades / Sports and Activities: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Casi***	***Aún no***
• find out if my classmates agreed or disagreed with me regarding sports and activities	●	●	●
• use several different question words	●	●	●
• use simple compound sentences with the conjunctions *y*, *o* and *pero*	●	●	●
• answer affirmatively	●	●	●
• answer negatively	●	●	●
• use regular *-ar* verbs in the present tense	●	●	●
• engage in short conversations with my partner, asking for clarification and correcting myself if what I was saying was not entirely correct	●	●	●

Comentarios

Estoy contento(a) con: ____

____

Lo que necesito mejorar: ____

____

La próxima vez, voy a prestar más atención a: ____

____

Activity 4

Nuestro blog / Our Blog

Define a Web log (blog) for students and discuss how it is used for communication. Working in groups, students set up a blog and write an entry, in Spanish, expressing an opinion on a favourite book, movie, concert, sports event, computer game or other topic or activity. The opinion can be expressed in a variety of ways; e.g., a pretend interview with a star, a poem, a rap song. The groups read and respond to at least two of their classmates' blog entries.

Sample Entry

- *Me encanta Superlópez. Creo que es un héroe. Me gusta cuando vuela y cuando usa su fuerza. ¿Qué les parece a ustedes?* / I love Superlópez. I think he is a hero. I like it when he flies and when he uses his strength. What do you guys think?

Sample Response

- *A mí también me gusta mucho Superlópez. Creo que es muy gracioso. Quiero salvar la ciudad como él.* / I like Superlópez a lot. I think he is good-looking and strong. I want to save the city like he does.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

LC–2.5

a. produce a variety of short, simple written texts in guided situations

Selected Supporting outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

LC–1.4

c. use, independently and consistently, the following grammatical elements:
  - regular *-ar* verbs (present tense all persons)

S–2.3

a. identify and use a variety of productive strategies; e.g.,
  - be aware of and use the steps of the writing process: prewriting, writing, revision, correction and publication

Materials

Computers or lab time.

Prerequisite Knowledge

Express, in writing, simple ideas and opinions.

The use of blogs.

Sample Vocabulary

cargar, subir	to upload
descargar	to download
la cuenta	account
mandar, enviar	to send
contestar	to reply

Evaluation Tools

TOOL 1

Rubric

OUTCOMES

A–1.1a
A–2.2a
LC–2.5a

Collaboratively create an outcome-based rubric with the students before they set up and respond to Web logs. Use the rubric to evaluate how well students are able to produce a variety of short, simple written texts in which they express their emotions and feelings and demonstrate understanding of the information presented.

TOOL 2

Self-assessment

OUTCOMES

A–1.1a
A–2.1a
LC–1.4c
S–2.3a

Have the students reflect on their learning and how well they were able to use productive strategies, use certain grammatical elements and express agreement and disagreement.

For Teacher Use

Evaluation Tool No. 1

Nuestro blog / Our Blog: Rubric

Nombre: ________________________________ *Fecha:* ________________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. understand information, such as definitions, comparisons and examples	demonstrates **clear** understanding ☐	demonstrates **adequate** understanding ☐	demonstrates **basic** understanding ☐	demonstrates **minimal or vague understanding** ☐
A–2.2 a. inquire about and express emotions and feelings in a variety of familiar contexts	expresses emotions and feelings with **articulate** and **pertinent** details ☐	expresses emotions and feelings with **appropriate** and **thoughtful** details ☐	expresses emotions and feelings with **overly simple** and **general** details ☐	expresses emotions and feelings with **vague** and/or **irrelevant** details ☐
LC–2.5 a. produce a variety of short, simple written texts in guided situations	uses the Web log format **effectively** ☐	uses the Web log format **appropriately** ☐	uses the Web log format **simplistically** ☐	uses the Web log format **ineffectively** ☐

Evaluation Tool No. 2

For Student Use

Nuestro blog / Our Blog: Self-assessment

Nombre: ______________________________ *Fecha:* ______________________________

Criterios
I provided information about ___________ in the following sentences:
I expressed agreement or disagreement with the topic of three other blogs, in the following sentences:
I used *-ar* verbs in the present tense in the following sentences:
I showed that I was aware of the writing process steps we discussed in class in the following ways:

Activity 5

Mi selección musical / My Playlist

Lead a brief discussion with students about MP3 players and playlists students may have created for themselves. Students find a partner and discuss their favourite songs and playlists they have created or would like to create. Encourage students to react honestly to the songs and playlists and discuss whether they agree with the order of songs on the playlist.

Sample Dialogue

- *Mira, (yo) tengo muchas canciones de Avril Lavigne.* / Look, I have many songs from Avril Lavigne.
- *¿De veras? Me encanta su álbum nuevo. ¿Quién es tu artista favorita?* / Really? I love her new album. Who is your favourite artist?
- *A mí me gusta mucho la música rap. 50 Cent es mi rapero favorito.* / I really like rap music a lot. 50 Cent is my favourite rapper.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–5.1
a. ask questions to clarify understanding and knowledge

Selected Supporting outcomes

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   - irregular *yo* forms: *salir*, *hacer*, *poner*, *dar*
   - question words: [¿…?] *cuánto, cuál* (all forms)

LC–3.5
a. use appropriate nonverbal behaviours in a variety of familiar contexts

Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

Express clear statements in agreement or disagreement with sentences heard from peers.

Sample Vocabulary

la lista de reproducción / playlist	*la guitarra* / guitar
la música / music	*la batería* / drums
el álbum / album	*el bajo* / bass
la canción / song	*el teclado* / keyboards
el/la artista / artist	

Evaluation Tools

TOOL 1

Anecdotal Notes

OUTCOMES

A–2.2a
A–5.1a
LC–1.4a

Observe students as they discuss songs and playlists. Note and record how well they are able to use certain grammatical elements, ask questions and express their emotions and feelings.

TOOL 2

Learning Log

OUTCOMES

A–2.2a
LC–3.5a
LC–1.4a

Have the students reflect on their learning and how well they were able to use certain grammatical elements, use appropriate nonverbal behaviours and express their feelings about certain songs and artists. Students could use the following sentence starters:

- I learned that my classmates ...
- I would like to know more about ...
- Grammar helped the conversation with my classmates by ...

For Teacher Use

Evaluation Tool No. 1

Mi selección musical / My Playlist: Anecdotal Notes

Fecha: ____________________________

Criterios:

A–2.2a inquire about and express emotions and feelings in a variety of familiar contexts
A–5.1a ask questions to clarify understanding and knowledge
LC–1.4a use, in modelled situations, the following grammatical elements:

- irregular *yo* forms: *salir*, *hacer*, *poner*, *dar*
- question words: [¿…?] *cuánto, cuál* (all forms)

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–2.2a			
	A–5.1a			
	LC–1.4a			
2.	A–2.2a			
	A–5.1a			
	LC–1.4a			
3.	A–2.2a			
	A–5.1a			
	LC–1.4a			
4.	A–2.2a			
	A–5.1a			
	LC–1.4a			
5.	A–2.2a			
	A–5.1a			
	LC–1.4a			
6.	A–2.2a			
	A–5.1a			
	LC–1.4a			

Activity 6

Buen comportamiento, mal comportamiento / Good Behaviour, Bad Behaviour

Lead a brief discussion with students about good and bad behaviour. List common themes on the board. In groups of three, students cut three pictures from magazines, or draw them by hand, and label them as demonstrating either good or bad behaviour. Students paste the pictures on the sample picture chart you supply to them and write down their own emotions and feelings regarding the behaviour depicted. The groups then circulate and show their pictures to three other groups, asking them to agree or disagree with the categorization of the behaviour as good or bad. Each group records the responses of their classmates on their sample picture charts.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

LC–2.6
a. derive meaning from visual elements of a variety of media in guided and unguided situations

Selected Supporting outcomes

Students will be able to:

A–5.1
a. ask questions to clarify understanding and knowledge

LC–1.4
c. use, independently and consistently, the following grammatical elements:
  - regular *-ar* verbs (present tense all persons)

LC–1.4
b. use, in structured situations, the following grammatical elements:
  - question words: [*¿…?*] *qué, cómo, dónde, por qué, cuándo, quién*

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - participate in cooperative group learning tasks
  - take part in group decision-making processes

Activity 6 (continued)

Materials

Sample chart.
Magazines.
Pens.
Scissors.
Glue.
Tape.

Prerequisite Knowledge

None required.

Sample Vocabulary

¿Crees/Creen que estos chicos se comportan bien? / Do you think these boys are behaving well?
En mi opinión, ésas son chicas malas. / In my opinion, these are bad girls.
decir palabrotas / to swear
No estoy/estamos de acuerdo. / I/we do not agree.
los modales / manners
fumar / to smoke
el alcohol / alcohol
acoso escolar / bullying
la ropa / clothing

Evaluation Tools

TOOL 1

Self-reflection

Have the students reflect on their learning and how well they were able to use social and affective strategies, express agreement and disagreement, and express emotions and feelings about the behaviours depicted.

OUTCOMES

A–2.1a
A–2.2a
S–3.3a

TOOL 2

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they discuss good and bad behaviour with their classmates. Students use the rating scale to assess how well they are able to use certain grammatical elements and how well they are able to ask questions to clarify their understanding of the chosen pictures and the behaviours they depict.

OUTCOMES

A–2.1a
A–2.2a
A–5.1a
LC–1.4b
LC–1.4c
LC–2.6a

Buen comportamiento, mal comportamiento / Good Behaviour, Bad Behaviour: Sample Picture Chart

Nombre: ______________________________ *Fecha:* ____________________

In the centre cells, paste the pictures you found that demonstrate good or bad behaviour. In the left-hand column, write down your emotions and feelings about the behaviour shown. In the right-hand column, write down the emotions and feelings of three other groups about the behaviour shown.

EMOTIONS AND FEELINGS	PICTURES	MY CLASSMATES' EMOTIONS AND FEELINGS

For Student Use

Evaluation Tool No. 1

Buen comportamiento, mal comportamiento / Good Behaviour, Bad Behaviour: Self-reflection

Nombre: ____________________________ *Fecha:* ______________________________

Think about the discussions you had with classmates and complete the sentences below.

When it was my turn to ask about and express emotions and feelings, I felt I could:
When the members of my group and I were choosing the pictures for our chart, I felt I could:
When the members of my group and I were choosing our statements for the chart, I felt:
During the activity, when it was my turn to ask about and express agreement or disagreement, I felt I could:

Evaluation Tool No. 2

For Student Use

Buen comportamiento, mal comportamiento / Good Behaviour, Bad Behaviour: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• express agreement/disagreement with statements made by my classmates	●	●	●	●
• ask about and express my emotions and feelings about different kinds of behaviour	●	●	●	●
• ask questions to clarify understanding and knowledge	●	●	●	●
• use present tense forms of regular *-ar* verbs	●	●	●	●
• use question words: *qué, cómo, dónde, por qué, cuándo, quién*	●	●	●	●
• create meaning from the pictures or drawings	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________________

____

____

Activity 7

Mis compañeros de clase / My Classmates

On a slip of paper, students write down an interesting ability, trait or interest they possess. List the abilities, traits or interests anonymously on the board or overhead. Students work with a partner to decide which ability, trait or interest belongs to which student. They then approach the student to confirm their guess.

Sample Dialogue

- *OK David, creo que Emily es la chica que nada todos los días a las seis de la mañana*. / OK David, I think that Emily is the girl who swims every day at six in the morning.
- *No, no estoy de acuerdo. Estoy seguro que es Amanda. Es una chica muy atlética*. / No, I do not agree. I am sure it is Amanda. She is a very athletic girl.
- *OK, vamos a preguntarle*. / OK, let's go ask her.
- *Amanda, ¿vas a la piscina todos los días a las seis de mañana?* / Amanda, do you go to the pool every day at six in the morning?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

A–5.1

a. ask questions to clarify understanding and knowledge

Selected Supporting outcomes

Students will be able to:

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

S–3.3

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

Materials

Sample list.

Prerequisite Knowledge

Read short, simple descriptions of people.

Relate descriptions of people to people already known.

Sample Vocabulary

¿Quién … / Who:
- *puede escribir con las dos manos* / can write with both hands
- *tiene un ojo azul y otro verde* / has one blue eye and one green
- *habla tres lenguas* / speaks three languages
- *conoce a un Edmonton Oiler* / knows an Edmonton Oiler
- *tiene un perro que se llama Diesel?* / has a dog named Diesel?

¿Quién es … / Who is:
- *muy cariñoso* / very sweet
- *muy juguetón* / very playful
- *muy ameno* / very pleasant
- muy *hablador* / chatty
- *muy simpático* / very nice
- *alto* / tall
- *delgado* / slim
- *moreno/rubio*? / dark-haired/blond?

Evaluation Tools

TOOL 1

Anecdotal Notes

Observe students as they work together to match the given abilities, traits or interests to their classmates. Note and record how well they are able to inquire about and express agreement and disagreement and participate in casual exchanges with classmates.

OUTCOMES

A–2.1a
A–4.1a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to use social and affective strategies and ask questions to clarify understanding during casual exchanges with classmates. Students could use the following sentence starters:
- I learned that my classmates ...
- The most difficult questions to ask were ...
- The most interesting part of working with a partner was ...

OUTCOMES

A–2.1a
A–4.1a
A–5.1a
S–3.3a

For Teacher Use

Evaluation Tool No. 1

Mis compañeros de clase / My Classmates: Anecdotal Notes

Fecha: ____________________

Criterios:
A–2.1a inquire about and express agreement and disagreement
A–4.1a initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–2.1a			
	A–4.1a			
2.	A–2.1a			
	A–4.1a			
3.	A–2.1a			
	A–4.1a			
4.	A–2.1a			
	A–4.1a			
5.	A–2.1a			
	A–4.1a			
6.	A–2.1a			
	A–4.1a			
7.	A–2.1a			
	A–4.1a			
8.	A–2.1a			
	A–4.1a			
9.	A–2.1a			
	A–4.1a			
10.	A–2.1a			
	A–4.1a			

Las tareas de casa / Chores

With the students, brainstorm a list of chores that are done in the home. In partners, students discuss the chores they may have to do at home (some students will have many and others will only have a few chores). Encourage students to express their attitudes and feelings toward these chores.

Sample Dialogue

- *No me gusta cuando tengo que limpar mi cuarto/mi habitación.* / I do not like it when I have to clean my room.
- *¿Por qué?* / Why?
- *Porque es aburrido y prefiero hablar por teléfono. ¿Te gusta limpiar tu cuarto?* / Because it is boring and I prefer to talk on the telephone. Do you like to clean your room?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–4.1
a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–1.4
a. use, in modelled situations, the following grammatical elements:
  - *tener que* + infinitive

Selected Supporting outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
  - listen attentively
  - look for patterns and relationships
  - use previously acquired knowledge to facilitate a learning task

Activity 8 (continued)

Materials

List of chores (responsibilities).

Prerequisite Knowledge

Express simple emotions and personal experiences in oral exchanges.

Sample Vocabulary

sacar la basura / to take out the garbage	*limpiar el polvo* / to dust
ir a entrenar fútbol / to go to soccer practice	*cortar el césped* / to cut the grass
estudiar / to study	*preparar la comida* / to prepare food
hacer la tarea / to do homework	*lavar los platos* / to wash dishes
pasar la aspiradora / to vacuum	*poner la mesa* / to set the table

Evaluation Tools

TOOL 1

Self-assessment

OUTCOMES

Have the students reflect on their learning and how well they were able to use cognitive strategies, use certain grammatical elements, express agreement and disagreement, and inquire about and express emotions and feelings about chores.

A–2.1a
A–2.2a
LC–1.4a
S–1.1a

TOOL 2

Anecdotal Notes

OUTCOMES

Observe students as they engage in conversations about typical chores. Note and record how well they are able to inquire about and express their emotions and feelings about chores during casual exchanges with classmates.

A–2.2a
A–4.1a

For Student Use

Las tareas de casa / Chores: Self-assessment

Nombre: ______________________ *Fecha:* ________________

Criterios	***Lo que hiciste bien …***	***Lo que necesito mejorar …***	***La próxima vez, voy a …***
• ask others about their emotions and feelings			
• express agreement and disagreement			
• use given grammatical elements			
• engage in the conversation – listen attentively – look for patterns and relationships – use previously acquired knowledge to facilitate a learning task			

Otros Comentarios:

For Teacher Use

Las tareas de casa / Chores: Anecdotal Notes

Fecha: ________________________

Criterios:

A–2.2a	inquire about and express emotions and feelings in a variety of familiar contexts
A–4.1a	initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–2.2a			
	A–4.1a			
2.	A–2.2a			
	A–4.1a			
3.	A–2.2a			
	A–4.1a			
4.	A–2.2a			
	A–4.1a			
5.	A–2.2a			
	A–4.1a			
6.	A–2.2a			
	A–4.1a			
7.	A–2.2a			
	A–4.1a			
8.	A–2.2a			
	A–4.1a			
9.	A–2.2a			
	A–4.1a			
10.	A–2.2a			
	A–4.1a			

Haciéndolo
Getting It Done

Applications

A–3

Students will use Spanish to get things done.

Specific Outcomes

Students will be able to:

A–3.1a respond to and make suggestions in a variety of situations
A–3.2a state personal actions in the present
A–3.3a express appreciation, enthusiasm, support and respect for contributions of others
A–3.3b offer to explain or clarify

Other Specific Outcomes

Applications

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

A–5.1
a. ask questions to clarify understanding and knowledge

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.3
a. describe and examine a problem, then propose solutions

A–5.4
a. provide reasons for their opinions on topics within their experience

Language Competence

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
  - *tener que* + infinitive
  - present tense of common stem-changing verbs: *o→ ue*, *e→ ie*, *e→ i, u→ue*
  - affirmative commands using *tú*, *usted*, *nosotros*, *vosotros/ustedes*★★

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

LC–1.4
b. use, in structured situations, the following grammatical elements:
  - simple compound sentences using conjunctions *y*, *o* and *pero*

LC–2.3
a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

Other Specific Outcomes (continued)

LC–2.4
a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.5
a. produce a variety of short, simple written texts in guided situations

LC–2.7
a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

Global Citizenship

Students will be able to:

GC–1.2
a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

Strategies

Students will be able to:

S–2.1
a. identify and use a variety of interactive strategies; e.g.,
   - indicate lack of understanding of Spanish text/expressions through questioning in Spanish
   - ask for clarification or repetition when they do not understand
   - invite others into the discussion
   - repeat part of what someone has said to confirm mutual understanding

S–2.3
a. identify and use a variety of productive strategies; e.g.,
   - use nonverbal means to communicate
   - use words that are visible in the immediate environment
   - be aware of and use the steps of the writing process: prewriting, writing, revision, correction and publication

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   - seek help from others
   - be encouraged to try, even though they might make mistakes
   - take part in group decision-making processes
   - use support strategies to help peers persevere at learning tasks
   - use social interaction skills to enhance group learning activities

Activity 1

Videojuegos / Video Games

Lead a brief discussion with students about popular video games and which video games are student favourites. Create a list of age-appropriate and school-appropriate video games. In small groups, students work together to choose a game and use key phrases and expressions to write instructions in Spanish on how to play that game. Emphasize that they are working as a group and should be expressing appreciation and support for the contributions of others.

Sample Dialogue

- *¿Qué tengo que hacer aquí?* / What do I have to do here?
- *Tienes que correr muy rápido en esta parte.* / You have to run very quickly in this part.
- *¿Y ahora?* / And now?
- *Ahora tienes que abrir la puerta y sumar puntos.* / Now you have to open the door and collect points.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2

a. state personal actions in the present

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

A–3.3

b. offer to explain or clarify

Selected Supporting outcomes

Students will be able to:

A–5.1

a. ask questions to clarify understanding and knowledge

LC–1.4

a. use, in modelled situations, the following grammatical elements:
   - *tener que* + infinitive
   - affirmative commands using *tú*, *usted*, *nosotros*, *vosotros/ustedes*★★

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
   - indicate lack of understanding of Spanish text/expressions through questioning in Spanish
   - ask for clarification or repetition when they do not understand

Activity 1 (continued)

Materials

Pens and paper.

List of age-appropriate and school-appropriate video games.

Prerequisite Knowledge

Express simple opinions, likes and dislikes and provide reasons in guided situations.

Express appreciation and support.
Use question words.

Sample Vocabulary

sumar/acumular / to collect	*nivel* / level
puntos / points	*recomendar* / to recommend
dinero / money	*sugerir* / to suggest
¡Estupendo! / That's great!	*¡Juegas bien!* / You are good!/You play well!
fantástico(a) / fantastic	*buena idea* / good idea
caracteres / characters	

Evaluation Tools

TOOL 1

Self-assessment Checklist

OUTCOMES
A–3.3a
A–3.3b
LC–1.4a

Create an outcome-based self-assessment checklist and share it with students before they develop instructions for their video game. Students use the checklist to determine if they are able to ask questions about the video game, offer explanations and use certain grammatical elements.

TOOL 2

Rating Scale

OUTCOMES
A–3.2a
A–5.1a
S–2.1a

Create an outcome-based rating scale and share it with the students before they develop instructions for their video game. Use the rating scale to assess how well students are able to state personal actions in the present tense, ask questions and use a variety of interactive strategies.

For Student Use

Videojuegos / Video Games: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***
• offer to explain how to play a video game		
• ask questions to learn more about a video game		
• use *tener que* + infinitive		
• use affirmative commands using *tú, usted, nosotros*, *vosotros/ustedes*		

Comentarios

Estoy contento(a) con: ____

____

____

____

____

Lo que necesito mejorar: ____

____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

____

For Teacher Use

Evaluation Tool No. 2

Videojuegos / Video Games:
Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Criterios:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
A–3.2 a. state personal actions in the present	●	●	●	●
A–5.1 a. ask questions to clarify understanding and knowledge	●	●	●	●
S–2.1 a. identify and use a variety of interactive strategies; e.g., indicate lack of understanding of Spanish text/expressions through questioning in Spanish, ask for clarification or repetition when they do not understand	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 2

Las cinco mejores películas / The Top Five Movies

In groups of three to four, students suggest a movie for the year-end party, debating which movie is better or worse than another. They then compile a list of their top five movies. Emphasize that they are working as a group and should be focusing on expressing appreciation, enthusiasm, support and respect for the contributions of others in the group.

Variation

- Students prepare a script of their dialogue, rather than having a spontaneous conversation.

Sample Dialogue

- *Creo que* Night at the Museum *es la película número uno de 2006.* / I think that *Night at the Museum* is the number one movie of 2006.
- *Gracias Ashley. Tienes razón,* Night at the Museum *es una película muy cómica. ¿Hay otras películas que te gustan?* / Thank you, Ashley. You are right, *Night at the Museum* is a very funny movie. Are there other movies that you like?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

A–5.4

a. provide reasons for their opinions on topics within their experience

Selected Supporting outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–1.4

b. use, in structured situations, the following grammatical elements:
  - simple compound sentences using conjunctions *y*, *o* and *pero*

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - use social interaction skills to enhance group learning activities

Activity 2 (continued)

Materials

Several appropriate movie titles to debate.

Pen and paper.

Prerequisite Knowledge

Express appreciation and support for the contributions of others.

Express agreement and disagreement, and give reasons for opinions and answers.

Sample Vocabulary

terror / horror
comedia / comedy
acción / action
ciencia ficción / science fiction
fantasía / fantasy
cómica / funny

triste / sad
porque / because
estupendo(a), chévere / awesome
fatal / terrible
¡Que buena idea! / What a good idea!
Me gusta tu respuesta. / I like your answer.

Evaluation Tools

TOOL ❶

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they work together to compile a list of their top five movies. Students use the checklist to determine if their peers are able to use social and affective strategies, inquire about and express agreement and disagreement with movie choices, and provide reasons for their opinions.

OUTCOMES

A–2.1a
A–5.2a
A–5.4a
S–3.3a

TOOL ❷

Anecdotal Notes

Observe students as they work together to compile a list of their top five movies. Note and record how well they are able to use certain grammatical elements and express appreciation and support for the contributions of others.

OUTCOMES

A–3.3a
LC–1.4b

For Student Use

Las cinco mejores películas / The Top Five Movies: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• express agreement and disagreement when classmates contribute to a discussion or conversation		
• gather information, using the top-five format		
• provide reasons for your top five movies		
• use social interaction skills to help make group learning activities successful		

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

____

____

Las cinco mejores películas / The Top Five Movies: Anecdotal Notes

Fecha: ________________________

Criterios:

A–3.3a express appreciation, enthusiasm, support and respect for contributions of others
LC–1.4b use, in structured situations, the following grammatical elements:

- simple compound sentences using conjunctions *y*, *o* and *pero*

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–3.3a			
	LC–1.4b			
2.	A–3.3a			
	LC–1.4b			
3.	A–3.3a			
	LC–1.4b			
4.	A–3.3a			
	LC–1.4b			
5.	A–3.3a			
	LC–1.4b			
6.	A–3.3a			
	LC–1.4b			
7.	A–3.3a			
	LC–1.4b			
8.	A–3.3a			
	LC–1.4b			
9.	A–3.3a			
	LC–1.4b			
10.	A–3.3a			
	LC–1.4b			

Activity 3

Como estudiar / Study Tips

Working together in pairs as study buddies, students exchange ideas on how to study for a particular subject. They choose their strongest school subject and develop a list of tips and advice that other students can follow to improve their learning. Students then create a collage or poster that communicates their work.

Sample Dialogue

- *¿Qué haces cuando tienes un examen de español?* / What do you do when you have an examination in Spanish class?
- *Digo las palabras del vocabulario enfrente del espejo y practico mi pronunciación.* / I say my vocabulary words in front of the mirror and practise my pronunciation.
- *¡Qué buena idea!* / What a good idea!

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1

a. respond to and make suggestions in a variety of situations

A–3.2

a. state personal actions in the present

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
    - seek help from others
    - be encouraged to try, even though they might make mistakes
    - use support strategies to help peers persevere at learning tasks

Selected Supporting outcomes

Students will be able to:

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

Activity 3 (continued)

Materials

Poster paper.
Scissors.
Glue.
Magazines.
Markers.

Prerequisite Knowledge

Formulate regular present tense expressions of appreciation and support.

Verbs of suggestion and recommendation.

Sample Vocabulary

matemáticas	mathematics
ciencias	science
educación física	physical education
ciencias sociales	social studies
lengua y literatura	language arts
estudiar	to study
escribir	to write
organizar	to organize
escuchar las palabras claves	to listen for key words
identificar problemas	to identify problems
repasar	to review
comprobar la exactitud	to check for accuracy
hacer un esquema	to make a plan
repetir palabras nuevas	to repeat new words

Evaluation Tools

TOOL ❶

Observation Checklist

Create an outcome-based checklist and share it with the students before they develop their study tips collage or poster. Use the checklist to assess if students are able to use social and affective strategies, respond to and make suggestions about study tips and express support and respect for the contributions of others.

OUTCOMES

A–3.1a
A–3.3a
S–3.3a

TOOL ❷

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to produce a collage or poster, state personal actions in the present tense and express meaning through visual elements.

OUTCOMES

A–3.2a
A–3.3a
LC–2.7a

For Teacher Use

Como estudiar / Study Tips:
Observation Checklist

Fecha: ____________________

Criterios:

A–3.1a respond to and make suggestions in a variety of situations
A–3.3a express appreciation, enthusiasm, support and respect for contributions of others
S–3.3a identify and use a variety of social and affective strategies to enhance general learning; e.g.,

- seek help from others
- be encouraged to try, even though they might make mistakes
- use support strategies to help peers persevere at learning tasks

	A–3.1a		A–3.3a		S–3.3a	
Nombre	***Si***	***Aún no***	***Si***	***Aún no***	***Si***	***Aún no***
1.						
2.						
3.						
4.						
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6.						
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21.						

For Student Use

Evaluation Tool No. 2

Como estudiar / Study Tips: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***
• use the present tense when expressing my actions		
• express appreciation, enthusiasm, support and respect when others contribute to a project		
• use a poster or collage to express ideas about how to do well in a particular subject		

Comentarios

Estoy contento(a) con: ____

Lo que necesito mejorar: ____

La próxima vez, voy a prestar más atención a: ______________________________

Activity 4

Me encanta la televisión / I Love Television

Provide students with a survey template, model and answers for an in-class survey on favourite television programs. Students prepare what they will ask and how they might answer. Students circulate through the room and survey their classmates. They state their favourite show and explain their reasons why they like it.

Sample Dialogue

- *¿Cuál es tu programa favorito*? / What is your favourite show?
- *Me encanta "Betty la fea."* / I love "Ugly Betty."
- *¿Por qué te parece que "Betty la fea" es muy cómica*? / Why do you think "Ugly Betty" is very funny?
- *Pienso que las situaciones son realistas, especialmente los personajes*. / I think the situations are realistic, especially the characters.
- *¿Hay otras razones*? / Are there other reasons?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.3

b. offer to explain or clarify

A–5.4

a. provide reasons for their opinions on topics within their experience

Selected Supporting outcomes

Students will be able to:

LC–1.4

a. use, in modelled situations, the following grammatical elements:
   - present tense of common stem-changing verbs: *o→ue, e→ie, e→i, u→ue*

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
   - ask for clarification or repetition when they do not understand
   - invite others into the discussion
   - repeat part of what someone has said to confirm mutual understanding

Activity 4 (continued)

Materials

Survey chart (see sample template).

Prerequisite Knowledge

The verbs *gustar* and *encantar.*

Expressions of agreement and disagreement.

Sample Vocabulary

el programa de televisión / television show	*(no) estoy de acuerdo* / I agree (disagree)
me encanta(n) … / I love …	*opiniones* / opinions

Evaluation Tools

TOOL ❶

Rubric and Checklist

Collaboratively create an outcome-based rubric and checklist with the students before they begin the activity. Use the rubric to evaluate how well students are able to explain or clarify their reasons for liking a particular television program.

OUTCOMES

A–3.3b
A–5.4a

TOOL ❷

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use interactive strategies and selected grammatical elements and explain or clarify their reasons for liking a particular television program.

OUTCOMES

A–3.3b
A–5.4a
LC–1.4a
S–2.1a

Sample Chart

Me encanta la televisión / I Love Television

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a)	***Programa favorito***	***¿Por qué?***	***Personajes favoritos***	***Episodio favorito***
1.				
2.				
3.				
4.				
5.				
6.				
7.				

For Teacher Use

Evaluation Tool No. 1

Me encanta la televisión / I Love Television: Rubric and Checklist

Nombre: ____________________________________ *Fecha:* ______________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–3.3 b. offer to explain or clarify	**freely** offers to explain or clarify a position ☐	**willingly** offers to explain or clarify a position ☐	**hesitantly** offers to explain or clarify a position ☐	☐ work was not completed ☐ work demonstrates minimal effort ☐ learning has not yet been achieved
A–5.4 a. provide reasons for their opinions on topics within their experience	provides **detailed** reasons for his or her opinions on the topic ☐	provides **mostly thoughtful** reasons for his or her opinions on the topic ☐	provides **basic** reasons for his or her opinions on the topic ☐	

Work Habits

- ☐ worked independently
- ☐ worked with minimal assistance
- ☐ worked with some assistance
- ☐ required constant supervision and assistance

Evaluation Tool No. 2

For Student Use

Me encanta la televisión / I Love Television: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• offer to explain or clarify my position	●	●	●	●
• provide reasons why I enjoy a particular television show	●	●	●	●
• use present tense of common stem-changing verbs: – *o→ue*, *e→ie*, *e→i*, *u→ue*	●	●	●	●
• use a variety of interactive strategies:				
– ask the other person to repeat when I do not understand	●	●	●	●
– invite others into the discussion	●	●	●	●
– repeat part of what someone has said to make sure we are both understood	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

Activity 5

Consultorio sentimental / Advice Columnist

Lead a brief discussion with students about typical issues in their lives and ways of dealing with them; e.g., test anxiety, amount of allowance, curfews. In groups of two or three, students choose an issue and write a letter that describes it and asks for advice. Collect the letters, shuffle them and redistribute them to the groups. Each group proposes a solution to the issue in the letter it receives. Each group then presents both the letter and solution to the class.

Sample Language

- *Es triste que estés nervioso cuando haces exámenes. Es un problema normal. Tienes que prepararte bien cuando hay examen. También, tienes que dormir bastante la noche anterior, y desayunar bien*. / It is sad that you are nervous when you write examinations. It is a normal problem. You have to prepare well when there is an examination. You also have to sleep well the night before and eat a good breakfast.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1
a. respond to and make suggestions in a variety of situations

A–3.2
a. state personal actions in the present

A–5.3
a. describe and examine a problem, then propose solutions

Selected Supporting outcomes

Students will be able to:

A–3.3
a. express appreciation, enthusiasm, support and respect for contributions of others

LC–2.4
a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.5
a. produce a variety of short, simple written texts in guided situations

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - take part in group decision-making processes
  - use social interaction skills to enhance group learning activities

Materials

Pens and paper.

Prerequisite Knowledge

State reasons for suggestions.

Express agreement and disagreement with peers.

Sample Vocabulary

estar nervioso(a) por los examenes	to have examination anxiety
la paga	allowance money
el toque de queda	curfew
el problema	problem
la solución	solution
la sugerencia	suggestion
la recomendación	recommendation

Evaluation Tools

TOOL 1

Peer-assessment Rating Scale

Collaboratively create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to respond to and make suggestions, express appreciation, enthusiasm, support and respect for contributions of others, and describe and examine a problem.

OUTCOMES

A–3.1a
A–3.3a
A–5.3a
LC–2.4a
LC–2.5a

TOOL 2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use social and affective strategies, state personal actions in the present tense and respond to and make suggestions about an issue.

OUTCOMES

A–3.1a
A–3.2a
S–3.3a

For Student Use

Evaluation Tool No. 1

Consultorio sentimental / Advice Columnist: Peer-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ________________________________

Nombre de mi compañero(a): ____

Puedes:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• make suggestions regarding problems students typically face	●	●	●	●
• describe and examine typical problems student face and then suggest solutions	●	●	●	●
• express appreciation, enthusiasm, support and respect when others contribute to a project	●	●	●	●
• produce a short, simple written text	●	●	●	●
• understand a variety of short, simple written texts	●	●	●	●

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

Evaluation Tool No. 2

For Teacher Use

Consultorio sentimental / Advice Columnist: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–3.1 a. respond to and make suggestions in a variety of situations	●	●	●	●
A–3.2 a. state personal actions in the present	●	●	●	●
S–3.3 a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,				
• take part in group decision-making processes	●	●	●	●
• use social interaction skills to enhance group learning activities	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 6

Lo que hago en vacaciones / What I Do on Holidays

Lead a brief discussion with students on vacation experiences and what they typically do during their holidays (or would like to do). Students, individually or in pairs, create posters or collages that illustrate their experiences. Students post their work and explain their experiences to their classmates.

Sample Language

- *Cada verano voy con mis hermanos a casa de mis abuelos en Calgary. Vamos al zoológico, a centros comerciales y a museos. También les ayudamos con el trabajo del jardín.* / Every summer, my siblings and I go to my grandparents' house in Calgary. We go to the zoo, malls and museums. We also help them with work in the garden.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2
a. state personal actions in the present

A–3.3
b. offer to explain or clarify

Selected Supporting outcomes

Students will be able to:

LC–2.7
a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

S–2.3
a. identify and use a variety of productive strategies; e.g.,
  - use nonverbal means to communicate
  - use words that are visible in the immediate environment
  - be aware of and use the steps of the writing process: prewriting, writing, revision, correction and publication

Activity 6 (continued)

Materials

Poster paper.
Markers.
Magazines.
Glue.
Scissors.

Prerequisite Knowledge

Regular present tense verbs.

Sample Vocabulary

vacaciones de primavera / spring vacation
viajar / to travel
trabajar / to work
salir con amigos / to go out with friends
visitar familia / to visit family
escuela de verano / summer school
el lago / the lake
cuidar a los niños / to baby-sit
ir de camping / to go camping
quedar en casa / to stay at home
ir al cine / to go to the movies

Evaluation Tools

TOOL ❶

Observation Checklist

Create an outcome-based checklist and share it with the students before they develop their posters and collages. Use the checklist to assess if students are able to use productive strategies, offer to explain or clarify, and state personal actions in the present tense.

OUTCOMES

A–3.2a
A–3.3b
S–2.3a

TOOL ❷

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they develop their posters and collages. Students use the checklist to determine if they are able to use productive strategies, state personal actions in the present tense and express meaning through the use of visual elements in a poster or collage.

OUTCOMES

A–3.2a
LC–2.7a
S–2.3a

Lo que hago en vacaciones / What I Do on Holidays: Observation Checklist

Fecha: ________________________

Criterios:

A–3.2a state personal actions in the present
A–3.3b offer to explain or clarify
S–2.3a identify and use a variety of productive strategies; e.g.,
- use nonverbal means to communicate
- use words that are visible in the immediate environment
- be aware of and use the steps of the writing process: prewriting, writing, revision, correction and publication

	A–3.2a		A–3.3b		S–2.3a	
Nombre	***Si***	***Aún no***	***Si***	***Aún no***	***Si***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
7.						
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Evaluation Tool No. 2

For Student Use

Lo que hago en vacaciones / What I Do on Holidays: Self-assessment Checklist

Nombre: ______________________ *Fecha:* ______________________

Puedo:	***Sí***	***Aún no***
• use the present tense when expressing personal actions		
• express meaning through a poster or collage		
• identify and use a variety of productive strategies (see teacher for guidance)		

Comentarios

Estoy contento(a) con: ______________________

____

____

____

Lo que necesito mejorar: ______________________

____

____

____

La próxima vez, voy a prestar más atención a: ______________________

____

____

____

Consejos de moda / Fashion Advice

Distribute, to each student, a different picture from a fashion magazine from a Spanish-speaking country. Students study the picture and come up with some general fashion tips. Working in pairs, students use their fashion tips to design an outfit to model in a class fashion show.

Sample Dialogue

- *Esta persona tiene que llevar camisetas amarillas y blancas y no negras o grises. También, debe llevar pantalones de su talla. ¿Qué te parece?/¿Qué opinas?* / This person needs to wear T-shirts that are yellow and white and not black or grey. He or she also needs to wear the right size of pants. What do you think?
- *Sí, estoy de acuerdo. ¿Tienes otros comentarios?* / Yes, I agree. Do you have other comments?
- *Sí, me gustan mucho sus zapatos. Van muy a la moda.* / Yes, I really like his or her shoes. They are very fashionable.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1

a. respond to and make suggestions in a variety of situations

GC–1.2

a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

Selected Supporting outcomes

Students will be able to:

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
   - ask for clarification or repetition when they do not understand
   - repeat part of what someone has said to confirm mutual understanding

Activity 7 (continued)

Materials

Pictures from fashion magazines from Spanish-speaking countries.

Prerequisite Knowledge

Clothing vocabulary and colours.
Noun–adjective agreement.

Expressions of agreement and disagreement.

Sample Vocabulary

la talla	size
ir a la moda, llevarse mucho	to be fashionable
las rayas	stripes
azul cielo	sky blue
gris marengo	charcoal grey
al estilo de los años 80	in the style of the 80s
las faldas largas vuelven a estar de moda	long skirts are back in style
pasar de moda	to go out of style

Evaluation Tools

TOOL ❶

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to manage conversations with classmates about their opinions and feelings on fashion in the Spanish-speaking world, make suggestions and use interactive strategies.

OUTCOMES

A–3.1a
LC–2.3a
S–2.1a

TOOL ❷

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to compare and contrast some elements of Spanish-speaking cultures with elements of their own culture(s), make suggestions about fashion and use interactive strategies.

OUTCOMES

A–3.1a
GC–1.2a
S–2.1a

Consejos de moda / Fashion Advice: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***
• respond to and make suggestions about fashion		
• manage a simple conversation in Spanish, asking for repetition or clarification when I need it		
• use a variety of interactive strategies; e.g., – ask for clarification or repetition when I do not understand – repeat part of what someone has said to make sure we both understand		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: __________________________

____

____

____

For Student Use

Consejos de moda / Fashion Advice: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• make and respond to suggestions about fashion and clothing		
• compare fashion of the Spanish-speaking world with fashion from your culture(s)		
• ask for clarification or repetition when you do not understand		
• repeat part of what someone has said to confirm you have understood		

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

____

____

Conociéndonos más
Getting to Know Each Other

Applications **A–4**

Students will use Spanish to form, maintain and change interpersonal relationships.

Specific Outcomes

Students will be able to:

A–4.1a initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

A–2.1
a. inquire about and express agreement and disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–3.2
a. state personal actions in the present

A–5.1
a. ask questions to clarify understanding and knowledge

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.4
a. provide reasons for their opinions on topics within their experience

A–6.2
a. use the language creatively and for aesthetic purposes

Language Competence

Students will be able to:

LC–1.4
b. use, in structured situations, the following grammatical elements:
  - regular *-er*, *-ir* verbs (present tense all persons)
  - *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
  - common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations
  - question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*

LC–1.4
c. use, independently and consistently, the following grammatical elements:
  - affirmative sentences
  - simple negative and interrogative sentences

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

Other Specific Outcomes (continued)

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

LC–2.5

a. produce a variety of short, simple written texts in guided situations

Global Citizenship

Students will be able to:

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Strategies

Students will be able to:

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - work cooperatively with peers in small groups
   - be willing to take risks and to try unfamiliar tasks and approaches
   - repeat new words and expressions occurring in their conversations, and make use of these new words and expressions as soon as appropriate

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - use familiar repetitive patterns from stories, songs or media
   - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
   - edit and proofread the final version of a text

Adivina quién soy / Guess Who I Am

Choose five to six famous Spanish-speaking people and write their basic biographical information on separate index cards. Divide the class into groups of five or six. Randomly distribute the index cards to each group member. Provide each student with a chart to collect the information of the other "famous people" in the group. The students engage in casual conversation with their group members and ask information questions to determine each other's identity.

Examples of Famous Spanish-speaking People

- *El Rey Juan Carlos de España*
- *Gabriel García Márquez*
- *Diego Rivera*
- *Frida Kahlo*
- *Rigoberta Menchú*
- *Mercedes Sosa*
- Salvador *Allende*
- *César Chávez*
- *Óscar de la Renta*
- *Carolina Herrera*
- *Federico García Lorca*
- *Maradona*
- *Che Guevara*
- *Enrique Iglesias*
- *Shakira*
- *Andy Garcia*
- *Sammy Sosa*
- *Pablo Picasso*

Sample Dialogue

- *Buenos días, Señor.* / Good morning, Sir.
- *Buenos días.* / Good morning.
- *¿Cuántos años tiene usted?* / How old are you?
- *Tengo 91 años.* / I am 91 years old.
- *¿Dónde nació?* / Where were you born?
- *Málaga, España*. / Malaga, Spain.
- *¿Cuándo nació?* / When were you born?
- *Nací en 1881*. / I was born in 1881.
- *¿Cuál es su profesión?* / What is your profession?
- *Soy pintor.* / I am a painter.
- *¿Usted es Pablo Picasso?* / Are you Pablo Picasso?
- *Sí.* / Yes.

Variation

- *Students* conduct their own biographical research on a famous or an important Spanish-speaking person. Use their research when assigning "identities" to students.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–5.1

a. ask questions to clarify understanding and knowledge

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - work cooperatively with peers in small groups
   - repeat new words and expressions occurring in their conversations, and make use of these new words and expressions as soon as appropriate

Activity 1 (continued)

Materials

Three to five sets of five to six index cards with the names of, and short biographical notes for, famous people from the Spanish-speaking world. The biographies should contain important dates and accomplishments.

An information chart that students can use to collect the names and biographical details of all the famous people.

Prerequisite Knowledge

None required.

Sample Vocabulary

ser / *to be*
la edad / age
el género / gender
el lugar de nacimiento / birth place
advinar / to guess

fecha de nacimiento / date of birth
la profesión / profession
los intereses / interests
frío / cold
tibio / lukewarm
caliente / hot

Evaluation Tools

TOOL 1 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to ask questions, participate in casual exchanges about famous Spanish-speaking people and use social and affective strategies.

OUTCOMES

A–4.1a
A–5.1a
GC–3.1a
S–1.3a

TOOL 2 Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to formulate and ask questions, gather information and clarify understanding during casual exchanges about famous Spanish-speaking people.

OUTCOMES

A–4.1a
A–5.1a
GC–1.1a

Adivina quién soy / Guess Who I Am

Nombre: ______________________________ *Fecha:* ____________________

Nombre	***Lugar de nacimiento***	***Fecha de nacimiento o edad***	***Género***	***Profesión***	***Intereses***
1.					
2.					
3.					
4.					
5.					

Evaluation Tool No. 1

For Student Use

Adivina quién soy / Guess Who I Am: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***	***La próxima vez voy a cambiar …***
• start a conversation with my group and learn the famous identity of at least one of my group members			
• ask questions to clarify understanding and knowledge about the identity of my classmate			
• identify famous people from the Spanish-speaking world who are of personal interest			
• work cooperatively with classmates in small groups			
• repeat and make use of recently learned words and expressions			

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

For Teacher Use

Evaluation Tool No. 2

Adivina quién soy / Guess Who I Am: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–4.1 a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities	●	●	●	●
A–5.1 a. ask questions to clarify understanding and knowledge	●	●	●	●
GC–1.1 a. formulate questions and use basic research skills to gather information about the Spanish-speaking world	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

Activity 2

El/La amigo(a) secreto(a) / Secret Friend

Each student writes his or her name on an index card. Collect all index cards, shuffle them and randomly redistribute them to the students. On the back of the card, each student writes a short text to introduce himself or herself as the original student's "secret friend." Collect the index cards and return them to the original students. Students circulate through the class, asking questions and trying to find their secret friend.

Sample Text

- *Hola, __________. ¿Cómo estás? Soy tu amigo(a) secreto(a) y quiero saludarte y ser tu amigo(a) en la clase de español. Espero me puedas encontrar, soy un(a) joven de tu misma edad y me gusta mucho jugar ________. Mi cantante favorito(a) es __________. Mi comida favorita es __________. ¿Sabes quién soy? /* Hello, __________. How are you? I am your secret friend and I want to say hi and become your friend in Spanish class. I hope that you can meet me. I am a young person of the same age and I really like to play _______. My favourite singer is ________. My favourite food is ________. Do you know who I am?

Sample Dialogue

- *¿A qué te gusta jugar?* / What do you like to play?
- *Me gusta jugar voleibol.* / I like to play volleyball.
- *¿Quién es tu cantante favorite(a)?* / Who is your favourite singer?
- *Luis Miguel.* / Luis Miguel.
- *¿Tu comida favorita es pizza?* / Is your favourite food pizza?
- *¡Si!* / Yes!
- *¡Tú eres mi amigo(a) secreto(a)!* / You are my secret friend!
- *¡Sí!* / Yes!

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2

a. state personal actions in the present

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–5.1

a. ask questions to clarify understanding and knowledge

Activity 2 (continued)

Selected Supporting outcomes

Students will be able to:

LC–1.4

b. use, in structured situations, the following grammatical elements:
   - *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
   - question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - work cooperatively with peers in small groups
   - be willing to take risks and to try unfamiliar tasks and approaches

Activity 2 (continued)

Materials

Index cards.

Prerequisite Knowledge

Write greeting and farewell cards.
Use question words; e.g., *¿Quién es?*

Demonstrate knowledge of the verbs *ser* and *estar*.

Sample Vocabulary

Hola, amigo secreto.	Hello, secret friend.
¡Adivina quién soy!	Guess who I am!
la edad	age
los pasatiempos	hobbies
los intereses	interests
la comida	food
el deporte	sport

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES
A–3.2a
A–4.1a
S–1.3a

Have the students reflect on their learning and on how well they were able to use social and affective strategies, state personal actions in the present tense and participate in casual exchanges with classmates. Students could use the following questions and sentence starters:

- What did I say to initiate conversations with my classmates?
- This reminds me of …
- Examples of regular actions and habits that I shared were …
- I would like to know more about …
- How did I work cooperatively with my classmates?

TOOL 2

Observation Checklist

OUTCOMES
A–4.1a
A–5.1a
LC–1.4b
S–1.3a

Create an outcome-based checklist and share it with the students before they write their texts and try to find their secret friends. Use the checklist to assess if students are able to ask questions to clarify understanding and knowledge and to assess if they are able to use social and affective strategies and certain grammatical elements.

For Teacher Use

Evaluation Tool No. 2

El/La amigo(a) secreto(a) / Secret Friend: Observation Checklist

Fecha: ______________________

Criterios:

A–4.1a initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–5.1a ask questions to clarify understanding and knowledge

LC–1.4b use, in structured situations, the following grammatical elements:
- *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
- question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*

S–1.3a identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- work cooperatively with peers in small groups
- be willing to take risks and to try unfamiliar tasks and approaches

	A–4.1a		A–5.1a		LC–1.4b		S–1.3a	
Nombre	***Si***	***Aún no***	***Si***	***Aún no***	***Si***	***Aún no***	***Si***	***Aún no***
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

Los anillos de la amistad / Friendship Rings

Students draw five Venn diagrams in their notebooks. In the left circle of the diagrams, students record the activities they like the most. Students interview five classmates about their preferred activities, using one Venn diagram per classmate, and record the responses in the right circles of the diagrams. When students like the same activity, they record it in the centre circles of the diagrams. Divide the class into groups of three to four. In their small groups, students share their favourite activities and identify the classmate(s) with whom they had the most preferred activities in common.

Sample Phrases

- *Me gusta _______.* / I like _______.
- *¿Te gusta _______?* / Do you like _______?
- *Quiero aprender _______.* / I want to learn _______.
- *¿Quieres aprender _______?* / Do you want to learn _______*?*
- *Hago _______.* / I do _______*.*
- *¿Haces _______?* / Do you do _______*?*
- *Mi deporte favorito es _______.* / My favourite sport is _______*.*
- *¿Cuál es tu deporte favorito?* / What is your favourite sport?
- *Aprendo _______.* / I learn _______*.*
- *¿Aprendes _______?* / Do you learn _______*?*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

Selected Supporting outcomes

Students will be able to:

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - work cooperatively with peers in small groups

Activity 3 (continued)

Materials

Venn diagrams.

Prerequisite Knowledge

Use the verb *gustar.*

Form questions.

Sample Vocabulary

las actividades / activities
los deportes / sports
aprender / to learn
esquí acuático / water ski
nadar / to swim
el verano / summer
el invierno / winter
la primavera / spring
el otoño / fall
el beísbol / baseball
montar a caballo / to horseback ride
esquiar / to ski
el tenis / tennis
el baloncesto / basketball
el golf / golf

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they interview their classmates and fill out their Venn diagrams. Students use the rating scale to assess how well they are able to gather information, ask for repetition or clarification when necessary, and initiate and participate in casual exchanges with classmates.

OUTCOMES

A–4.1a
A–5.2a
LC–2.1a
LC–2.3a

TOOL 2

Checklist

Create an outcome-based checklist and share it with the students before they interview their classmates and fill out their Venn diagrams. Use the checklist to assess if students are able to initiate and participate in casual exchanges with classmates, use social and affective strategies, and understand short, simple oral texts.

OUTCOMES

A–4.1a
LC–2.1a
S–1.3a

Evaluation Tool No. 1

For Student Use

Los anillos de la amistad / Friendship Rings: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Casi***	***Aún no***
• start and participate in casual conversations with classmates	●	●	●
• gather information, using Venn diagrams	●	●	●
• understand a variety of short, simple spoken sentences, with and without help from others	●	●	●
• manage simple, routine exchanges with relative ease, asking for repetition or clarification when necessary	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ____

____

____

For Teacher Use

Evaluation Tool No. 2

Los anillos de la amistad / Friendship Rings: Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedes:	***Sí***	***Aún no***
A–4.1 a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities		
LC–2.1 a. understand a variety of short, simple oral texts in guided and unguided situations		
S–1.3 a. identify and use a variety of social and affective strategies to enhance language learning; e.g., • work cooperatively with peers in small groups		

Fortalezas:

____

Debilidades:

____

Los anillos de la amistad / Friendship Rings: Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedes:	***Sí***	***Aún no***
A–4.1 a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities		
LC–2.1 a. understand a variety of short, simple oral texts in guided and unguided situations		
S–1.3 a. identify and use a variety of social and affective strategies to enhance language learning; e.g., • work cooperatively with peers in small groups		

Fortalezas:

____

Debilidades:

____

Activity 4

Llamadas de teléfono / Telephone Calls

Lead a brief discussion with students about typical places they might go to for fun on the weekend. Students prepare a series of personal statements, in Spanish, that could be used in a telephone conversation. In partners, students choose a place or activity, e.g., going to a movie, and pretend to call each other to arrange a day, time and place to meet. They begin their conversation with an expression typical of Spanish-speaking countries.

Sample Dialogue

- *¿Hola?/ ¿Bueno?* / Hello?
- *¿Buenas tardes, es la casa de ______?* / Good afternoon, is this ________'s house?
- *Sí, al habla/soy yo. ¿En qué puedo servirle?* / Yes, speaking. How can I help you?
- *¿No me reconoces?* / Don't you recognize me?
- *¡No! ¿Quién es?* / No, who is this?
- *Soy tu amigo(a)* ________. / It is your friend ________ __________.
- *¡Disculpa! Tu voz es muy diferente por teléfono.* / Sorry, your voice is very different on the telephone.
- *No te preocupes. ¿Cuándo vamos al cine?* / Don't worry about it. When are we going to the movies?
- *¿Cuándo quieres ir?* / When do you want to go?
- *Prefiero el sábado por la tarde.* / I prefer Saturday afternoon.
- *Yo también.* / Me too.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

Selected Supporting outcomes

Students will be able to:

LC–1.4

b. use, in structured situations, the following grammatical elements:
   - common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations
   - question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - work cooperatively with peers in small groups
   - be willing to take risks and to try unfamiliar tasks and approaches
   - repeat new words and expressions occurring in their conversations, and make use of these new words and expressions as soon as appropriate

Activity 4 (continued)

Materials

None required.

Prerequisite Knowledge

Greetings and exchanges over the telephone.
Knowledge of the verbs *ser* and *estar*.

Typical expressions used in Spanish-speaking countries when answering the telephone.

Sample Vocabulary

¿Diga?/¿Aló?/¿Bueno?/¿Hola?	Hello?
la conexión	the connection
oír	to hear
escuchar	to listen
hablar	to speak
recado/mensaje	message
llamar	to call
espera	wait
dejar un mensaje	to leave a message

Evaluation Tools

TOOL 1

Peer-assessment Rating Scale

OUTCOMES

Collaboratively create an outcome-based peer-assessment rating scale with the students before they begin their telephone conversations. Students use the rating scale to determine if their peers are able to use social and affective strategies, produce short, simple oral texts and participate in casual exchanges with classmates.

A–4.1a
LC–2.2a
S–1.3a

TOOL 2

Rubric

OUTCOMES

Collaboratively create an outcome-based rubric with the students before they begin their telephone conversations. Use the rubric to evaluate how well students are able to use certain grammatical elements and how well they are able to participate in and manage routine interactions.

A–4.1a
LC–1.4b
LC–2.2a
LC–2.3a

Evaluation Tool No. 1

For Student Use

Llamadas de teléfono / Telephone Calls: Peer-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ______________________________

Criterios	***Evaluación***	***Prueba***
• start and participate in casual exchanges with classmates	**When I was speaking with my friend on the telephone**, *my partner* was able to start and carry on a conversation with me: Fluently ● Quickly ● Hesitantly ● Slowly ●	
• produce a variety of short, simple oral texts in guided situations	**When I was speaking with my friend on the telephone**, *my partner* was able to talk about different things with me: Fluently ● Quickly ● Hesitantly ● Slowly ●	
• identify and use a variety of social and affective strategies to enhance language learning	**When I was speaking with my friend on the telephone**, *my partner* was able to: • work cooperatively with me: Effectively ● Mostly effectively ● Somewhat effectively ● Ineffectively ● • take risks and try unfamiliar tasks and approaches: Consistently ● Frequently ● Sometimes ● Seldom ● • repeat new words and expressions occurring in our conversation, and make use of these new words and expressions as soon as appropriate: Consistently ● Frequently ● Sometimes ● Seldom ●	

Comentarios

Algo que me gusta de tu trabajo: ______________________________

____

____

Una sugerencia para la próxima vez: ______________________________

____

____

For Teacher Use

Evaluation Tool No. 2

Llamadas de teléfono / Telephone Calls: Rubric

Nombre: ______________________ *Fecha:* ______________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–4.1 a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities	interacts **skillfully and effectively** with classmates ☐	interacts **appropriately** with classmates ☐	interacts **simplistically** with classmates ☐	interacts **ineffectively** with classmates ☐
LC–1.4 b. use, in structured situations, the following grammatical elements: • common prepositions of location (*a*, *de*, *en*) and the preposition *con* in familiar situations • question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*	uses the grammatical elements **accurately** ☐	uses the grammatical elements **mostly accurately** ☐	uses the grammatical elements **somewhat accurately** ☐	uses the grammatical elements **with difficulty** ☐
LC–2.2 a. produce a variety of short, simple oral texts in guided situations	produces **purposeful and precise** sentences to be used in a typical telephone call ☐	produces **appropriate** sentences to be used in a typical telephone call ☐	produces **predictable** sentences to be used in a typical telephone call ☐	produces **irrelevant, trivial or vague** sentences to be used in a typical telephone call ☐
LC–2.3 a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary	manages simple, routine interactions **skillfully and effectively**, asking for repetition or clarification when necessary ☐	manages simple, routine interactions **appropriately**, asking for repetition or clarification when necessary ☐	manages simple, routine interactions **simplistically**, asking for repetition or clarification when necessary ☐	manages simple, routine interactions **with difficulty** ☐

Activity 5

Conociéndote – Amigos y actividades (parte 1) / Getting to Know You – Friends and Activities (Part 1)

Lead a brainstorming activity and generate a list of 15 to 20 typical recreational activities that the students like to do. Compile them on the board or overhead projector. From the list, students choose seven activities and write them in the spaces in the top row of a chart. They then choose five students, preferably students who do not sit nearby, and list them in the first column.

Students approach the people they have chosen and conduct quick interviews about the activities the classmates like or dislike, recording on the chart a ✓ for likes and an x for dislikes. Students compile their results and share them with their classmates.

Sample Dialogue

- *Buenos días Brian. ¿Cómo estás?* / Hi Brian. How are you?
- *Bien, gracias.* / Fine, thanks.
- *Dime, ¿te gusta andar en bicicleta?* / Tell me, do you like to ride your bike?
- *Sí, me gusta mucho. Voy cada fin de semana con mi papá.* / Yes, I like to do that a lot. I go every weekend with my father.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–5.1

a. ask questions to clarify understanding and knowledge

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

Selected Supporting outcomes

Students will be able to:

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
  - work cooperatively with peers in small groups

Activity 5 (continued)

Materials

Chart.

Prerequisite Knowledge

The verb *gustar* in the present tense.
The verb *preferir.*

Recreational activity vocabulary.

Sample Vocabulary

entrevistas / interviews
nombre / name
andar en bicicleta / to ride a bicycle
cantar o bailar / to sing or to dance
hacer manualidades / to make crafts
escribir poemas o historias / to write stories or poems
hablar con los amigos / to talk to friends
viajar / to travel
hacer ejercicio / to exercise
salir a comer / to eat out
jugar a las cartas / to play cards
ir al cine / to go to the movies
nadar / to swim
leer libros / to read books
cocinar / to cook
ver la televisión / to watch television

Evaluation Tools

TOOL 1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they conduct their interviews. Students use the checklist to determine if they are able to use social and affective strategies, gather information from a variety of resources and participate in casual exchanges with classmates.

OUTCOMES

A–4.1a
A–5.1a
A–5.2a
S–1.3a

TOOL 2

Anecdotal Notes

Observe students as they conduct their interviews. Note and record how well they are able to ask questions to clarify understanding during simple, routine interactions, including asking for repetition when necessary.

OUTCOMES

A–4.1a
A–5.1a
LC–2.3a

Sample Chart

Conociéndote – Amigos y actividades (parte 1) / Getting to Know You – Friends and Activities (Part 1)

Nombre: ______________________________ *Fecha:* ______________________________

Actividad / ***Nombre***							
1.							
2.							
3.							
4.							
5.							

For Student Use

Evaluation Tool No. 1

Conociéndote – Amigos y actividades (parte 1) / Getting to Know You – Friends and Activities (Part 1): Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***	***Pruebas***
• start and participate in a casual conversation with classmates			
• ask questions to clarify understanding and knowledge			
• gather information using the provided chart			
• work cooperatively with classmates in small groups			

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ___________________________

____

____

____

Conociéndote – Amigos y actividades (parte 1) / Getting to Know You – Friends and Activities (Part 1): Anecdotal Notes

Fecha: ______________________

Criterios:

A–4.1a	initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities
A–5.1a	ask questions to clarify understanding and knowledge
LC–2.3a	manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–4.1a			
	A–5.1a			
	LC–2.3a			
2.	A–4.1a			
	A–5.1a			
	LC–2.3a			
3.	A–4.1a			
	A–5.1a			
	LC–2.3a			
4.	A–4.1a			
	A–5.1a			
	LC–2.3a			
5.	A–4.1a			
	A–5.1a			
	LC–2.3a			
6.	A–4.1a			
	A–5.1a			
	LC–2.3a			

Activity 6

Conociéndote – Amigos y actividades (parte 2) / Getting to Know You – Friends and Activities (Part 2)

This is a follow-up to the previous activity.

Students form pairs with one of the classmates they interviewed in the previous activity. They take turns asking additional questions about recreational activities and record their answers on a chart. Students then present their new friends to the class.

Sample Dialogue

- *Entonces Brian, te gusta andar en bicicleta, ¿sí?* / So Brian, you like to ride a bicycle, right?
- *Sí.* / Yes.
- *¿Con qué frecuencia sales en bicicleta?* / How often do you go?
- *Voy cada fin de semana.* / I go every weekend.
- *¿Qué tipo de bicicleta tienes?* / What type of bicycle do you have?
- *Tengo una bici de montaña.* / I have a mountain bike.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

Selected Supporting outcomes

Students will be able to:

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–1.4

b. use, in structured situations, the following grammatical elements:
  - regular *-er, -ir* verbs (present tense all persons)
  - question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*

LC–1.4

c. use, independently and consistently, the following grammatical elements:
  - affirmative sentences
  - simple negative and interrogative sentences

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

Activity 6 (continued)

Materials

Chart.

Prerequisite Knowledge

Form questions.
Form negative sentences.

Know appropriate verb conjugations for second and third person.

Sample Vocabulary

entrevistas	interviews
nombre	name
andar en bicicleta	to ride a bicycle
cantar o bailar	to sing or to dance
hacer manualidades	to make crafts
escribir poemas o historias	to write stories or poems
hablar con los amigos	to talk to friends
viajar	to travel
hacer ejercicio	to exercise
salir a comer	to eat out
jugar a las cartas	to play cards
ir al cine	to go to the movies
nadar	to swim
leer libros	to read books
cocinar	to cook
ver la televisión	to watch television

Evaluation Tools

TOOL 1

Rating Scale

Create an outcome-based rating scale and share it with the students before they conduct their second interviews and present their partner. Use the rating scale to assess how well students are able to use certain grammatical elements, gather information from a variety of resources and initiate and participate in casual exchanges with classmates.

OUTCOMES

A–4.1a
A–5.2a
LC–1.4b

TOOL 2

Learning Log

Have the students reflect on their learning and on how well they were able to manage simple, routine interactions, understand information provided by their partner and ask for repetition or clarification when necessary. Students could use the following questions and sentence starters:

- To start off the interview, I …
- What information regarding my partner’s activity did I provide to the class?
- This reminds me of …

OUTCOMES

A–1.1a
LC–1.4c
LC–2.3a

Conociéndote – Amigos y actividades (parte 2) / Getting to Know You – Friends and Activities (Part 2)

Nombre: ______________________________ *Fecha:* ____________________________________

Nombre	*Actividad*	*Con quién*	*(Por/á) dónde*	*Por qué*	*Con qué frecuencia*

Evaluation Tool No. 1

For Teacher Use

Conociéndote – Amigos y actividades (parte 2) / Getting to Know You – Friends and Activities (Part 2): Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:

A–4.1 a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities	enthusiastically ●	willingly ●	hesitantly ●	reluctantly ●
A–5.2 a. gather information from a variety of resources; e.g., print, human, multimedia, electronic	effectively ●	mostly effectively ●	somewhat effectively ●	ineffectively ●
LC–1.4 b. use, in structured situations, the following grammatical elements: • regular *-er*, *-ir* verbs (present tense all persons) • question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*	accurately ●	mostly accurately ●	somewhat accurately ●	inaccurately ●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 7

Nuestros profesores favoritos / Our Favourite Teachers

In small groups, students choose three of their favourite teachers from elementary school and discuss why these teachers are their favourites, considering the teachers' specific qualities and characteristics. Students record their opinions, and the reasons for their opinions, on a sheet of paper or in their notebook. They present their work to their classmates.

Sample Dialogue

- *OK amigos, ¿quiénes son sus/vuestros profesores favorites?* / OK friends, who are your favourite teachers?
- *La Señora Ramos. Es una buena profesora*. / Mrs. Ramos. She is a good teacher.
- *Sí, estoy de acuerdo. Pero es muy severa.* / Yes, I agree. But she is very strict.
- *No, no me parece estricta. Creo que es seria e interesante.* / No, I do not think she is strict. I think she is serious and interesting.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–2.5

a. produce a variety of short, simple written texts in guided situations

Selected Supporting outcomes

Students will be able to:

A–5.4

a. provide reasons for their opinions on topics within their experience

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

Activity 7 (continued)

Materials

None required.

Prerequisite Knowledge

The verbs *pensar* and *creer.*

Sample Vocabulary

la personalidad / personality
(no) estoy de acuerdo / I (dis)agree
las opiniones / opinions
las características / characteristics
cómico(a) / funny
divertido(a) / fun
inteligente / smart
interesante / interesting
trabajador(a) / hardworking
perezoso(a) / lazy
responsable / responsible
simpático(a) / friendly
paciente / patient
creativo(a) / creative
introvertido(a) / introverted
perfeccionista / perfectionist

Evaluation Tools

TOOL ❶

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they discuss and record their opinions on teachers. Students use the checklist to determine if they are able to express their feelings about their teachers, provide reasons for their opinions and record their opinions.

OUTCOMES

A–2.2a
A–4.1a
A–5.4a
LC–2.5a

TOOL ❷

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they discuss and record their opinions on teachers. Students use the checklist to determine if their peers are able to initiate and participate in casual exchanges, provide reasons for their opinions and ask for repetition or clarification when necessary.

OUTCOMES

A–4.1a
A–5.4a
LC–2.3a

Nuestros profesores favoritos / Our Favourite Teachers: Self-assessment Checklist

Nombre: ______________________ *Fecha:* ______________________

Puedo:	***Sí***	***Aún no***
• talk with friends in Spanish about my favourite teachers		
• inquire about and express emotions and feelings regarding teachers at my elementary school		
• provide reasons for why I feel a certain way about a teacher		
• write out short, simple sentences in Spanish		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

For Student Use

Nuestros profesores favoritos / Our Favourite Teachers: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***	***Pruebas***
• provide reasons for your opinion			
• handle a simple, routine conversation with ease, and ask for repetition or clarification when necessary			
• start and take part in a casual conversation with classmates			

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

____

Activity 8

Un(a) amigo(a) ideal / The Ideal Friend

Students brainstorm and list desirable qualities and characteristics of a friend. Working in groups, they use the list to compose a poem, song or rap in honour of an imaginary, ideal friend, and they present their work to their classmates.

Sample Poem
- *Mi amiga, Angela* / My friend, Angela
- *Inteligente, Extrovertida, Simpática* / Smart, outgoing, nice
- *Es la chica morena con ojos azules* / She is the brunette with blue eyes
- *Tiene buen humor y es muy inteligente* / She has a good sense of humour and is very smart
- *Magnífica* / Magnificent

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–4.1
a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–6.2
a. use the language creatively and for aesthetic purposes

Selected Supporting outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

LC–2.5
a. produce a variety of short, simple written texts in guided situations

S–2.3
a. identify and use a variety of productive strategies; e.g.,
    - use familiar repetitive patterns from stories, songs or media
    - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
    - edit and proofread the final version of a text

Materials

None required.

Prerequisite Knowledge

Short and simple poem styles; e.g., limerick, haiku.

Vocabulary of personality traits and physical characteristics.

Sample Vocabulary

el poema / poem
la canción / song
la experiencia / experience
el rasgo / trait
el(la) característico(a) / characteristic

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES

A–2.2a
A–4.1a
LC–2.5a
S–2.3a

Have the students reflect on their learning and how well they were able to express emotions and feelings, participate in casual exchanges with classmates and use productive strategies. Students could use the following questions and sentence starters:

- I learned …
- What words did I use when I expressed emotions and feelings?
- I would like to learn more about …
- What was our brainstorming technique like?
- What did we base our song, poem or rap on?
- How much editing did we need to do?

TOOL 2

Rubric

OUTCOMES

A–2.1a
A–4.1a
A–6.2a

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to use the language creatively, inquire about and express agreement and disagreement, and initiate and participate in casual exchanges with classmates.

For Teacher Use

Evaluation Tool No. 2

Un(a) amigo(a) ideal / The Ideal Friend: Rubric

Nombre: ______________________ *Fecha:* ______________________

Nivel / ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–2.1 a. inquire about and express agreement and disagreement	inquires about and expresses agreement and disagreement **skillfully and effectively** ☐	inquires about and expresses agreement and disagreement **appropriately** ☐	inquires about and expresses agreement and disagreement **simplistically** ☐	inquires about and expresses agreement and disagreement **with difficulty** ☐
A–4.1 a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities	interacts **skillfully and effectively** with classmates ☐	interacts **appropriately** with classmates ☐	interacts **simplistically** with classmates ☐	interacts with classmates **with difficulty** ☐
A–6.2 a. use the language creatively and for aesthetic purposes	uses the language **in a captivating way** ☐	uses the language **in an imaginative way** ☐	uses the language **relevantly** ☐	uses the language **with minimal appeal** ☐

Estoy aprendiendo más
I Am Learning More

Applications

A–5

Students will use Spanish to extend their knowledge of the world.

Specific Outcomes

Students will be able to:

A–5.1a ask questions to clarify understanding and knowledge
A–5.2a gather information from a variety of resources; e.g., print, human, multimedia, electronic
A–5.3a describe and examine a problem, then propose solutions
A–5.4a provide reasons for their opinions on topics within their experience

Other Specific Outcomes

Applications

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–2.1

a. inquire about and express agreement and disagreement

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

Language Competence

Students will be able to:

LC–1.4

a. use, in modelled situations, the following grammatical elements:
  - *tener que* + infinitive
  - future action *ir a* + infinitive

LC–1.4

b. use, in structured situations, the following grammatical elements:
  - regular *-er*, *-ir* verbs (present tense all persons)
  - *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
  - adverbs (time, manner, place, quantity)
  - simple compound sentences using conjunctions *y*, *o* and *pero*

Other Specific Outcomes (continued)

LC–2.4
a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.5
a. produce a variety of short, simple written texts in guided situations

LC–2.7
a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

LC–4.2
a. recognize various text forms delivered through a variety of media

Global Citizenship

Students will be able to:

GC–1.1
a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

GC–1.3
a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

GC–1.4
a. compare and contrast elements of the diverse cultures of the Spanish-speaking world

GC–3.1
a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Strategies

Students will be able to:

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   - seek the precise term to express meaning
   - find information, using reference materials such as dictionaries, textbooks and grammars

S–1.2
a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - decide in advance to attend to the learning task
   - identify problems that might hinder successful completion of a task, and seek solutions
   - monitor your speech and writing to check for persistent errors

S–2.1
a. identify and use a variety of interactive strategies; e.g.,
   - ask for clarification or repetition when you do not understand
   - assess feedback from a conversation partner to recognize when a message has not been understood

S–2.3
a. identify and use a variety of productive strategies; e.g.,
   - use resources to increase vocabulary
   - use knowledge of sentence patterns to form new sentences
   - use a variety of resources to correct texts
   - use circumlocution and definition to compensate for gaps in vocabulary

S–3.1

a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   - write down key words and concepts in abbreviated form
   - formulate key questions to guide research

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   - use support strategies to help peers persevere at learning tasks
   - use social interaction skills to enhance group learning activities

Activity 1

A–5

Un día internacional / International Day

Students research and prepare a report on a Spanish-speaking region, including experiences; e.g., what one would likely see or hear. Students engage in short conversations with their classmates about their findings and then present their work to their classmates, answering questions as they are asked.

Sample Language

- *En este lugar puedo ver el mar, sentir la brisa. Veo las palmeras y escucho una música suave de fondo.* / In this place, I can see the ocean and feel the breeze. I see palm trees and hear soft music in the background.
- *Es un país latinoamericano.* / It is a Latin American country.
- *Está cerca de la playa.* / It is close to the beach.
- *En este lugar puedo ver la playa. Es un centro turístico muy famoso y visitado.* / In this location, I can see the beach. It is a very famous and visited resort.
- *¿Cómo está el cielo allí?* / How is the sky there?
- *El cielo está limpio y sin nubes.* / The sky is clear, with no clouds.
- *¿Cómo es el tiempo?* / How is the weather?
- *¿Te gusta mucho este lugar? ¿Por qué te gusta?* / Do you like this place a lot? Why?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

LC–1.4

b. use, in structured situations, the following grammatical elements:
    - *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
    - adverbs (time, manner, place, quantity)

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
    - ask for clarification or repetition when they do not understand
    - assess feedback from a conversation partner to recognize when a message has not been understood

Materials

None required.

Prerequisite Knowledge

Descriptive verbs.
Use of common adjectives.

Conjugation of commonly used verbs; e.g., *ser*, *estar*, *tener*, *gustar*.

Sample Vocabulary

Veo …	I see …
Escucho …	I hear …
el océano	the ocean
popular	popular
el museo	the museum
los árboles	trees
las estatuas	statues
famoso (a)	famous

Evaluation Tools

TOOL 1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to inquire about and express emotions and feelings, gather information from a variety of resources and use certain grammatical elements.

OUTCOMES

A–2.2a
A–5.2a
LC–1.4b

TOOL 2

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to gather information about a Spanish-speaking country, formulate questions and use basic research skills, and use interactive strategies.

OUTCOMES

A–5.2a
GC–1.1a
S–2.1a

Un día internacional / International Day: Checklist and Comments

Nombre: ____________________ *Fecha:* ____________________

Puedes:	***Sí***	***Aún no***
A–2.2 a. inquire about and express emotions and feelings in a variety of familiar contexts		
A–5.2 a. gather information from a variety of resources; e.g., print, human, multimedia, electronic		
LC–1.4 b. use, in structured situations, the following grammatical elements: • *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location) • adverbs (time, manner, place, quantity)		

Comentarios

Lo que hiciste bien: ____________________

____

____

Lo que puedes mejorar: ____________________

____

____

Una sugerencia para la próxima vez: ____________________

____

____

For Teacher Use

Un día internacional / International Day: Observation Checklist

Fecha: ______________________________

Criterios:

A–5.2a gather information from a variety of resources; e.g., print, human, multimedia, electronic

GC–1.1a formulate questions and use basic research skills to gather information about the Spanish-speaking world

S–2.1a identify and use a variety of interactive strategies; e.g.,
- ask for clarification or repetition when they do not understand
- assess feedback from a conversation partner to recognize when a message has not been understood

	A–5.2a		GC–1.1a		S–2.1a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
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11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

El arte del mundo hispanohablante / The Art of the Spanish-speaking World

Lead a brief discussion on various forms of art, e.g., painting, sculptures, literature, and survey what students know and like. Mention a few well-known Spanish-speaking artists and then present a more comprehensive list.

In groups of two or three, students choose an artist from the list to research. Students reflect on the artist they researched and evaluate whether or not they liked the artist and his or her work. The group prepares a written summary of the artist, stating its opinions on the artist and his or her work and providing support for the opinions. The groups post their summaries around the classroom for their peers to read.

Sample Text

- *A nosotros, no nos gusta mucho el arte de Fernando Botero.* / For us, we do not like the art of Fernando Botero.
- *No nos gustan los colores que usa.* / We do not like the colours he uses.
- *Nos gusta como sombrea las figuras.* / We like how he shades the figures.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.4

a. provide reasons for their opinions on topics within their experience

LC–2.5

a. produce a variety of short, simple written texts in guided situations

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Selected Supporting outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

S–1.2

a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - decide in advance to attend to the learning task
   - identify problems that might hinder successful completion of a task, and seek solutions
   - monitor your speech and writing to check for persistent errors

Materials

A list of Spanish-speaking artists.

Prerequisite Knowledge

None required.

Sample Vocabulary

la pintura / painting	*los colores* / colours
la escultura / sculpture	*la proporción* / proportion
la estética / aesthetic	*la galeria* / gallery
el dibujo / drawing	*lleno de color* / colourful
la forma / shape	*el mensaje* / message
el tema / themes	*el detalle* / detail
el artista / artist	*el tema* / subject
la forma / form	*la naturaleza muerta* / still life
el paisaje / landscape	*el retrato* / portrait

Evaluation Tools

TOOL 1

Peer-assessment Checklist

OUTCOMES

A-5.4a
LC–2.5a
GC–3.1a

Collaboratively create an outcome-based peer-assessment checklist with the students before they research and evaluate an artist's work. Students use the checklist to determine if their peers are able to write a summary that expresses their opinions on a Spanish-speaking artist.

TOOL 2

Learning Log

OUTCOMES

A–2.1a
A–5.4a
LC–2.5a
S–1.2a

Have the students reflect on their learning and how well they were able to use metacognitive strategies to inquire about and express agreement and disagreement with their classmates' opinions of a Spanish-speaking artist. Students could use the following questions and sentence starters:

- I learned …
- At the beginning, how did we decide to tackle the assignment?
- What were some persistent errors we made in our summary?
- What were some obstacles that could have prevented us from finishing the assignment?
- How did we overcome those obstacles?

El arte del mundo hispanohablante / The Art of the Spanish-speaking World: Peer-assessment Checklist

Nombre: ________________________________ *Fecha:* ________________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• provide reasons for your position on an issue		
• contribute to a written summary in Spanish, with or without the teacher's help		
• identify aspects of the art of a Spanish-speaking artist that interest you		

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Ropa tradicional del mundo hispanohablante / Traditional Clothing of the Spanish-speaking World

Working in pairs, students use several resources to research traditional clothing items for men, women, boys and girls from a Spanish-speaking region or country with regional diversity. (When researching online, students use Spanish-language search engines and "*trajes típicos de* [insert the name of the country]" as the search term.) Students print images of the clothing and paste them onto poster board. They record a list of the information sources they used on the back of the poster board.

Students label their findings with the names of the clothing and country or region of origin. They write a short text in Spanish, in their own words, that describes and explains the occasions on which these traditional clothes would be worn and add it to their poster. They then display their work for their classmates.

Sample Text

- *El gaucho es una figura tradicional en la cultura de Uruguay. Los gauchos llevan zapatos que se llaman albargatos. Son de lona. Sus pantalones se llaman bombachas de campo. También llevan un poncho y un sombrero*. / The *gaucho* is a traditional figure in the culture of Uruguay. The *gauchos* wear shoes called *albargatos*. They are made of canvas. Their pants are called *bombachas de campo*. They also wear a *poncho* and a hat.

Extension

- Students conduct an oral presentation in front of the class to explain their work and answer any questions from classmates. (Encourage the class to ask questions in Spanish.)

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.1

a. ask questions to clarify understanding and knowledge

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - use support strategies to help peers persevere at learning tasks
  - use social interaction skills to enhance group learning activities

Selected Supporting outcomes

Students will be able to:

GC–1.4

a. compare and contrast elements of the diverse cultures of the Spanish-speaking world

LC–4.2

a. recognize various text forms delivered through a variety of media

Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

The verb *gustar*.

Sample Vocabulary

la blusa / blouse
los pantalones / pants
la camisa / shirt
el vestido / dress

la falda / skirt
los zapatos / shoes
el sombrero / hat

Evaluation Tools

TOOL 1 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they research and construct their poster. Students use the checklist to determine if they are able to research images and text to illustrate traditional clothing of the Spanish-speaking world, ask questions and use social and affective strategies.

OUTCOMES

A–5.1a
LC–2.7a
LC–4.2a
GC–1.4a
S–3.3a

TOOL 2 Learning Log

Have the students reflect on their learning and how well they were able to ask questions to clarify their understanding and compare images of traditional clothing of the Spanish-speaking world. Students could use the following questions:

- What questions did I ask to gain knowledge and clarify understanding?
- What did I put on my poster?
- What elements of the Spanish-speaking world did I learn about?

OUTCOMES

A–5.1a
LC–2.7a
GC–1.4a

Evaluation Tool No. 1

For Student Use

Ropa tradicional del mundo hispanohablante / Traditional Clothing of the Spanish-speaking World: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• ask questions to learn more and clarify my understanding		
• recognize different kinds of texts; e.g., print, Internet		
• express what I want to say by creating and labelling a poster		
• compare different types of clothing worn in Spanish-speaking countries		
• encourage my partner and use other social skills to enhance our learning activities		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ____

____

____

____

Turismo en el mundo hispanohablante / Travel Around

Provide students with a chart they can use to compile their research. Working in pairs, students select a country where Spanish is the official language. They use the Internet to find the Web site of the official tourism office of the selected country. Students use the Web site to research and take notes on up to five aspects of the country, recording their notes on the research chart provided. They also record the URL of the Web site, full name of the tourism office (and its acronym, if available) and an e-mail link for contacting the tourism office, if provided.

Students choose two to three aspects of the country and use their notes to write a short report in Spanish.

Sample Text

- *Uruguay tiene 650 km de costa. Hay playas de varios tipos. Muchas familias uruguayas viajan a la costa y se divierten en el verano*. / Uruguay has 650 km of coastline. There are various kinds of beaches. Many Uruguayan families travel to the coast and enjoy themselves in the summer.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

Selected Supporting outcomes

Students will be able to:

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   - seek the precise term to express meaning
   - find information, using reference materials such as dictionaries, textbooks and grammars

Activity 4 (continued)

Materials

A list of all Spanish-speaking countries.

Sample research charts.

Prerequisite Knowledge

Basic geographical knowledge.

Verbos de acción: venir / to come, *descubrir /* to discover*, visitar /* to visit*, ir /* to go.

Sample Vocabulary

la visita / visit
el tour / tour
el aeropuerto / airport
la agencia de viaje / travel agency
el hotel / hotel
la reservación / reservation

el contacto / contact
el evento / event
la información / information
buscar / to search
el alquiler de autos / car rentals

Evaluation Tools

TOOL ❶

Anecdotal Notes

Observe students as they work together to research and produce a report on a Spanish-speaking country. Note and record how well they are able to formulate questions and use basic research skills to understand and how well they gather information from a variety of resources.

OUTCOMES

A–1.1a
A–5.2a
GC–1.1a

TOOL ❷

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they work together to research and produce a report on a Spanish-speaking country. Students use the checklist to determine if they are able to gather information from a variety of resources, use cognitive strategies and understand a variety of short, simple written texts.

OUTCOMES

A–5.2a
LC–2.4a
S–1.1a

Turismo en el mundo hispanohablante / Travel Around

Nombre: ______________________________ *Fecha:* ______________________________

Nombre del país: ____

Las ciudades	
Las playas	
Los sitios turisticos	
Los museos	
Los hoteles	
Otros	

Turismo en el mundo hispanohablante / Travel Around: Anecdotal Notes

Fecha: ______________________

Criterios:

A–1.1a	understand information, such as definitions, comparisons and examples
A–5.2a	gather information from a variety of resources; e.g., print, human, multimedia, electronic
GC–1.1a	formulate questions and use basic research skills to gather information about the Spanish-speaking world

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–1.1a			
	A–5.2a			
	GC–1.1a			
2.	A–1.1a			
	A–5.2a			
	GC–1.1a			
3.	A–1.1a			
	A–5.2a			
	GC–1.1a			
4.	A–1.1a			
	A–5.2a			
	GC–1.1a			
5.	A–1.1a			
	A–5.2a			
	GC–1.1a			
6.	A–1.1a			
	A–5.2a			
	GC–1.1a			

For Student Use

Evaluation Tool No. 2

Turismo en el mundo hispanohablante / Travel Around: Self-assessment Checklist

Nombre: ______________________ *Fecha:* ______________________

Criterios	***Sí***	***Aún no***	***Algo a recordar la próxima vez …***
I was able to gather the following information from a variety of resources: • *país* • *ciudades* • *playas* • *atracciones turísticas* • *museos* • *hoteles* • *otros*: _____________	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐	
On the Web site, I was able to understand the following information: • *país* • *ciudades* • *playas* • *atracciones turísticas* • *museos* • *hoteles* • *otros*: ___________	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐	
I was able to identify and use a variety of cognitive strategies; e.g., • I looked for the best word to express what I meant • I found information using reference materials like dictionaries and textbooks	☐ ☐	☐ ☐	

Comentarios

Estoy contento(a) con: ____

____

Lo que necesito mejorar: ____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

Activity 5

Deportes en el mundo hispanohablante / Sports in the Spanish-speaking World

Provide students with a chart they can use to compile their research. In groups of two or three, students research a particular sport that is popular in Spain and/or Latin America, gathering information on well-known athletes and sporting events (e.g., accident, world record), trophies and any other interesting trivia. Students compile their research, in Spanish, using short, simple sentences.

Sample Statements

- *El fútbol esta jugado en casi todos los países del mundo*. / Soccer is played in almost all countries in the world.
- *Argentina tiene 2 Copas del mundo*. / Argentina has two World Cups.
- *Maradona es un futbolista impresionante y muy importante*. / Maradona is a very impressive and important soccer player.
- *Real Madrid y Barcelona son dos equipos muy fuertes en España*. / Real Madrid and Barcelona are two very strong teams in Spain.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

LC–1.4

b. use, in structured situations, the following grammatical elements:
    - regular *-er*, *-ir* verbs (present tense all persons)
    - simple compound sentences using conjunctions *y*, *o* and *pero*

LC–2.5

a. produce a variety of short, simple written texts in guided situations

S–2.3

a. identify and use a variety of productive strategies; e.g.,
    - use knowledge of sentence patterns to form new sentences

Activity 5 (continued)

Materials

Sample research charts.

Prerequisite Knowledge

Some knowledge about sports played in Spanish-speaking countries.

Sample Vocabulary

deportes / sports
rugby, atletismo / track and field
balonmano / handball
ciclismo / cycling
baloncesto / basketball
fútbol / soccer
fútbol americano / American football
béisbol / baseball
golf / golf
rugby / rugby
tennis / tennis
voleibol / volleyball
Copa del Mundo de Fútbol / World Cup of Soccer
hockey / hockey

Evaluation Tools

TOOL ❶

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use basic research skills and gather and understand information on several aspects of popular sports in the Spanish-speaking world.

OUTCOMES

A–1.1a
A–5.2a
GC–1.1a

TOOL ❷

Peer-assessment Rating Scale

Collaboratively create an outcome-based peer-assessment rating scale with the students before they research sports in Spanish-speaking countries. Students use the rating scale to determine if their peers are able to gather information from a variety of resources and use productive strategies and certain grammatical elements to produce short, simple written texts.

OUTCOMES

A–5.2a
LC–1.4b
LC–2.5a
S–2.3a

Deportes en el mundo hispanohablante / Sports in the Spanish-speaking World

Nombre: ________________________ *Fecha:* ________________________

Nombre del deporte: ____________________

Personas famosas	***Lugares importantes***	***Eventos importantes***	***Trofeos famosos***	***Otros datos interesantes***

For Student Use

Evaluation Tool No. 1

Deportes en el mundo hispanohablante / Sports in the Spanish-speaking World: Self-assessment Rating Scale

Nombre: ____________________ *Fecha:* ____________________

Puedo:

	Sí	***Casi***	***Aún no***
• understand information on some aspects of a popular sport in the Spanish-speaking world	●	●	●
• gather information about a sport, using the chart the teacher gave me	●	●	●
• use basic research skills to gather information about popular sports in the Spanish-speaking world	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

Evaluation Tool No. 2

For Student Use

Deportes en el mundo hispanohablante / Sports in the Spanish-speaking World: Peer-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero: ____

Puedes:

	Sí	***Casi***	***Aún no***
• gather information about sports in the Spanish-speaking world from a variety of resources	●	●	●
• use words like *y*, *o* and *pero* and regular *-er*, *-ir* verbs in the present tense	●	●	●
• write different kinds of simple texts, with the help of the teacher	●	●	●
• identify and use a variety of productive strategies; e.g., – use what we have learned about sentence patterns to make new sentences	●	●	●

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

Activity 6

Una recepción / A Reception

With the class, brainstorm a list of items needed to provide a welcome reception for important guests; e.g., music, food, decorations. Working in groups of two or three, students consider each step necessary to prepare for the guest and compile a sequential list of activities they feel they can accomplish to help with preparations.

Sample Questions
- *Primero, ¿a qúe hora es la recepción?* / First, at what time is the reception?
- *¿Cuánta gente son? Necesitamos una lista. Tenemos que ofrecer unos aperitivos a los invitados.* / How many people will be there? We need a list. We have to offer the guests some appetizers.
- *¿Qué tipos de comida necesitamos?* / What types of food do we need?
- *¿Quién va a comprar la comida?* / Who will buy the food?
- *¿Quién va a preparar la comida, y dónde?* / Who will prepare it and where?
- *¿Qué tipo de refresco vamos a ofrecer?* / What kinds of beverages will we offer?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.3
a. describe and examine a problem, then propose solutions

LC–1.4
a. use, in modelled situations, the following grammatical elements:
  - *tener que* + infinitive
  - future action *ir a* + infinitive

Selected Supporting outcomes

Students will be able to:

A–3.3
a. express appreciation, enthusiasm, support and respect for contributions of others

LC–2.5
a. produce a variety of short, simple written texts in guided situations

GC–1.3
a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

S–2.3
a. identify and use a variety of productive strategies; e.g.,
  - use resources to increase vocabulary
  - use a variety of resources to correct texts
  - use circumlocution and definition to compensate for gaps in vocabulary

Activity 6 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

Buenos días. / Good morning.	*Adiós* / Goodbye.
Buenas tardes. / Good afternoon.	*Hasta luego* / See you later.
es un placer / it is a pleasure	*una recepción* / a reception
mucho gusto / pleased to meet you	*un(a) invitado* / a guest
quiero presentarte a … / I want to introduce you to …	*un(a) dignitario(a)* / dignitary
	un itinerario / an itinerary

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES
A–3.3a
A–5.3a
LC–1.4a
GC–1.3a
S–2.3a

Have the students reflect on their learning and how well they were able to describe and examine a problem, then propose solutions, consider cultural differences for the reception and use selected grammatical elements and productive strategies. Students could use the following sentence starters:

- This reminds me of …
- Our to-do list was …
- I learned …
- The guests will like that we …
- We used the following texts for help …

TOOL 2

Rubric and Checklist

OUTCOMES
A–3.3a
A–5.3a
LC–2.5a

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to describe and examine a problem, then propose solutions, how well they express appreciation, enthusiasm, support and respect for the contributions of their classmates, and how well they produce a list of activities.

For Teacher Use

Evaluation Tool No. 2

Una recepción / A Reception: Rubric and Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nivel / ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–3.3 a. express appreciation, enthusiasm, support and respect for contributions of others	**relevantly** expresses appreciation, enthusiasm, support and respect for contributions of others ☐	**suitably** expresses appreciation, enthusiasm, support and respect for contributions of others ☐	**superficially** expresses appreciation, enthusiasm, support and respect for contributions of others ☐	☐ work was not completed ☐ task demonstrates minimal effort ☐ learning has not yet been achieved
A–5.3 a. describe and examine a problem, then propose solutions	**effectively** describes and examines a problem, then proposes solutions ☐	**reasonably** describes and examines a problem, then proposes solutions ☐	**somewhat effectively** describes and examines a problem, then proposes solutions ☐	
LC–2.5 a. produce a variety of short, simple written texts in guided situations	produces a **comprehensive** to-do list ☐	produces a **complete** to-do list ☐	produces a **partial** to-do list ☐	

Work Habits

☐ worked independently

☐ worked with minimal assistance

☐ worked with some assistance

☐ required constant supervision and assistance

Activity 7

Un plato al azar / A Potluck Meal

Working individually or in pairs, students research various meals common to Spanish-speaking countries, recording their findings on a research chart. They then choose a dish that is suitable for a potluck meal.

Around the classroom, post chart paper with suitable titles; e.g., *hierbas* / herbs, *verduras* / vegetables, *carnes* / meat, *lácteos* / dairy. Students circulate around the classroom and write the ingredients from their dish on the appropriate chart paper. If an ingredient is already listed, students make a dot beside the item.

Initiate a class discussion about common ingredients used in Latin America and Spain. Encourage students to identify ingredients that are also common in their own culture.

Sample Text

- *Pascualina es un plato uruguayo/argentino. Los ingredientes incluyen cebolla, huevos y espinaca. Normalmente se come pascualina durante la Semana Santa, pero también puedes comer pascualina cualquier otro día. La preparación lleva 40 minutos.* / Pascualina is a Uruguayan/Argentinean dish. The ingredients include an onion, eggs and spinach. You normally eat Pascualina during Holy Week, but it can be eaten any other day. The preparation takes 40 minutes.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

GC–1.4

a. compare and contrast elements of the diverse cultures of the Spanish-speaking world

S–3.1

a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   - write down key words and concepts in abbreviated form
   - formulate key questions to guide research

Activity 7 (continued)

Materials

Sample research chart.

Prerequisite Knowledge

Basic food vocabulary.

Sample Vocabulary

la cebolla / onion	*el orégano* / oregano
la nuez moscada / nutmeg	*el horno* / oven
sal / salt	*hornear* / to bake
pimienta / pepper	*precalentar* / to preheat
el huevo / egg	*cortar, picar* / to chop
el queso / cheese	*verter, echar* / to pour
el cilantro / cilantro	*preparar* / to prepare

Evaluation Tools

TOOL 1

Peer-assessment Rating Scale

OUTCOMES

A–5.2a
GC–1.4a
S–3.1a

Collaboratively create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to gather information from a variety of resources, compare and contrast diverse cultural elements and use cognitive strategies.

TOOL 2

Learning Log

OUTCOMES

A–5.2a
GC–1.1a
S–3.1a

Have the students reflect on their learning and how well they were able to use cognitive strategies, formulate questions and use basic research skills to gather information, from a variety of resources, about the Spanish-speaking world. Students could use the following questions and sentence starters:

- How useful was the chart in gathering information?
- What questions did I need to find information?
- From what sources did I get information?
- What were some key concepts or topics?
- How did I/we find out about …

Sample Research Chart

Un plato al azar / A Potluck Meal

Nombre de plato: ______________________

Fecha: ________________________

¿De qué país?	***¿Comida o bebida?***	***Ingredientes***	***¿Un plato para un día festivo?***	***¿Desayuno? ¿Almuerzo?***	***¿Vegetariano?***	***Tiempo de preparación***	***Curiosidades Interesantes***

For Student Use

Evaluation Tool No. 1

Un plato al azar / A Potluck Meal: Peer-assessment Rating Scale

Nombre: ______________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ________________________________

Puedes:	***Evaluación***	***Pruebas***
• gather information from a variety of resources	*Excelente* — *Muy Bien* — *Aceptable* — *Limitado* ●————●————●————●	
• identify and use a variety of cognitive strategies to enhance general learning	My partner asked key questions to guide research: *Excelente* — *Muy Bien* — *Aceptable* — *Limitado* ●————●————●————● My partner wrote some key words and concepts in abbreviated form: *Excelente* — *Muy Bien* — *Aceptable* — *Limitado* ●————●————●————●	
• compare and contrast elements of the diverse cultures of the Spanish-speaking world	My partner compared dishes from different Spanish-speaking countries: *Excelente* — *Muy Bien* — *Aceptable* — *Limitado* ●————●————●————●	

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

Una sugerencia para la próxima vez: ____________________________________

____

____

Diviértete con la lengua
Fun with the Language

Applications **A–6**

Students will use Spanish for imaginative purposes and personal enjoyment.

Specific Outcomes

Students will be able to:

A–6.1a use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits
A–6.2a use the language creatively and for aesthetic purposes
A–6.3a use the language for personal enjoyment; e.g., listen to music

Other Specific Outcomes

Applications

Students will be able to:

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

Language Competence

Students will be able to:

LC–1.1

a. identify and reproduce some critical sound distinctions and intonations that are important for meaning

LC–1.2

a. apply some common spelling rules

LC–1.4

b. use, in structured situations, the following grammatical elements:
   - regular *-er*, *-ir* verbs (present tense all persons)
   - common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations
   - simple compound sentences using conjunctions *y*, *o* and *pero*

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.5

a. produce a variety of short, simple written texts in guided situations

Other Specific Outcomes (continued)

LC–2.6

a. derive meaning from visual elements of a variety of media in guided and unguided situations

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

Global Citizenship

Students will be able to:

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

GC–1.2

a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

GC–2.4

a. recognize that within any culture there are important differences in the way people speak and behave

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Strategies

Students will be able to:

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - be willing to take risks and to try unfamiliar tasks and approaches
   - find ways to overcome/reduce anxiety

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
   - ask for clarification or repetition when they do not understand
   - repeat part of what someone has said to confirm mutual understanding
   - ask follow-up questions to check for understanding

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - use words that are visible in the immediate environment
   - use familiar repetitive patterns from stories, songs or media
   - use illustrations to provide detail when producing their own texts
   - use knowledge of sentence patterns to form new sentences

S–3.1

a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   - use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
   - seek information through a network of sources, including libraries, the Internet, individuals and agencies

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   - participate in cooperative group learning tasks
   - take part in group decision-making processes
   - use support strategies to help peers persevere at learning tasks

Activity 1

Eventos del día / Everyday Events

In small groups, students create short, humorous skits depicting an event from their everyday lives, e.g., missing the bus, forgetting homework at home, and present the skits to their classmates.

Specific Outcomes

Selected Principal outcomes *Students will be able to:*

A–6.1
a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

A–6.2
a. use the language creatively and for aesthetic purposes

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

Selected Supporting outcomes *Students will be able to:*

LC–2.5
a. produce a variety of short, simple written texts in guided situations

S–2.3
a. identify and use a variety of productive strategies; e.g.,
   - use words that are visible in the immediate environment
   - use familiar repetitive patterns from stories, songs or media

Activity 1 (continued)

Materials

None required.

Prerequisite Knowledge

Vocabulary from previously covered units.

Sample Vocabulary

el autobús / bus	*olvidar* / to forget
la tarea / homework	*perdir* / to lose/miss

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use Spanish for fun and to interpret simple humour, produce a variety of short, simple oral texts and use productive strategies.

OUTCOMES

A–6.1a
LC–2.2a
S–2.3a

TOOL 2

Observation Checklist

Create an outcome-based checklist and share it with the students before they create their skits. Use the checklist to assess if students are able to use Spanish creatively and for aesthetic purposes in writing a short, humorous skit.

OUTCOMES

A–6.2a
LC–2.5a

Evaluation Tool No. 1

For Student Use

Eventos del día / Everyday Events: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:

	Excelente	*Muy Bien*	*Satisfactorio*	*Limitado*
• use Spanish for fun and to interpret simple humour	●	●	●	●

Evidence:

____

____

	Excelente	*Muy Bien*	*Satisfactorio*	*Limitado*
• use words that we have learned and practised this year when presenting a short skit	●	●	●	●

Evidence:

____

____

	Excelente	*Muy Bien*	*Satisfactorio*	*Limitado*
• use words that are visible in the immediate environment and familiar repetitive patterns from stories, songs or media	●	●	●	●

Evidence:

____

____

Eventos del día / Everyday Events: Observation Checklist

Fecha: ______________________________

Criterios:

A–6.2a use the language creatively and for aesthetic purposes

LC–2.5a produce a variety of short, simple written texts in guided situations

	A–6.2a		LC–2.5a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Activity 2

Una historia cómica / A Funny Story

Organize students into groups of four or five and distribute seven to 10 pictures to each group. Students work together to organize the pictures and write a humorous, cohesive story in the present tense that incorporates most of the elements visible in the pictures. (Not all the pictures have to be used.)

Sample Text

- *El héroe es un osito. Se llama Oscar y le gusta pasear por el parque. Un día, ve otros ositos que están jugando al fútbol. Un tigre llega y quiere jugar también pero los ositos se ríen y ….* / The hero is a little bear. His name is Oscar and he likes to walk through the park. One day, he sees some other little bears playing soccer. A tiger arrives and wants to play too but the little bears laugh and ….

Variation

- Students write their story in the future tense, using *ir a* + infinitive.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.1

a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

A–6.2

a. use the language creatively and for aesthetic purposes

LC–2.6

a. derive meaning from visual elements of a variety of media in guided and unguided situations

Selected Supporting outcomes

Students will be able to:

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

LC–1.4

b. use, in structured situations, the following grammatical elements:
    - regular *-er*, *-ir* verbs (present tense all persons)
    - simple compound sentences using conjunctions *y*, *o* and *pero*

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
    - participate in cooperative group learning tasks
    - take part in group decision-making processes
    - use support strategies to help peers persevere at learning tasks

Activity 2 (continued)

Materials

Three to five sets of seven to 10 pictures that students will use to construct a story.

Prerequisite Knowledge

Present tense of regular verbs.

Sample Vocabulary

después, luego / then	*por último* / lastly
en primer lugar / firstly	

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES

A–3.3a
A–6.1a
A–6.2a
S–3.3a

Have the students reflect on their learning and how well they were able to use social and affective strategies, express appreciation, enthusiasm, support and respect for the contributions of others and use the language creatively and for fun. Students could use the following guiding questions:

- How well did I participate in writing the story?
- How did I help in deciding how the story would develop?
- What did I do to help my classmates persevere with writing the story?
- What expressions of support and respect did I use?

TOOL 2

Checklist and Comments

OUTCOMES

A–6.2a
LC–1.4b
LC–2.6a

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use the language creatively and for aesthetic purposes, use certain grammatical elements and derive meaning from visual elements of a variety of media.

For Teacher Use

Una historia cómica / A Funny Story: Checklist and Comments

Nombre: ____________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
A–6.2 a. use the language creatively and for aesthetic purposes		
LC–1.4 b. use, in structured situations, the following grammatical elements: • regular *-er*, *-ir* verbs (present tense all persons) • simple compound sentences using conjunctions *y, o* and *pero*		
LC–2.6 a. derive meaning from visual elements of a variety of media in guided and unguided situations		

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

Activity 3

Adivinanzas / Riddles

Prepare a class set of Spanish riddles. Students pick a riddle at random and learn it. They form small groups and engage in a riddle-guessing contest, taking turns asking and attempting to answer one another's riddles. Encourage students to think of riddles they already know in English and make conclusions based on their prior knowledge.

Sample Riddle

- *con ella vives* / you live with it
- *con ella comes* / you eat with it
- *con ella hablas* / you speak with it
- *con ella rezas* / you pray with it
- *hasta bostezas* / you even yawn with it
- *¿Es la boca?* / Is it the mouth?
- *Sí, tienes razón*. / Yes, you are right.

Variation

- Students work together to come up with their own riddles, based on familiar patterns.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–6.1

a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

A–6.2

a. use the language creatively and for aesthetic purposes

Selected Supporting outcomes

Students will be able to:

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

S–3.3

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

Materials

Sample riddles in Spanish.

Index cards.

Prerequisite Knowledge

None required.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL ❶

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they learn their riddles. Students use the checklist to determine if they are able to use the language creatively, for fun and to interpret simple humour and if they use social and affective strategies to take part in group decision-making processes.

OUTCOMES

A–6.1a
A–6.2a
S–3.3a

TOOL ❷

Anecdotal Notes

Observe students as they practise riddles with one another. Note and record how well they are able to initiate and participate in casual exchanges, use the language for fun and to interpret simple humour, and understand a variety of short, simple oral texts.

OUTCOMES

A–4.1a
A–6.1a
LC–2.1a

Adivinanzas / Riddles: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• use Spanish for fun and to interpret simple humour		
• take part in group decision-making processes		
• use the Spanish language in a creative and pleasing way		

Comentarios

Estoy contento(a) con: ______________________________

____

____

____

____

Lo que necesito mejorar: ______________________________

____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

____

For Teacher Use

Adivinanzas / Riddles: Anecdotal Notes

Fecha: ____________________

Criterios:

A–4.1a	initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities
A–6.1a	use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits
LC–2.1a	understand a variety of short, simple oral texts in guided and unguided situations

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–4.1a			
	A–6.1a			
	LC–2.1a			
2.	A–4.1a			
	A–6.1a			
	LC–2.1a			
3.	A–4.1a			
	A–6.1a			
	LC–2.1a			
4.	A–4.1a			
	A–6.1a			
	LC–2.1a			
5.	A–4.1a			
	A–6.1a			
	LC–2.1a			
6.	A–4.1a			
	A–6.1a			
	LC–2.1a			

Activity 4

Un baile hispano / A Spanish Dance

Students form groups and research a regional dance of a Spanish-speaking country. They write a brief description of the dance steps, origin of the dance, occasions on which it is performed and its history and cultural significance. The groups use their findings to create an advertisement, inviting classmates to come see a performance of this dance.

The groups design a presentation of their chosen dance and practise the steps. Those students who will not enjoy performing a dance for their peers create appropriate costumes and artifacts to enhance the presentation, or play instruments to support the dance. Students find ways to add to the dance presentation while using Spanish for personal enjoyment.

Students perform their dance presentation for their classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

A–6.3

a. use the language for personal enjoyment; e.g., listen to music

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

GC–2.4

a. recognize that within any culture there are important differences in the way people speak and behave

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

S–3.1

a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   - use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
   - seek information through a network of sources, including libraries, the Internet, individuals and agencies

Materials

None required.

Prerequisite Knowledge

Research a topic, including what sources are available.

Sample Vocabulary

el origen / origin	*volver* / to turn
la importancia / cultural significance	*dar(le) la mano* / to hold hands
pasos del baile / dance steps	*girar / dan la vuelta* / to spin

Evaluation Tools

TOOL ①

Rubric

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to use Spanish for personal enjoyment, formulate questions and use basic research skills, identify aspects of the arts of the cultures of a Spanish-speaking country that are of personal interest and use visual media to create an advertisement.

OUTCOMES

A–6.3a
LC–2.7a
GC–1.1a
GC–3.1a

TOOL ②

Anecdotal Notes

Observe students as they research and perform a regional dance of a Spanish-speaking country. Note and record how well they are able to use Spanish creatively, recognize important differences in the way people speak and behave in the Spanish-speaking country they researched, and use cognitive strategies.

OUTCOMES

A–6.2a
GC–2.4a
S–3.1a

For Teacher Use

Un baile hispano / A Spanish Dance: Rubric

Nombre: ______________________ *Fecha:* ___________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–6.3 a. use the language for personal enjoyment; e.g., listen to music	uses the language for personal enjoyment **in an original way** ☐	uses the language for personal enjoyment **in an imaginative way** ☐	uses the language for personal enjoyment **in a conventional way** ☐	uses the language for personal enjoyment **with difficulty** ☐
LC–2.7 a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	uses visual elements **effectively**, with carefully chosen content laid out in a meaningful and clear manner ☐	uses visual elements **reasonably well**, with content laid out in a clear manner that supports the message ☐	uses visual elements **somewhat effectively**, with content that is laid out in a clear manner but with no specific relevance to the message ☐	uses visual elements **ineffectively**, with minimal attention to layout and message ☐
GC–1.1 a. formulate questions and use basic research skills to gather information about the Spanish-speaking world	formulates **detailed and interesting** questions and **systematically** uses basic research skills ☐	formulates **effective** questions and **systematically** uses basic research skills ☐	formulates **basic or predictable** questions and **generally** uses basic research skills ☐	formulates **vague** questions and uses basic research skills **with difficulty** ☐
GC–3.1 a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest	selects accurate information with **pertinent** cultural elements ☐	selects a variety of information with **appropriate** cultural elements ☐	selects information with **somewhat pertinent** cultural elements ☐	selects information with **irrelevant** cultural elements ☐

Evaluation Tool No. 2

For Teacher Use

Un baile hispano / A Spanish Dance: Anecdotal Notes

Fecha: ______________________

Criterios:

A–6.2a	use the language creatively and for aesthetic purposes
GC–2.4a	recognize that within any culture there are important differences in the way people speak and behave
S–3.1a	identify and use a variety of cognitive strategies to enhance general learning; e.g., • use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts • seek information through a network of sources, including libraries, the Internet, individuals and agencies

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–6.2a			
	GC–2.4a			
	S–3.1a			
2.	A–6.2a			
	GC–2.4a			
	S–3.1a			
3.	A–6.2a			
	GC–2.4a			
	S–3.1a			
4.	A–6.2a			
	GC–2.4a			
	S–3.1a			
5.	A–6.2a			
	GC–2.4a			
	S–3.1a			
6.	A–6.2a			
	GC–2.4a			
	S–3.1a			

Activity 5

El dibujante de retratos robot / The Sketch Artist

Students write a physical description, in Spanish, of a character from a Spanish comic book, cartoon or television program. Encourage students to exaggerate and be creative with their descriptions; e.g., eccentric clothing or odd hair colour. Students meet with a partner and take turns reading their descriptions, slowly and clearly, to each other. As one reads, the partner sketches the person according to the description. Students compare the sketches and descriptions and check for accuracy.

Sample Dialogue

- *Esta persona se llama Ricky.* / This person's name is Ricky.
- *Es muy, muy alto*. / He is very, very tall.
- *Tiene la cabeza como una calabaza*. / He has a head like a pumpkin.
- *Lleva una gorra negra y pantalones rosados*. / He wears a black cap and pink pants.

Variation

- Students do the activity in reverse order; i.e., they draw the character first and their partners produce a written or an oral physical description based on the sketch.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.1
a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.7
a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

Selected Supporting outcomes

Students will be able to:

GC–1.2
a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

S–2.1
a. identify and use a variety of interactive strategies; e.g.,
   - ask for clarification or repetition when they do not understand
   - repeat part of what someone has said to confirm mutual understanding
   - ask follow-up questions to check for understanding

Activity 5 (continued)

Materials

Markers.

Paper.

Prerequisite Knowledge

Noun–adjective agreement.

Sample Vocabulary

la cabeza	head
la cara	face
el cuello	neck
el brazo	arm
el cuerpo	body
el dedo	finger
el dedo del pie	toe
el pie	foot
la pierna	leg
la rodilla	knee
el pelo	hair
anaranjado(a)	orange
rojo(a)	red
amarillo(a)	yellow
verde	green
azul	blue

Evaluation Tools

TOOL

❶ Rating Scale

Create an outcome-based rating scale and share it with the students before they sketch their characters. Use the rating scale to assess how well students are able to use the language for fun, produce a variety of short, simple oral texts and express meaning through the use of visual elements.

OUTCOMES

A–6.1a
LC–2.2a
LC–2.7a

TOOL

❷ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they sketch their characters. Students use the checklist to determine if they are able to use interactive strategies and understand a variety of short, simple oral texts when comparing and contrasting some elements of the cultures of the Spanish-speaking world with elements of their own culture(s).

OUTCOMES

A–6.1a
LC–2.1a
GC–1.2a
S–2.1a

For Teacher Use

Evaluation Tool No. 1

El dibujante de retratos robot / The Sketch Artist: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–6.1 a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits	●	●	●	●
LC–2.2 a. produce a variety of short, simple oral texts in guided situations	●	●	●	●
LC–2.7 a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Evaluation Tool No. 2

For Student Use

El dibujante de retratos robot / The Sketch Artist: Self-assessment Checklist

Nombre: ____________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• use Spanish for fun Evidence: – –		
• ask for clarification or repetition when I do not understand Evidence: – –		
• repeat part of what my classmate has said to confirm that I have understood Evidence: – –		
• ask follow-up questions of my partner to check for understanding Evidence: – –		
• understand my classmate when he or she gives short descriptions of characters Evidence: – –		
• compare and contrast Spanish-speaking characters with characters from English-speaking countries Evidence: – –		

Activity 6

La tira cómica / The Comic Strip

Present students with a number of short Spanish-language comic strips and review the dialogue or narration. Students write and submit their own version of a comic strip that can be compiled later for a class newspaper.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.1
a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

A–6.2
a. use the language creatively and for aesthetic purposes

LC–2.5
a. produce a variety of short, simple written texts in guided situations

Selected Supporting outcomes

Students will be able to:

LC–1.2
a. apply some common spelling rules

LC–1.4
b. use, in structured situations, the following grammatical elements:
  - regular *-er, -ir* verbs (present tense all persons)
  - common prepositions of location (*a*, *de*, *en*) and the preposition *con* in familiar situations
  - simple compound sentences using conjunctions *y*, *o* and *pero*

S–2.3
a. identify and use a variety of productive strategies; e.g.,
  - use words that are visible in the immediate environment
  - use illustrations to provide detail when producing their own texts
  - use knowledge of sentence patterns to form new sentences

Activity 6 (continued)

Materials

Comic strips with dialogue removed.

Spanish-language comic strips.

Prerequisite Knowledge

Write simple sentences.

Describe visuals.

Sample Vocabulary

la viñeta / panel	*el personaje* / character
el título / title	*el bocadillo* / speech bubble

Evaluation Tools

TOOL 1

Self-assessment Checklist and Comments

OUTCOMES

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use the language creatively and apply some common spelling rules when producing their Spanish-language comic strip.

A–6.2a
LC–1.2a
LC–2.5a

TOOL 2

Peer-assessment Checklist

OUTCOMES

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use productive strategies, use certain grammatical elements and use the language for fun in a Spanish-language comic strip.

A–6.1a
LC–1.2a
LC–1.4b
S–2.3a

For Student Use

Evaluation Tool No. 1

La tira cómica / The Comic Strip: Self-assessment Checklist and Comments

Nombre: ______________________________ *Fecha:* ________________________________

En mi tira cómica:	***Sí***	***Aún no***
• I applied common spelling rules correctly. Evidence: – –		
• I produced short, simple texts to fit the comic strip. Evidence: – –		
• I used Spanish creatively. Evidence: – –		

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: _____________________________

____

____

Evaluation Tool No. 2

For Student Use

La tira cómica / The Comic Strip: Peer-assessment Checklist

Nombre: ____________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• use the language for fun and to interpret simple humour Evidence: – –		
• apply some common spelling rules Evidence: – –		
• use: – present tense *-er*, *-ir* verbs – common prepositions of location – conjunctions *y*, *o* and *pero* Evidence: – –		
• use words visible in the immediate environment Evidence: – –		
• use illustrations to provide detail when producing your own texts Evidence: – –		
• use knowledge of sentence patterns to form new sentences Evidence: – –		

Activity 7

Trabalenguas / Tongue Twisters

Provide students with several examples of Spanish-language tongue twisters. In small groups or individually, students write their own tongue twisters on unlined paper and create an illustration to support their work. Students post their work around the classroom to share with their classmates.

Sample Tongue Twister

- *Tres tristes tigres comen trigo en un triste trigal.* / Three sad tigers eat wheat in a sad wheat field.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.1

a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

LC–1.1

a. identify and reproduce some critical sound distinctions and intonations that are important for meaning

Selected Supporting outcomes

Students will be able to:

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - be willing to take risks and to try unfamiliar tasks and approaches
   - find ways to overcome/reduce anxiety

Activity 7 (continued)

Materials

Common Spanish-language tongue twisters.

Prerequisite Knowledge

Pronunciation of difficult Spanish-language sounds; e.g., “rr.”

Sample Vocabulary

It varies.

Evaluation Tools

TOOL 1

Observation Checklist

OUTCOMES

Create an outcome-based observation checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use the language for fun and reproduce some critical sound distinctions and intonations in their tongue twisters.

A–6.1a
LC–1.1a
LC–2.4a

TOOL 2

Self-assessment Checklist and Comments

OUTCOMES

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use the language for fun, understand a variety of tongue twisters written by their classmates and use social and affective strategies to enhance their learning.

A–6.1a
LC–2.4a
S–1.3a

Trabalenguas / Tongue Twisters: Observation Checklist

Fecha: ______________________

Criterios:

A–6.1a use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

LC–1.1a identify and reproduce some critical sound distinctions and intonations that are important for meaning

LC–2.4a understand a variety of short, simple written texts in guided and unguided situations

	A–6.1a		LC–1.1a		LC–2.4a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Trabalenguas / Tongue Twisters: Self-assessment Checklist and Comments

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***
• use Spanish for fun Evidence: – –		
• understand the meaning of my classmates' tongue twisters Evidence: – –		
• find ways to overcome/reduce my anxiety about pronouncing the tongue twisters Evidence: – –		
• take risks and try unfamiliar words when writing my tongue twister Evidence: – –		

Comentarios

Estoy contento(a) con: ____

____

Lo que necesito mejorar: ____

____

La próxima vez, voy a prestar más atención a: ____

____

Grade 7 Language Competence Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Language Competence: Students will use Spanish **effectively** and **competently**.

LC–1: *Sonidos, palabras y reglas* / Sounds, Words and Rules
Activity 1: *Anuario* / Yearbook
Activity 2: *La moda de los jóvenes* / The Fashion of Youth
Activity 3: *Actividades favoritas* / Favourite Activities
Activity 4: *El paisaje urbano* / Cityscapes
Activity 5: *El cuerpo humano* / The Human Body
Activity 6: *¿Qué tenemos que hacer?* / What Do We Have to Do?
Activity 7: *¿Es una pregunta o una afirmación?* / Is It a Question or a Statement?
Activity 8: *El perro de San Roque* / The Dog of Saint Roch

LC–2: *Nos divertimos con textos* / Fun with Texts
Activity 1: *Frases recortadas* / Sentence Strips
Activity 2: *Tarjetas postales* / Postcards
Activity 3: *Descripciones de obras de arte* / Art Descriptions
Activity 4: *¡Adivina cual es mi actividad preferida!* / Guess What My Favourite Activity Is!
Activity 5: *Tradiciones familiares con amigos* / Family Traditions with Friends
Activity 6: *Esta persona es …* / This Person Is …
Activity 7: *Desfile de moda* / Fashion Show
Activity 8: *Mi ciudad* / My Home Town

LC–3: *La socialización del lenguaje* / The Socialization of Language
Activity 1: *¿Qué pasa?* / What's Happening?
Activity 2: *Saludos* / Meet-and-greet Role-play
Activity 3: *Amigos y actitudes* / Role-playing the Physical Side of Greetings
Activity 4: *¡Escucha el diálogo y comenta!* / Hear a Dialogue and Discuss It!
Activity 5: *Usos regionales del español* / Research Regional Expressions
Activity 6: *Saludos poco comunes* / Uncommon Greetings Discussion

Sonidos, palabras y reglas
Sounds, Words and Rules

Language Competence **LC–1**

Students will attend to form.

Specific Outcomes

Students will be able to:

LC–1.1a identify and reproduce some critical sound distinctions and intonations that are important for meaning

LC–1.2a apply some common spelling rules

LC–1.2b use some basic mechanical conventions

LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including family traditions, friends and activities, fashion/clothing, the body, vacation and travel, and any other lexical fields that meet their needs and interests

LC–1.4a use, in modelled situations, the following grammatical elements:

- demonstrative adjectives: *ese, esa, esos, esas, aquel, aquella, aquellos, aquellas*
- *tener que* + infinitive

LC–1.4b use, in structured situations, the following grammatical elements:

- possessive adjectives: *nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras*★
- demonstrative adjectives: *este, esta, estos, estas*
- *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
- adverbs (time, manner, place, quantity)

Sentence Structure:

- question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*
- simple compound sentences using conjunctions *y, o* and *pero*

LC–1.4c use, independently and consistently, the following grammatical elements:

- regular -*ar* verbs (present tense all persons)
- *gustar* (present tense all forms)

Sentence Structure:

- affirmative sentences

Please note that only a few of the grammatical elements from the program of studies are addressed in the activities for Cluster LC–1. Teachers need to ensure that ***all*** *of the grammatical elements from the program of studies are addressed.* See Appendix A: General and Specific Outcomes Chart for listings of all grammatical elements for grades 7, 8 and 9.

★If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.

Other Specific Outcomes

Applications

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–2.1

a. inquire about and express agreement and disagreement

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–6.1

a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

Language Competence

Students will be able to:

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.5

a. produce a variety of short, simple written texts in guided situations

LC–2.6

a. derive meaning from visual elements of a variety of media in guided and unguided situations

LC–4.1

a. organize texts, using common patterns

LC–4.1

b. interpret simple references within texts

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.4

a. compare and contrast elements of the diverse cultures of the Spanish-speaking world

GC–2.5

a. demonstrate curiosity about other languages and cultures

Strategies

Students will be able to:

S–1.2

a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
    - decide in advance to attend to specific aspects of input
    - monitor their speech and writing to check for persistent errors

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
    - use gestures, intonation and visual supports to aid comprehension
    - listen or look for key words

S–2.3

a. identify and use a variety of productive strategies; e.g.,
    - use words that are visible in the immediate environment
    - use illustrations to provide detail when producing their own texts
    - edit and proofread the final version of a text

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
    - seek help from others
    - be encouraged to try, even though they might make mistakes
    - take part in group decision-making processes
    - use support strategies to help peers persevere at learning tasks
    - use social interaction skills to enhance group learning activities

Activity 1

Anuario / Yearbook

Students write short descriptions of three different classmates, paying careful attention to spelling and punctuation. The descriptions are positive and kind and focus on personality traits and hobbies. Students share the descriptions with the classmates being described for proofreading and approval. With students, compile a Spanish yearbook that includes each student's picture and his or her description written by a classmate.

Sample Text

- *Mi amigo José es muy simpático y agradable. Es atlético e inteligente. Le gusta jugar al fútbol, coleccionar sellos y dibujar. Quiere ser médico.* / My friend José is very nice and pleasant. He is athletic and intelligent. His interests include playing soccer, collecting stamps and drawing. He wants to be a doctor.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

LC–1.4

b. use, in structured situations, the following grammatical elements:
   - *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)

LC–2.5

a. produce a variety of short, simple written texts in guided situations

Selected Supporting outcomes

Students will be able to:

LC–1.3

a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including family traditions, friends and activities, fashion/clothing, the body, vacation and travel, and any other lexical fields that meet their needs and interests

LC–1.2

a. apply some common spelling rules

LC–1.2

b. use some basic mechanical conventions

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - edit and proofread the final version of a text

Activity 1 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la edad / age	*la profesión* / profession
los carácteristicos / characteristics	*los intereses/las aficiones* / interests
el rasgo de personalidad / personality trait	*el aspecto físico* / physical appearance

Evaluation Tools

TOOL 1

Rubric and Checklist

OUTCOMES

Collaboratively create an outcome-based rubric with the students before they begin writing descriptions. Use the rubric to evaluate how well students are able to use productive strategies and write short, simple descriptions, applying common spelling rules and using basic mechanical conventions.

LC–1.2a
LC–1.2b
LC–2.5a
S–2.3a

TOOL 2

Learning Log

OUTCOMES

Have the students reflect on their learning and how well they were able to use certain grammatical elements, spelling rules, mechanical conventions and a repertoire of words and phrases to write descriptions of classmates. Students could use the following sentence starters:

- I remember the differences between *ser* and *estar* by …
- I learned …
- Some new words I learned for this activity were …
- This is different from …
- I would like to know more about …

LC–1.2a
LC–1.2b
LC–1.3a
LC–1.4b

For Teacher Use

Evaluation Tool No. 1

Anuario / Yearbook: Rubric and Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nivel / ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
LC–1.2 a. apply some common spelling rules	**accurately and effectively** applies some common spelling rules ☐	**accurately** applies some common spelling rules ☐	**generally** applies some common spelling rules ☐	☐ work was not completed ☐ task demonstrates minimal effort ☐ learning has not yet been achieved
LC–1.2 b. use some basic mechanical conventions	**accurately and effectively** uses some basic mechanical conventions ☐	**accurately** uses some basic mechanical conventions ☐	**generally** uses some basic mechanical conventions ☐	
LC–2.5 a. produce a variety of short, simple written texts in guided situations	produces **insightful and sophisticated** written texts ☐	produces **appropriate and thoughtful** written texts ☐	produces **simplistic** written texts ☐	Plan for improvement:
S–2.3 a. identify and use a variety of productive strategies: • edit and proofread the final version of a text	**thoroughly** edits and proofreads the final version of a text ☐	**carefully** edits and proofreads the final version of a text ☐	**casually** edits and proofreads the final version of a text ☐	

Work habits

☐ worked independently
☐ worked with minimal assistance
☐ worked with some assistance
☐ required constant supervision and assistance

Activity 2

La moda de los jóvenes / The Fashion of Youth

Organize students into pairs and distribute three to five pictures to each group that depict current clothing fashions for youth in Spanish-speaking countries. Students analyze the pictures and engage in short conversations with their partners in which they describe the fashions, ask each other questions (when necessary), agree or disagree with each other's descriptions, and discuss any similarities and differences between the fashions of youth in Spanish-speaking countries and the fashions of youth in their own country.

Sample Dialogue

- *En esta foto, la gente lleva un tipo de ropa muy similar a nosotros. Llevan jeans/vaqueros, camisetas y bufandas que están en moda aquí.* / In this picture, the people are wearing clothes similar to ours. They are wearing jeans, T-shirts and scarves that are in style here.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

LC–1.3

a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including family traditions, friends and activities, fashion/clothing, the body, vacation and travel, and any other lexical fields that meet their needs and interests

LC–1.4

b. use, in structured situations, the following grammatical elements:
  - demonstrative adjectives: *este*, *esta*, *estos*, *estas*

Selected Supporting outcomes

Students will be able to:

LC–2.6

a. derive meaning from visual elements of a variety of media in guided and unguided situations

GC–2.5

a. demonstrate curiosity about other languages and cultures

S–1.2

a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
  - decide in advance to attend to specific aspects of input
  - monitor their speech and writing to check for persistent errors

Activity 2 (continued)

Materials

Pictures of fashions for youth in Spanish-speaking countries.

Prerequisite Knowledge

Provide short, simple observations in guided situations.

Sample Vocabulary

En esta foto, la persona lleva … / In this picture, this person wears …

Esta persona es … / That person is …

Evaluation Tools

TOOL 1

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they engage in conversations about fashions. Students use the checklist to determine if their peers are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, and inquire about and express agreement and disagreement about fashions depicted in various pictures.

OUTCOMES

A–2.1a
LC–1.3a
LC–1.4b
LC–2.6a

TOOL 2

Observation Checklist

Create an outcome-based checklist and share it with the students before they engage in conversations about fashions. Use the checklist to assess if students are able to use metacognitive strategies, use certain grammatical elements and demonstrate curiosity about fashions for youth in Spanish-speaking countries.

OUTCOMES

LC–1.4b
GC–2.5a
S–1.2a

Evaluation Tool No. 1

For Student Use

La moda de los jóvenes / The Fashion of Youth: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

	Sí	***Aún no***
• inquire about and express agreement and disagreement	☐	☐

I heard you agree or disagree that:

____

____

	Sí	***Aún no***
• use a variety of words and phrases dealing with fashion and clothing	☐	☐

I heard you use these words to describe the pictures:

____

____

	Sí	***Aún no***
• use, in structured situations, words like *este*, *esta*, *estos*, *estas*	☐	☐

I noticed that you made good use of demonstrative adjectives in your description, such as:

____

____

	Sí	***Aún no***
• analyze pictures of fashions for youth in Spanish-speaking countries to understand any similarities and differences between those fashions and your own	☐	☐

I noticed you were able to understand the picture you observed by:

____

____

La moda de los jóvenes / The Fashion of Youth: Observation Checklist

Fecha: ______________________

Criterios:

LC–1.4b use, in structured situations, the following grammatical elements:

- demonstrative adjectives: *este*, *esta*, *estos*, *estas*

GC–2.5a demonstrate curiosity about other languages and cultures

S–1.2a identify and use a variety of metacognitive strategies to enhance language learning; e.g.,

- decide in advance to attend to specific aspects of input
- monitor their speech and writing to check for persistent errors

	LC–1.4b		GC–2.5a		S–1.2a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						

Actividades favoritas / Favourite Activities

In small groups, students create and present a digital slide show displaying some of their favourite activities and provide written and oral explanations for their choices. As the groups present their work, the other students in the class use charts to record notes about their classmates' favourite activities.

Students compile data on the five most popular activities presented and create graphs or pie charts, using graphing software to illustrate their data. They write a brief summary of their findings that includes anecdotal evidence collected during the presentations.

Sample Presentation Statement

- *Mis actividades favoritas en orden de preferencia son* …. / My favourite activities in order of preference are ….
- *También me gusta* ___. *mucho. Pero no me gusta* ___. *Mi actividad favorita es* ___. / I also like to ___ very much. But I do not like ___. My favourite activity is ___.
- *¿Cuál es tu actividad favorita?* / What is your favourite activity?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–1.3

a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including family traditions, friends and activities, fashion/clothing, the body, vacation and travel, and any other lexical fields that meet their needs and interests

LC–1.4

b. use, in structured situations, the following grammatical elements:
  - possessive adjectives: *nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras*⋆
  - adverbs (time, manner, place, quantity)

LC–1.4

c. use, independently and consistently, the following grammatical elements:
  - regular -*ar* verbs (present tense all persons)
  - *gustar* (present tense all forms)
  - affirmative sentences

⋆If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.

Selected Supporting outcomes

Students will be able to:

LC–4.1

a. organize texts, using common patterns

Activity 3 (continued)

Materials

Computers and presentation software.

Prerequisite Knowledge

Express opinions.

Ask peers about their opinions.

Sample Vocabulary

la encuesta / survey	*el gráfico* / graph
los resultados / results	*la investigación* / research

Evaluation Tools

TOOL ❶

Peer-assessment Comment Cards

Collaboratively create outcome-based peer-assessment comment cards with the students before they begin the activity. Students use the cards to determine if their peers are able to use a repertoire of words and phrases, use certain grammatical elements and inquire about and express agreement and disagreement about favourite activities.

OUTCOMES

A–2.1a
LC–1.3a
LC–1.4c

TOOL ❷

Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to gather information about favourite activities, use certain grammatical elements and organize the gathered information using common patterns.

OUTCOMES

A–5.2a
LC–1.4b
LC–4.1a

For Student Use

Actividades favoritas / Favourite Activities: Peer-assessment Comment Cards

Nombre: ____________________________ *Fecha:* ____________________________

Nombre de mi compañero(a): ____

Criteria

- use a variety of words and phrases dealing with friends and activities
- inquire about and express agreement and disagreement
- use, independently and consistently, regular -*ar* verbs (present tense all persons), *gustar* (present tense all forms) and affirmative sentences

Dear ___________________,

As we were completing the Favourite Activities activity, I noticed that you used words and expressions like:

____

____

____

I noticed that you used many verbs and affirmative sentences in your chart; e.g.,

____

____

____

I noticed that you expressed agreement and disagreement when we were discussing:

____

____

____

Next time, you may want to try:

____

____

____

From _________________________

For Teacher Use

Evaluation Tool No. 2

Actividades favoritas / Favourite Activities: Anecdotal Notes

Fecha: ________________________

Criterios:

A–5.2a gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–1.4b use, in structured situations, the following grammatical elements:

- possessive adjectives: *nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras**
- adverbs (time, manner, place, quantity)

LC–4.1a organize texts, using common patterns

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–5.2a			
	LC–1.4b			
	LC–4.1a			
2.	A–5.2a			
	LC–1.4b			
	LC–4.1a			
3.	A–5.2a			
	LC–1.4b			
	LC–4.1a			
4.	A–5.2a			
	LC–1.4b			
	LC–4.1a			
5.	A–5.2a			
	LC–1.4b			
	LC–4.1a			
6.	A–5.2a			
	LC–1.4b			
	LC–4.1a			

★If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.

Activity 4

El paisaje urbano / Cityscapes

Provide the students with photographs of neighbourhoods in Spanish-speaking countries. Each student chooses a photograph, examines it carefully and prepares a description, including comments on how the neighbourhood is the same as and/or different from a similar one in Alberta. Students form pairs and describe their photographs to each other. Students listen to their partner's description and offer their opinions.

Sample Text

- *Este barrio se llama ___. En el centro del barrio, hay una plaza con una fuente muy antigua. Detrás de la fuente hay dos árboles viejos y tres bancos bajo de los árboles*. / This neighbourhood is called ___. In the middle of the neighbourhood, there is a square with an ancient fountain. Behind the fountain there are three benches by two old trees.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

LC–1.4

a. use, in modelled situations, the following grammatical elements:
  - demonstrative adjectives: *ese, esa, esos, esas, aquel, aquella, aquellos, aquellas*

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

GC–1.4

a. compare and contrast elements of the diverse cultures of the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - be encouraged to try, even though they might make mistakes

Materials

Photographs of urban neighbourhoods in Spanish-speaking countries.

Prerequisite Knowledge

Describe photographs.
Understand oral texts as described by peers.

Sample Vocabulary

el lago / lake	*la iglesia* / church
el edificio / building	*el rascacielos* / skyscraper
la plaza / square	*el ayuntamiento* / town hall

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES

LC–1.4a
LC–2.1a
GC–1.4a
S–3.3a

Have students reflect on their learning and how well they were able to use social and affective strategies, use certain grammatical elements and compare and contrast elements of the diverse cultures of the Spanish-speaking world. Students could use the following sentence starters:

- I used the required grammar in the following sentences.
- I learned that …
- The neighbourhoods in the photographs were different from those in Alberta in the following ways.
- I liked the following about the cities and towns in the photographs.

TOOL 2

Rating Scale

OUTCOMES

A–4.1a
LC–1.4a
LC–2.1a

Create an outcome-based rating scale and share it with the students before they describe neighbourhoods in Spanish-speaking countries and offer their opinions on their classmates' descriptions. Use the rating scale to assess how well students are able to understand their classmates' descriptions, use certain grammatical elements and participate in casual exchanges with classmates.

Evaluation Tool No. 2

For Teacher Use

El paisaje urbano / Cityscapes: Rating Scale

Nombre: ______________________ *Fecha:* ____________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–4.1 a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities	●	●	●	●
LC–2.1 a. understand a variety of short, simple oral texts in guided and unguided situations	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

El cuerpo humano / The Human Body

Students work individually or in small groups to create a Spanish-language poster, advertisement or digital slide show that promotes physical fitness, health and wellness. They include an explanation of appropriate activities; e.g., daily exercise, healthy diet and good personal hygiene. Remind students to pay careful attention to their spelling and punctuation.

Sample Text

- *¿Qué tengo que hacer para tener buena salud?* / What do I have to do to stay healthy?
- *Para tener buena salud es importante comer comida sana.* / To stay healthy, it is important to eat healthy food.
- *Tienes que hacer ejercicio y dormir ocho horas cada noche.* / You have to exercise, and sleep eight hours every night.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

LC–1.2
a. apply some common spelling rules

LC–1.2
b. use some basic mechanical conventions

LC–1.3
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including family traditions, friends and activities, fashion/clothing, the body, vacation and travel, and any other lexical fields that meet their needs and interests

LC–1.4
b. use, in structured situations, the following grammatical elements:
- question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*

Selected Supporting outcomes

Students will be able to:

S–2.3
a. identify and use a variety of productive strategies; e.g.,
- use words that are visible in the immediate environment
- use illustrations to provide detail when producing their own texts

Activity 5 (continued)

Materials

It varies.

Prerequisite Knowledge

Form and properly punctuate questions.

Write short texts in Spanish.

Sample Vocabulary

hacer ejercicio / *to exercise*	*el agua* / water
mantenerse sano / to stay healthy	*equilibrado* / balanced
en forma / fit	*el yoga* / yoga
hacer jogging / to jog	*el gimnasio* / gym
la verdura / vegetable	*la vitamina* / vitamin
la dieta / diet	*hacer pesas* / to lift weights
la higiene / hygiene	*dar un paseo* / to go for a walk

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES

A–1.1a
LC–1.2a
LC–1.2b
S–2.3a

Have the students reflect on their learning and how well they were able to understand information, such as definitions, comparisons and examples, when producing a presentation about physical fitness, health and wellness. Students could use the following sentence starters:

- This reminds me of …
- I learned that, when forming questions, …
- I used the following productive strategies while producing my presentation.
- I learned the following new vocabulary words.

TOOL 2

Checklist and Comments

OUTCOMES

LC–1.2a
LC–1.2b
LC–1.3a
LC–1.4b

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use certain grammatical elements, basic mechanical conventions, common spelling rules and a repertoire of words and phrases when producing a health and wellness presentation.

El cuerpo humano / The Human Body: Checklist and Comments

Nombre: ______________________ *Fecha:* ____________________________

Criterios:	***Sí***	***Aún no***
LC–1.2 a. apply some common spelling rules	☐	☐
LC–1.2 b. use some basic mechanical conventions	☐	☐
LC–1.3 a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including family traditions, friends and activities, fashion/clothing, the body, vacation and travel, and any other lexical fields that meet their needs and interests	☐	☐
LC–1.4 b. use, in structured situations, the following grammatical elements: • question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*	☐	☐

Comentarios

Lo que hiciste bien: ____
____
____
____

Lo que puedes mejorar: ____
____
____
____

Una sugerencia para la próxima vez: _______________________________
____
____
____

Activity 6

¿Qué tenemos que hacer? / What Do We Have to Do?

Lead a class discussion about camping and the gear needed when going on a camping trip. Divide the class into two equal teams. One student on Team A throws a tennis ball to the other teams and asks a question related to something that one has to do when going on a camping trip. A student on Team B catches the ball and responds to the question. If the answer uses the expression *tener que* + infinitive, Team B wins a point and a chance to throw the ball to Team A and ask a question. If the answer provided is incorrect, or the team member takes too long to answer, Team A wins a point and has a chance to throw the ball again and ask a new question. Play reverts back and forth between the teams until each student has asked and answered a question.

Sample Questions
- *¿Qué tenemos que hacer cuando tomamos el autobús?* / What do we have to do when we take the bus?
- *¿Qué tenemos que llevar al parque?* / What do we have to bring to the park?
- *¿Qué tenemos que preparar para comer?* / What do we have to pack to eat?

Variation
- Instead of *tener que* + infinitive use *ir a* + infinitive.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

LC–1.3
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including family traditions, friends and activities, fashion/clothing, the body, vacation and travel, and any other lexical fields that meet their needs and interests

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   - *tener que* + infinitive

A–6.1
a. use the language for fun and to interpet simple humour; e.g., create humorous anecdotes/skits

Selected Supporting outcomes

Students will be able to:

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   - seek help from others
   - take part in group decision-making processes

Activity 6 (continued)

Materials

Tennis ball or beanbag.

Prerequisite Knowledge

Form questions and use question words.

Use *tener que* + infinitive or *ir a* + infinitive.

Sample Vocabulary

los preparativos / preparations	*el saco de dormir* / sleeping bag
la mochila / backpack	*la tienda* / tent
la hoguera / campfire	*la parrilla* / grill
la linterna / flashlight	*el árbol* / tree

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they start the game. Students use the rating scale to assess how well they are able to use social and affective strategies, certain grammatical elements and a repertoire of words and phrases to produce a variety of short, simple oral texts.

OUTCOMES

LC–1.3a
LC–1.4a
LC–2.2a
S–3.3a

TOOL 2

Observation Checklist

Create an outcome-based checklist and share it with the students before they start the game. Use the checklist to assess if students are able to use certain grammatical elements, use a repertoire of words and phrases, and use the language for fun and to interpret simple humour.

OUTCOMES

A–6.1a
LC–1.3a
LC–1.4a

Evaluation Tool No. 1

For Student Use

¿Qué tenemos que hacer? / What Do We Have to Do?: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________

Puedo:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• use a variety of familiar words about vacation and travel Evidence: • •	●	●	●	●
• use the *tener que* + infinitive form Evidence: • •	●	●	●	●
• produce a variety of short, simple oral sentences Evidence: • •	●	●	●	●
• take part in group decision-making processes Evidence: • •	●	●	●	●
• seek help from others Evidence: • •	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

Lo que necesito mejorar: ____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

¿Qué tenemos que hacer? / What Do We Have to Do?: Observation Checklist

Fecha: ____________________

Criterios:

A–6.1a	use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits
LC–1.3a	use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including family traditions, friends and activities, fashion/clothing, the body, vacation and travel, and any other lexical fields that meet their needs and interests
LC–1.4a	use, in modelled situations, the following grammatical elements: • *tener que* + infinitive

Nombre	***Criterios***	***Sí***	***Aún no***
1.	A–6.1a		
	LC–1.3a		
	LC–1.4a		
2.	A–6.1a		
	LC–1.3a		
	LC–1.4a		
3.	A–6.1a		
	LC–1.3a		
	LC–1.4a		
4.	A–6.1a		
	LC–1.3a		
	LC–1.4a		
5.	A–6.1a		
	LC–1.3a		
	LC–1.4a		
6.	A–6.1a		
	LC–1.3a		
	LC–1.4a		
7.	A–6.1a		
	LC–1.3a		
	LC–1.4a		
8.	A–6.1a		
	LC–1.3a		
	LC–1.4a		

Activity 7

LC–1

¿Es una pregunta o una afirmación? / Is It a Question or a Statement?

Prepare a dialogue of seven to 10 sentences and leave out the punctuation. Students form pairs and read the dialogue aloud. They work together to determine the correct punctuation, add it to sentences and decide if the sentences are questions, statements or exclamations.

Sample Dialogue (without punctuation)

- *Buenos días Carlos cómo estás* / Good day Carlos how are you
- *Bien Gerardo y tú* / Well Gerardo and you
- *Fantástico oye tu camisa es nueva* / Fantastic Is your shirt new
- *Sí es un regalo de mi abuela te gusta* / Yes it is a present from my aunt you like it
- *Sí me gusta mucho pero no te parece que tu ropa es un poco formal hoy* / Yes I like it a lot but don't you think that your clothing is a little formal today

Variation

- Students compose their own dialogue without punctuation and their partners try to determine if the sentences are questions or statements.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

LC–1.1

a. identify and reproduce some critical sound distinctions and intonations that are important for meaning

LC–1.2

b. use some basic mechanical conventions

LC–1.4

b. use, in structured situations, the following grammatical elements:
  - possessive adjectives: *nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras*★

LC–4.1

b. interpret simple references within texts

★If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.

Selected Supporting outcomes

Students will be able to:

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
  - use gestures, intonation and visual supports to aid comprehension
  - listen or look for key words

Activity 7 (continued)

Materials

Prepared dialogue without punctuation.

Prerequisite Knowledge

Punctuation for questions, statements and exclamations.

Sample Vocabulary

la coma / comma	*signo de admiración* / exclamation point
el punto / period	*signo de interrogación* / question mark
el acento / accent	

Evaluation Tools

TOOL

1 Anecdotal Notes

OUTCOMES

Observe students as they rehearse the dialogue and use intonation to determine the punctuation. Note and record how well they are able to use certain grammatical elements, use basic mechanical conventions and identify and reproduce some critical sound distinctions and intonations that are important for meaning.

LC–1.1a
LC–1.2b
LC–1.4b

TOOL

2 Self-assessment

OUTCOMES

Create an outcome-based self-assessment and share it with the students before they rehearse the dialogue. Students use the self-assessment to determine if they are able to use interpretive strategies, understand a variety of short, simple written texts and interpret simple references within texts.

LC–1.1a
LC–2.4a
LC–4.1b
S–2.2a

Evaluation Tool No. 1

For Teacher Use

¿Es una pregunta o una afirmación? / Is It a Question or a Statement?: Anecdotal Notes

Fecha: ___________________________

Criterios:

LC–1.1a identify and reproduce some critical sound distinctions and intonations that are important for meaning

LC–1.2b use some basic mechanical conventions

LC–1.4b use, in structured situations, the following grammatical elements:

- possessive adjectives: *nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras*★

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	LC–1.1a			
	LC–1.2b			
	LC–1.4b			
2.	LC–1.1a			
	LC–1.2b			
	LC–1.4b			
3.	LC–1.1a			
	LC–1.2b			
	LC–1.4b			
4.	LC–1.1a			
	LC–1.2b			
	LC–1.4b			
5.	LC–1.1a			
	LC–1.2b			
	LC–1.4b			
6.	LC–1.1a			
	LC–1.2b			
	LC–1.4b			

★If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.

¿Es una pregunta o una afirmación? / Is It a Question or a Statement?: Self-assessment

Nombre: ____________________ *Fecha:* ________________________

Puedo:	***Lo que hago bien …***	***Puedo mejorar …***
• identify differences in the sounds of words and sentences that are important for meaning; e.g., tell if a sentence is a question or not		
• understand short, simple written texts with and without the help of others		
• figure out from the text if the sentences are questions or statements		
• identify and use a variety of interpretive strategies; e.g., – use intonation to help understand the sentence – listen or look for key words		

Comentarios

____

____

____

____

Activity 8

El perro de San Roque / The Dog of Saint Roch

Lead a class discussion about how challenging it can be to distinguish between the “rr” and “r” sounds in Spanish. Display and guide students through the pronunciation of the words to the tongue twister “El perro de San Roque.” In groups of two to three, students recite the tongue twister to each other, helping each other to distinguish and then pronounce the “r” and “rr” sounds. Students then write a second stanza to the tongue twister that follows the same pattern and incorporates the “r” and “rr” sounds.

Sample Tongue Twister

- *El Perro de San Roque no tiene rabo, porque Ramón Rodríguez se lo ha robado*. / The dog of Saint Roch does not have a tail, because Ramon Rodriguez has stolen it.
- *El Perro de San Roque no tiene cola, porque se la ha comido la caracola.* / The dog of Saint Roch does not have a tail, because the snail has eaten it.
- *El carro de mi tía no hay quien lo mueva, porque le han robado las cuatro ruedas.* / My aunt’s cart cannot be moved by anyone, because someone has stolen the four wheels.

Extension

- Students describe the historical figure of Saint Roch and his place in Spanish history.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.1

a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

LC–1.1

a. identify and reproduce some critical sound distinctions and intonations that are important for meaning

LC–1.4

b. use, in structured situations, the following grammatical elements:
   - simple compound sentences using conjunctions *y*, *o* and *pero*

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   - be encouraged to try, even though they might make mistakes
   - use support strategies to help peers persevere at learning tasks
   - use social interaction skills to enhance group learning activities

Activity 8 (continued)

Materials

None required.

Prerequisite Knowledge

Rules for and sound difference between “r” and “rr.”

Sample Vocabulary

las letras / lyrics
pronunciar / pronounce
trabalenguas / tongue twisters

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES
A–6.1a
LC–1.1a
LC–1.4b
S–3.3a

Have the students reflect on their learning and how well they were able to use social and affective strategies, use certain grammatical elements, use the language for fun and reproduce some critical sound distinctions and intonations. Students could use the following sentence starters:

- Spanish sounds can be …
- I learned that Spanish pronunciation …
- The social and affective strategies that I find to be most useful are …
- When I felt anxious I was able to …
- The tongue twister that was the most fun to say was …

TOOL 2

Self-assessment Checklist and Goal Setting

OUTCOMES
LC–1.1a
LC–1.4b
LC–2.2a
S–3.3a

Create an outcome-based self-assessment checklist and share it with the students before they practise tongue twisters. Students use the checklist to determine if they are able to use the language for fun, use social and affective strategies, use certain grammatical elements and reproduce some critical sound distinctions and intonations in a tongue twister stanza they write themselves.

For Student Use

El perro de San Roque / The Dog of Saint Roch: Self-assessment Checklist and Goal Setting

Nombre: ______________________

Fecha: ______________________________

Puedo:	***Sí***	***Aún no***	***Lo que voy a hacer en seguido …***
• identify and reproduce some important and difficult sounds in Spanish			
• use, in structured situations, words like *y, o* and *pero*			
• produce a short, simple oral text with help from others			
• try, even though I might make mistakes			
• use support strategies to help my classmates keep trying to learn tasks			
• use social interaction skills to make group learning activities better and more successful			

Nos divertimos con textos

Fun with Texts

Language Competence **LC–2**

Students will interpret and produce texts.

Specific Outcomes

Students will be able to:

LC–2.1a understand a variety of short, simple oral texts in guided and unguided situations
LC–2.2a produce a variety of short, simple oral texts in guided situations
LC–2.3a manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary
LC–2.4a understand a variety of short, simple written texts in guided and unguided situations
LC–2.5a produce a variety of short, simple written texts in guided situations
LC–2.6a derive meaning from visual elements of a variety of media in guided and unguided situations
LC–2.7a express meaning through the use of visual elements in a variety of media in guided and unguided situations

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

A–2.1
a. inquire about and express agreement and disagreement

A–3.1
a. respond to and make suggestions in a variety of situations

A–3.2
a. state personal actions in the present

A–3.3
a. express appreciation, enthusiasm, support and respect for contributions of others

A–6.2
a. use the language creatively and for aesthetic purposes

Other Specific Outcomes (continued)

Language Competence

Students will be able to:

LC–1.2

b. use some basic mechanical conventions

LC–1.4

b. use, in structured situations, the following grammatical elements:
   - noun–adjective agreement: number and gender
   - regular *-er, -ir* verbs (present tense all persons)
   - adverbs (time, manner, place, quantity)
   - common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations
   - simple compound sentences using conjunctions *y*, *o* and *pero*

LC–1.4

c. use, independently and consistently, the following grammatical elements:
   - regular *-ar* verbs (present tense all persons)

LC–4.1

a. organize texts, using common patterns

Global Citizenship

Students will be able to:

GC–1.3

a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

GC–1.4

a. compare and contrast elements of the diverse cultures of the Spanish-speaking world

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Strategies

Students will be able to:

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
   - interpret and use a variety of nonverbal cues to communicate
   - indicate lack of understanding of Spanish text/expressions through questioning in Spanish
   - start again, using a different tactic, when communication breaks down
   - use a simple word similar to the concept to convey, and invite correction
   - ask for confirmation that a form used is correct
   - self-correct if errors lead to misunderstandings; e.g., *Quiero decir que …, mejor dicho …, o sea …*

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
   - determine the purpose of listening
   - listen selectively based on purpose
   - infer probable meanings of unknown words or expressions from contextual clues

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - use nonverbal means to communicate
   - use words that are visible in the immediate environment
   - edit and proofread the final version of a text
   - compensate for avoiding difficult structures by rephrasing

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   - participate in cooperative group learning tasks
   - be encouraged to try, even though they might make mistakes
   - take part in group decision-making processes
   - use support strategies to help peers persevere at learning tasks
   - use social interaction skills to enhance group learning activities

Activity 1

Frases recortadas / Sentence Strips

Locate or print out a variety of vacation itineraries and cut them into strips. In groups of two to three, students organize the strips into a logical order and invite their classmates to verify that the order is correct. The groups rescramble their strips and switch sets with another group.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

Selected Supporting outcomes

Students will be able to:

LC–4.1

a. organize texts, using common patterns

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   - participate in cooperative group learning tasks
   - be encouraged to try, even though they might make mistakes
   - use social interaction skills to enhance group learning activities

Activity 1 (continued)

Materials

Variety of trip itineraries cut into sentence strips.

Prerequisite Knowledge

None required.

Sample Vocabulary

¿Adónde va esta persona? / Where is this person going?
¿Cuál es el número de vuelo? / What is the flight number?
¿Cuándo se va esta persona? / When is this person going?
¿Cuándo regresa esta persona? / When does this person return?

Evaluation Tools

TOOL 1 Anecdotal Notes

Observe students as they organize the sentence strips. Note and record how well they are able to express appreciation and support for the contributions of their classmates, organize their sentence strips using common patterns and use social and affective strategies.

OUTCOMES

A–3.3a
LC–2.4a
LC–4.1a
S–3.3a

TOOL 2 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they organize the strips. Students use the checklist to determine if they are able to express appreciation and support for the contributions of their classmates, understand a variety of short, simple sentence strips and organize the sentence strips using common patterns.

OUTCOMES

A–3.3a
LC–2.4a
LC–4.1a
S–3.3a

Frases recortadas / Sentence Strips: Anecdotal Notes

Fecha: ________________________

Criterios:

A–3.3a express appreciation, enthusiasm, support and respect for contributions of others
LC–2.4a understand a variety of short, simple written texts in guided and unguided situations
LC–4.1a organize texts, using common patterns
S–3.3a identify and use a variety of social and affective strategies to enhance general learning; e.g.,

- participate in cooperative group learning tasks
- be encouraged to try, even though they might make mistakes
- use social interaction skills to enhance group learning activities

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–3.3a			
	LC–2.4a			
	LC–4.1a			
	S–3.3a			
2.	A–3.3a			
	LC–2.4a			
	LC–4.1a			
	S–3.3a			
3.	A–3.3a			
	LC–2.4a			
	LC–4.1a			
	S–3.3a			
4.	A–3.3a			
	LC–2.4a			
	LC–4.1a			
	S–3.3a			

Evaluation Tool No. 2

For Student Use

Frases recortadas / Sentence Strips: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***
• understand the various sentence strips		
• organize the strips into a logical order		
• offer words of support and encouragement to my group members		
• participate in the group activity		
• try, even though I might make mistakes		
• use social interaction skills to make the activity successful		

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

Activity 2

Tarjetas postales / Postcards

Students imagine that a new pen pal has just sent them a postcard from a vacation location. They work individually to design their own postcard in response. Each student includes an image on the front of the postcard that depicts where he or she usually goes (or would like to go) on vacation. The message on the back of the postcard briefly describes the image on the front, including typical weather and activities. The student also includes a comparison between the elements of his or her vacation location and that of the new pen pal.

Sample Text

- *¡Hola amigo(a)! Soy Pablo. Me gustan mucho los veranos en Alberta. Normalment, voy a un lago con mi familia. Tenemos una cabaña grande. Nado mucho y a veces voy a pescar con mi padre. Cuando llueve, me quedo en la cabaña y juego a las cartas con mi hermana.* / Hello friend! I am Paul. I really like the summers in Alberta. Normally, I go to a lake with my family. We have a large cabin. I swim a lot and sometimes go fishing with my father. When it rains, I stay in the cabin and play cards with my sister.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

LC–2.5

a. produce a variety of short, simple written texts in guided situations

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

GC–1.3

a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

Selected Supporting outcomes

Students will be able to:

LC–1.2

b. use some basic mechanical conventions

LC–1.4

c. use, independently and consistently, the following grammatical elements:
   - regular *-ar* verbs (present tense all persons)

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - use words that are visible in the immediate environment
   - edit and proofread the final version of a text
   - compensate for avoiding difficult structures by rephrasing

Activity 2 (continued)

Materials

Postcards from Spanish-speaking countries (or reasonable facsimiles).

Construction paper, glue, scissors, markers and magazines.

Prerequisite Knowledge

Format and rules of writing postcards in Spanish.

Sample Vocabulary

saludos	greetings
descripciones de lugares	descriptions of places
el tiempo	weather
el lugar	location
la dirección	address

Evaluation Tools

TOOL 1

Rating Scale

Create an outcome-based rating scale and share it with the students before they create their postcards. Use the rating scale to assess how well students are able to use certain grammatical elements and basic mechanical conventions when producing short, simple written texts.

OUTCOMES

LC–1.2b
LC–1.4c
LC–2.5a
LC–2.7a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create their postcards. Students use the checklist to determine if they are able to use Spanish creatively, use productive strategies and explore and compare elements of Spanish-speaking cultures with elements of their own culture(s).

OUTCOMES

A–6.2a
LC–2.5a
GC–1.3a
S–2.3a

For Teacher Use

Evaluation Tool No. 1

Tarjetas postales / Postcards: Rating Scale

Fecha: ____________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
LC–1.2 b. use some basic mechanical conventions	●	●	●	●
LC–1.4 c. use, independently and consistently, the following grammatical elements: • regular *-ar* verbs (present tense all persons)	●	●	●	●
LC–2.5 a. produce a variety of short, simple written texts in guided situations	●	●	●	●
LC–2.7 a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	●	●	●	●

Comentarios

Lo que hiciste bien: ____________________

____

____

____

Lo que puedes mejorar: ____________________

____

____

____

Evaluation Tool No. 2

For Student Use

Tarjetas postales / Postcards: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• use Spanish creatively and for aesthetic purposes		
• write short, simple sentences in Spanish		
• use words that are visible in the classroom on my postcard		
• avoid difficult structures by rephrasing		
• edit and proofread the final version of my postcard		
• compare and contrast the vacations of my Spanish-speaking pen pal with my own		

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

Activity 3

Descripciones de obras de arte / Art Descriptions

As a class, students take a virtual tour of an art gallery and examine artworks from the Spanish-speaking world. Each student chooses a particular piece of art from the tour, writes a description of it and then reads the description to classmates to see if they can determine the artwork described.

Sample Text

- *Ese cuadro tiene …. En ese cuadro hay …. Ese cuadro es una imagen en que ….* / This painting has …. In this painting, there is …. This painting is about ….

Specific Outcomes

Selected Principal outcomes

Students will be able to:

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.5

a. produce a variety of short, simple written texts in guided situations

LC–2.6

a. derive meaning from visual elements of a variety of media in guided and unguided situations

Selected Supporting outcomes

Students will be able to:

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
    - interpret and use a variety of nonverbal cues to communicate
    - indicate lack of understanding of Spanish text/expressions through questioning in Spanish
    - self-correct if errors lead to misunderstandings; e.g., *Quiero decir que …, mejor dicho …, o sea …*

Materials

Pictures of famous art of the Spanish-speaking world.

Prerequisite Knowledge

Cultural information regarding different visual art pieces.
Descriptive adjectives.
Simple verbs.

Sample Vocabulary

Este cuadro es de … / This painting by …
Este cuadro es sobre … / This painting is about …
Está pintado por … / It is painted by …

Evaluation Tools

TOOL 1 Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to identify and understand aspects of artwork of the Spanish-speaking world, and use interactive strategies to understand short descriptions of the artwork.

OUTCOMES

LC–2.1a
LC–2.6a
GC–3.1a
S–2.1a

TOOL 2 Peer-assessment Rating Scale

Collaboratively create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to use interactive strategies, write short, simple descriptions of artwork of the Spanish-speaking world and discuss the descriptions with classmates.

OUTCOMES

LC–2.5a
GC–3.1a
S–2.1a

Descripciones de obras de arte / Art Descriptions: Anecdotal Notes

Fecha: ________________________

Criterios:

LC–2.1a	understand a variety of short, simple oral texts in guided and unguided situations
LC–2.6a	derive meaning from visual elements of a variety of media in guided and unguided situations
GC–3.1a	identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest
S–2.1a	identify and use a variety of interactive strategies; e.g., • interpret and use a variety of nonverbal cues to communicate • indicate lack of understanding of Spanish text/expressions through questioning in Spanish • self-correct if errors lead to misunderstandings; e.g., *Quiero decir que …, mejor dicho …, o sea …*

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	LC–2.1a			
	LC–2.6a			
	GC–3.1a			
	S–2.1a			
2.	LC–2.1a			
	LC–2.6a			
	GC–3.1a			
	S–2.1a			
3.	LC–2.1a			
	LC–2.6a			
	GC–3.1a			
	S–2.1a			
4.	LC–2.1a			
	LC–2.6a			
	GC–3.1a			
	S–2.1a			

Evaluation Tool No. 2

For Student Use

Descripciones de obras de arte / Art Descriptions: Peer-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): __________________

Puedes:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• identify an artwork that you like	●	●	●	●
• write a description of a work of art	●	●	●	●
• indicate lack of understanding through questioning in Spanish	●	●	●	●
• understand and use a variety of nonverbal cues to communicate	●	●	●	●
• self-correct if errors lead to misunderstandings	●	●	●	●

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Activity 4

¡Adivina cual es mi actividad preferida! / Guess What My Favourite Activity Is!

Students use pictures from magazines and the Internet to create a collage illustrating their favourite indoor and outdoor activities. Post each collage on the wall and label it with a randomly assigned number rather than the student's name. Working with a partner, students walk around the classroom and use the picture clues and discussion with their partner to guess which collage was created by which student in the class. Each pair of students records its guesses on a numbered list and compares its guesses with the master list revealed at the end of the activity.

Sample Dialogue

- *Creo que ese collage es de ___ porque ___.* / I think this collage belongs to ___ because ___.
- *Estoy de acuerdo. Creo que pertenece a ___.* / I agree. I think it belongs to ___.
- *No estoy de acuerdo. Creo que es de ___.* / I disagree. I think it is by ___.
- *Estoy seguro que ese collage es de ___ porque* … / I am sure this collage belongs to ___ because …

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

LC–2.6

a. derive meaning from visual elements of a variety of media in guided and unguided situations

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

Selected Supporting outcomes

Students will be able to:

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - compensate for avoiding difficult structures by rephrasing

Activity 4 (continued)

LC–2

Materials

Pictures of activities from magazines or the Internet.
Scissors.
Paper.
Glue.

Prerequisite Knowledge

Use the verb *gustar* (to like).
Express simple actions in the present tense.
Express disagreement and agreement in a variety of ways.

Sample Vocabulary

la fotografía / photograph
el collage / collage
las tijeras / scissors
la revista / magazine

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES

LC–2.3a
LC–2.7a
LC–2.6a
S–2.3a

Have the students reflect on their learning and how well they were able to create collages to illustrate their favourite activities, derive meaning from their classmates' collages, manage simple, routine interactions and use productive strategies. Students could use the following sentence starters:

- I learned that …
- The part I liked best about my collage was …
- I would like to know more about …
- When I didn't know how to express a difficult word or sentence, I compensated by …

TOOL 2

Self-assessment Rating Scale

OUTCOMES

A–2.1a
LC–2.2a
LC–2.3a
LC–2.7a

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to inquire about and express agreement and disagreement during simple, routine interactions with classmates.

For Student Use

Evaluation Tool No. 2

¡Adivina cual es mi actividad preferida! / Guess What My Favourite Activity Is!: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:

	Sí	***Casi***	***Aún no***
• inquire about and express agreement and disagreement	●	●	●
• express my opinion about the collages I observe, using simple phrases, and express my reasons	●	●	●
• engage in short conversations with my partner, asking for clarification and correcting myself if what I say is not entirely correct	●	●	●
• express meaning through my collage	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

Activity 5

Tradiciones familiares con amigos / Family Traditions with Friends

In small groups, students discuss what they traditionally do for a particular long weekend; e.g., Thanksgiving. Students then decide what changes would be necessary if they were to celebrate as a group. They discuss the long weekend plan and decide where they will go, what they will do, in what order and with which family. Students share their plan with their classmates.

Sample Dialogue

- *Normalmente, voy con mi familia a casa de mis abuelos. ¿Quieres acompañarnos?* / Normally, I go to my grandparents' house with my family. Do you want to come along?
- *Por la tarde voy con mis hermanos al parque. ¿Cuándo vas a casa de tus abuelos?* / I go to the park with my brothers. When do you go to your grandparents'?
- *A las dos o las tres.* / At two or three in the afternoon.
- *Podemos ir al parque por la mañana. Quiero ir contigo.* / We can go to the park in the morning. I want to go with you.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1
a. respond to and make suggestions in a variety of situations

A–3.2
a. state personal actions in the present

LC–2.3
a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

LC–2.5
a. produce a variety of short, simple written texts in guided situations

Selected Supporting outcomes

Students will be able to:

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - take part in group decision-making processes
  - use support strategies to help peers persevere at learning tasks
  - use social interaction skills to enhance group learning activities

Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

Provide short descriptions about family traditions.
Use the verb *gustar* (to like).
Make short statements in the simple present.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL 1

Self-assessment Rating Scale and Checklist

Create an outcome-based self-assessment rating scale and checklist and share it with the students before they begin the activity. Students use the rating scale and checklist to determine if they are able to respond to and make suggestions, in the present tense, about their own family traditions, asking for repetition or clarification when necessary, and use social and affective strategies.

OUTCOMES

A–3.1a
A–3.2a
LC–2.3a
S–3.3a

TOOL 2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to write their personal choices, in the present tense, for the class's holiday plan, ask for repetition or clarification when necessary and use social and affective strategies.

OUTCOMES

A–3.2a
LC–2.3a
LC–2.5a
S–3.3a

Evaluation Tool No. 1

For Student Use

Tradiciones familiares con amigos / Family Traditions with Friends: Self-assessment Rating Scale and Checklist

Nombre: ______________________________ *Fecha:* ________________________________

I used the following statements to describe my family traditions.	I used the following social and affective strategies while working with my partners.
1.	1.
2.	2.

When people asked me questions, I understood my classmates.

siempre *usualmente* *a veces* *pocas veces*

I know this because … ●———●———●———●

I used social interaction skills to improve group learning activities. *Sí* *No*

Evidence: ____

____

____

____

I used the following statements to make and respond to suggestions.

1. ____

2. ____

For Teacher Use

Evaluation Tool No. 2

Tradiciones familiares con amigos / Family Traditions with Friends: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Aún no***
A–3.2 a. state personal actions in the present	●	●	●	●
LC–2.3 a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary	●	●	●	●
LC–2.5 a. produce a variety of short, simple written texts in guided situations	●	●	●	●
S–3.3 a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,				
• take part in group decision-making processes	●	●	●	●
• use support strategies to help peers persevere at learning tasks	●	●	●	●
• use social interaction skills to enhance group learning activities	●	●	●	●

Comentarios

Lo que hiciste bien: ______________________________

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Lo que puedes mejorar: ______________________________

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Activity 6

Esta persona es … / This Person Is …

Each student chooses a well-known celebrity and writes three or four sentences to describe that person; e.g., interests, personality traits, physical characteristics. Working in groups of three or four, students take turns reading their descriptions and guessing their group members' celebrities.

Sample Text

- *Esta persona tiene ojos azules y pelo moreno*. / This person has blue eyes and dark hair.
- *Esta persona es atlética y alta*. / This person is tall and athletic.
- *A esta persona le gusta mucho leer.* / This person likes to read a lot.
- *Esta persona es muy sociable y amable.* / This person is very sociable and friendly.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.5

a. produce a variety of short, simple written texts in guided situations

Selected Supporting outcomes

Students will be able to:

LC–1.4

b. use, in structured situations, the following grammatical elements:
  - noun–adjective agreement: number and gender
  - regular *-er*, *-ir* verbs (present tense all persons)

S–2.1

a. 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 to convey, and invite correction
  - ask for confirmation that a form used is correct

Activity 6 (continued)

Materials

None required.

Prerequisite Knowledge

Use common words and expressions to describe people, based on their physical appearance, their character and what they like to do.

Express opinions, agreement and disagreement.

Sample Vocabulary

fuerte / strong	*amable* / friendly
alto(a) / tall	*leer* / to read
sociable / sociable	*simpático(a)* / nice

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

OUTCOMES

Create an outcome-based self-assessment rating scale and share it with the students before they write their descriptions. Students use the rating scale to assess how well they are able to understand their classmates' descriptions and use certain grammatical elements when writing their own.

LC–1.4b
LC–2.1a
LC–2.5a

TOOL 2

Observation Checklist

OUTCOMES

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use interactive strategies and understand definitions, comparisons and examples in their classmates' descriptions.

A–1.1a
LC–1.4b
LC–2.5a
S–2.1a

Evaluation Tool No. 1

For Student Use

Esta persona es … / This Person Is … : Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• understand short, oral descriptions of celebrities	●	●	●	●
• produce a simple description of a celebrity	●	●	●	●
• use regular present tense *-er, -ir* verbs	●	●	●	●
• make all nouns and adjectives agree according to number and gender	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

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____

La próxima vez, voy a prestar más atención a: ______________________________________

____

____

____

Esta persona es … / This Person Is … : Observation Checklist

Fecha: ______________________

Criterios:

A–1.1a understand information, such as definitions, comparisons and examples

LC–1.4b use, in structured situations, the following grammatical elements:
- noun–adjective agreement: number and gender
- regular *-er*, *-ir* verbs (present tense all persons)

LC–2.5a produce a variety of short, simple written texts in guided situations

S–2.1a 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 to convey, and invite correction
- ask for confirmation that a form used is correct

	A–1.1a		LC–1.4b		LC–2.5a		S–2.1a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

Activity 7

Desfile de moda / Fashion Show

Provide a variety of pictures of traditional clothing from Spanish-speaking countries. Each student chooses an outfit, writes a description of the outfit and records the description on an audiocassette, a portable digital media player or a CD–ROM. Students play the recordings for their classmates, who identify the outfits described.

Sample Text
El vestido tiene muchos colores diferentes, pero principalmente es negro con fondo blanco. Hay muchos flores; las flores son rojas, anaranjadas, amarillas y rosadas. / The dress has many different colours, but is principally black with white at the bottom. There are many flowers; the flowers are red, orange, yellow and pink.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

GC–1.4
a. compare and contrast elements of the diverse cultures of the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

S–2.2
a. identify and use a variety of interpretive strategies; e.g.,
  - determine the purpose of listening
  - listen selectively based on purpose
  - infer probable meanings of unknown words or expressions from contextual clues

Activity 7 (continued)

LC–2

Materials

Pictures of traditional clothing of the Spanish-speaking world.

Prerequisite Knowledge

Clothing vocabulary adjectives.

Noun–adjective agreement.

Sample Vocabulary

la bufanda / scarf
los pantalones / pants
la falda / skirt
la corbata / tie
el traje / suit
el vestido / dress
los zapatos / shoes

Evaluation Tools

TOOL 1

Learning Log

Have the students reflect on their learning and how well they were able to use interpretive strategies and understand and produce oral descriptions of traditional clothing from Spanish-speaking countries. Students could use the following sentence starters:

- This reminds me of …
- I learned …
- I would like to know more about …
- Some new words and expressions I learned were …
- I listened for …
- I like the clothing from …

OUTCOMES

LC–2.1a
LC–2.2a
GC–1.4a
S–2.2a

TOOL 2

Rating Scale

Create an outcome-based rating scale and share it with the students before they record and listen to clothing descriptions. Use the rating scale to assess how well students are able to understand information, such as definitions, comparisons and examples, and listen to and produce oral descriptions of traditional clothing from Spanish-speaking countries.

OUTCOMES

A–1.1a
LC–2.1a
LC–2.2a

Evaluation Tool No. 2

For Teacher Use

Desfile de moda / Fashion Show: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
A–1.1 a. understand information, such as definitions, comparisons and examples	●	●	●	●
LC–2.1 a. understand a variety of short, simple oral texts in guided and unguided situations	●	●	●	●
LC–2.2 a. produce a variety of short, simple oral texts in guided situations	●	●	●	●

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

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Activity 8

Mi ciudad / My Home Town

Students write a short guided tour of their town or city, highlighting important buildings, monuments and statues that may have historical, cultural, economic, functional or personal significance. They make a video to accompany the tour or use pictures from magazines, the Internet or drawn by hand. Students narrate their tours for their classmates.

Sample Language

- *Aquí estamos en la plaza.* / Here we are in the square.
- *Hay mucha gente.* / There are many people.
- *Unos chicos juegan al fútbol.* / Some boys play soccer.
- *Hay una familia con su perro*. / There is a family with its dog.
- *Hace muy buen tiempo*. / It is a very nice day.
- *Los monumentos en el centro de la plaza son muy altos y antiguos.* / The monuments in the centre of the square are very tall and old.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

Selected Supporting outcomes

Students will be able to:

LC–1.4

b. use, in structured situations, the following grammatical elements:
    - adverbs (time, manner, place, quantity)
    - common prepositions of location (*a*, *de*, *en*) and the preposition *con* in familiar situations
    - simple compound sentences using conjunctions *y*, *o* and *pero*

S–2.3

a. identify and use a variety of productive strategies; e.g.,
    - use nonverbal means to communicate

Materials

Video equipment, magazines, computers, or markers and paper.

Prerequisite Knowledge

Prepositions. Location words.

Sample Vocabulary

Éste es mi ____. / This is my ____.	*el parque* / park
Aquí está mi ____. / Here is my ____.	*el tranvía* / train, street car
a la izquierda / on the left	*la estatua* / statue
a la derecha / on the right	*la escuela* / school
derecho / straight ahead	*la biblioteca* / library
la iglesia / church	*el centro comercial* / shopping mall
el edificio / building	

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

OUTCOMES

Create an outcome-based self-assessment rating scale and share it with the students before they develop their presentations. Students use the rating scale to determine if they are able to understand definitions, comparisons and examples expressed in their classmates' presentations and use certain grammatical elements to produce their own oral presentations.

A–1.1a
LC–2.2a
LC–1.4b

TOOL 2

Self-assessment Checklist

OUTCOMES

Create an outcome-based self-assessment checklist and share it with the students before they develop their presentations. Students use the checklist to determine if they are able to express meaning through the visual elements of their presentation and use productive strategies.

LC–2.2a
LC–2.7a
S–2.3a

For Student Use

Evaluation Tool No. 1

Mi ciudad / My Home Town: Self-assessment Rating Scale

Nombre: ____________________   *Fecha:* ____________________

Puedo:	***Sí***	***Casi***	***Aún no***
• understand definitions, comparisons and examples in my classmates' presentations	●	●	●
• give an oral presentation, using short and simple sentences, with my teacher's help	●	●	●
• use, in structured situations, the following grammatical elements:			
– adverbs (time, manner, place, quantity)	●	●	●
– common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations	●	●	●
– simple compound sentences using conjunctions *y*, *o* and *pero*	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

Evaluation Tool No. 2

For Student Use

Mi ciudad / My Home Town: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

	Sí	***Aún no***
Puedo:		
• use pictures or video to illustrate my oral presentation	☐	☐
• use actions, as well as speaking, to communicate	☐	☐

Lo que hiciste bien:

____

____

Lo que necesito mejorar:

____

✂- -

Mi ciudad / My Home Town: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

	Sí	***Aún no***
Puedo:		
• use pictures or video to illustrate my oral presentation	☐	☐
• use actions, as well as speaking, to communicate	☐	☐

Lo que hiciste bien:

____

____

Lo que necesito mejorar:

____

La socialización del lenguaje

The Socialization of Language

Language Competence

LC–3

Students will apply knowledge of the sociocultural context.

Specific Outcomes

Students will be able to:

LC–3.1a identify socially appropriate language in specific situations
LC–3.3a recognize some common regional variations in language; e.g., the different pronunciations of *ce*, *ci*, *z*
LC–3.4a recognize important social conventions in everyday interactions
LC–3.5a use appropriate nonverbal behaviours in a variety of familiar contexts

Please note that Specific Outcome LC–3.2a is not addressed in the activities for Cluster LC–3, but this outcome is addressed in Cluster GC–1, Activity 3, and in Cluster S–1, Activity 5.

Other Specific Outcomes

Applications

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

A–4.1
a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.4
a. provide reasons for their opinions on topics within their experience

Other Specific Outcomes (continued)

Language Competence

Students will be able to:

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.3
a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

LC–2.4
a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.6
a. derive meaning from visual elements of a variety of media in guided and unguided situations

LC–4.2
a. recognize various text forms delivered through a variety of media

Global Citizenship

Students will be able to:

GC–1.1
a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

GC–1.3
a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

GC–1.3
b. recognize cultural behaviours that are different from their own

GC–1.5
a. explore activities and experiences that reflect the cultures of the Spanish-speaking world

GC–2.2
a. recognize that languages can be grouped into families based on common origins

GC–2.4
a. recognize that within any culture there are important differences in the way people speak and behave

Strategies

Students will be able to:

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
  - initiate or maintain interaction with others
  - work cooperatively with peers in small groups
  - be willing to take risks and to try unfamiliar tasks and approaches

S–2.2
a. identify and use a variety of interpretive strategies; e.g.,
  - determine the purpose of listening
  - listen or look for key words
  - listen selectively based on purpose

S–2.3
a. identify and use a variety of productive strategies; e.g.,
  - use nonverbal means to communicate
  - use words that are visible in the immediate environment
  - compensate for avoiding difficult structures by rephrasing

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - participate in cooperative group learning tasks

Activity 1

¿Qué pasa? / What's Happening?

Students form pairs and examine a picture from a magazine that depicts at least two people. They decide if the scene is formal or informal and improvise a brief dialogue, using socially appropriate language. After approximately three minutes, students trade their pictures with another group and improvise another short dialogue.

Sample Dialogue
- *Perdone, señor. ¿Qué hora es?* / Pardon me, sir. What time is it?
- *Son las ocho y media.* / It is eight–thirty.
- *¿Sabe a qué hora llega el autobús?* / Do you know at what time the bus arrives?
- *Llega en cinco minutos.* / It arrives in five minutes.
- *Muchas gracias.* / Thank you very much.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.3
a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

LC–2.6
a. derive meaning from visual elements of a variety of media in guided and unguided situations

LC–3.1
a. identify socially appropriate language in specific situations

Selected Supporting outcomes

Students will be able to:

GC–1.3
b. recognize cultural behaviours that are different from their own

S–2.3
a. identify and use a variety of productive strategies; e.g.,
   - use nonverbal means to communicate
   - use words that are visible in the immediate environment
   - compensate for avoiding difficult structures by rephrasing

Activity 1 (continued)

Materials

Magazine pictures (15 to 20).

Prerequisite Knowledge

Formal and informal forms of address; i.e., *tú* versus *usted(es)* conjugations and formal titles.

Sample Vocabulary

None required.

Evaluation Tools

TOOL

1 Peer-assessment Rating Scale

OUTCOMES

Collaboratively create an outcome-based peer-assessment rating scale with the students before they improvise their dialogues. Students use the rating scale to determine if their peers are able to identify socially appropriate language during the production of short, simple oral texts and ask for repetition or clarification when necessary.

LC–2.2a
LC–2.3a
LC–3.1a

TOOL

2 Self-assessment Rating Scale

OUTCOMES

Create an outcome-based self-assessment rating scale and share it with the students before they improvise their dialogues. Students use the rating scale to assess how well they are able to use productive strategies, derive meaning from magazine pictures and improvise socially appropriate dialogues that recognize cultural behaviours different from their own.

LC–2.6a
LC–3.1a
GC–1.3b
S–2.3a

Evaluation Tool No. 1

For Student Use

¿Qué pasa? / What's Happening?: Peer-assessment Rating Scale

Nombre: ______________________ *Fecha:* ____________________

Nombre de mi compañero(a): ______________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• produce short, simple oral texts with the help of others	●	●	●	●
• manage simple, routine conversations with ease, asking for repetition or clarification when necessary	●	●	●	●
• identify socially appropriate language, e.g., *tú* or *usted*, in specific situations	●	●	●	●

Comentarios

Algo que me gusta de tu trabajo: ______________________________________

____

____

____

Una sugerencia para la próxima vez: ____________________________________

____

____

____

For Student Use

Evaluation Tool No. 2

¿Qué pasa? / What's Happening?: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• derive meaning from magazine pictures	●	●	●	●
• identify socially appropriate language	●	●	●	●
• recognize cultural behaviours different from my own	●	●	●	●
• use gestures and facial expressions to communicate	●	●	●	●
• use words that are visible in the immediate environment	●	●	●	●
• avoid difficult structures by rephrasing	●	●	●	●

Comentarios

Estoy contento(a) con:

____

____

Lo que necesito mejorar:

____

____

Estoy contento(a) con:

____

____

Activity 2

Saludos / Meet-and-greet Role-play

Students brainstorm a list of 15 to 20 famous Spanish-speaking people. Each student adopts the identity of one of these people and creates a badge listing the person's name, age and any other important information. Students then circulate through the classroom and greet one another, using the appropriate social conventions related to age, gender and professional background.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

LC–3.4

a. recognize important social conventions in everyday interactions

Selected Supporting outcomes

Students will be able to:

GC–1.3

a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - initiate or maintain interaction with others
   - be willing to take risks and to try unfamiliar tasks and approaches

Activity 2 (continued)

Materials

List of famous Spanish-speaking people.

Prerequisite Knowledge

Differences between formal and informal forms of address and greeting.

Sample Vocabulary

hola	hello
buenos días	good morning
buenas tardes	good afternoon
hasta mañana/buenas noches	good night
hasta pronto	see you later
¿Qué tal?	How are you? (familiar)
¿Cómo están ustedes?/¿Cómo esta usted?/¿Cómo le va?	How are you? (formal)
Me encanta …	I love …
hasta luego/hasta la vista	see you later
hasta pronto	see you soon
Buenos días, soy la Señora …	Good morning, I am Mrs. …
mucho gusto	pleased to meet you
es un placer	it is a pleasure
el gusto es mio	the pleasure is mine

Evaluation Tools

TOOL 1

Learning Log

Have the students reflect on their learning and how well they were able to greet each other, using important social conventions, use social and affective strategies, and compare elements of Spanish-speaking cultures with elements of their own culture(s). Students could use the following sentence starters:

- I felt comfortable when the conversation …
- An inappropriate way to address someone in a formal situation is …
- Formal situations in the Spanish-speaking world are different from those here in that …

OUTCOMES

LC–2.2a
LC–3.4a
GC–1.3a
S–1.3a

TOOL 2

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to initiate and maintain short verbal dialogues in which they apply important social conventions and explore elements of Spanish-speaking cultures.

OUTCOMES

A–4.1a
LC–2.2a
LC–3.4a
GC–1.3a

For Teacher Use

Saludos / Meet-and-greet Role-play: Checklist and Comments

Nombre: ______________________________ *Fecha:* ___________________________________

Criterios:	***Sí***	***Aún no***
A–4.1 a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities		
LC–2.2 a. produce a variety of short, simple oral texts in guided situations		
LC–3.4 a. recognize important social conventions in everyday interactions		
GC–1.3 a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)		

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Una sugerencia para la próxima vez: ___________________________________

____

____

____

Activity 3

Amigos y actitudes / Role-playing the Physical Side of Greetings

In groups of three or four, students practise a script dealing with a classroom-related theme, paying particular attention to their nonverbal behaviour; i.e., interpersonal space, posture, facial expressions, gestures, and behaving in the opposite way they normally would standing closer to/farther from group members, nodding when meaning "no," smiling when delivering sad lines, putting a hand on another's arm, shaking hands, hugging, air-kissing. Once all groups have acted out the scripts a few times, they discuss how nonverbal behaviour added to or detracted from the meaning of the script and what appropriate nonverbal behaviour might look like.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

LC–3.5

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

Selected Supporting outcomes

Students will be able to:

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - work cooperatively with peers in small groups

Activity 3 (continued)

Materials

Prepared script.

Prerequisite Knowledge

Nonverbal behaviour in Spanish-speaking countries.

Sample Vocabulary

asentir / to nod	*tranquilo(a)* / calm
el espacio personal / personal space	*extrovertido(a)* / extroverted
besitos / little kisses	*darle la mano* / shake hands
un abrazo / hug	*el contacto físico* / physical contact

Evaluation Tools

TOOL 1 Learning Log

Have the students reflect on their learning and how well they were able to understand a script, initiate a conversation with a classmate that includes nonverbal communication and use social and affective strategies. Students could use the following sentence starters:

- I started conversations by …
- Nonverbal behaviours that I am not comfortable with are …
- I felt anxious in the conversation when …

OUTCOMES

A–4.1a
LC–2.4a
LC–3.5a
S–1.3a

TOOL 2 Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to understand short, simple written and oral texts, use appropriate nonverbal behaviours and produce a variety of short, simple oral texts.

OUTCOMES

LC–2.1a
LC–2.2a
LC–2.4a
LC–3.5a

Amigos y actitudes / Role-playing the Physical Side of Greetings: Checklist and Comments

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
LC–2.1 a. understand a variety of short, simple oral texts in guided and unguided situations		
LC–2.2 a. produce a variety of short, simple oral texts in guided situations		
LC–2.4 a. understand a variety of short, simple written texts in guided and unguided situations		
LC–3.5 a. use appropriate nonverbal behaviours in a variety of familiar contexts		

Comentarios

Lo que hiciste bien: ______________________________

Lo que puedes mejorar: ______________________________

Una sugerencia para la próxima vez: ______________________________

Activity 4

¡Escucha el diálogo y comenta! / Hear a Dialogue and Discuss It!

Record two 2- to 3- minute excerpts of news reports from two radio stations—one from Spain, and one from a Latin American country—that contain clear examples of regional variations of the language, including accent, vocabulary and expressions. Students use a template to write down the differences they hear between the two reports and compile a list of regional variations they recognize.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC–3.3

a. recognize some common regional variations in language; e.g., the different pronunciations of *ce*, *ci*, *z*

GC–2.4

a. recognize that within any culture there are important differences in the way people speak and behave

Selected Supporting outcomes

Students will be able to:

LC–4.2

a. recognize various text forms delivered through a variety of media

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
   - determine the purpose of listening
   - listen or look for key words
   - listen selectively based on purpose

Activity 4 (continued)

Materials

Template.

Prerequisite Knowledge

None required.

Sample Vocabulary

las noticias / news	*las generalizaciones* / generalizations
el reportero / reporter	*las variaciones* / variations
el acento / accent	*los dichos* / sayings
la pronunciación / pronunciation	*los expresiones* / expressions

Evaluation Tools

TOOL 1

Checklist and Comments

OUTCOMES

Create an outcome-based checklist and share it with the students before they listen to the two news reports. Use the checklist to assess if students are able to gather information and recognize common regional variations in Spanish, including important differences in the way people speak, during a short, simple radio news excerpt.

A–5.2a
LC–2.1a
LC–3.3a
GC–2.4a

TOOL 2

Self-assessment Rating Scale

OUTCOMES

Create an outcome-based self-assessment rating scale and share it with the students before they listen to the two news reports. Students use the rating scale to assess how well they are able to use interpretive strategies and recognize regional variations and various text forms in Spanish news reports.

A–5.2a
LC–3.3a
LC–4.2a
S–2.2a

Sample Template

¡Escucha el diálogo y comenta! / Hear a Dialogue and Discuss It!

Nombre: ________________________ *Fecha:* ________________________

	Reportaje No. 1	***Reportaje No. 2***
Ciudad y país de origen		
Tipo de reportaje		
Ejemplos de acento o pronunciación		
Ejemplos de vocabulario		
Ejemplos de expresiones		

¡Escucha el diálogo y comenta! / Hear a Dialogue and Discuss It!: Checklist and Comments

Nombre: ______________________________ *Fecha:* _________________________

Puedes:	***Sí***	***Aún no***
A–5.2 a. gather information from a variety of resources; e.g., print, human, multimedia, electronic		
LC–2.1 a. understand a variety of short, simple oral texts in guided and unguided situations		
LC–3.3 a. recognize some common regional variations in language; e.g., the different pronunciations of *ce*, *ci*, *z*		
GC–2.4 a. recognize that within any culture there are important differences in the way people speak and behave		

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

Evaluation Tool No. 2

For Student Use

¡Escucha el diálogo y comenta! / Hear a Dialogue and Discuss It!: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• gather information from a variety of resources	●	●	●	●
• recognize some common regional variations in the Spanish language	●	●	●	●
• recognize different kinds of texts delivered through different kinds of media	●	●	●	●
• listen for key words	●	●	●	●
• listen selectively based on purpose	●	●	●	●
• determine the purpose of listening	●	●	●	●

Comentarios

Estoy contento(a) con: ____
____
____

Lo que necesito mejorar: ____
____
____

La próxima vez, voy a prestar más atención a: _____________________________
____
____

Activity 5

Usos regionales del español / Research Regional Expressions

In pairs or small groups, students choose a Spanish-speaking country and conduct research to identify all the languages spoken in that country. Students locate the languages on a map of the chosen country, using a legend or key to identify each language. Students then present their findings to the class.

Extension

- Students learn a simple greeting or expression in each of the languages spoken in their chosen country.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–3.3

a. recognize some common regional variations in language; e.g., the different pronunciations of *ce*, *ci*, *z*

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

GC–2.2

a. recognize that languages can be grouped into families based on common origins

GC–2.4

a. recognize that within any culture there are important differences in the way people speak and behave

Activity 5 (continued)

Materials

Blank maps of all Spanish-speaking countries.

Prerequisite Knowledge

None required.

Sample Vocabulary

None required.

Evaluation Tools

TOOL 1

Learning Log

	OUTCOMES
Have the students reflect on their learning and how well they were able to recognize difference in languages and language families within a Spanish-speaking country. Students could use the following sentence starters: • I learned … • The other languages spoken in ________ are similar to … • The linguistic situation in Canada is … • I would like to know more about …	LC–3.3a GC–2.2a GC–2.4a

TOOL 2

Rubric and Checklist

	OUTCOMES
Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to conduct research and gather information to learn about the different languages spoken in their chosen country.	A–5.2a LC–3.3a GC–1.1a

For Teacher Use

Evaluation Tool No. 2

Usos regionales del español / Research Regional Expressions: Rubric and Checklist

Nombre: ____________________ *Fecha:* ____________________

Nivel *Criterios*	*Excelente*	*Muy bien*	*Aceptable*	*Limitado*
A–5.2 a. gather information from a variety of resources; e.g., print, human, multimedia, electronic	**accurately and effectively** gathers information from a variety of resources ☐	**accurately** gathers information from a variety of resources ☐	**somewhat accurately** gathers information from a variety of resources ☐	☐ work was not completed ☐ task demonstrates minimal effort ☐ learning has not yet been achieved
LC–3.3 a. recognize some common regional variations in language; e.g., the different pronunciations of *ce, ci, z*	**perceptively** recognizes some common regional variations in language ☐	**thoughtfully** recognizes some common regional variations in language ☐	**appropriately** recognizes some common regional variations in language ☐	
GC–1.1 a. formulate questions and use basic research skills to gather information about the Spanish-speaking world	formulates **insightful** questions and uses basic research skills **with ease** ☐	formulates **appropriate** questions and uses basic research skills **appropriately** ☐	formulates **general** questions and uses basic research skills **somewhat effectively** ☐	Plan for improvement:

Work habits

☐ worked independently

☐ worked with minimal assistance

☐ worked with some assistance

☐ required constant supervision and assistance

Activity 6

Saludos poco comunes / Uncommon Greetings Discussion

With students, compile a list of greetings that are common in North America. Explain that male friends in Spain and Latin America often greet each other with a hug or creative handshake. Female friends often greet each other with "*besitos*" (a kiss on the cheek). Males greet females this way as well. Lead a class discussion about these and additional ways of interaction that are common elsewhere but uncommon in Canada, asking questions to guide the discussion. In groups of four or five, students discuss their reactions and attitudes regarding the greetings discussed. Students reflect on how they greet their friends and how they would feel if their friends greeted them in a different, unexpected way.

Sample Questions for Discussion

- How common is it for males in Canada to greet each other with a hug?
- What would be your reaction to witnessing females in Canada greeting each other with a kiss?
- Would you feel comfortable in this kind of situation?
- How would you deal with such a situation? What if you were in a country where this practice is normal?
- What is different about the ways you use to greet older people and younger people?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.4

a. provide reasons for their opinions on topics within their experience

LC–3.4

a. recognize important social conventions in everyday interactions

LC–3.5

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

Selected Supporting outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

GC–1.5

a. explore activities and experiences that reflect the cultures of the Spanish-speaking world

GC–2.4

a. recognize that within any culture there are important differences in the way people speak and behave

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - participate in cooperative group learning tasks

Activity 6 (continued)

Materials

None required.

Prerequisite Knowledge

Different kinds of greetings.

Sample Vocabulary

los besitos / little kisses	*los saludos* / greetings
los abrazos / hugs	*las despedidas* / farewells

Evaluation Tools

TOOL 1

Rating Scale

OUTCOMES

Create an outcome-based rating scale and share it with the students before they discuss uncommon greetings. Use the rating scale to assess how well students are able to inquire about and express agreement and disagreement and provide reasons for their opinions about social conventions that are common in some Spanish-speaking countries but uncommon in Canada.

A–2.1a
A–5.4a
LC–3.4a
GC–1.5a
GC–2.4a

TOOL 2

Self-assessment Rating Scale

OUTCOMES

Create an outcome-based self-assessment rating scale and share it with the students before they discuss uncommon greetings. Students use the rating scale to assess how well they are able to use social and affective strategies, and appropriate nonverbal behaviours, when exploring activities that reflect Spanish cultures, including recognizing important differences in the way people speak and behave.

LC–3.5a
GC–1.5a
GC–2.4a
S–3.3a

Evaluation Tool No. 1

For Teacher Use

Saludos poco comunes / Uncommon Greetings
Discussion: Rating Scale

Nombre: ______________________ *Fecha:* ______________________________

Criterios:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–2.1 a. inquire about and express agreement and disagreement	●	●	●	●
A–5.4 a. provide reasons for their opinions on topics within their experience	●	●	●	●
LC–3.4 a. recognize important social conventions in everyday interactions	●	●	●	●
GC–1.5 a. explore activities and experiences that reflect the cultures of the Spanish-speaking world	●	●	●	●
GC–2.4 a. recognize that within any culture there are important differences in the way people speak and behave	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

For Student Use

Evaluation Tool No. 2

Saludos poco comunes / Uncommon Greetings Discussion: Self-assessment Rating Scale

Nombre: ______________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• use appropriate nonverbal behaviours when saying hello and goodbye	●	●	●	●
• recognize that in different Spanish-speaking cultures people greet each other differently	●	●	●	●
• recognize that within any culture there are important differences in the way people greet one another	●	●	●	●
• participate in cooperative group learning tasks	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: __________________________

____

____

Mis primeras letras
Working with Texts

Language Competence **LC–4**

Students will apply knowledge of how discourse is organized, structured and sequenced.

Specific Outcomes

Students will be able to:

LC–4.1a organize texts, using common patterns
LC–4.1b interpret simple references within texts
LC–4.2a recognize various text forms delivered through a variety of media
LC–4.3a initiate interactions and respond, in familiar situations, using social interaction patterns

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

A–3.1
a. respond to and make suggestions in a variety of situations

A–3.2
a. state personal actions in the present

A–3.3
b. offer to explain or clarify

A–4.1
a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–6.2
a. use the language creatively and for aesthetic purposes

Language Competence

Students will be able to:

LC–1.4
b. use, in structured situations, the following grammatical elements:
   - noun–adjective agreement: number and gender

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.4
a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.5
a. produce a variety of short, simple written texts in guided situations

LC–2.6
a. derive meaning from visual elements of a variety of media in guided and unguided situations

LC–3.4
a. recognize important social conventions in everyday interactions

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.5

a. explore activities and experiences that reflect the cultures of the Spanish-speaking world

GC–2.4

a. recognize that within any culture there are important differences in the way people speak and behave

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Strategies

Students will be able to:

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
    - experiment with various elements of the language
    - identify similarities and differences between aspects of Spanish and their own language(s)
    - associate new words or expressions with familiar ones

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
    - participate in shared reading experiences
    - work cooperatively with peers in small groups
    - work with others to solve problems and get feedback on tasks

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
    - interpret and use a variety of nonverbal cues to communicate
    - indicate lack of understanding of Spanish text/expressions through questioning in Spanish
    - use circumlocution to compensate for lack of vocabulary

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
    - make connections between texts on the one hand and prior knowledge and personal experience on the other
    - use illustrations to aid reading comprehension
    - infer probable meanings of unknown words or expressions from contextual clues

S–2.3

a. identify and use a variety of productive strategies; e.g.,
    - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
    - be aware of and use the steps of the writing process: prewriting, writing, revision, correction and publication
    - edit and proofread the final version of a text
    - apply grammar rules to improve accuracy at the correction stage

Activity 1

Jugadores y deportistas hispanohablantes / Spanish-speaking Sports Heroes

Place students into groups of three or four and provide them with the name and photograph of a Spanish-speaking sports hero. Each member of the group independently researches and writes a brief report on a particular aspect of the athlete's life; e.g., current news, childhood or professional highlights. Students reunite, analyze one another's work and organize the information into a proper summary.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–3.1

a. respond to and make suggestions in a variety of situations

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–2.6

a. derive meaning from visual elements of a variety of media in guided and unguided situations

LC–4.1

a. organize texts, using common patterns

Selected Supporting outcomes

Students will be able to:

S–2.3

a. identify and use a variety of productive strategies; e.g.,
    - apply grammar rules to improve accuracy at the correction stage

Activity 1 (continued)

Materials

Photographs of Spanish-speaking sports heroes
(see the sample list for ideas).

Sample Vocabulary

None required.

Prerequisite Knowledge

actual / current	*el deporte* / sport
las noticias / news	*el/la atleta* / athlete
la niñez / childhood	*personal* / personal
lo más destacado / highlight	*el rumor* / rumour
profesional / professional	*el cotilleo/el chismorreo/el chisme* / gossip

Evaluation Tools

TOOL 1

Peer-assessment Rating Scale

OUTCOMES

Collaboratively create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to use productive strategies and respond to and make suggestions when discussing Spanish-speaking sports heroes with their classmates.

A–3.1a
LC–2.6a
LC–4.1a
S–2.3a

TOOL 2

Rating Scale

OUTCOMES

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to gather and understand information from a variety of resources and organize their findings into a proper summary.

A–1.1a
A–5.2a
LC–4.1a

Sample List

Jugadores y deportistas hispanohablantes / Spanish-speaking Sports Heroes

	DEPORTISTA	DEPORTE	PAÍS
1.	Julio César Chávez	Boxeo	México
2.	Sammy Sosa	Béisbol	República Dominicana
3.	Teófilo Juan Cubillas Arizaga	Fútbol	Perú
4.	Ana Fidelia Quirot	Atleta	Cuba
5.	Oscar de la Hoya	Boxeo	EEUU
6.	Juan Manuel Fangio	F1	Argentina
7.	Roberto Clemente	Béisbol	Puerto Rico
8.	Roberto “Mano de Piedra” Duran	Boxeo	Panamá
9.	David Nalbandian	Tenis	Argentina
10.	Lorena Ochoa “La Tiger Wood Mexicana”	Golf	México
11.	Johan Alexander Santana Araque	Béisbol	Venezuela
12.	Irving Saladino	Atletismo	Panamá
13.	Emanuel David Ginóbili	Baloncesto	Argentina
14.	Zulia Calatayud	Carrera	Cuba
15.	Guillermo Rigondeaux Ortiz	Boxeo	Cuba
16.	Ana Gabriela Guevara Espinoza	Atletismo	México
17.	Claudia María Poll Ahrens	Natación	Costa Rica
18.	Silvia Poll Ahrens	Natación	Costa Rica
19.	Juan Pablo Montoya	Automovilismo	Colombia
20.	Guillermo Sebastián Coria	Tenis	Argentina
21.	Jorge Alberto “El Mágico” González Barillas	Fútbol	El Salvador
22.	Rafael Nadal	Tenis	España
23.	Fernando Torres	Fútbol	España

For Student Use

Evaluation Tool No. 1

Jugadores y deportistas hispanohablantes / Spanish-speaking Sports Heroes: Peer-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• make suggestions on how we should organize the summary	●	●	●	●
• derive ideas for a brief summary from the photograph the teacher gave us	●	●	●	●
• organize our summary, using common patterns like time	●	●	●	●
• apply grammar rules to improve accuracy at the correction stage	●	●	●	●

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Evaluation Tool No. 2

For Teacher Use

Jugadores y deportistas hispanohablantes / Spanish-speaking Sports Heroes: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Competente***	***Satisfactorio***	***Aún no***
A–1.1 a. understand information, such as definitions, comparisons and examples	●	●	●	●
A–5.2 a. gather information from a variety of resources; e.g., print, human, multimedia, electronic	●	●	●	●
LC–4.1 a. organize texts, using common patterns	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

____

Activity 2

LC–4

Viajes y vacaciones / Vacation and Travel

Print out a travel itinerary for a day in a Spanish-speaking country and cut the text into strips. In pairs, students analyze the strips and organize them into a logical and coherent sequence. They present their sequence to the class and explain the order they chose.

Variation

- Students prepare their own travel itineraries, cut the text into strips and challenge other students to reassemble them.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.3
b. offer to explain or clarify

LC–4.1
a. organize texts, using common patterns

LC–4.1
b. interpret simple references within texts

Selected Supporting outcomes

Students will be able to:

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
  - participate in shared reading experiences
  - work cooperatively with peers in small groups
  - work with others to solve problems and get feedback on tasks

Activity 2 (continued)

Materials

Spanish-language travel itineraries cut into strips.

Prerequisite Knowledge

None required.

Sample Vocabulary

luego / next	*por fin* / finally
después / and then/after	*en primer lugar* / firstly
antes / before	*tomar un tren* / to take a train
volar / to fly	*tomar un aútobus/taxi* / to take a bus/taxi
reservar / to book	*cambiar* / to change
comprar un billete / to buy a ticket	*subirse/bajarse* / to get on/off
llegar / to arrive	*pasar la aduana* / to go through customs
salir / to depart	

Evaluation Tools

TOOL

1 Observation Checklist

OUTCOMES

A–3.3b
LC–4.1a
LC–4.1b

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to offer to explain or clarify, organize texts, using common patterns, and interpret simple references within texts.

TOOL

2 Learning Log

OUTCOMES

LC–2.2a
LC–4.1a
LC–4.1b
S–1.3a

Have the students reflect on their learning and how well they were able to use social and affective strategies to help them interpret simple references within texts, organize texts, using common patterns, and produce a short, simple travel itinerary. Students could use the following sentence starters:

- This reminds me of …
- I learned that the most effective social and affective strategies for me are …
- The following words helped me organize the text …
- When I organized the itinerary, I did the following …

For Teacher Use

Evaluation Tool No. 1

Viajes y vacaciones / Vacation and Travel: Observation Checklist

Fecha: ________________________________

Criterios:
A–3.3b offer to explain or clarify
LC–4.1a organize texts, using common patterns
LC–4.1b interpret simple references within texts

Nombre	A–3.3b		LC–4.1a		LC–4.1b	
	Sí	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Activity 3

LC–4

Vamos a conocer las tiras cómicas en español / Let's Learn More about Spanish-language Comic Strips

Present the students with samples of appropriate and easily understandable comic strips from the Spanish-speaking world; e.g., *Mafalda*. Work through the comic strips with them and address any problems with vocabulary or comprehension. In pairs, students read and try to understand a variety of comic strips. They choose a favourite comic strip and prepare a summary of the action as seen through the eyes of a particular character. Students then present the comic strips and summary to their classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–4.1

a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–4.2

a. recognize various text forms delivered through a variety of media

Selected Supporting outcomes

Students will be able to:

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
  - make connections between texts on the one hand and prior knowledge and personal experience on the other
  - use illustrations to aid reading comprehension
  - infer probable meanings of unknown words or expressions from contextual clues

Activity 3 (continued)

Materials

Variety of Spanish-language comic strips.

Prerequisite Knowledge

Common verbs in the infinitive.

Sample Vocabulary

el personaje / character
favorito(a) / favourite
las tiras cómicas / comic strips
el resumen / summary
la perspectiva / perspective

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to recognize comic strips in various forms, initiate and participate in casual exchanges and use interpretive strategies to understand short, simple written texts.

OUTCOMES

A–4.1a
LC–2.4a
LC–4.2a
S–2.2a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to use interpretive strategies to understand the comic strips, recognize various text forms and identify aspects of the arts of the Spanish-speaking world. Students could use the following sentence starters:

- This helps me remember that …
- I learned that my most effective interpretive strategies are …
- I liked it when the main character …

OUTCOMES

A–1.1a
LC–4.2a
GC–3.1a
S–2.2a

Evaluation Tool No. 1

For Student Use

Vamos a conocer las tiras cómicas en español / Let's Learn More about Spanish-language Comic Strips: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• recognize comic strips in written, electronic or audio form delivered through a variety of media	●	●	●	●
• start and participate in conversations with my classmates	●	●	●	●
• understand a variety of short, simple written texts without the help of others	●	●	●	●
• make connections between texts on the one hand and prior knowledge and personal experience on the other	●	●	●	●
• use illustrations to aid reading comprehension	●	●	●	●
• figure out what unknown words or expressions mean from contextual clues	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: _______________________________________

____

____

Jugar con textos / Playing with Texts

Print out a Spanish-language paragraph and cut the text into strips. Divide the class into groups of three to five students. Tape a text strip from the paragraph on the back of each group member. Students work together to physically organize themselves so their strips form a coherent paragraph.

Variation

- In groups, students prepare their own Spanish-language paragraphs, cut the text into strips and challenge other groups to reassemble them.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1

a. respond to and make suggestions in a variety of situations

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

LC–4.1

a. organize texts, using common patterns

Selected Supporting outcomes

Students will be able to:

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - work cooperatively with peers in small groups
   - work with others to solve problems and get feedback on tasks

Activity 4 (continued)

Materials

Spanish-language paragraph, cut into strips.

Prerequisite Knowledge

Commonly used conjunctions.
Punctuation rules.
Transitional phrases.

Sample Vocabulary

ven aquí	come here
ve allá	go there
Estoy delante de ti.	I am in front of you.
Estás detrás de mí.	You are behind me.

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to respond to and make suggestions and use social and affective strategies to understand and organize text strips into a paragraph.

OUTCOMES

A–3.1a
LC–2.4a
LC–4.1a
S–1.3a

TOOL 2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to organize text strips into a paragraph.

OUTCOMES

LC–4.1a

For Student Use

Evaluation Tool No. 1

Jugar con textos / Playing with Texts: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• respond to and make suggestions within my group	●	●	●	●
• understand short, simple sentence strips with or without help	●	●	●	●
• organize the sentence strips, using common patterns; e.g., cause and effect, straightforward time sequencing	●	●	●	●
• work cooperatively with peers in small groups	●	●	●	●
• work with others to solve problems and get feedback on tasks	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ____

____

____

____

Evaluation Tool No. 2

For Teacher Use

Jugar con textos / Playing with Texts: Rating Scale

Fecha: ______________________________

Criterios:
LC–4.1a organize texts, using common patterns

Nombre	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
1. ____________________	●	●	●	●
2. ____________________	●	●	●	●
3. ____________________	●	●	●	●
4. ____________________	●	●	●	●
5. ____________________	●	●	●	●
6. ____________________	●	●	●	●
7. ____________________	●	●	●	●
8. ____________________	●	●	●	●
9. ____________________	●	●	●	●
10. ____________________	●	●	●	●
11. ____________________	●	●	●	●
12. ____________________	●	●	●	●
13. ____________________	●	●	●	●
14. ____________________	●	●	●	●
15. ____________________	●	●	●	●
16. ____________________	●	●	●	●
17. ____________________	●	●	●	●
18. ____________________	●	●	●	●
19. ____________________	●	●	●	●
20. ____________________	●	●	●	●

Activity 5

Conversaciones con amigos / Conversations with Friends

Review with students the typical ways in which people greet each other in the Spanish-speaking world, both verbally and nonverbally. Assign each student a topic by numbering students from one to three.

- Number one: studying with friends.
- Number two: shopping with friends.
- Number three: playing games with friends.

Students circulate through the class and initiate a short, improvised conversation with a classmate, using a typical greeting and gesture. Students practise dialogue patterns during their conversation; e.g., taking turns to talk, not interrupting and exhibiting nonverbal displays of understanding and not understanding. They then circulate again and initiate another conversation with a different student.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1
a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities

LC–3.4
a. recognize important social conventions in everyday interactions

LC–4.3
a. initiate interactions and respond, in familiar situations, using social interaction patterns

Selected Supporting outcomes

Students will be able to:

GC–1.5
a. explore activities and experiences that reflect the cultures of the Spanish-speaking world

S–2.1
a. identify and use a variety of interactive strategies; e.g.,
  - interpret and use a variety of nonverbal cues to communicate
  - indicate lack of understanding of Spanish text/expressions through questioning in Spanish
  - use circumlocution to compensate for lack of vocabulary

Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

Social conventions during conversation.
Formulating questions.
Verbal and nonverbal greetings in the Spanish-speaking world.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL 1

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use interactive strategies and social interaction patterns to initiate and participate in conversations with classmates.

OUTCOMES

LC–4.3a
S–2.1a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to explore cultural activities and experiences, including social conventions and interactions, when participating in casual conversations with classmates. Students could use the following sentence starters:

- I learned that some of my classmates …
- When I start a conversation, I most often …
- The greeting I find most difficult to incorporate is …

OUTCOMES

A–4.1a
LC–3.4a
LC–4.3a
GC–1.5a

For Teacher Use

Evaluation Tool No. 1

***Conversaciones con amigos* / Conversations with Friends: Rating Scale**

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
LC–4.3 a. initiate interactions and respond, in familiar situations, using social interaction patterns	●	●	●	●
S–2.1 a. identify and use a variety of interactive strategies; e.g.,				
• interpret and use a variety of nonverbal cues to communicate	●	●	●	●
• indicate lack of understanding of Spanish text/expressions through questioning in Spanish	●	●	●	●
• use circumlocution to compensate for lack of vocabulary	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 6

Mi ropa favorita / My Favourite Clothes

Introduce students to the concept of Spanish-language noun–adjective agreement by reading them examples of poetry that use these patterns. In pairs, students analyze the rhyme patterns and then write poems about their favourite clothes.

Sample Dialogue

- *¡Oh bota, oh abrigo, oh guante!* / Oh boot, oh overcoat, oh glove!
- *¡Oh ropa de invierno importante!* / Oh important winter clothing!
- *Cuando hace mucho frío.* / When it is very cold.
- *Cuando hace mucho viento.* / When it is very windy.
- *Es la única cosa relevante*. / It is the only relevant/important thing.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

LC–2.5

a. produce a variety of short, simple written texts in guided situations

LC–4.1

a. organize texts, using common patterns

LC–4.1

b. interpret simple references within texts

Selected Supporting outcomes

Students will be able to:

LC–1.4

b. use, in structured situations, the following grammatical elements:
   - noun–adjective agreement: number and gender

LC–4.2

a. recognize various text forms delivered through a variety of media

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Activity 6 (continued)

Materials

Simple Spanish-language poetry that uses masculine and feminine rhyme patterns.

Prerequisite Knowledge

Clothing and fashion vocabulary.

Simple poetry patterns.

Sample Vocabulary

el abrigo / coat
los guantes / gloves
la camiseta / T-shirt
las botas / boots
los zapatos / shoes

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to determine if they are able to recognize rhyme patterns in Spanish-language poems, identify aspects of Spanish poetry that they like, and use this information to organize their thoughts into a poem of their own.

OUTCOMES

LC–4.1a
LC–4.1b
LC–4.2a
GC–3.1a

TOOL 2

Peer-assessment Rating Scale

Collaboratively create an outcome-based peer-assessment rating scale with the students before they analyze rhyme patterns and write their poems. Students use the rating scale to determine if their peers are able to use Spanish creatively to write a short Spanish-language poem.

OUTCOMES

A–6.2a
LC–1.4b
LC–2.5a
LC–4.1a

Evaluation Tool No. 1

For Student Use

Mi ropa favorita / My Favourite Clothes: Self-assessment Rating Scale

Nombre: ____________________ *Fecha:* ____________________

Puedo:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• organize a poem, using common rhyming patterns	●	●	●	●
• identify simple rhyming words within poems	●	●	●	●
• recognize various poems delivered through a variety of media; e.g., written, spoken, visual	●	●	●	●
• identify aspects of the poetry of the Spanish-speaking world that interest me	●	●	●	●

Comentarios

Estoy contento(a) con: ______________________________

____

____

____

Lo que necesito mejorar: ______________________________

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

For Student Use

Evaluation Tool No. 2

Mi ropa favorita / My Favourite Clothes: Peer-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ________________________________

Nombre de mi compañero(a): ______________________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• use Spanish creatively to write a short poem	●	●	●	●
• write a poem with the guidance of the teacher	●	●	●	●
• organize the poem with masculine or feminine rhyming patterns	●	●	●	●

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Activity 7

LC–4

Tradiciones familiares de mis compañeros / Family Traditions of My Classmates

As a group, students brainstorm a list of family traditions. Each student chooses a tradition he or she does not practise, analyzes the highlights of the tradition and imagines the many details involved. He or she writes a short description of the tradition, listing the details in chronological order, and presents the completed composition to the person who actually practises that tradition to verify the information. The families discussed can be of different types; e.g., foster, blended, adopted, extended.

Sample Text

- *Cada invierno el 26 de diciembre, los padres de mi amiga, ella y sus hermanos van al parque y hacen un muñeco de nieve. Primero, ellos preparan un termo con chocolate caliente. Después se visten con ropa apropiada y se van al parque. Luego … /* Every year on December 26, my friend's family goes to the park and builds a snowman. First they prepare a thermos with hot chocolate. Then they get dressed appropriately and go to the park. Then …

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2
a. state personal actions in the present

LC–2.5
a. produce a variety of short, simple written texts in guided situations

LC–4.1
a. organize texts, using common patterns

Selected Supporting outcomes

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

GC–2.4
a. recognize that within any culture there are important differences in the way people speak and behave

S–2.3
a. identify and use a variety of productive strategies; e.g.,
  - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
  - be aware of and use the steps of the writing process: prewriting, writing, revision, correction and publication
  - edit and proofread the final version of a text

Activity 7 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

en primer lugar	firstly
en segundo lugar	secondly
luego	next
después	and then/after
finalmente	lastly

Evaluation Tools

TOOL

1 Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to understand information about a family tradition and how well they are able to use productive strategies to organize the information into a short, simple paragraph.

OUTCOMES

A–1.1a
LC–2.5a
LC–4.1a
S–2.3a

TOOL

2 Learning Log

Have the students reflect on their learning and how well they were able to recognize that there are different family traditions celebrated by their classmates and how well they used the present tense when organizing a chronological description of one such tradition. Students could use the following sentence starters:

- This family tradition reminds me of …
- When I organize texts, I …
- I learned that some of my classmates' traditions are …
- I would like to know more about …

OUTCOMES

A–3.2a
LC–2.5a
LC–4.1a
GC–2.4a

Evaluation Tool No. 1

For Teacher Use

Tradiciones familiares de mis compañeros / Family Traditions of My Classmates: Rating Scale

Nombre: ______________________ *Fecha:* ______________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. understand information, such as definitions, comparisons and examples	●	●	●	●
LC–2.5 a. produce a variety of short, simple written texts in guided situations	●	●	●	●
LC–4.1 a. organize texts, using common patterns	●	●	●	●
S–2.3 a. identify and use a variety of productive strategies; e.g.,				
• use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas	●	●	●	●
• be aware of and use the steps of the writing process	●	●	●	●
• edit and proofread the final version of a text	●	●	●	●

Comentarios

Lo que hiciste bien: ______________________

Lo que puedes mejorar: ______________________

Activity 8

Mensajes de texto / Text Messages

Provide students with a list of common Spanish-language text messaging vocabulary. Students use the vocabulary list to write brief messages to three friends describing an after-school activity. Students share the messages with their friends.

Variation

- Students send the messages to their friends via their cell phones. The friends reply, using the same vocabulary list.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2

a. state personal actions in the present

LC–2.5

a. produce a variety of short, simple written texts in guided situations

LC–4.1

a. organize texts, using common patterns

LC–4.2

a. recognize various text forms delivered through a variety of media

Selected Supporting outcomes

Students will be able to:

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
    - experiment with various elements of the language
    - identify similarities and differences between aspects of Spanish and their own language(s)
    - associate new words or expressions with familiar ones

Activity 8 (continued)

Materials

None required.

Prerequisite Knowledge

How to text message.

Sample Vocabulary

ktl (¿qué tal?) / How are you?
bin (bien) / good
KCS (¿qué haces?) / What are you doing?
na (nada) / nothing
a2 (adios) / goodbye
bss (besos) / kisses

por q (¿por qué?) / Why?
jaja / haha
tqm/tkm (te quiero mucho) / I love you a lot
to2 (*todos*) / everyone
q (qué/que) / what/that
q onda (¿qué pasa?) / What's up?

Evaluation Tools

TOOL 1 Rubric and Checklist

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to state personal actions in the present and organize texts when writing text messages.

OUTCOMES
A–3.2a
LC–2.5a
LC–4.1a

TOOL 2 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use cognitive strategies to recognize text message vocabulary and how well they use that vocabulary to write text messages in the present tense.

OUTCOMES
A–3.2a
LC–2.5a
LC–4.2a
S–1.1a

For Teacher Use

Evaluation Tool No. 1

Mensajes de texto / Text Messages:
Rubric and Checklist

Nombre: ______________________ *Fecha:* ______________________

Nivel / ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–3.2 a. state personal actions in the present	**precisely** states personal actions in the present ☐	**correctly** states personal actions in the present ☐	**adequately** states personal actions in the present ☐	☐ work was not completed ☐ task demonstrates minimal effort ☐ learning has not yet been achieved
LC–2.5 a. produce a variety of short, simple written texts in guided situations	produces **insightful and sophisticated** written texts ☐	produces **appropriate and thoughtful** written texts ☐	produces **simplistic** written texts ☐	
LC–4.1 a. organize texts, using common patterns	**purposefully** organizes texts, using common patterns ☐	**logically** organizes texts, using common patterns ☐	**methodically** organizes texts, using common patterns ☐	Plan for improvement:

Work habits

☐ worked independently
☐ worked with minimal assistance
☐ worked with some assistance
☐ required constant supervision and assistance

Evaluation Tool No. 2

For Student Use

Mensajes de texto / Text Messages: Self-assessment Rating Scale

Nombre: ______________________ *Fecha:* ____________________________

Puedo:	***Sí***	***Casi***	***Aún No***
• recognize text messages delivered through a cell phone	●	●	●
• state personal actions in the present	●	●	●
• produce short, simple written text messages in guided situations	●	●	●
• associate new words or expressions with familiar ones, either in Spanish or in my own language(s)	●	●	●
• experiment with text messaging in Spanish	●	●	●
• identify similarities and differences between aspects of Spanish and my own language(s)	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

Grade 7 Global Citizenship Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Global Citizenship: Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- **GC–1: *Explorando culturas* / Exploring Cultures**
  - Activity 1: *Celebrando los cumpleaños* / Celebrating Birthdays
  - Activity 2: *Divisas* / Currencies
  - Activity 3: *Expresiones hechas* / Idiomatic Expressions
  - Activity 4: *Mapas y lugares* / Maps and Places
  - Activity 5: *Ganadores del premio Grammy* / Grammy Award Winners
  - Activity 6: *Las convenciones sociales* / Social Conventions

- **GC–2: *Es un mundo diverso* / It Is a Diverse World**
  - Activity 1: *Acentos* / Accents
  - Activity 2: *Oh, Canadá* / Oh, Canada
  - Activity 3: *Una identidad provincial* / A Provincial Identity
  - Activity 4: *Palabras prestadas* / Borrowed Words
  - Activity 5: *Destinos preferidos* / Favourite Destinations
  - Activity 6: *Las familias lingüísticas* / Language Families

- **GC–3: *Oportunidades globales* / Global Opportunities**
  - Activity 1: *Explorando nuestros intereses* / Exploring Our Interests
  - Activity 2: *Mi artista favorita* / My Favourite Artist
  - Activity 3: *Por qué aprendo español* / Why I Learn Spanish
  - Activity 4: *Entrevistas* / Interviews
  - Activity 5: *La radio del mundo* / World Radio
  - Activity 6: *Exposicíon virtual* / Virtual Exhibition
  - Activity 7: *Arquitectura famosa* / Famous Architecture

Explorando culturas
Exploring Cultures

Global Citizenship **GC–1**

Students will recognize and understand historical and contemporary elements of the cultures of the Spanish-speaking world.

Specific Outcomes

Students will be able to:

GC–1.1a formulate questions and use basic research skills to gather information about the Spanish-speaking world
GC–1.2a compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)
GC–1.3a explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)
GC–1.3b recognize cultural behaviours that are different from their own
GC–1.4a compare and contrast elements of the diverse cultures of the Spanish-speaking world
GC–1.5a explore activities and experiences that reflect the cultures of the Spanish-speaking world

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–5.1
a. ask questions to clarify understanding and knowledge

A–6.2
a. use the language creatively and for aesthetic purposes

Language Competence

Students will be able to:

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.3
a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

LC–2.5
a. produce a variety of short, simple written texts in guided situations

LC–3.1
a. identify socially appropriate language in specific situations

LC–3.4
a. recognize important social conventions in everyday interactions

LC–4.2
a. recognize various text forms delivered through a variety of media

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–2.5

b. recognize and acknowledge different perspectives

Strategies

Students will be able to:

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
   - indicate lack of understanding of Spanish text/expressions through questioning in Spanish
   - start again, using a different tactic, when communication breaks down
   - repeat part of what someone has said to confirm mutual understanding

S–3.1

a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   - seek information through a network of sources, including libraries, the Internet, individuals and agencies
   - use previously acquired knowledge or skills to assist with a new learning task

Celebrando los cumpleaños / Celebrating Birthdays

With students, compare and contrast birthday traditions in Spanish-speaking countries with ones celebrated by students. Suggest a specific tradition to focus the discussion.

Sample Tradition

- Explain to students how children and young adults in northern Spain receive necklaces (*una cuelga*) on their birthdays. Describe how, at some point during the day of the child's birthday, a friend or relative sneaks up and hangs a birthday necklace around the child's neck. The necklace is long, homemade and displays charms that are little presents for the birthday boy or girl. The charms could be chocolates, chips, candy or little pieces of jewellery. Students contrast this tradition with gifts received for birthdays in their own culture(s).

Extension

- Students participate in an activity based on a birthday tradition discussed in class; e.g., assemble a birthday necklace for a friend or sibling.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

GC–1.2

a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

GC–1.5

a. explore activities and experiences that reflect the cultures of the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

A–5.1

a. ask questions to clarify understanding and knowledge

GC–2.5

b. recognize and acknowledge different perspectives

Activity 1 (continued)

Materials

Information on common birthday traditions in various Spanish-speaking countries.

Prerequisite Knowledge

Common birthday traditions.

Sample Vocabulary

el cumpleaños / birthday
un regalo / present
una fiesta / party
una tarjeta / a card
un pastel / a cake
una torta de cumpleaños / a birthday cake

Evaluation Tools

TOOL 1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they compare and contrast birthday traditions. Students use the checklist to determine if they are able to understand information about birthday traditions practised in various cultures of the Spanish-speaking world and compare these traditions with their own traditions, expressing their feelings about the two different perspectives.

OUTCOMES

A–1.1a
A–2.2a
GC–1.2a
GC–1.5a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to ask questions to clarify their understanding of birthday traditions in various cultures of the Spanish-speaking world and recognize different perspectives when contrasting some elements of these traditions with their own. Students could use the following sentence starters:

- This reminds me of …
- I asked the following question and learned that …
- This tradition is similar to …
- This tradition is different from …
- I would like to know more about the following tradition …

OUTCOMES

A–5.1a
GC–1.2a
GC–1.5a
GC–2.5b

Evaluation Tool No. 1

For Student Use

Celebrando los cumpleaños / Celebrating Birthdays: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***	***Reflexión***
• compare and contrast birthday traditions of the cultures of the Spanish-speaking world with those of my own culture(s) Evidence: – –			
• explore activities and experiences that reflect the cultures of the Spanish-speaking world Evidence: – –			
• understand information about different birthday traditions in various cultures of the Spanish-speaking world Evidence: – –			
• express my opinions, emotions and feelings regarding birthday traditions Evidence: – –			

Activity 2

Divisas / Currencies

Randomly assign a Spanish-speaking country to each student or small groups of students. Students research the currency used in that country, including the name of the different units and how they compare to the Canadian dollar. Students also read advertisements in online Spanish-language newspapers, compare them with Canadian advertisements and consider the difference in purchasing power between the two countries.

In the classroom, set up a currency exchange station for each country researched. Students host the station representing the country they researched and provide information and answer questions about the country's currency. Provide students with fake Canadian money and invite them to visit the stations, learn about the different forms of currency and exchange money.

Students write a short summary of what they learned about the different currencies used in the Spanish-speaking world.

Sample Dialogue

- *Tengo cinco dólares. ¿Cuántos sucres puedo comprar?* / I have five dollars. How many *sucres* can I buy?
- *Cinco dólares son ___ sucres.* / Five dollars are ___ *sucres.*
- *¿Y cuánto cuesta un litro de leche en Ecuador?* / How much does a litre of milk cost in Ecuador?
- *Un litro de leche cuesta ___.* / A litre of milk costs ___.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

GC–1.1
a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

GC–1.4
a. compare and contrast elements of the diverse cultures of the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

A–5.1
a. ask questions to clarify understanding and knowledge

LC–2.3
a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

S–2.1
a. identify and use a variety of interactive strategies; e.g.,
  - indicate lack of understanding of Spanish text/expressions through questioning in Spanish
  - start again, using a different tactic, when communication breaks down
  - repeat part of what someone has said to confirm mutual understanding

Activity 2 (continued)

Materials

Advertisements from Spanish newspapers.

Foreign exchange tables from newspapers, or printouts from the Internet.

Prerequisite Knowledge

Count currency and ask questions about money.

Sample Vocabulary

el poder adquisitivo / purchasing power	*comprar* / to buy
la moneda / coin	*el tipo de cambio* / exchange rate
la venta / sale	*el dinero* / money
cambiar / to exchange	*dólares* / dollars

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they learn about different forms of currency. Students use the rating scale to assess how well they are able to use interactive strategies, formulate and ask questions, and use basic research skills to gather and understand information on a country's currency.

OUTCOMES

A–1.1a
A–5.1a
GC–1.1a
S–2.1a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to use interactive strategies and manage simple, routine conversations in which they learn about currencies from different countries in the Spanish-speaking world and ask questions to clarify understanding and knowledge. Students could use the following sentence starters:

- I asked the following question and learned …
- The interactive strategies that I found to be most effective were …
- I would like to know more about the following aspects of currencies in Spanish-speaking countries …

OUTCOMES

A–5.1a
LC–2.3a
GC–1.4a
S–2.1a

For Student Use

Evaluation Tool No. 1

Divisas / Currencies: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Casi***	***Aún no***
• understand information about the currencies of various Spanish-speaking countries	●	●	●
• formulate questions and gather information about currencies in the Spanish-speaking world	●	●	●
• indicate lack of understanding of Spanish text/expressions through questioning in Spanish	●	●	●
• start again, using a different tactic, when communication breaks down	●	●	●
• repeat part of what someone has said to confirm mutual understanding	●	●	●
• ask questions to clarify understanding and gain knowledge	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

Activity 3

Expresiones hechas / Idiomatic Expressions

With a partner, students research Spanish sayings or idiomatic expressions and select one. They write and record a short explanation of their choice in a podcast for other students of Spanish to learn and enjoy. Encourage students to be creative in how they explain their idioms. Invite students to research other sayings or idioms and add to the list of podcasts available for students of Spanish.

Sample Text

- *"Ver las estrellas." Esta expresión significa exactamente lo mismo que en inglés—sentir mucho dolor*. / "To see stars." This saying means exactly the same thing as in English—to feel a tremendous amount of pain.
- *"Estirar la pata*." *Esta expresión significa "morir". El equivalente en inglés es* "to kick the bucket." / "To stretch the leg." This saying means "to die." The English equivalent is to "kick the bucket."

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–3.2
a. use learned idiomatic expressions correctly in familiar contexts

GC–1.1
a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

GC–1.2
a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

GC–1.3
b. recognize cultural behaviours that are different from their own

Selected Supporting outcomes

Students will be able to:

A–6.2
a. use the language creatively and for aesthetic purposes

Activity 3 (continued)

Materials

Idiomatic expressions in Spanish.

Recording equipment; e.g., computer.

Prerequisite Knowledge

Creation and use of podcasts.

Idiomatic expressions in English.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they conduct their research and upload their podcasts. Use the rubric to evaluate how well students are able to formulate questions and use basic research skills to understand Spanish idioms and create their own podcasts.

OUTCOMES

A–1.1a
LC–2.2a
GC–1.1a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to use the language creatively, formulate questions about idioms and compare and contrast Spanish idioms and sayings with those of their own culture(s). Students could use the following sentence starters:

- This activity reminds me of …
- I learned that Spanish idioms …
- I learned the following things about podcasts …

OUTCOMES

A–6.2a
LC–2.2a
LC–3.2a
GC–1.2a
GC–1.3b

Evaluation Tool No. 1

For Teacher Use

Expresiones hechas / Idiomatic Expressions: Rubric

Nombre: ______________________ *Fecha:* ______________________

Nivel ***Criterios:***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. understand information, such as definitions, comparisons and examples	demonstrates an **extensive and sophisticated** understanding of idiomatic expressions ☐	demonstrates a **broad** understanding of idiomatic expressions ☐	demonstrates an **adequate** understanding of idiomatic expressions ☐	demonstrates a **minimal** understanding of idiomatic expressions ☐
LC–2.2 a. produce a variety of short, simple oral texts in guided situations	produces **insightful and sophisticated** oral texts ☐	produces **appropriate and thoughtful** oral texts ☐	produces **meaningful** oral texts ☐	produces **simplistic** oral texts ☐
GC–1.1 a. formulate questions and use basic research skills to gather information about the Spanish-speaking world	formulates **insightful** questions and uses basic research skills **with ease** ☐	formulates **appropriate** questions and uses basic research skills **appropriately** ☐	formulates **general** questions and uses basic research skills **somewhat effectively** ☐	formulates **irrelevant** questions and uses basic research skills **with difficulty** ☐
Unas sugerencias para la próxima vez son:				

Activity 4

Mapas y lugares / Maps and Places

Have the students choose a Spanish-speaking country. In groups, they research the country's geographical features, with each group gathering interesting facts about one aspect of the country's geography; e.g., major cities, bodies of water, mountain ranges. Students compile their work into a slide show presentation with audio descriptions and share it with the class.

Sample Text
- *En ___ hay un lugar que se llama ___.* / In ___ there is a place called ___.
- *Todos los nombres de lugar en esta región se llaman ___ porque ___.* / All names of places in this region are called ___ because ___.
- *Esta región/zona/montaña es importante porque …* / This region/land/mountain is important because …

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

LC–2.5
a. produce a variety of short, simple written texts in guided situations

LC–4.2
a. recognize various text forms delivered through a variety of media

GC–1.1
a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
  - seek information through a network of sources, including libraries, the Internet, individuals and agencies
  - use previously acquired knowledge or skills to assist with a new learning task

Activity 4 (continued)

Materials

Digital presentation tool.

Microphone.

Prerequisite Knowledge

Present research using a digital presentation tool.

Sample Vocabulary

la ciudad / city	*el desierto* / desert
el lago / lake	*el pueblo* / town
el río / river	*la aldea* / village
la montaña / mountain	*la población* / population
la llanura / plains	*la costa* / coast

Evaluation Tools

TOOL 1

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use cognitive strategies, formulate questions and use basic research skills to gather and understand information about geographical features of a Spanish-speaking country.

OUTCOMES

A–1.1a
LC–4.2a
GC–1.1a
S–3.1a

TOOL 2

Rubric and Checklist

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to use research skills and understand and provide written information on the geographical features of a Spanish-speaking country.

OUTCOMES

A–1.1a
LC–2.5a
GC–1.1a

Mapas y lugares / Maps and Places:
Self-assessment Checklist and Goal Setting

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***	***Lo qué aprendí***
• understand information about geographical features of a country			
• formulate questions and use basic research skills to gather geographical information about a Spanish-speaking country			
• recognize various text forms in my classmates' slide shows			
• seek information through a network of sources, including libraries, the Internet, individuals and agencies			
• use previously acquired knowledge to assist with a new learning task			

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

Evaluation Tool No. 2

For Teacher Use

Mapas y lugares / Maps and Places: Rubric and Checklist

Nombre: ______________________ *Fecha:* _______________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. understand information, such as definitions, comparisons and examples	demonstrates **extensive and sophisticated** understanding of geographical features presented in Spanish ☐	demonstrates a **broad** understanding of geographical features presented in Spanish ☐	demonstrates **adequate** understanding of geographical features presented in Spanish ☐	☐ work was not completed ☐ task demonstrates minimal effort ☐ learning has not yet been achieved
LC–2.5 a. produce a variety of short, simple written texts in guided situations	produces **insightful and sophisticated** written texts ☐	produces **appropriate and thoughtful** written texts ☐	produces **meaningful** written texts ☐	
GC–1.1 a. formulate questions and use basic research skills to gather information about the Spanish-speaking world	formulates **insightful** questions and uses basic research skills **with ease** ☐	formulates **appropriate** questions and uses basic research skills **appropriately** ☐	formulates **general** questions and uses basic research skills **somewhat effectively** ☐	Plan for improvement:

Work habits

☐ worked independently

☐ worked with minimal assistance

☐ worked with some assistance

☐ required constant supervision and assistance

Activity 5

Ganadores del premio Grammy / Grammy Award Winners

With a partner, students choose a Latin Grammy Award category that interests them and research at least two current award winners of their choice. Students use an information template to compile their work and guide them in the preparation of a brief class presentation that includes short samples of the artists' songs.

Variation

- Students research a kind of popular music, e.g., *cumbia*, *bachata*, *ranchera*, and present a description, with musical excerpts, to the class.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

GC–1.1

a. formulate questions and use basic research skills to gather information about the Spanish-speaking world

GC–1.4

a. compare and contrast elements of the diverse cultures of the Spanish-speaking world

GC–1.3

b. recognize cultural behaviours that are different from their own

Selected Supporting outcomes

Students will be able to:

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

LC–2.5

a. produce a variety of short, simple written texts in guided situations

Materials

Information template.

Prerequisite Knowledge

Music and/or musicians from Latin America and Spain.

Sample Vocabulary

la grabación / recording
el año / year
el/la ganador(a) / winner
la producción / production
el grupo / group
tradicional / traditional
el instrumento / instrument
el/la cantante / singer
el género / genre
la categoría / category
el trofeo / trophy

Evaluation Tools

TOOL 1

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they research and present on Latin Grammy Award winners. Students use the checklist to determine if their peers are able to write a presentation that compares musical artists from Latin America and if they can express their emotions and feelings about their choices.

OUTCOMES

A–1.1a
A–2.2a
LC–2.5a
GC–1.4a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to formulate questions and use basic research skills to gather and understand information about Latin Grammy Award winners, including recognizing cultural behaviours that are different from their own. Students could use the following sentence starters:

- The Latin Grammy Awards remind me of …
- I learned that the Latin Grammy Awards …
- I would like to know more about …
- I found the following musical artists interesting …

OUTCOMES

A–1.1a
GC–1.1a
GC–1.3b

Ganadores del premio Grammy / Grammy Award Winners: Peer-assessment Checklist

Nombre: ______________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Casi***	***Aún no***
• understand information, such as definitions, comparisons and examples Evidence: – –			
• inquire about and express emotions and feelings regarding popular Latin American music Evidence: – –			
• compare and contrast two different musical artists from the Spanish-speaking world Evidence: – –			
• produce short, simple written texts on popular Latin American music in guided situations Evidence: – –			

Activity 6

Las convenciones sociales / Social Conventions

Divide the class into groups of four. Assign a different age, gender and professional role to each student and choose an imaginary location. Students improvise a short skit in which they greet and/or introduce each other, applying their knowledge of the cultural behaviour of Spanish-speaking cultures regarding register, vocabulary and nonverbal behaviour. Students share their skit with the class.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.2
a. use the language creatively and for aesthetic purposes

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

GC–1.3
a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

GC–1.5
a. explore activities and experiences that reflect the cultures of the Spanish-speaking world

Selected Supporting outcomes

Students will be able to:

LC–3.1
a. identify socially appropriate language in specific situations

LC–3.4
a. recognize important social conventions in everyday interactions

Activity 6 (continued)

Materials

List of different roles and scenarios.

Prerequisite Knowledge

Culturally appropriate social conventions;
e.g., shaking hands, kissing on the cheeks.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL 1

Checklist and Comments

OUTCOMES

A–6.2a
LC–2.2a
LC–3.1a
GC–1.3a

Create an outcome-based checklist and share it with the students before they receive their roles and improvise their skits. Use the checklist to assess if students are able to use Spanish creatively to develop a skit that identifies socially appropriate language and explores elements of Spanish-speaking cultures.

TOOL 2

Self-assessment Checklist

OUTCOMES

A–6.2a
LC–3.4a
GC–1.3a
GC–1.5a

Create an outcome-based self-assessment checklist and share it with the students before they receive their roles and improvise their skits. Students use the checklist to assess how well they are able to use Spanish creatively in their skits, recognize important social conventions and explore experiences that reflect the cultures of the Spanish-speaking world.

For Teacher Use

Las convenciones sociales / Social Conventions: Checklist and Comments

Nombre: ____________________ *Fecha:* ____________________

Criterios:	***Sí***	***Aún no***
A–6.2 a. use the language creatively and for aesthetic purposes		
LC–2.2 a. produce a variety of short, simple oral texts in guided situations		
LC–3.1 a. identify socially appropriate language in specific situations		
GC–1.3 a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)		

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

For Student Use

Evaluation Tool No. 2

Las convenciones sociales / Social Conventions: Self-assessment Checklist

Nombre: ______________________ *Fecha:* _____________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• use the language creatively in a skit with classmates Evidence: – –				
• explore and compare elements of Spanish-speaking cultures with elements of my own culture(s) Evidence: – –				
• explore activities and experiences that reflect the cultures of the Spanish-speaking world Evidence: – –				
• recognize important social conventions in everyday situations Evidence: – –				

Es un mundo diverso
It Is a Diverse World

Global Citizenship

GC–2

Students will affirm diversity.

Specific Outcomes

Students will be able to:

GC–2.1a identify some words in their own language(s) that have been borrowed from Spanish or from other languages
GC–2.2a recognize that languages can be grouped into families based on common origins
GC–2.3a identify some of the past and present relationships between the cultures of the Spanish-speaking world being studied and their own culture(s)
GC–2.4a recognize that within any culture there are important differences in the way people speak and behave
GC–2.5a demonstrate curiosity about other languages and cultures
GC–2.5b recognize and acknowledge different perspectives
GC–2.6a explore representations of their own culture(s) created by members of another culture

Other Specific Outcomes

Applications

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

A–3.3
a. express appreciation, enthusiasm, support and respect for contributions of others

A–3.3
b. offer to explain or clarify

A–5.1
a. ask questions to clarify understanding and knowledge

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.4
a. provide reasons for their opinions on topics within their experience

A–6.1
a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

A–6.2
a. use the language creatively and for aesthetic purposes

Other Specific Outcomes (continued)

Language Competence

Students will be able to:

LC–1.1

a. identify and reproduce some critical sound distinctions and intonations that are important for meaning

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.5

a. produce a variety of short, simple written texts in guided situations

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

LC–3.3

a. recognize some common regional variations in language; e.g., the different pronunciations of *ce*, *ci*, *z*

Global Citizenship

There are no additional Global Citizenship outcomes in this cluster.

Strategies

Students will be able to:

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   - listen attentively
   - look for patterns and relationships
   - associate new words or expressions with familiar ones

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
   - start again, using a different tactic, when communication breaks down
   - use circumlocution to compensate for lack of vocabulary

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - use resources to increase vocabulary
   - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas

S–3.2

a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
   - reflect on learning tasks
   - reflect upon their thinking processes and how they learn

Activity 1

Acentos / Accents

Locate recordings of different types of accents among English-language speakers; e.g., Australian, British, South African, American. With students, brainstorm a list of different accents. Play the recordings and have students identify the accents they hear. Explain the function of accents and survey the class to see what different accents the students might have. Briefly explore different dialects and expressions within English and extend the idea of difference within a language to Spanish. Provide students with oral examples of different Spanish-language accents.

Sample Text

- *Todo el mundo habla con un acento. Un acento es una manera de pronunciar una lengua. Cada lengua tiene acentos diferentes y cada región de un país tiene una variedad de acentos.* / Everybody speaks with an accent. An accent is a way of pronouncing a language. Each language has different accents and each region of a country has a variety of accents.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.1

a. ask questions to clarify understanding and knowledge

LC–3.3

a. recognize some common regional variations in language; e.g., the different pronunciations of *ce*, *ci*, *z*

GC–2.4

a. recognize that within any culture there are important differences in the way people speak and behave

Selected Supporting outcomes

Students will be able to:

LC–1.1

a. identify and reproduce some critical sound distinctions and intonations that are important for meaning

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
    - listen attentively

Activity 1 (continued)

Materials

Recordings of a variety of English and Spanish accents.

Prerequisite Knowledge

None required.

Sample Vocabulary

el acento / accent	*la región* / region
el dialecto / dialect	*hablar* / to speak
la pronunciación / pronunciation	*extranjero(a)* / foreign/foreigner

Evaluation Tools

TOOL ❶

Self-assessment Rating Scale

OUTCOMES

Create an outcome-based self-assessment rating scale and share it with the students before they explore different accents. Students use the rating scale to assess how well they are able to use cognitive strategies, recognize common regional variations in language and recognize that within any culture there are important differences in the way people speak.

A–5.1a
LC–3.3a
GC–2.4a
S–1.1a

TOOL ❷

Rating Scale

OUTCOMES

Create an outcome-based rating scale and share it with the students before they explore different accents. Use the rating scale to assess how well students are able to identify and reproduce some critical sound distinctions, recognize that within any culture there are important differences in the way people speak, and ask questions to clarify their understanding of a variety of short, simple oral texts.

A–5.1a
LC–1.1a
LC–2.1a
GC–2.4a

Evaluation Tool No. 1

For Student Use

Acentos / Accents: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• ask questions to clarify understanding and knowledge regarding differences in accents within a language	●	●	●	●
• recognize that within any culture there are important differences in the way people speak	●	●	●	●
• recognize some common regional variations in the way people speak English and Spanish	●	●	●	●
• listen attentively	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ____

____

____

For Teacher Use

Evaluation Tool No. 2

Acentos / Accents: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–5.1 a. ask questions to clarify understanding and knowledge	●	●	●	●
LC–1.1 a. identify and reproduce some critical sound distinctions and intonations that are important for meaning	●	●	●	●
LC–2.1 a. understand a variety of short, simple oral texts in guided and unguided situations	●	●	●	●
GC–2.4 a. recognize that within any culture there are important differences in the way people speak and behave	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 2

Oh, Canadá / Oh, Canada

Present the class with the results of international polls that surveyed how other countries view Canada. Discuss with students any recurring themes or perspectives in the polls and write them on the board in both English and Spanish. Divide the class into groups and assign a theme or perspective to each.

Students evaluate the theme or perspective and decide if they agree or disagree with the views and why. They then choose a Spanish-speaking country and conduct research to determine the relationship between Canada and that country. With their classmates, students reflect on how the relationship between Canada and the Spanish-speaking country might affect one's perception and beliefs about Canada.

Specific Outcomes

Selected Principal outcomes *Students will be able to:*

A–2.1
a. inquire about and express agreement and disagreement

A–5.4
a. provide reasons for their opinions on topics within their experience

GC–2.3
a. identify some of the past and present relationships between the cultures of the Spanish-speaking world being studied and their own culture(s)

GC–2.5
b. recognize and acknowledge different perspectives

GC–2.6
a. explore representations of their own culture(s) created by members of another culture

Selected Supporting outcomes *Students will be able to:*

LC–2.3
a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

S–3.2
a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
- reflect on learning tasks
- reflect upon their thinking processes and how they learn

Activity 2 (continued)

Materials

Polling data.

Prerequisite Knowledge

None required.

Sample Vocabulary

tolerante	tolerant
generoso(a)	generous
muy buena opinión	high regard
más	more
menos	less
en comparación con	in comparison with
mantener la paz	to maintain/keep peace
la encuesta	poll
la información	data
la opinión	opinion
el estereotipo	stereotype

Evaluation Tools

TOOL

1 Learning Log

OUTCOMES

A–2.1a
LC–2.3a
GC–2.5b
S–3.2a

Have the students reflect on their learning and how well they were able to acknowledge different cultural perspectives, express agreement or disagreement with these perspectives during simple interactions with their classmates and use metacognitive strategies. Students could use the following sentence starters:

- I think the outside world's perspectives of Canada are …
- I agree/disagree with the idea that …
- My classmates thought that …
- When I think about how I now see Canada …

TOOL

2 Checklist and Comments

OUTCOMES

A–5.4a
LC–2.3a
GC–2.3a
GC–2.6a

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to explore representations of Canadian culture created by members of a Spanish-speaking culture, identify some of the past and present relationships between the two cultures, and offer, and provide reasons for, their opinions on the representations of Canadian culture.

Evaluation Tool No. 2

For Teacher Use

Oh, Canadá / Oh, Canada: Checklist and Comments

Nombre: ______________________________ *Fecha:* ______________________________

Criterios:	***Sí***	***Aún no***
A–5.4 a. provide reasons for their opinions on topics within their experience		
LC–2.3 a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary		
GC–2.3 a. identify some of the past and present relationships between the cultures of the Spanish-speaking world being studied and their own culture(s)		
GC–2.6 a. explore representations of their own culture(s) created by members of another culture		

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

Activity 3

Una identidad provincial / A Provincial Identity

In pairs or small groups, students survey other cultural groups and conduct research to determine how various cultures view Canadians and Albertans. Students then create a dramatic presentation of their findings that recognizes and acknowledges other perspectives.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.1
a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

GC–2.5
b. recognize and acknowledge different perspectives

GC–2.6
a. explore representations of their own culture(s) created by members of another culture

Selected Supporting outcomes

Students will be able to:

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.7
a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

las montañas / mountains
el pionero(a) / pioneer
el vaquero / cowboy
el rodeo / rodeo
el granjero / farmer
cosmopolita / cosmopolitan
la industria / industry
el petróleo / oil
el gas / gas

Evaluation Tools

TOOL 1

Rubric and Checklist

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students acknowledge different perspectives in a dramatic presentation that uses a variety of short, simple oral texts and expresses meaning through the use of visual elements.

OUTCOMES

LC–2.2a
LC–2.7a
GC–2.5b

TOOL 2

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use Spanish for fun when producing oral texts that explore representations of their own culture(s) created by members of another culture.

OUTCOMES

A–6.1a
LC–2.2a
LC–2.7a
GC–2.6a

For Teacher Use

Evaluation Tool No. 1

Una identidad provincial / A Provincial Identity: Rubric and Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
LC–2.2 a. produce a variety of short, simple oral texts in guided situations	produces a variety of **precise and effective** oral texts in guided situations; oral language is **sophisticated and precise** ☐	produces a variety of **accurate** oral texts in guided situations; oral language is **appropriate and purposeful** ☐	produces a variety of **simple** oral texts in guided situations; oral language is **straightforward and conventional** ☐	☐ work was not completed ☐ task demonstrates minimal effort ☐ learning has not yet been achieved
LC–2.7 a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	uses visual elements **effectively** to express meaning ☐	uses visual elements **reasonably well** to express meaning ☐	uses visual elements **somewhat effectively** to express meaning ☐	
GC–2.5 b. recognize and acknowledge different perspectives	recognizes and acknowledges different perspectives **perceptively** ☐	recognizes and acknowledges different perspectives **thoughtfully** ☐	recognizes and acknowledges different perspectives **appropriately** ☐	Plan for improvement:

Work Habits

☐ worked independently
☐ worked with minimal assistance
☐ worked with some assistance
☐ required constant supervision and assistance

Evaluation Tool No. 2

For Student Use

Una identidad provincial / A Provincial Identity: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ______________________________

Puedes:	***Sí***	***Aún no***
• use the language for fun and to interpret simple humour		
• explore representations of your own culture(s) created by members of another culture		
• produce a variety of short, simple oral texts in guided situations		
• express meaning through the use of visual elements		

Comentarios

Algo que me gusta de tu trabajo: ______________________________

____

____

____

Una sugerencia para la próxima vez: ______________________________

____

____

____

Activity 4

GC–2

Palabras prestadas / Borrowed Words

Distribute a list of English words borrowed from Spanish or other languages. In groups of two or three, students use the words in the list to create a song, skit, dialogue, poem or short story. Students share their work with their classmates, who attempt to identify each of the borrowed words.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

LC–2.5

a. produce a variety of short, simple written texts in guided situations

GC–2.1

a. identify some words in their own language(s) that have been borrowed from Spanish or from other languages

Selected Supporting outcomes

Students will be able to:

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - use resources to increase vocabulary
   - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas

Activity 4 (continued)

Materials

Vocabulary list.

Prerequisite Knowledge

None required.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES

A–3.3a
A–6.2a
GC–2.1a
S–2.3a

Have the students reflect on their learning and how well they were able to use productive strategies, identify words borrowed from Spanish or other languages, use the language creatively and express support and respect for contributions of others. Students could use the following sentence starters:

- I said the following things to support my classmate(s) …
- The borrowed words I found most interesting were …
- I would like to learn more about …

TOOL 2

Rating Scale

OUTCOMES

A–6.2a
LC–2.5a
GC–2.1a

Create an outcome-based rating scale and share it with the students before they begin their compositions. Use the rating scale to assess how well students are able to creatively use words borrowed from Spanish or other languages in an oral or written composition.

For Teacher Use

Evaluation Tool No. 2

Palabras prestadas / Borrowed Words: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Criterios:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–6.2 a. use the language creatively and for aesthetic purposes	●	●	●	●
LC–2.5 a. produce a variety of short, simple written texts in guided situations	●	●	●	●
GC–2.1 a. identify some words in their own language(s) that have been borrowed from Spanish or from other languages	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

Activity 5

Destinos preferidos / Favourite Destinations

Students interview six classmates about two countries they would like to visit and learn about. As a class, they discuss the responses gathered, including the reasons offered by their classmates for their choices, and then create a statistical analysis of their findings.

Sample Text

- *El setenta por ciento de los alumnos quieren visitar España. Estos alumnos quieren practicar español y descansar en la playa. El veinticinco por ciento quiere viajar a Japón porque la cultura y la lengua son interesantes.* / Seventy percent of students want to visit Spain. These students want to practise Spanish and relax on the beach. Twenty-five percent want to travel to Japan because the culture and language are interesting.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.1

a. ask questions to clarify understanding and knowledge

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.4

a. provide reasons for their opinions on topics within their experience

GC–2.5

a. demonstrate curiosity about other languages and cultures

Selected Supporting outcomes

Students will be able to:

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
    - start again, using a different tactic, when communication breaks down
    - use circumlocution to compensate for lack of vocabulary

Activity 5 (continued)

Materials

Sample interview template.

Prerequisite Knowledge

None required.

Sample Vocabulary

el destino / destination
la cultura / culture
la lengua / language
viajar / to travel
extraño(a) / strange
extranjero(a) / foreign/foreigner
visitar / to visit
aprender / to learn
estudiar / to study

Evaluation Tools

TOOL 1

Rubric

OUTCOMES

A–5.1a
A–5.4a
GC–2.5a

Collaboratively create an outcome-based rubric with the students before they survey one another and discuss the results. Use the rubric to evaluate how well students are able to ask questions, demonstrate curiosity about other cultures and provide reasons for their opinions.

TOOL 2

Self-assessment Rating Scale

OUTCOMES

A–5.2a
LC–2.3a
GC–2.5a
S–2.1a

Create an outcome-based self-assessment rating scale and share it with the students before they survey one another and discuss the results. Students use the rating scale to assess how well they are able to gather information and use interactive strategies to manage routine conversations in which they demonstrate curiosity about other languages and cultures.

Evaluation Tool No. 1

For Teacher Use

Destinos preferidos / Favourite Destinations: Rubric

Nombre: ____________________________________ *Fecha:* ____________________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–5.1 a. ask questions to clarify understanding and knowledge	asks **insightful** questions to clarify understanding and knowledge ☐	asks **careful** questions to clarify understanding and knowledge ☐	asks **predictable** questions to clarify understanding and knowledge ☐	asks **superficial** questions to clarify understanding and knowledge ☐
A–5.4 a. provide reasons for their opinions on topics within their experience	provides **sophisticated and precise** reasons for his or her opinions on a topic ☐	provides **detailed** reasons for his or her opinions on a topic ☐	provides **basic** reasons for his or her opinions on a topic ☐	provides **vague** reasons for his or her opinions on a topic ☐
GC–2.5 a. demonstrate curiosity about other languages and cultures	demonstrates **significant** curiosity about other languages and cultures ☐	demonstrates **relevant** curiosity about other languages and cultures ☐	demonstrates **superficial** curiosity about other languages and cultures ☐	demonstrates **vague** curiosity about other languages and cultures ☐

For Student Use

Evaluation Tool No. 2

Destinos preferidos / Favourite Destinations: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• gather information on my classmates' preferred destinations	●	●	●	●
• demonstrate curiosity about other languages and cultures	●	●	●	●
• manage simple, routine conversations, asking for repetition or clarification when necessary	●	●	●	●
• find other ways of expressing a word when I cannot think of how to say that word in Spanish	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ____

____

____

Activity 6

Las familias lingüísticas / Language Families

Choose five to 10 English vocabulary words from a particular unit or lexical field. Find the equivalents of those words in German, French and Spanish and randomly compile the words into a list. Distribute the list to each student.

Students examine the list and rearrange the words into the four language categories. They participate in a class discussion on language families and explain why they organized their lists the way they did.

Variation

- Cut out the individual words and paste them onto cards. Students organize the cards into the four language categories.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.4

a. provide reasons for their opinions on topics within their experience

GC–2.2

a. recognize that languages can be grouped into families based on common origins

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   - associate new words or expressions with familiar ones
   - look for patterns and relationships

Selected Supporting outcomes

Students will be able to:

A–3.3

b. offer to explain or clarify

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

Activity 6 (continued)

Materials

List of vocabulary in a variety of languages.

Information on language families.

Prerequisite Knowledge

None required.

Sample Vocabulary

Spanish	*French*	*German*	*English*
(la) cabeza	*(la) tête*	*(der) Kopf*	(the) head
(la) rodilla	*(le) genou*	*(das) Knie*	(the) knee
(la) pierna	*(la) jambe*	*(das) Bein*	(the) leg
(el) brazo	*(le) bras*	*(der) Arm*	(the) arm
(el) dedo	*(le) doigt*	*(der) Finger*	(the) finger
(el) codo	*(le) coude*	*(der) Ellbogen*	(the) elbow

Evaluation Tools

TOOL ❶

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they arrange the vocabulary words into language categories. Students use the checklist to determine if they are able to use cognitive strategies to understand and arrange words into language categories and if they can provide reasons for their choices.

OUTCOMES

A–5.4a
GC–2.2a
LC–2.4a
S–1.1a

TOOL ❷

Anecdotal Notes

Observe students as they arrange the vocabulary words into language categories. Note and record how well they are able to recognize vocabulary words in different languages, organize the words into categories and explain or clarify their decisions.

OUTCOMES

A–3.3b
GC–2.2a

For Student Use

Las familias lingüísticas / Language Families: Self-assessment Checklist

Nombre: ____________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• understand a variety of vocabulary words in different languages		
• provide reasons for why I arranged the words the way I did		
• recognize that languages can be grouped into families based on common origins		
• associate new words or expressions with familiar ones, either in Spanish or in my own language(s)		
• look for patterns and relationships among vocabulary words		

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

Las familias lingüísticas / Language Families: Anecdotal Notes

Fecha: ________________________

Criterios:
A–3.3b offer to explain or clarify
GC–2.2a recognize that languages can be grouped into families based on common origins

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–3.3b			
	GC–2.2a			
2.	A–3.3b			
	GC–2.2a			
3.	A–3.3b			
	GC–2.2a			
4.	A–3.3b			
	GC–2.2a			
5.	A–3.3b			
	GC–2.2a			
6.	A–3.3b			
	GC–2.2a			
7.	A–3.3b			
	GC–2.2a			
8.	A–3.3b			
	GC–2.2a			
9.	A–3.3b			
	GC–2.2a			
10.	A–3.3b			
	GC–2.2a			

Oportunidades globales
Global Opportunities

Global Citizenship GC–3

Students will explore personal and career opportunities.

Specific Outcomes

Students will be able to:

GC–3.1a identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest
GC–3.1b identify personal reasons for learning Spanish
GC–3.2a explore personal reasons for learning additional languages and experiencing other cultures
GC–3.2b identify aspects of different cultures that are of personal interest

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–3.2
a. state personal actions in the present

A–5.1
a. ask questions to clarify understanding and knowledge

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.4
a. provide reasons for their opinions on topics within their experience

A–6.2
a. use the language creatively and for aesthetic purposes

A–6.3
a. use the language for personal enjoyment; e.g., listen to music

Language Competence

Students will be able to:

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.4
a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.7
a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

LC–3.5
a. use appropriate nonverbal behaviours in a variety of familiar contexts

LC–4.1
a. organize texts, using common patterns

LC–4.2
a. recognize various text forms delivered through a variety of media

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–2.5

a. demonstrate curiosity about other languages and cultures

Strategies

Students will be able to:

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
    - learn poems or lyrics, incorporating new vocabulary or sentence patterns
    - associate new words or expressions with familiar ones

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
    - work cooperatively with peers in small groups
    - be willing to take risks and to try unfamiliar tasks and approaches

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
    - repeat part of what someone has said to confirm mutual understanding
    - summarize the point reached in a discussion to help focus the talk

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
    - make connections between texts on the one hand and prior knowledge and personal experience on the other
    - infer probable meanings of unknown words or expressions from contextual clues
    - summarize information gathered

S–2.3

a. identify and use a variety of productive strategies; e.g.,
    - use knowledge of sentence patterns to form new sentences
    - edit and proofread the final version of a text

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
    - take part in group decision-making processes
    - be willing to take risks and to try unfamiliar tasks and approaches

Activity 1

Explorando nuestros intereses / Exploring Our Interests

In groups of two or three, students choose and research an art form from a Spanish-speaking country; e.g., dance, music, painting. Students use digital recording software to create an instructional video on how to recreate the art form, including a brief explanation of why the art form is of personal interest to the group. The groups share their presentations with their classmates.

Extension

- Students present a brief history of the art form.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Selected Supporting outcomes

Students will be able to:

A–6.3

a. use the language for personal enjoyment; e.g., listen to music

LC–3.5

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

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - work cooperatively with peers in small groups
   - be willing to take risks and to try unfamiliar tasks and approaches

Activity 1 (continued)

Materials

Digital recording software.

Recording equipment.

Prerequisite Knowledge

None required.

Sample Vocabulary

izquierda / left	*un paso* / step
el pie / foot	*paso a paso* / step-by-step
derecha / right	*escribir* / to write
de un lado al otro / from side-to-side	*el poema* / poem
al lado de / beside	*la poesía* / poetry
mover / move	*pintar* / to paint
el ritmo / rhythm	*bailar* / to dance

Evaluation Tools

TOOL ❶

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use social and affective strategies when researching a particular art form, use the language for personal enjoyment and express their feelings about why they like a particular art form.

OUTCOMES

A–2.2a
A–5.2a
A–6.3a
GC–3.1a
S–1.3a

TOOL ❷

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use appropriate nonverbal behaviours and express their emotions and feelings about aspects of the arts of the Spanish-speaking world that are of personal interest.

OUTCOMES

A–2.2a
LC–3.5a
GC–3.1a

For Student Use

Explorando nuestros intereses / Exploring Our Interests: Self-assessment Checklist

Nombre: ____________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• express my feelings and opinions about the art form we chose		
• use Spanish for personal enjoyment		
• identify aspects of the arts of the Spanish-speaking world that are of personal interest		
• gather information from a variety of resources		
• work cooperatively with peers in a small group		
• take risks and try unfamiliar tasks and approaches		

Comentarios

Estoy contento(a) con: ____

____

Lo que necesito mejorar: ____

____

La próxima vez, voy a prestar más atención a: ____________________________________

____

For Teacher Use

Evaluation Tool No. 2

Explorando nuestros intereses / Exploring Our Interests: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–2.2 a. inquire about and express emotions and feelings in a variety of familiar contexts	●	●	●	●
LC–3.5 a. use appropriate nonverbal behaviours in a variety of familiar contexts	●	●	●	●
GC–3.1 a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 2

Mi artista favorita / My Favourite Artist

Compile a list of well-known Spanish-speaking artists. In pairs, students explore some of the artists' work and choose an artwork that appeals to them. Students use a computer graphics program to create a reasonable facsimile of the work or create a piece in the style of the artist. The partners share their art with the class and explain how they created their piece.

Variation

- Student recreate the artwork through another medium; e.g., from a painting to a sculpture, from a drawing to a textile.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

A–5.1

a. ask questions to clarify understanding and knowledge

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Selected Supporting outcomes

Students will be able to:

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
    - make connections between texts on the one hand and prior knowledge and personal experience on the other
    - infer probable meanings of unknown words or expressions from contextual clues

Activity 2 (continued)

Materials

List of Spanish-speaking artists.

Computer graphics software.

Previous Knowledge

None required.

Sample Vocabulary

el color	colour
el tema	theme
los personajes	characters
la opinión	opinion
el artista	artist
la sombra	shadow

el espacio	space
el equilibrio	balance
brillante	bright
oscuro	dim/dark
feliz	happy
triste	sad
medio	medium

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they choose and replicate an art form. Students use the rating scale to assess how well they are able to use interpretive strategies and visual elements in a variety of media to express their feelings about the work of Spanish-speaking artists that is of personal interest.

OUTCOMES

A–2.2a
LC–2.7a
GC–3.1a
S–2.2a

TOOL 2

Rating Scale

Create an outcome-based rating scale and share it with the students before they choose and replicate an art form. Use the rating scale to assess how well students are able to use interpretive strategies, identify aspects of the work of Spanish-speaking artists that are of personal interest and ask questions to clarify understanding.

OUTCOMES

A–5.1a
LC–2.7a
GC–3.1a
S–2.2a

Evaluation Tool No. 1

For Student Use

Mi artista favorita / My Favourite Artist: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• inquire about and express feelings regarding famous art	●	●	●	●
• identify aspects of the arts of the Spanish-speaking world that are of personal interest	●	●	●	●
• express meaning through the use of visual elements in a variety of media	●	●	●	●
• understand what certain words or expressions mean based on context and prior knowledge	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________________

____

____

For Teacher Use

Evaluation Tool No. 2

Mi artista favorita / My Favourite Artist: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–5.1 a. ask questions to clarify understanding and knowledge	●	●	●	●
LC–2.7 a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	●	●	●	●
GC–3.1 a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest	●	●	●	●
S–2.2 a. identify and use a variety of interpretive strategies; e.g., • make connections between texts on the one hand and prior knowledge and personal experience on the other	●	●	●	●
• infer probable meanings of unknown words or expressions from contextual clues	●	●	●	●

Comentarios

Lo que hiciste bien: ______________________________

____

____

____

Lo que puedes mejorar: ______________________________

____

____

____

Activity 3

Por qué aprendo español / Why I Learn Spanish

Lead a brief discussion with students about reasons for learning a second language. Working individually, students choose and research either personal or career opportunities possible when one knows how to speak Spanish. Students choose a medium (e.g., posters, acrostics, digital slide shows, dramatic presentations, speeches) and, using a key word or phrase, create a campaign to demonstrate reasons for learning Spanish. Students present their work to their classmates.

Sample Text

- ***D****epositar fondos en mi cuenta.* / To deposit funds in my account.
- ***I****diomas son interesantes.* / Languages are interesting.
- ***N****egociar un buen empleo.* / To negotiate a good job.
- ***E****xcelentes son las oportunidades.* / Opportunities are excellent.
- ***R****ecomendaciones mejores*. / Better recommendations.
- ***O****pciones múltiples*. / Multiple options.

Variation

- Students use symbols or posters that represent their reasons for learning a language.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.4

a. provide reasons for their opinions on topics within their experience

A–6.2

a. use the language creatively and for aesthetic purposes

LC–4.1

a. organize texts, using common patterns

GC–3.1

b. identify personal reasons for learning Spanish

Selected Supporting outcomes

Students will be able to:

S–2.3

a. identify and use a variety of productive strategies; e.g.,
    - use knowledge of sentence patterns to form new sentences
    - edit and proofread the final version of a text

Activity 3 (continued)

Materials

Paper and markers.

Computer graphics software.

Prerequisite Knowledge

None required.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL 1

Anecdotal Notes

Observe students as they create their campaign. Note and record how well they are able to use productive strategies, organize their texts, and use the language creatively as they provide reasons for their opinions on learning Spanish.

OUTCOMES

A–5.4a
LC–4.1a
GC–3.1b
S–2.3a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to use productive strategies and creatively organize a text that provides personal reasons for learning Spanish. Students could use the following sentence starters:

- In my opinion, an effective productive strategy is …
- I am learning Spanish because …
- I used Spanish creatively by …

OUTCOMES

A–6.2a
LC–4.1a
GC–3.1b
S–2.3a

Evaluation Tool No. 1

For Teacher Use

Por qué aprendo español / Why I Learn Spanish: Anecdotal Notes

Fecha: ________________________

Criterios:

A–5.4a	provide reasons for their opinions on topics within their experience
LC–4.1a	organize texts, using common patterns
GC–3.1b	identify personal reasons for learning Spanish
S–2.3a	identify and use a variety of productive strategies; e.g., • use knowledge of sentence patterns to form new sentences • edit and proofread the final version of a text

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–5.4a			
	LC–4.1a			
	GC–3.1b			
	S–2.3a			
2.	A–5.4a			
	LC–4.1a			
	GC–3.1b			
	S–2.3a			
3.	A–5.4a			
	LC–4.1a			
	GC–3.1b			
	S–2.3a			
4.	A–5.4a			
	LC–4.1a			
	GC–3.1b			
	S–2.3a			

Activity 4

GC–3

Entrevistas / Interviews

In groups of three to four, students explore personal and professional reasons for learning languages in addition to Spanish. Students take turns acting as camera operators and, in an on-the-street style, videorecord one another's reasons for learning other languages. The recordings are analyzed, arranged and edited by students, who present their work to their classmates.

Sample Dialogue

- *¿Por qué aprendes tú español?* / Why do you learn Spanish?
- *Mis abuelos vienen de Chile.* / My grandparents come from Chile.
- *¿Hablas con ellos en español?* / Do you speak with them in Spanish?
- *Un poco. Ellos hablan en español pero contesto en inglés.* / A little. They speak in Spanish and I answer in English.
- *¿Quieres aprender otras lenguas?* / Do you want to learn other languages?
- *Sí, quiero aprender francés. Es similar al español y es romántico.* / Yes, I want to learn French. It is similar to Spanish and it is romantic.

Variation

- Students interview one another using a more simple pen-and-paper style and then present the results to the class in whatever manner they choose; e.g., statistical diagram, digital slide show, photograph collage or poster.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2

a. state personal actions in the present

A–5.1

a. ask questions to clarify understanding and knowledge

A–5.4

a. provide reasons for their opinions on topics within their experience

GC–3.2

a. explore personal reasons for learning additional languages and experiencing other cultures

Selected Supporting outcomes

Students will be able to:

LC–2.2

a. produce a variety of short, simple oral texts in guided situations

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
  - repeat part of what someone has said to confirm mutual understanding
  - summarize the point reached in a discussion to help focus the talk

Activity 4 (continued)

GC–3

Materials

Digital videorecorder.

Editing software.

Prerequisite Knowledge

None required.

Sample Vocabulary

la entrevista / interview	*la pregunta* / question
el/la entrevistador(dora) / interviewer	*el idioma la lengua* / language
el/la entrevistado(a) / interviewee	*el razón* / reason
la respuesta / response	

Evaluation Tools

TOOL 1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they interview each other. Use the checklist to assess if students are able to state personal actions in the present, use interactive strategies and produce short, simple oral texts in which they explore their personal reasons for learning additional languages.

OUTCOMES

A–3.2a
LC–2.2a
GC–3.2a
S–2.1a

TOOL 2

Anecdotal Notes

Observe students as they interview each other. Note and record how well they are able to explore personal reasons for learning additional languages, provide reasons for their opinions and ask questions to clarify their understanding.

OUTCOMES

A–5.1a
A–5.4a
GC–3.2a

Entrevistas / Interviews: Checklist and Comments

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
A–3.2 a. state personal actions in the present		
LC–2.2 a. produce a variety of short, simple oral texts in guided situations		
GC–3.2 a. explore personal reasons for learning additional languages and experiencing other cultures		
S–2.1 a. identify and use a variety of interactive strategies; e.g., • repeat part of what someone has said to confirm mutual understanding • summarize the point reached in a discussion to help focus the talk		

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

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Una sugerencia para la próxima vez: ____

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Evaluation Tool No. 2

For Teacher Use

Entrevistas / Interviews: Anecdotal Notes

Fecha: ________________________

Criterios:

A–5.1a	ask questions to clarify understanding and knowledge
A–5.4a	provide reasons for their opinions on topics within their experience
GC–3.2a	explore personal reasons for learning additional languages and experiencing other cultures

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–5.1a			
	A–5.4a			
	GC–3.2a			
2.	A–5.1a			
	A–5.4a			
	GC–3.2a			
3.	A–5.1a			
	A–5.4a			
	GC–3.2a			
4.	A–5.1a			
	A–5.4a			
	GC–3.2a			
5.	A–5.1a			
	A–5.4a			
	GC–3.2a			
6.	A–5.1a			
	A–5.4a			
	GC–3.2a			

Activity 5

La radio del mundo / World Radio

With a partner, students choose a country outside North America and search for music of any genre from that country. They identify songs they like and learn something about each song, including the singer or group and/or composer. Students write a short commentary about their findings, in either English or Spanish. They compile their songs and commentary and create a podcast that other students can access and enjoy (teachers should be aware of copyright issues).

Extension

- In place of the actual songs, students present their own versions.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

GC–2.5

a. demonstrate curiosity about other languages and cultures

GC–3.2

b. identify aspects of different cultures that are of personal interest

Selected Supporting outcomes

Students will be able to:

LC–4.2

a. recognize various text forms delivered through a variety of media

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
    - learn poems or lyrics, incorporating new vocabulary or sentence patterns
    - associate new words or expressions with familiar ones

Activity 5 (continued)

Materials

Microphone and recording device.

Prerequisite Knowledge

None required.

Sample Vocabulary

None required.

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES

GC–2.5a
GC–3.2b
LC–4.2a

Have the students reflect on their learning and how well they were able to demonstrate curiosity about other languages by identifying music from different countries and recognizing various text forms found within the songs. Students could use the following sentence starters:

- I learned about and gave information on …
- A good reason for learning other languages is …
- I got my information on musical groups from …
- I did not know that …

TOOL 2

Rating Scale

OUTCOMES

GC–2.5a
GC–3.2b
S–1.1a

Create an outcome-based rating scale and share it with the students before they research songs from other countries. Use the rating scale to assess how well students are able to use cognitive strategies and demonstrate curiosity about the music of different cultures.

For Teacher Use

Evaluation Tool No. 2

La radio del mundo / World Radio: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
GC–2.5 a. demonstrate curiosity about other languages and cultures	●	●	●	●
GC–3.2 b. identify aspects of different cultures that are of personal interest	●	●	●	●
S–1.1 a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,				
• learn poems or lyrics, incorporating new vocabulary or sentence patterns	●	●	●	●
• associate new words or expressions with familiar ones	●	●	●	●

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

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Activity 6

Exposicíon virtual / Virtual Exhibition

Lead a brief class discussion about sculptures and share photographs of a few famous sculptures created by artists around the world. With students, brainstorm any sculptures with which they are familiar. In pairs, students select and research a sculpture from any country of origin or time period. They obtain a visual of the sculpture and write a brief description of it. Students organize their visuals and descriptions into an electronic slide show and invite other classes to view the virtual art exhibition.

Sample Text

- *La escultura* El Pensador, *de Rodin, es muy famosa y popular. Es la figura de un hombre. Está sentado y tiene el mentón en la mano. Es de bronce.* / The sculpture *The Thinker,* by Rodin, is very famous and popular. It is a figure of a man. He sits with his chin on his hand. It is bronze.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

LC–4.1

a. organize texts, using common patterns

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Selected Supporting outcomes

Students will be able to:

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   - take part in group decision-making processes
   - be willing to take risks and to try unfamiliar tasks and approaches

Materials

Computers and presentation software.

Prerequisite Knowledge

None required.

Sample Vocabulary

el material / material	*el metal* / metal
el bronce / bronze	*la madera* / wood
grande / large	*el/la escultor(a)* / sculptor
pequeño / small	*tallar* / to carve
la piedra / rock	*moldear* / to mold

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES

A–2.2a
LC–4.1a
GC–3.1a
S–3.3a

Have the students reflect on their learning and how well they were able to use social and affective strategies, organize information, identify aspects of a sculpture they like and express their feelings about their choice. Students could use the following sentence starters:

- My personal reasons for liking this sculpture are …
- Some social and affective strategies that work for me are …
- When my group put together the slide show, I …

TOOL 2

Checklist and Comments

OUTCOMES

A–1.1a
LC–4.1a
GC–3.1a
S–3.3a

Create an outcome-based checklist and share it with the students before they research sculptures and create their virtual art exhibition. Use the checklist to assess if students are able to understand information, organize texts, identify aspects of sculpture they like and use social and affective strategies.

For Teacher Use

Exposicíon virtual / Virtual Exhibition: Checklist and Comments

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
A–1.1 a. understand information, such as definitions, comparisons and examples		
LC–4.1 a. organize texts, using common patterns		
GC–3.1 a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest		
S–3.3 a. identify and use a variety of social and affective strategies to enhance general learning; e.g., • take part in group decision-making processes • be willing to take risks and to try unfamiliar tasks and approaches		

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

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Una sugerencia para la próxima vez: ____

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Activity 7

Arquitectura famosa / Famous Architecture

Lead a brief class discussion about architecture and why it is considered an art form. Share visuals of some examples of famous architecture. In pairs, students select and research one of the architecture examples. They obtain a visual of the architecture example and develop a short report about it; e.g., name, location, architect, style and why they like it.

Post the visuals and distribute copies of the reports to students. Students then circulate and match the visuals to the written reports.

Sample Text

- *La Torre Eiffel está en Paris. Se construido en 1889. Gustave Eiffel fue el diseñador e ingeniero. Es el edificio más alto de Paris, con 324 metros. Muchos turistas visitan la Torre Eiffel cada año. /* The Eiffel Tower is in Paris. It was built in 1889. Gustave Eiffel was the designer and engineer. It was the tallest building in Paris, at 324 metres. Many tourists visit the Eiffel Tower each year.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Selected Supporting outcomes

Students will be able to:

GC–2.5

a. demonstrate curiosity about other languages and cultures

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
    - infer probable meanings of unknown words or expressions from contextual clues
    - summarize information gathered

Activity 7 (continued)

Materials

Visuals of famous architecture.

Research tools for students.

Prerequisite Knowledge

None required.

Sample Vocabulary

diseñar / to design	*el artista* / artist
construir / to construct	*la iluminación* / lighting
el edificio / building	*interior* / interior
la estructura / structure	*exterior* / exterior
el material / materials	*religioso(a)* / religious
la construcción / construction	

Evaluation Tools

TOOL ❶

Learning Log

OUTCOMES

LC–2.4a
GC–2.5a
GC–3.1a

Have the students reflect on their learning and how well they were able to identify aspects of the architecture of different cultures that are of personal interest and understand information gathered during the research process. Students could use the following sentence starters:

- The piece of architecture that I liked best is …
- I would like to learn more about the culture of …
- I found information on architecture in …

TOOL ❷

Peer-assessment Checklist

OUTCOMES

A–2.2a
GC–3.1a
S–2.2a

Collaboratively create an outcome-based peer-assessment checklist with the students before they research famous architecture. Students use the checklist to determine if their peers are able to use interpretive strategies, identify aspects of the architecture of different cultures that are of personal interest and express their feelings about their choices.

Arquitectura famosa / Famous Architecture: Peer-assessment Checklist

Nombre: ____________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): __________________________

Puedes:	***Sí***	***Aún no***
• express your feelings and opinions on famous architecture		
• identify aspects of the architecture of different cultures that are of personal interest		
• summarize information you gathered through research		
• infer the meaning of unknown words or expressions from the sentence or text		

Comentarios

Algo que me gusta de tu trabajo: ____

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Una sugerencia para la próxima vez: ____

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Grade 7 Strategies Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Strategies: Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1: ***Aprender una lengua* / Learning a Language**

Activity 1: *El español en mi casa* / Spanish in My House
Activity 2: *Fotografías de un coche* / Photographs of a Car
Activity 3: *Presentador(a)* / Talk Show Host
Activity 4: *Canciones y movimiento* / Songs and Movements
Activity 5: *Libro de frases* / Phrase Book
Activity 6: *Un patrón* / A Sewing Pattern
Activity 7: *Charadas* / Charades
Activity 8: *Haiku* / Haiku

S–2: ***La lengua y comunicación* / Language and Communication**

Activity 1: *Una reportaje del tiempo* / A Weather Report
Activity 2: *Cosas de la casa* / Household Items
Activity 3: *Palabra por palabra* / Word-by-word
Activity 4: *Estrategias y moda* / Strategies and Fashion
Activity 5: *Descripciones de obras de arte* / Descriptions of Art
Activity 6: *Un texto difícil* / A Difficult Text
Activity 7: *Cuentos* / Stories

S–3: ***El aprendizaje general* / General Learning**

Activity 1: *Palabras de moda* / Fashion Words
Activity 2: *Construir un álbum de recortes* / Building a Scrapbook
Activity 3: *¡Viva el español!* / Three Cheers for Spanish!
Activity 4: *Una vida sana* / A Healthy Life
Activity 5: *Donde estudio en casa* / Where I Study at Home
Activity 6: *Miedo a salir a escena* / Stage Fright
Activity 7: *Resumir un texto* / Summarizing a Text
Activity 8: *Querido diario* / Dear Diary

Aprender una lengua
Learning a Language

Strategies

S–1

Students will know and use strategies to maximize the effectiveness of language learning.

Specific Outcomes

Students will be able to:

S–1.1a identify and use a variety of cognitive strategies to enhance language learning; e.g.,
- listen attentively
- learn poems or lyrics, incorporating new vocabulary or sentence patterns
- make personal dictionaries or maintain a language learning journal
- group together sets of things—vocabulary, structures—with similar characteristics
- seek opportunities outside of class to practise and observe

S–1.2a identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
- rehearse or role-play language
- make a plan in advance about how to approach a language learning task
- evaluate their performance or comprehension at the end of a task
- identify problems that might hinder successful completion of a task, and seek solutions

S–1.3a identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- participate in shared reading experiences
- work cooperatively with peers in small groups
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- work with others to solve problems and get feedback on tasks

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

A–2.1
a. inquire about and express agreement and disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–3.1
a. respond to and make suggestions in a variety of situations

A–3.3
a. express appreciation, enthusiasm, support and respect for contributions of others

A–3.3
b. offer to explain or clarify

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.3

a. describe and examine a problem, then propose solutions

A–5.4

a. provide reasons for their opinions on topics within their experience

A–6.1

a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

A–6.2

a. use the language creatively and for aesthetic purposes

A–6.3

a. use the language for personal enjoyment; e.g., listen to music

Language Competence

Students will be able to:

LC–1.2

a. apply some common spelling rules

LC–1.4

a. use, in modelled situations, the following grammatical elements:
    - *tener que* + infinitive
    - affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

LC–2.5

a. produce a variety of short, simple written texts in guided situations

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

LC–3.2

a. use learned idiomatic expressions correctly in familiar contexts

LC–4.1

a. organize texts, using common patterns

LC–4.2

a. recognize various text forms delivered through a variety of media

Global Citizenship

Students will be able to:

GC–1.2

a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

GC–1.3

a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

GC–2.5

b. recognize and acknowledge different perspectives

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Strategies

Students will be able to:

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
   - use illustrations to aid reading comprehension

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - copy what others say or write
   - use illustrations to provide detail when producing their own texts

Activity 1

El español en mi casa / Spanish in My House

Lead a brief class discussion about how contemporary cultures incorporate elements from other cultures; e.g., *la piñata*. Working individually, students consider their family traditions and how they could incorporate Spanish elements into them; e.g., sing "Happy Birthday" in Spanish, learn phrases for inclusion in holiday greeting cards. As a class, students discuss their ideas and compile the list of opportunities on the board.

Sample Text

- *(Nosotros) te deseamos un cumpleaños maravilloso. Especialmente para ti en tu cumpleaños.* / We wish you a marvellous birthday. Especially for you on your birthday.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1

a. respond to and make suggestions in a variety of situations

A–6.3

a. use the language for personal enjoyment; e.g., listen to music

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
    - learn poems or lyrics, incorporating new vocabulary or sentence patterns
    - seek opportunities outside of class to practise and observe

Selected Supporting outcomes

Students will be able to:

GC–1.3

a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
    - use illustrations to aid reading comprehension

Materials

The words to “Happy Birthday” in Spanish.

Prerequisite Knowledge

Typical family traditions.

Sample Vocabulary

una fiesta / party
una canción / song
un baile / dance
cantar / to sing
bailar / to dance
una tarjeta / card
un juego / game
un pastel/una torta / cake

Evaluation Tools

TOOL 1

Learning Log

Have the students reflect on their learning and how well they were able to use cognitive and interpretive strategies and use Spanish for personal enjoyment. Students could use the following sentence starters:

- I used Spanish outside of the classroom by …
- Some new words and phrases I learned are …
- I especially enjoyed …
- One thing I would like to know more about is …

OUTCOMES

A–6.3a
S–1.1a
S–2.2a

TOOL 2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use cognitive strategies, explore and compare Spanish family traditions with those of their own cultures, make suggestions and respond to suggestions from their classmates.

OUTCOMES

A–3.1a
GC–1.3a
S–1.1a

For Teacher Use

Evaluation Tool No. 2

El español en mi casa / Spanish in My House: Rating Scale

Nombre: ______________________ *Fecha:* ____________________________

Criterios:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–3.1 a. respond to and make suggestions in a variety of situations	●	●	●	●
GC–1.3 a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s)	●	●	●	●
S–1.1 a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,				
• learn poems or lyrics, incorporating new vocabulary or sentence patterns	●	●	●	●
• seek opportunities outside of class to practise and observe	●	●	●	●

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

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____

Fotografías de un coche / Photographs of a Car

In groups of two to three, students discuss and plan how they will create a photographic display of a car; e.g., how big it will be, what size of photographs to use, how the photographs will be arranged. Students use a camera to take photographs of a car and assemble the photographs into a display for their classmates to enjoy.

Sample Text
El motor tiene que estar aquí. Voy a usar una fotografía del motor del coche de mi padre. La carrocería tiene que ser grande y aerodinámica. Tenemos que indicar los partes de la carrocería también. / The motor has to be here. I am going to use a photograph of the motor of my dad's car. The body of the car has to be big and aerodynamic. We also have to indicate the parts of the car body.

Variation

- Students use various drawings or magazine pictures instead of photographs.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - participate actively in brainstorming and conferencing as prewriting and postwriting exercises
   - work with others to solve problems and get feedback on tasks

Selected Supporting outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–5.3

a. describe and examine a problem, then propose solutions

Activity 2 (continued)

Materials

Digital camera.
Photograph paper.
Printer.

Prerequisite Knowledge

General knowledge of a car.

How to use a digital camera.

Sample Vocabulary

el volante / steering wheel
la defensa/el parachoques / bumper
el espejo / mirror
la rueda / wheel
el asiento / seat
el faro / headlight
el capó / hood
el maletero/la cajuela / trunk
el freno / brakes

Evaluation Tools

TOOL 1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to express meaning through a photographic display of cars, use social and affective strategies, and express appreciation and support for the contributions of their classmates.

OUTCOMES

A–1.1a
A–3.3a
LC–2.7a
S–1.3a

TOOL 2

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use social and affective strategies, describe and examine a problem, then propose solutions, and express appreciation and enthusiasm for the contributions of their classmates.

OUTCOMES

A–3.3a
A–5.3a
LC–2.7a
S–1.3a

For Teacher Use

Fotografías de un coche / Photographs of a Car: Checklist and Comments

Nombre: ______________________ *Fecha:* _________________________

Puedes:	***Sí***	***Aún no***
A–1.1 a. understand information, such as definitions, comparisons and examples		
A–3.3 a. express appreciation, enthusiasm, support and respect for contributions of others		
LC–2.7 a. express meaning through the use of visual elements in a variety of media in guided and unguided situations		
S–1.3 a. identify and use a variety of social and affective strategies to enhance language learning; e.g., • participate actively in brainstorming and conferencing as prewriting and postwriting exercises • work with others to solve problems and get feedback on tasks		

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

____

____

Lo que puedes mejorar: ____

____

____

Fotografías de un coche / Photographs of a Car: Peer-assessment Checklist

Nombre: ______________________ *Fecha:* _________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• express appreciation, enthusiasm, support and respect when group members make contributions to a project		
• describe and examine a problem, then propose solutions		
• express meaning through the use of photographs		
• work with others to solve problems and get feedback on tasks		
• participate actively in brainstorming and discussion as prewriting and postwriting exercises		

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Activity 3

Presentador(a) / Talk Show Host

Lead a brief class discussion about friendship and what it means. In groups of four or five, students prepare a script for a talk show in which the host interviews people and discusses the meaning of friendship for them. Students rehearse their lines, film the show and present it to their classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

A–3.3

b. offer to explain or clarify

A–5.4

a. provide reasons for their opinions on topics within their experience

S–1.2

a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - rehearse or role-play language
   - evaluate their performance or comprehension at the end of a task

Selected Supporting outcomes

Students will be able to:

GC–2.5

b. recognize and acknowledge different perspectives

Activity 3 (continued)

Materials

Video camera and television/projector.

Prerequisite Knowledge

The format of a talk show.

Sample Vocabulary

honrado(a), honesto(a) / honest
la amistad / friendship
preguntar / to ask
un(a) invitado(a) / guest
salir / to go out
fiel / loyal
compañero(a) / companion
bienvenido / welcome
un(a) conocido(a) / acquaintance
el programa / show
apoyar/ayudar / to support
divertirse / to have fun
el(la) presentador(a) / host

Evaluation Tools

TOOL 1

Peer-assessment Checklist

OUTCOMES
A–5.4a
GC–2.5b
S–1.2a

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use metacognitive strategies, provide reasons for their opinions on an issue and recognize other perspectives.

TOOL 2

Anecdotal Notes

OUTCOMES
A–2.2a
A–3.3b
S–1.2a

Observe students as they prepare their scripts and film their videos. Note and record how well they are able to use metacognitive strategies and express and explain their feelings about friendship.

Evaluation Tool No. 1

For Student Use

Presentador(a) / Talk Show Host:
Peer-assessment Checklist

Nombre: ______________________ *Fecha:* _________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• provide reasons for your opinions on what friendship means		
• recognize and acknowledge different perspectives on friendship		
• rehearse or role-play language		
• evaluate your performance at the end of the task		

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Presentador(a) / Talk Show Host:
Anecdotal Notes

Fecha: ________________________

Criterios:

A–2.2a inquire about and express emotions and feelings in a variety of familiar contexts
A–3.3b offer to explain or clarify
S–1.2a identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
- rehearse or role-play language
- evaluate their performance or comprehension at the end of a task

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–2.2a			
	A–3.3b			
	S–1.2a (rehearse)			
	S–1.2a (evaluate)			
2.	A–2.2a			
	A–3.3b			
	S–1.2a (rehearse)			
	S–1.2a (evaluate)			
3.	A–2.2a			
	A–3.3b			
	S–1.2a (rehearse)			
	S–1.2a (evaluate)			
4.	A–2.2a			
	A–3.3b			
	S–1.2a (rehearse)			
	S–1.2a (evaluate)			

Activity 4

Canciones y movimiento / Songs and Movements

Select an appropriate Spanish-language song and present it to the class as a cloze activity. Students complete the cloze activity on their own. In small groups, students analyze the song and brainstorm actions and gestures that fit the lyrics. The groups present their ideas to their classmates, singing and acting out the song. As a class, they discuss, in English or Spanish, which strategies were effective and which were not.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1
a. respond to and make suggestions in a variety of situations

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
  - listen attentively
  - learn poems or lyrics, incorporating new vocabulary or sentence patterns

Selected Supporting outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

A–6.3
a. use the language for personal enjoyment; e.g., listen to music

GC–3.1
a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Activity 4 (continued)

Materials

Spanish-language pop song and lyrics in cloze form.

Prerequisite Knowledge

None required.

Sample Vocabulary

un gesto / gesture	*el sentido* / meaning
una canción / song	*el(la) cantante* / singer
las letras / lyrics	*el(la) artista(a)* / artist

Evaluation Tools

TOOL 1

Self-assessment Checklist

OUTCOMES

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use Spanish for personal enjoyment, make suggestions and respond to suggestions from their classmates, and identify aspects of the arts of the Spanish-speaking world that are of personal interest.

A–3.1a
A–6.3a
GC–3.1a
S–1.1a

TOOL 2

Observation Checklist

OUTCOMES

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use cognitive strategies, inquire about and express agreement and disagreement and identify aspects of the arts of the Spanish-speaking world that are of personal interest.

A–2.1a
GC–3.1a
S–1.1a

For Student Use

Canciones y movimiento / Songs and Movements: Self-assessment Checklist

Nombre: ______________________ *Fecha:* ____________________________

Puedo:	***Sí***	***Aún no***
• make and respond to suggestions regarding song lyrics and gestures		
• use the language for personal enjoyment		
• identify Spanish-language songs that are of personal interest		
• listen attentively to a song		
• learn songs or lyrics, incorporating new vocabulary or sentence patterns		

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ____________________________

____

____

For Teacher Use

Evaluation Tool No. 2

Canciones y movimiento / Songs and Movements: Observation Checklist

Fecha: ______________________________

Criterios:

A–2.1a inquire about and express agreement and disagreement

GC–3.1a identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

S–1.1a identify and use a variety of cognitive strategies to enhance language learning; e.g.,
- listen attentively
- learn poems or lyrics, incorporating new vocabulary or sentence patterns

Nombre	***Criterios***	***Sí***	***Aún no***
1.	A–2.1a		
	GC–3.1a		
	S–1.1a (listen)		
	S–1.1a (learn)		
2.	A–2.1a		
	GC–3.1a		
	S–1.1a (listen)		
	S–1.1a (learn)		
3.	A–2.1a		
	GC–3.1a		
	S–1.1a (listen)		
	S–1.1a (learn)		
4.	A–2.1a		
	GC–3.1a		
	S–1.1a (listen)		
	S–1.1a (learn)		
5.	A–2.1a		
	GC–3.1a		
	S–1.1a (listen)		
	S–1.1a (learn)		
6.	A–2.1a		
	GC–3.1a		
	S–1.1a (listen)		
	S–1.1a (learn)		

Activity 5

Libro de frases / Phrase Book

Lead a brief class discussion about family traditions that involve the writing of greeting cards or postcards. The families discussed can be of different types; e.g., foster, blended, adopted, extended. Students create a greeting card, postcard or phrase book by compiling a list of useful Spanish expressions, phrases and words that correspond to a variety of holidays, traditions and vacation settings.

Sample Text

- *Te deseo una navidad muy alegre y feliz.* / I wish you a very Happy and Merry Christmas.
- *¡Mis mejores deseos para ti en tu Quinceañera!* / My best wishes for you on your 15th birthday!

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–2.5

a. produce a variety of short, simple written texts in guided situations

LC–3.2

a. use learned idiomatic expressions correctly in familiar contexts

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   - make personal dictionaries or maintain a language learning journal
   - group together sets of things—vocabulary, structures—with similar characteristics

Selected Supporting outcomes

Students will be able to:

LC–1.2

a. apply some common spelling rules

GC–1.2

a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - copy what others say or write
   - use illustrations to provide detail when producing their own texts

Materials

Art supplies such as markers, paper.

Prerequisite Knowledge

Typical format for dictionaries.

Sample Vocabulary

un nombre / noun	*le expresión* / expression
un verbo / verb	*el cumpleaños* / birthday
alfabético / alphabetical	*las tarjetas* / cards
	un día festivo/feriado / holiday

Evaluation Tools

TOOL 1 Learning Log

OUTCOMES

LC–3.2a
GC–1.2a
S–1.1a
S–2.3a

Have the students reflect on their learning and how well they were able to use cognitive and productive strategies to list English- and Spanish-language phrases and idiomatic expressions and their correct uses in familiar contexts. Students could use the following sentence starters:

- The idiomatic expression I found most interesting was …
- I liked the way Spanish greeting cards …
- My phrase book is a little different from my classmates …
- I organized my phrase book …

TOOL 2 Rating Scale

OUTCOMES

A–5.2a
LC–1.2a
LC–2.5a
S–1.1a

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use cognitive strategies to compile a phrase book, gather information from a variety of resources and produce a variety of short, simple written texts, paying close attention to spelling.

For Teacher Use

Libro de frases / Phrase Book: Rating Scale

Nombre: ______________________ *Fecha:* ____________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–5.2 a. gather information from a variety of resources; e.g., print, human, multimedia, electronic	●	●	●	●
LC–1.2 a. apply some common spelling rules	●	●	●	●
LC–2.5 a. produce a variety of short, simple written texts in guided situations	●	●	●	●
S–1.1 a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,				
• make personal dictionaries or maintain a language learning journal	●	●	●	●
• group together sets of things—vocabulary, structures—with similar characteristics	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Un patrón / A Sewing Pattern

Share sewing patterns for articles of unisex clothing; e.g., jeans, jackets. Briefly describe to students how sewing patterns are used. In groups of two to three, students choose a sewing pattern and devise a sequence of steps that describe how they would make the selected article of clothing, including choice of colour, textile and extra materials.

Sample Dialogue

- *Es un diseño para una falda. ¿Qué color prefieren?* / This is a pattern for a skirt. What colour do you guys prefer?
- *Me gusta el azul con unos botones rosados.* / I like blue with some pink buttons.
- *Yo prefiero faldas de algodón.* / I prefer cotton skirts.
- *Okay. ¿De qué talla?* / Okay. What size?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.3

a. describe and examine a problem, then propose solutions

A–5.4

a. provide reasons for their opinions on topics within their experience

S–1.2

a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
    - make a plan in advance about how to approach a language learning task
    - identify problems that might hinder successful completion of a task, and seek solutions

Selected Supporting outcomes

Students will be able to:

LC–1.4

a. use, in modelled situations, the following grammatical elements:
    - *tener que* + infinitive
    - affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

LC–4.2

a. recognize various text forms delivered through a variety of media

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

Activity 6 (continued)

Materials

Sewing patterns.

Prerequisite Knowledge

Names of fabrics and articles of clothing.

Sample Vocabulary

el algodón / cotton	*la falda* / skirt
la lana / wool	*el botón* / button
la camisa / shirt	*la cinta* / ribbon
corto(a) / short	*elástico(a)* / stretchy
largo(a) / long	*cómodo(a)* / comfortable
a la moda / fashionable	*perfecto(a)* / perfect
caliente / warm	

Evaluation Tools

TOOL 1

Rating Scale

OUTCOMES

A–5.4a
S–1.2a

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to provide reasons for their opinions on the steps in the plan and how well they use metacognitive strategies.

TOOL 2

Learning Log

OUTCOMES

A–5.3a
LC–1.4a
LC–4.2a
S–1.2a

Have the students reflect on their learning and how well they were able to examine a problem and propose solutions, recognize various texts forms and use metacognitive strategies and selected grammatical elements. Students could use the following sentence starters:

- My contribution to the plan for the sewing pattern was …
- Working with the sewing pattern made me think of …
- The easiest task in the plan for the sewing pattern was …

For Teacher Use

Evaluation Tool No. 1

Un patrón / A Sewing Pattern: Rating Scale

Nombre: ______________________ *Fecha:* ______________________

Criterios:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–5.4 a. provide reasons for their opinions on topics within their experience	●	●	●	●
S–1.2 a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,				
• make a plan in advance about how to approach a language learning task	●	●	●	●
• identify problems that might hinder successful completion of a task, and seek solutions	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 7

Charadas / Charades

From the Internet or a travel agency, collect a variety of travel brochures from Spanish-speaking countries. Randomly distribute the brochures to students.

Students form groups according to the country depicted on the brochure they receive. They read the brochures and identify activities that they could do while on vacation or travelling in that country. The groups act out the activities for their classmates who guess the activities and the vacation destination. The activities presented are compiled by a student acting as a recorder.

Sample Text

- *En Uruguay, hay aproximadamente cien establecimientos para divertirse fuera de las ciudades. Tú puedes vestirse como un gaucho y sentir la libertad de las llanuras/la pampa.* / In Uruguay, there are around 100 places to have fun outside of the cities. You can dress as a gaucho and feel the freedom of the plains.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.1

a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits

S–1.3

a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
  - participate in shared reading experiences
  - work cooperatively with peers in small groups

Selected Supporting outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

LC–4.2

a. recognize various text forms delivered through a variety of media

Activity 7 (continued)

Materials

Travel brochures.

Prerequisite Knowledge

How to play charades.

Sample Vocabulary

un turista / tourist	*una tarjeta postal* / postcard
broncearse / to (sun) tan	*un museo* / museum
ir de compras / to go shopping	*un aeropuerto* / airport
un sitio arqueológico / archaeological site	

Evaluation Tools

TOOL 1

Observation Checklist

OUTCOMES

S–1.3a

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use social and affective strategies to read Spanish-language travel brochures.

TOOL 2

Self-assessment Rating Scale

OUTCOMES

A–1.1a
A–6.1a
LC–4.2a
S–1.3a

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use social and affective strategies, recognize and understand various text forms in a Spanish-language travel brochure and use Spanish for fun.

Evaluation Tool No. 1

For Teacher Use

***Charadas* / Charades: Observation Checklist**

Fecha: ______________________________

Criterios:

S–1.3a identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- participate in shared reading experiences
- work cooperatively with peers in small groups

Nombre	***Criterios***	***Sí***	***Aún no***
1.	S–1.3a (participate)		
	S–1.3a (work)		
2.	S–1.3a (participate)		
	S–1.3a (work)		
3.	S–1.3a (participate)		
	S–1.3a (work)		
4.	S–1.3a (participate)		
	S–1.3a (work)		
5.	S–1.3a (participate)		
	S–1.3a (work)		
6.	S–1.3a (participate)		
	S–1.3a (work)		
7.	S–1.3a (participate)		
	S–1.3a (work)		
8.	S–1.3a (participate)		
	S–1.3a (work)		

For Student Use

Evaluation Tool No. 2

Charadas / Charades: Self-assessment Rating Scale

Nombre: ________________________ *Fecha:* _______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• understand information on several tourism activities in Spanish-speaking countries	●	●	●	●
• use Spanish for fun	●	●	●	●
• recognize information in Spanish-language travel brochures	●	●	●	●
• work cooperatively with classmates in a small group	●	●	●	●
• participate in a shared reading experience	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ____________________________________

____

____

Haiku / Haiku

Introduce the haiku format to the class (a haiku is a three-line poem containing five, seven and five syllables respectively). Students compose their own haiku on the theme of friends and activities, complete with actions that match the words of their poem. Students perform their haiku for their classmates.

Sample Text

- *Buenos amigos.* / Good friends.
- *Jugamos en los parques.* / We play in the parks.
- *Fútbol y tenis.* / Soccer and tennis.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

LC–4.1

a. organize texts, using common patterns

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
    - learn poems or lyrics, incorporating new vocabulary or sentence patterns

Selected Supporting outcomes

Students will be able to:

LC–4.2

a. recognize various text forms delivered through a variety of media

Activity 8 (continued)

Materials

Blank paper.

Prerequisite Knowledge

None required.

Sample Vocabulary

un poema / poem	*japonés(a)* / Japanese
una rima / rhyme	*un verso* / verse
el ritmo / rhythm	

Evaluation Tools

TOOL 1

Anecdotal Notes

Observe students as they write and present their haiku. Note and record how well they are able to use Spanish creatively, organize words into a haiku and use cognitive strategies.

OUTCOMES

A–6.2a
LC–4.1a
S–1.1a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to use Spanish creatively, recognize various text forms and use cognitive strategies when writing their haiku. Students could use the following sentence starters:

- An effective cognitive strategy for this activity was …
- The most creative part of my poem was …
- An interesting aspect of haiku poetry is …

OUTCOMES

A–6.2a
LC–4.2a
S–1.1a

For Teacher Use

Haiku / Haiku: Anecdotal Notes

Fecha: ________________________

Criterios:

A–6.2a	use the language creatively and for aesthetic purposes
LC–4.1a	organize texts, using common patterns
S–1.1a	identify and use a variety of cognitive strategies to enhance language learning; e.g., • learn poems or lyrics, incorporating new vocabulary or sentence patterns

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–6.2a			
	LC–4.1a			
	S–1.1a			
2.	A–6.2a			
	LC–4.1a			
	S–1.1a			
3.	A–6.2a			
	LC–4.1a			
	S–1.1a			
4.	A–6.2a			
	LC–4.1a			
	S–1.1a			
5.	A–6.2a			
	LC–4.1a			
	S–1.1a			
6.	A–6.2a			
	LC–4.1a			
	S–1.1a			

La lengua y comunicación
Language and Communication

Strategies

S–2

Students will know and use strategies to maximize the effectiveness of language use.

Specific Outcomes

Students will be able to:

S–2.1a identify and use a variety of interactive strategies; e.g.,
- invite others into the discussion
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding

S–2.2a identify and use a variety of interpretive strategies; e.g.,
- listen or look for key words
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- use key content words or discourse markers to follow an extended text
- assess their information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

S–2.3a identify and use a variety of productive strategies; e.g.,
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use illustrations to provide detail when producing their own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting, writing, revision, correction and publication
- use a variety of resources to correct texts
- edit and proofread the final version of a text

Other Specific Outcomes

Applications

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–3.2

a. state personal actions in the present

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

A–5.1

a. ask questions to clarify understanding and knowledge

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–6.2

a. use the language creatively and for aesthetic purposes

Other Specific Outcomes (continued)

Language Competence

Students will be able to:

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.4
a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.5
a. produce a variety of short, simple written texts in guided situations

LC–2.6
a. derive meaning from visual elements of a variety of media in guided and unguided situations

LC–3.3
a. recognize some common regional variations in language; e.g., the different pronunciations of *ce*, *ci, z*

LC–4.1
a. organize texts, using common patterns

LC–4.1
b. interpret simple references within texts

Global Citizenship

Students will be able to:

GC–3.1
a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Strategies

Students will be able to:

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
  - make personal dictionaries or maintain a language learning journal
  - group together sets of things—vocabulary, structures—with similar characteristics

Activity 1

Una reportaje del tiempo / A Weather Report

Locate an authentic Spanish-language televised weather report. Select specific information from the report and prepare guiding questions for the students. Students listen to and watch the report and use interpretive strategies to understand it. Lead the class in a discussion of the report and the effectiveness of the strategies, using the guiding questions to focus the discussion.

Sample Guiding Questions

- *¿Qué palabras sobre direcciones escuchaste?* / What direction words did you hear?
- *¿Qué palabras sobre el tiempo escuchaste?* / What weather words did you hear?
- *¿Cuántos nombres de masas de agua escuchaste?* / How many names of bodies of water did you hear?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
   - listen or look for key words
   - assess their information needs before listening, viewing or reading

Selected Supporting outcomes

Students will be able to:

LC–2.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC–3.3

a. recognize some common regional variations in language; e.g., the different pronunciations of *ce*, *ci*, *z*

Activity 1 (continued)

S–2

Materials

Spanish weather reports.

List of guiding questions.

Prerequisite Knowledge

Interpretive listening strategies.

Sample Vocabulary

el tiempo / weather
la masa de agua / body of water
la estrategia / strategy
la temperatura / temperature
la lluvia / rain

el norte / north
el sur / south
el este / east
el oeste / west
el viento / wind

Evaluation Tools

TOOL 1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use interpretive strategies to help them understand a Spanish-language televised weather report and to determine if they can recognize some regional variations in language.

OUTCOMES

LC–2.1a
LC–3.3a
S–2.2a

TOOL 2

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use interpretive strategies to understand information delivered through a Spanish-language televised weather report, including definitions, comparisons and examples.

OUTCOMES

A–1.1a
S–2.2a

For Student Use

Una reportaje del tiempo / A Weather Report: Self-assessment Checklist

Nombre: ___________________________ *Fecha:* ____________________________

Puedo:	***Sí***	***Aún no***
• understand a Spanish language weather report		
• recognize some regional variations in Spanish		
• listen for key words		
• assess my information needs before listening and viewing		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ____________________________

____

____

____

Una reportaje del tiempo / A Weather Report: Observation Checklist

Fecha: ______________________________

Criterios:

A–1.1a understand information, such as definitions, comparisons and examples

S–2.2a identify and use a variety of interpretive strategies; e.g.,

- listen or look for key words
- assess their information needs before listening, viewing or reading

Nombre	***Criterios***	***Sí***	***Aún no***
1.	A–1.1a		
	S–2.2a (listen)		
	S–2.2a (assess)		
2.	A–1.1a		
	S–2.2a (listen)		
	S–2.2a (assess)		
3.	A–1.1a		
	S–2.2a (listen)		
	S–2.2a (assess)		
4.	A–1.1a		
	S–2.2a (listen)		
	S–2.2a (assess)		
5.	A–1.1a		
	S–2.2a (listen)		
	S–2.2a (assess)		
6.	A–1.1a		
	S–2.2a (listen)		
	S–2.2a (assess)		
7.	A–1.1a		
	S–2.2a (listen)		
	S–2.2a (assess)		
8.	A–1.1a		
	S–2.2a (listen)		
	S–2.2a (assess)		

Activity 2

Cosas de la casa / Household Items

On the board, sketch and label the rooms of a house. Briefly talk about the house and its various rooms. Roughly draw in a few household items and furniture to help students correctly identify each room.

Provide each student with photographs or drawings of various household items. The items should be slightly ambiguous; e.g., a welcome mat or shower curtain. Students write a brief description of each item, including its name, function and where it is located. They present their findings to their classmates. The class compiles all of the photographs and descriptions to build a display of a house in the classroom.

Sample Text

- *La cortina de baño pertenece al baño. Su función es mantener el agua en la bañera. Es importante a la hora de ducharse ya que evita mojar todo el piso.* / The shower curtain belongs in the bathroom. Its function is to keep water in the tub. It is important at shower time to avoid getting the floor wet.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.1

a. ask questions to clarify understanding and knowledge

LC–2.6

a. derive meaning from visual elements of a variety of media in guided and unguided situations

S–2.3

a. identify and use a variety of productive strategies; e.g.,
  - use resources to increase vocabulary
  - use a variety of resources to correct texts

Selected Supporting outcomes

Students will be able to:

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–2.5

a. produce a variety of short, simple written texts in guided situations

Activity 2 (continued)

Materials

Photographs or drawings of household items.

Prerequisite Knowledge

Basic parts of a house.

Sample Vocabulary

el felpudo / welcome mat	*la entrada* / driveway
la cortina de baño / shower curtain	*el alero* / eaves
el baño / bathroom	*la cocina* / kitchen
la recamara/ el cuarto / bedroom	*la mesa* / table
la chimenea / chimney	*la sala* / living room

Evaluation Tools

TOOL
1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they research their assigned household items. Students use the rating scale to assess how well they are able to use productive strategies, ask questions to clarify understanding and produce written information on several aspects of their assigned items.

OUTCOMES

A–5.1a
LC–2.5a
LC–2.6a
S–2.3a

TOOL
2

Checklist and Comments

Create an outcome-based checklist and share it with the students before they research their assigned household items. Use the checklist to assess if students are able to use productive strategies, gather information from a variety of resources and derive meaning from photographs or drawings of various household items.

OUTCOMES

A–5.2a
LC–2.6a
S–2.3a

Evaluation Tool No. 1

For Student Use

***Cosas de la casa* / Household Items: Self-assessment Rating Scale**

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
derive meaning from photographs and drawings	●	●	●	●
ask questions to clarify understanding and knowledge	●	●	●	●
provide a short, simple written text on a specific part of a house	●	●	●	●
use resources, e.g., a dictionary, to increase my vocabulary	●	●	●	●
use a variety of resources, e.g., my notes and the textbook, to correct my writing	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

Cosas de la casa / Household Items: Checklist and Comments

Nombre: ____________________________ *Fecha:* ____________________________

Puedes:	***Sí***	***Aún no***
A–5.2 a. gather information from a variety of resources; e.g., print, human, multimedia, electronic		
LC–2.6 a. derive meaning from visual elements of a variety of media in guided and unguided situations		
S–2.3 a. identify and use a variety of productive strategies; e.g., • use resources to increase vocabulary • use a variety of resources to correct texts		

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Activity 3

Palabra por palabra / Word-by-word

Into groups of five or six, students write a composition describing a typical weekend with their friends. Using a large coloured marker, one student starts the process by writing the first word of the text on a large sheet of paper. Each student then takes a turn, using a different coloured marker to add a word and build the composition. If a student cannot think of a word, a drawing can be made instead. Once the group members are satisfied with the finished composition, they post it to share with their classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2
a. state personal actions in the present

A–6.2
a. use the language creatively and for aesthetic purposes

S–2.1
a. identify and use a variety of interactive strategies; e.g.,
  - invite others into the discussion
  - use circumlocution to compensate for lack of vocabulary
  - repeat part of what someone has said to confirm mutual understanding

S–2.3
a. identify and use a variety of productive strategies; e.g.,
  - use knowledge of sentence patterns to form new sentences
  - edit and proofread the final version of a text

Selected Supporting outcomes

Students will be able to:

A–3.3
a. express appreciation, enthusiasm, support and respect for contributions of others

LC–4.1
a. organize texts, using common patterns

Activity 3 (continued)

Materials

Large sheets of paper.

Large coloured markers.

Prerequisite Knowledge

Basic sentence structure.

Sample Vocabulary

el fin de semana / weekend	*salir* / to go out
amigos / friends	*la tarea* / homework
la fiesta / party	

Evaluation Tools

TOOL 1

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they write their composition. Students use the checklist to determine if their peers are able to use interactive strategies, express support and respect for the contributions of their classmates, and use Spanish creatively.

OUTCOMES

A–3.3a
A–6.2a
S–2.1a

TOOL 2

Rating Scale

Create an outcome-based rating scale and share it with the students before they write their composition. Use the rating scale to assess how well students are able to use interactive and productive strategies, organize texts, using common patterns, and state their personal actions in the present tense.

OUTCOMES

A–3.2a
LC–4.1a
S–2.1a
S–2.3a

For Student Use

Palabra por palabra / Word-by-word: Peer-assessment Checklist

Nombre: ______________________ *Fecha:* ______________________

Nombre de mi compañero(a): ______________________________________

Puedes:	***Sí***	***Aún no***
• use the language creatively and for aesthetic purposes		
• express appreciation, enthusiasm, support and respect for contributions of others		
• invite others into the discussion		
• find different ways to express an idea when the exact word is not known		
• repeat part of what someone has said to confirm mutual understanding		

Comentarios

Algo que me gusta de tu trabajo: ______________________________________

____

____

____

Una sugerencia para la próxima vez: ___________________________________

____

____

____

For Teacher Use

Evaluation Tool No. 2

Palabra por palabra / Word-by-word: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–3.2 a. state personal actions in the present	●	●	●	●
LC–4.1 a. organize texts, using common patterns	●	●	●	●
S–2.1 a. identify and use a variety of interactive strategies; e.g.,				
• invite others into the discussion	●	●	●	●
• use circumlocution to compensate for lack of vocabulary	●	●	●	●
• repeat part of what someone has said to confirm mutual understanding	●	●	●	●
S–2.3 a. identify and use a variety of productive strategies; e.g.,				
• use knowledge of sentence patterns to form new sentences	●	●	●	●
• edit and proofread the final version of a text	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Activity 4

Estrategias y moda / Strategies and Fashion

Identify a current and appropriate text from a Spanish-language teen fashion magazine. Locate specific information in the text that you would like the students to find and prepare guiding questions for the students. Provide each student with a copy of the text. On their own, students read the text and use interpretive strategies to locate information. Lead the class in a discussion, in Spanish or English, on the text and the effectiveness of the strategies, using the guiding questions to focus the discussion.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
  - use key content words or discourse markers to follow an extended text
  - use skimming and scanning to locate key information in texts

Selected Supporting outcomes

Students will be able to:

LC–4.1

b. interpret simple references within texts

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Activity 4 (continued)

Materials

Text from a Spanish-language fashion magazine.

List of guiding questions.

Prerequisite Knowledge

Interpretive strategies.

Sample Vocabulary

la ropa / clothing	*leer por encima* / to skim
popular / popular	*la palabra clave* / key word
la pregunta / question	*leer rápidamente* / to scan

Evaluation Tools

TOOL 1

Learning Log

Have the students reflect on their learning and how well they were able to use interpretive strategies, interpret simple references within the text and identify aspects of the Spanish-speaking fashion world that are of personal interest. Students could use the following sentence starters:

- I like the way the Spanish-speaking fashion world …
- An effective interpretive strategy for me is to …
- What I found easy to understand was …
- What I found difficult to understand was …
- The next time I am faced with a difficult text, I will …

OUTCOMES

LC–4.1b
GC–3.1a
S–2.2a

TOOL 2

Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to use interpretive strategies and understand a variety of short, simple written texts, including definitions, comparisons and examples.

OUTCOMES

A–1.1a
LC–2.4a
S–2.2a

Evaluation Tool No. 2

For Teacher Use

Estrategias y moda / Strategies and Fashion: Anecdotal Notes

Fecha: ____________________________

Criterios:

A–1.1a understand information, such as definitions, comparisons and examples
LC–2.4a understand a variety of short, simple written texts in guided and unguided situations
S–2.2a identify and use a variety of interpretive strategies; e.g.,

- use key content words or discourse markers to follow an extended text
- use skimming and scanning to locate key information in texts

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–1.1a			
	LC–2.4a			
	S–2.2a (key content)			
	S–2.2a (skimming)			
2.	A–1.1a			
	LC–2.4a			
	S–2.2a (key content)			
	S–2.2a (skimming)			
3.	A–1.1a			
	LC–2.4a			
	S–2.2a (key content)			
	S–2.2a (skimming)			
4.	A–1.1a			
	LC–2.4a			
	S–2.2a (key content)			
	S–2.2a (skimming)			

Activity 5

Descripciones de obras de arte / Descriptions of Art

Provide students with two or three famous and colourful paintings by artists from the Spanish-speaking world. Students select one work of art, analyze it and prepare a description of it that includes colours, materials, style, theme and what the student thinks is happening in the painting. Students include illustrations in their descriptions to provide detail. Randomly select students to present their descriptions.

Sample Response

- *Veo muchos colores en esta pintura: rojo, azul, amarillo y verde*. / I see many colours in this painting: red, blue, yellow and green.
- *Hay dos personas: una señora y un señor.* / There are two people: a woman and a man.
- *Están caminando en un parque.* / They are walking in a park.
- *Veo el sol, unas nubes y muchos árboles.* / I see the sun, some clouds and many trees.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - use words that are visible in the immediate environment
   - use illustrations to provide detail when producing their own texts

Selected Supporting outcomes

Students will be able to:

LC–2.5

a. produce a variety of short, simple written texts in guided situations

LC–2.6

a. derive meaning from visual elements of a variety of media in guided and unguided situations

Materials

Prints of paintings by Spanish-speaking artists.

Prerequisite Knowledge

Noun–adjective agreements.

Sample Vocabulary

el color / colour	*el estilo* / style
el material / material	*la pintura* / painting
el tema / theme	

Evaluation Tools

TOOL

❶

Self-assessment Rating Scale

OUTCOMES

Create an outcome-based self-assessment rating scale and share it with the students before they describe a painting. Students use the rating scale to assess how well they are able to use productive strategies, derive meaning from a painting from the Spanish-speaking world and identify aspects of that painting that are of personal interest.

LC–2.6a
GC–3.1a
S–2.3a

TOOL

❷

Observation Checklist

OUTCOMES

Create an outcome-based checklist and share it with the students before they describe a painting. Use the checklist to assess if students are able to use productive strategies and produce short, simple written descriptions of the painting.

LC–2.5a
S–2.3a

For Student Use

Evaluation Tool No. 1

Descripciones de obras de arte / Descriptions of Art: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• look at a painting and understand what it is about	●	●	●	●
• identify aspects of paintings from the Spanish-speaking world that are of personal interest	●	●	●	●
• write a short description, in Spanish, of the painting	●	●	●	●
• use illustrations to provide detail when writing my description	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: __________________________

____

____

Evaluation Tool No. 2

For Teacher Use

Descripciones de obras de arte / Descriptions of Art: Observation Checklist

Fecha: ____________________

Criterios:

LC–2.5a produce a variety of short, simple written texts in guided situations

S–2.3a identify and use a variety of productive strategies; e.g.,
- use words that are visible in the immediate environment
- use illustrations to provide detail when producing their own texts

Nombre	***Criterios***	***Sí***	***Aún no***
1.	LC–2.5a		
	S–2.3a (words)		
	S–2.3a (illustrations)		
2.	LC–2.5a		
	S–2.3a (words)		
	S–2.3a (illustrations)		
3.	LC–2.5a		
	S–2.3a (words)		
	S–2.3a (illustrations)		
4.	LC–2.5a		
	S–2.3a (words)		
	S–2.3a (illustrations)		
5.	LC–2.5a		
	S–2.3a (words)		
	S–2.3a (illustrations)		
6.	LC–2.5a		
	S–2.3a (words)		
	S–2.3a (illustrations)		

Activity 6

Un texto difícil / A Difficult Text

Locate a short but challenging Spanish-language text that describes parts of systems in the human body. Share the text with students and discuss interpretive strategies they could use to assist their comprehension. Students read the text completely, using whatever interpretive strategies they feel will help them understand. Lead a class discussion on the text and ask questions to check for comprehension. Discuss, in English or Spanish, which strategies were effective and which were not. Compile a list of newly learned vocabulary on the board and encourage students to add the words to their personal dictionaries.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–5.1

a. ask questions to clarify understanding and knowledge

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
   - use knowledge of the sound–symbol system to aid reading comprehension
   - infer probable meanings of unknown words or expressions from contextual clues

Selected Supporting outcomes

Students will be able to:

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

S–1.1

a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   - make personal dictionaries or maintain a language learning journal
   - group together sets of things—vocabulary, structures—with similar characteristics

S–2.1

a. identify and use a variety of interactive strategies; e.g.,
   - invite others into the discussion

Activity 6 (continued)

Materials

Spanish-language text on the human body.

Prerequisite Knowledge

Basic body parts.

Interpretive strategies.

Sample Vocabulary

respiratorio / respiratory	*digestivo* / digestive
circulatorio / circulatory	*óseo* / skeletal
los sentidos / senses	

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES
A–1.1a
LC–2.4a
S–1.1a
S–2.2a

Have the students reflect on their learning and how well they were able to use cognitive and interpretive strategies to understand information about various aspects of the human body. Students could use the following sentence starters:

- The strategies I used to understand the text were …
- The words I was able to figure out from context were …
- The new words I learned from this text were …

TOOL 2

Rating Scale

OUTCOMES
A–1.1a
A–5.1a
S–2.1a
S–2.2a

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use interactive and interpretive strategies to understand information in a difficult Spanish-language text and how well they ask questions to clarify their understanding.

For Teacher Use

Evaluation Tool No. 2

Un texto difícil / A Difficult Text: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. understand information, such as definitions, comparisons and examples	●	●	●	●
A–5.1 a. ask questions to clarify understanding and knowledge	●	●	●	●
S–2.1 a. identify and use a variety of interactive strategies; e.g., • invite others into the discussion	●	●	●	●
S–2.2 a. identify and use a variety of interpretive strategies; e.g., • use knowledge of the sound–symbol system to aid reading comprehension	●	●	●	●
• infer probable meanings of unknown words or expressions from contextual clues	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Activity 7

Cuentos / Stories

Students read a short English- or Spanish-language bedtime story. Lead a brief explanation of the writing process, drawing on examples from the story. Students use the writing process to write their own bedtime story in Spanish and include appropriate illustrations. Students read their stories to younger Spanish-language students.

Specific Outcomes

Selected Principal outcomes *Students will be able to:*

A–6.2

a. use the language creatively and for aesthetic purposes

LC–4.1

a. organize texts, using common patterns

S–2.3

a. identify and use a variety of productive strategies; e.g.,
   - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
   - be aware of and use the steps of the writing process: prewriting, writing, revision, correction and publication

Selected Supporting outcomes *Students will be able to:*

LC–2.5

a. produce a variety of short, simple written texts in guided situations

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Activity 7 (continued)

Materials

Bedtime stories in English or Spanish.

Prerequisite Knowledge

Bedtime story format.

Steps in the writing process.

Sample Vocabulary

las ideas / ideas	*la modificación* / revision
torbellino de ideas / brainstorming	*la corrección* / correction
	cuento de hadas / fairy tale

Evaluation Tools

TOOL ❶

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use productive strategies and organize and produce a short Spanish-language bedtime story.

OUTCOMES

LC–2.5a
LC–4.1a
S–2.3a

TOOL ❷

Learning Log

Have the students reflect on their learning and how well they were able to identify aspects of Spanish-language stories that are of personal interest, use Spanish creatively to write their own bedtime story and use productive strategies. Students could use the following sentence starters:

- The parts of my story that I thought were creative were …
- Spanish-language bedtime stories are different in that …
- I found the steps in the writing process to be …

OUTCOMES

A–6.2a
GC–3.1a
S–2.3a

Evaluation Tool No. 1

For Teacher Use

Cuentos / Stories:
Checklist and Comments

Nombre: ____________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
LC–2.5 a. produce a variety of short, simple written texts in guided situations		
LC–4.1 a. organize texts, using common patterns		
S–2.3 a. identify and use a variety of productive strategies; e.g., • use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas • be aware of and use the steps of the writing process: prewriting, writing, revision, correction and publication		

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

El aprendizaje general
General Learning

Strategies

S–3

Students will know and use strategies to maximize the effectiveness of general learning.

Specific Outcomes

Students will be able to:

S–3.1a identify and use a variety of cognitive strategies to enhance general learning; e.g.,
- classify objects and ideas according to their attributes; e.g., sports they have been involved in
- write down key words and concepts in abbreviated form
- formulate key questions to guide research
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- seek information through a network of sources, including libraries, the Internet, individuals and agencies

S–3.2a identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify their needs and interests
- manage their physical working environment
- develop criteria for evaluating their work

S–3.3a identify and use a variety of social and affective strategies to enhance general learning; e.g.,
- follow their natural curiosity and intrinsic motivation to learn
- use support strategies to help peers persevere at learning tasks
- monitor their level of anxiety about learning tasks, and take measures to lower it if necessary
- use social interaction skills to enhance group learning activities

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. understand information, such as definitions, comparisons and examples

A–1.1
b. provide simple explanations; e.g., an enchilada is a Mexican food

A–2.1
a. inquire about and express agreement and disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–3.1
a. respond to and make suggestions in a variety of situations

A–3.3
a. express appreciation, enthusiasm, support and respect for contributions of others

Other Specific Outcomes (continued)

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.3
a. describe and examine a problem, then propose solutions

A–6.2
a. use the language creatively and for aesthetic purposes

Language Competence

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
  - *tener que* + infinitive
  - affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

LC–1.4
b. use, in structured situations, the following grammatical elements:
  - adverbs (time, manner, place, quantity)
  - common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

LC–2.3
a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

LC–2.4
a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.5
a. produce a variety of short, simple written texts in guided situations

LC–2.7
a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

Global Citizenship

Students will be able to:

GC–3.1
a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

GC–3.1
b. identify personal reasons for learning Spanish

Strategies

Students will be able to:

S–2.2
a. identify and use a variety of interpretive strategies; e.g.,
  - summarize information gathered

Activity 1

Palabras de moda / Fashion Words

Lead a brief class discussion about the different ways one can organize a list of words. Distribute a lengthy list of fashion and clothing vocabulary to students, along with large sheets of poster paper and different coloured markers. In pairs, students evaluate the vocabulary list and decide how to place the words into categories. Students then list the words in their categories on the poster paper and explain the rationale for their decisions.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1

a. respond to and make suggestions in a variety of situations

A–5.3

a. describe and examine a problem, then propose solutions

S–3.1

a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
  - classify objects and ideas according to their attributes; e.g., sports they have been involved in
  - use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts

Selected Supporting outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

Activity 1 (continued)

Materials

List of fashion and clothing vocabulary.
Poster paper. Coloured markers.

Prerequisite Knowledge

Strategies on how to categorize words.

Sample Vocabulary

el lunar / polka dot	*una camisa* / a shirt
los guantes / gloves	*caro* / expensive
llevar / to wear	*una chaqueta* / a jacket

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES
A–2.1a
A–3.3a
S–3.1a

Have students reflect on their learning and how well they were able to express agreement and disagreement with the choices made, express enthusiasm, support and respect for the contributions of their classmates, and use cognitive strategies. Students could use the following sentence starters:

- I agreed with my partner's decision to …
- An effective way for me to organize vocabulary is to …
- A suggestion I made to my partner was …

TOOL 2

Rating Scale

OUTCOMES
A–3.1a
A–5.3a
S–3.1a

Create an outcome-based rating scale and share it with the students before they organize vocabulary words into categories. Use the rating scale to assess how well students are able to use cognitive strategies to examine a problem and propose solutions and how well they respond to and make suggestions throughout the process.

Evaluation Tool No. 2

For Teacher Use

Palabras de moda / Fashion Words: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Criterios:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–3.1 a. respond to and make suggestions in a variety of situations	●	●	●	●
A–5.3 a. describe and examine a problem, then propose solutions	●	●	●	●
S–3.1 a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,				
• classify objects and ideas according to their attributes; e.g., sports they have been involved in	●	●	●	●
• use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

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____

Lo que puedes mejorar: ____

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____

Activity 2

Construir un álbum de recortes / Building a Scrapbook

In groups of four or five, students discuss and develop a research plan to build a scrapbook of Spanish-speaking artists from any field; e.g., dance, music or painting. They submit the plan for approval before beginning the research. Students compile a list of artists and conduct research to gather materials. They create a scrapbook of the artists they chose and share it with their classmates.

Variation

- Students develop a comprehensive Web site of Spanish-speaking artists.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1

a. respond to and make suggestions in a variety of situations

A–5.3

a. describe and examine a problem, then propose solutions

S–3.2

a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
  - divide an overall learning task into a number of subtasks
  - make a plan in advance about how to approach a task

Selected Supporting outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

A–3.3

a. express appreciation, enthusiasm, support and respect for contributions of others

GC–3.1

a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest

Activity 2 (continued)

Materials

Scrapbook materials.

Prerequisite Knowledge

Usual format for scrapbooks.

Sample Vocabulary

el software / software	*descargar* / download
el dominio / domain	*el papel* / paper
la cola / glue	*las tijeras* / scissors
	el color / colour

Evaluation Tools

TOOL 1

Peer-assessment Checklist

OUTCOMES

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use metacognitive strategies, describe and examine a problem and suggest solutions, and express support and respect for the contributions of their classmates.

A–3.1a
A–3.3a
A–5.3a
S–3.2a

TOOL 2

Observation Checklist

OUTCOMES

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use metacognitive strategies, identify and research interesting Spanish-speaking artists, and agree or disagree with choices made.

A–2.1a
GC–3.1a
S–3.2a

Construir un álbum de recortes / Building a Scrapbook: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• describe and examine a problem, then propose solutions		
• respond to and make suggestions		
• express appreciation, enthusiasm, support and respect when others contribute to a project		
• divide a large learning task into a number of smaller tasks		
• make a plan in advance about how to approach a task		

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

____

Evaluation Tool No. 2

For Teacher Use

Construir un álbum de recortes / Building a Scrapbook: Observation Checklist

Fecha: ______________________________

Criterios:

A–2.1a	inquire about and express agreement and disagreement
GC–3.1a	identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest
S–3.2a	identify and use a variety of metacognitive strategies to enhance general learning; e.g., • divide an overall learning task into a number of subtasks • make a plan in advance about how to approach a task

Nombre	***Criterios***	***Sí***	***Aún no***
1.	A–2.1a		
	GC–3.1a		
	S–3.2a (divide)		
	S–3.2a (make)		
2.	A–2.1a		
	GC–3.1a		
	S–3.2a (divide)		
	S–3.2a (make)		
3.	A–2.1a		
	GC–3.1a		
	S–3.2a (divide)		
	S–3.2a (make)		
4.	A–2.1a		
	GC–3.1a		
	S–3.2a (divide)		
	S–3.2a (make)		
5.	A–2.1a		
	GC–3.1a		
	S–3.2a (divide)		
	S–3.2a (make)		

Activity 3

¡Viva el español! / Three Cheers for Spanish!

In groups of three or four, students design a brief cheer routine that includes words and movement and describes positive attitudes toward Spanish and reasons for learning it. Students present the routine to their classmates.

Sample Cheer
Uno, dos, tres, cuatro … / One, two, three, four …
İEl español es fántastico! / Spanish is fantastic!
Cinco, seis, siete, ocho … / Five, six, seven, eight …
İQuiero hablar contigo! / I want to talk to you!

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–6.2
a. use the language creatively and for aesthetic purposes

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   - use support strategies to help peers persevere at learning tasks
   - use social interaction skills to enhance group learning activities

Selected Supporting outcomes

Students will be able to:

A–3.3
a. express appreciation, enthusiasm, support and respect for contributions of others

GC–3.1
b. identify personal reasons for learning Spanish

Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

Basic cheer routines.

Sample Vocabulary

la lengua / language	*animar*, *alentar* / to cheer
el aprendizaje / learning	*el vítore* / cheer
me gusta / I like	

Evaluation Tools

TOOL 1

Checklist and Comments

OUTCOMES

A–2.2a
GC–3.1b
S–3.3a

Create an outcome-based checklist and share it with the students before they prepare and perform their cheer. Use the checklist to assess if students are able to inquire about and express their feelings and reasons for learning Spanish and if they are able to use social and affective strategies.

TOOL 2

Learning Log

OUTCOMES

A–3.3a
A–6.2a
S–3.3a

Have the students reflect on their learning and how well they were able to use social and affective strategies to encourage one another to use the language creatively. Students could use the following sentence starters:

- When I thank others for their contribution to a project, I say …
- I think our cheer was creative because …
- An effective social or affective strategy for me is …

¡Viva el español! / Three Cheers for Spanish!: Checklist and Comments

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
A–2.2 a. inquire about and express emotions and feelings in a variety of familiar contexts		
GC–3.1 b. identify personal reasons for learning Spanish		
S–3.3 a. identify and use a variety of social and affective strategies to enhance general learning; e.g., • use support strategies to help peers persevere at learning tasks • use social interaction skills to enhance group learning activities		

Comentarios

Lo que hiciste bien: ____

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____

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Lo que puedes mejorar: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

Activity 4

Una vida sana / A Healthy Life

In groups of two or three, students research an aspect of daily living they feel is important to students' health; e.g., diet or exercise. Students use either pencil and paper or a simple desktop publishing program to create a Spanish-language brochure or poster.

Sample Text

- *¡Come una manzana cada día!* / Eat one apple a day!
- *Tienes que tomar ocho vasos de agua al día.* / You have to have eight glasses of water a day.
- *La bicicleta es mejor que el auto.* / The bicycle is better than the car.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–3.1

a. respond to and make suggestions in a variety of situations

S–3.1

a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   - formulate key questions to guide research
   - seek information through a network of sources, including libraries, the Internet, individuals and agencies

Selected Supporting outcomes

Students will be able to:

LC–1.4

a. use, in modelled situations, the following grammatical elements:
   - *tener que* + infinitive
   - affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

Activity 4 (continued)

Materials

Desktop publishing program.

Prerequisite Knowledge

None required.

Sample Vocabulary

una dieta / diet	*un folleto* / brochure
ejercicio / exercise	*sano* / healthy
un cartel / poster	

Evaluation Tools

TOOL 1

Self-assessment Rating Scale

OUTCOMES

A–1.1a
A–3.1a
S–3.1a

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use cognitive strategies, understand information, and respond to and make suggestions.

TOOL 2

Checklist and Comments

OUTCOMES

A–1.1a
LC–1.4a
S–3.1a

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to understand information and use cognitive strategies and certain grammatical elements when researching and creating their brochures or posters.

Evaluation Tool No. 1

For Student Use

Una vida sana / A Healthy Life: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• understand information on several aspects of a healthy lifestyle	●	●	●	●
• respond to and make suggestions	●	●	●	●
• formulate key questions to guide research	●	●	●	●
• seek information through a network of sources, including libraries, the Internet, individuals and agencies	●	●	●	●

Comentarios

Estoy contento(a) con: ______________________________

____

____

Lo que necesito mejorar: ______________________________

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

For Teacher Use

Evaluation Tool No. 2

Una vida sana / A Healthy Life: Checklist and Comments

Nombre: ____________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
A–1.1 a. understand information, such as definitions, comparisons and examples		
LC–1.4 a. use, in modelled situations, the following grammatical elements: • *tener que* + infinitive • affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★		
S–3.1 a. identify and use a variety of cognitive strategies to enhance general learning; e.g., • formulate key questions to guide research • seek information through a network of sources, including libraries, the Internet, individuals and agencies		

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

Activity 5

Donde estudio en casa / Where I Study at Home

Lead a brief class discussion about what contributes to a positive physical working environment, and list on the board both positive and negative influences. Students evaluate their present working environment and develop a plan to improve it. They then draw their ideal working environment and write an accompanying description. Students share and compare their physical working environment plans with their classmates.

Sample Text

- *Mi espacio de trabajo ideal es tranquilo y claro. Hay música clásica y suave. No hay televisor ni teléfono. La silla es cómoda y recta.* / My ideal work space is quiet and bright. There is soft classical music. There is no television or telephone. The chair is comfortable and straight.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

b. provide simple explanations; e.g., an enchilada is a Mexican food

A–5.3

a. describe and examine a problem, then propose solutions

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

S–3.2

a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
   - manage their physical working environment

Selected Supporting outcomes

Students will be able to:

LC–1.4

b. use, in structured situations, the following grammatical elements:
   - adverbs (time, manner, place, quantity)
   - common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations

LC–2.5

a. produce a variety of short, simple written texts in guided situations

Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

Characteristics of positive and negative work spaces.

Sample Vocabulary

cómodo / comfortable	*la distracción* / distraction
la iluminación / lighting	*ruidoso* / noisy
la ventilación / ventilation	*cargado* / stuffy
el espacio / space	*oscuro* / dim
el silencio / quiet	*diversión* / fun

Evaluation Tools

TOOL 1

Self-assessment Checklist and Goal Setting

OUTCOMES

A–5.3a
LC–2.5a
LC–2.7a
S–3.2a

Create an outcome-based self-assessment checklist and share it with the students before they make a plan to improve their physical working environment. Students use the checklist to determine if they are able to use metacognitive strategies, describe a problem and write a proposed solution that includes a visual element.

TOOL 2

Rating Scale

OUTCOMES

A–1.1b
LC–1.4b
S–3.2a

Create an outcome-based rating scale and share it with the students before they make a plan to improve their physical working environment. Use the rating scale to assess how well students are able to provide simple explanations and use metacognitive strategies and certain grammatical elements.

For Student Use

Donde estudio en casa / Where I Study at Home: Self-assessment Checklist and Goal Setting

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***	***Lo que voy a hacer en seguida …***
• describe and examine a problem, then propose solutions			
• produce a written description of my work environment			
• express meaning through the use of visual elements			
• manage my physical working environment			

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ____________________________

____

____

For Teacher Use

Evaluation Tool No. 2

Donde estudio en casa / Where I Study at Home: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Criterios:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 b. provide simple explanations; e.g., an enchilada is a Mexican food	●	●	●	●
LC–1.4 b. use, in structured situations, the following grammatical elements: • adverbs (time, manner, place, quantity) • common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations	●	●	●	●
S–3.2 a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., • manage their physical working environment	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 6

Miedo a salir a escena / Stage Fright

Lead a class discussion, in English or Spanish, about strategies used to ease student stress and anxiety. Students use these strategies to present a brief show-and-tell on favourite family traditions. The families discussed can be of different types; e.g., foster, blended, adopted, extended. After the presentation, lead a class discussion, in English or Spanish, about which strategies were effective and which were not.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

LC–2.7

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

S–3.3

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - follow their natural curiosity and intrinsic motivation to learn
  - monitor their level of anxiety about learning tasks, and take measures to lower it if necessary

Selected Supporting outcomes

Students will be able to:

LC–2.3

a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary

Activity 6 (continued)

Materials

None required.

Prerequisite Knowledge

Sources of stress and anxiety and strategies to deal with them.

Sample Vocabulary

el estrés / stress	*la estrategia* / strategy
la ansiedad / anxiety	*el miedo* / fear

Evaluation Tools

TOOL ❶

Learning Log

OUTCOMES

A–2.2a
S–3.3a

Have the students reflect on their learning and how well they were able to use social and affective strategies and inquire about and express their emotions and feelings about student stress and anxiety. Students could use the following sentence starters:

- When I started to feel anxious, I …
- I felt most comfortable when I …
- I enjoyed hearing about the family tradition of …

TOOL ❷

Anecdotal Notes

OUTCOMES

LC–2.3a
LC–2.7a
S–3.3a

Observe students as they participate in the activity. Note and record how well they are able to use social and affective strategies, use visual elements in their show and tell, and ask for repetition or clarification when necessary.

Evaluation Tool No. 2

For Teacher Use

Miedo a salir a escena / Stage Fright: Anecdotal Notes

Fecha: ____________________________

Criterios:

LC–2.3a	manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary
LC–2.7a	express meaning through the use of visual elements in a variety of media in guided and unguided situations
S–3.3a	identify and use a variety of social and affective strategies to enhance general learning; e.g., • follow their natural curiosity and intrinsic motivation to learn • monitor their level of anxiety about learning tasks, and take measures to lower it if necessary

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	LC–2.3a			
	LC–2.7a			
	S–3.3a (follow)			
	S–3.3a (monitor)			
2.	LC–2.3a			
	LC–2.7a			
	S–3.3a (follow)			
	S–3.3a (monitor)			
3.	LC–2.3a			
	LC–2.7a			
	S–3.3a (follow)			
	S–3.3a (monitor)			
4.	LC–2.3a			
	LC–2.7a			
	S–3.3a (follow)			
	S–3.3a (monitor)			
5.	LC–2.3a			
	LC–2.7a			
	S–3.3a (follow)			
	S–3.3a (monitor)			

Activity 7

S–3

Resumir un texto / Summarizing a Text

Lead a class discussion, in English or Spanish, about locating key terms and ideas and summarizing texts. Provide each student with a selection of texts that deal with a specific aspect of the human body. Students randomly choose a text and read and summarize it. They find a partner who has read the same text and compare their summaries.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. understand information, such as definitions, comparisons and examples

A–5.2

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–2.4

a. understand a variety of short, simple written texts in guided and unguided situations

S–3.1

a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
    - write down key words and concepts in abbreviated form

Selected Supporting outcomes

Students will be able to:

S–2.2

a. identify and use a variety of interpretive strategies; e.g.,
    - summarize information gathered

Activity 7 (continued)

Materials

Texts on the human body.

Prerequisite Knowledge

How to summarize a text.

Sample Vocabulary

resumir / to summarize
la palabra clave / key words
el marcador / highlighter
el concepto / concept
la abreviatura / abbreviation
leer / to read

Evaluation Tools

TOOL 1

Learning Log

Have the students reflect on their learning and how well they were able to use cognitive strategies, understand a text and gather information from variety of resources. Students could use the following sentence starters:

- An effective strategy for summarizing a text is …
- When I first look at a text in Spanish, I …
- Compared with my classmate's summary, my summary was …

OUTCOMES

A–1.1a
A–5.2a
LC–2.4a
S–3.1a

TOOL 2

Observation Checklist

Create an outcome-based checklist and share it with the students before they summarize their text and confer with a classmate. Use the checklist to assess if students are able to understand information and use a variety of cognitive and interpretive strategies.

OUTCOMES

A–1.1a
S–2.2a
S–3.1a

Resumir un texto / Summarizing a Text: Observation Checklist

Fecha: ______________________________

Criterios:

A–1.1a understand information, such as definitions, comparisons and examples
S–2.2a identify and use a variety of interpretive strategies; e.g., summarize information gathered
S–3.1a identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form

Nombre	***Criterios***	***Sí***	***Aún no***
1.	A–1.1a		
	S–2.2a		
	S–3.1a		
2.	A–1.1a		
	S–2.2a		
	S–3.1a		
3.	A–1.1a		
	S–2.2a		
	S–3.1a		
4.	A–1.1a		
	S–2.2a		
	S–3.1a		
5.	A–1.1a		
	S–2.2a		
	S–3.1a		
6.	A–1.1a		
	S–2.2a		
	S–3.1a		

Activity 8

Querido diario / Dear Diary

Lead a class discussion on the benefits of keeping a learning log or journal and writing in it regularly. Locate and share examples of other students' learning logs/journals. Students personalize a scribbler or notebook with colours, images and other options. Using sample questions or sentence starters, they write a journal entry on their feelings about, and personal reasons for, learning Spanish. Students share their work with their classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express agreement and disagreement

A–2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

S–3.2

a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
   - identify their needs and interests
   - develop criteria for evaluating their work

Selected Supporting outcomes

Students will be able to:

A–3.1

a. respond to and make suggestions in a variety of situations

LC–2.5

a. produce a variety of short, simple written texts in guided situations

GC–3.1

b. identify personal reasons for learning Spanish

Activity 8 (continued)

Materials

Scribblers or notebooks for each student.

Examples of student learning logs/journals.

Prerequisite Knowledge

How to write in a diary or journal.

Sample Vocabulary

None required.

Evaluation Tools

TOOL 1

Learning Log

Have the students reflect on their learning and how well they were able to use metacognitive strategies to write an entry in a learning journal, identify their feelings about, and personal reasons for, learning Spanish, and respond to suggestions from their classmates. Students could use the following sentence starters:

- One thing I learned from looking at other students' learning logs was …
- One thing I enjoy about learning Spanish is …
- One thing I find challenging about learning Spanish is …

OUTCOMES

A–2.2a
A–3.1a
GC–3.1b
S–3.2a

TOOL 2

Anecdotal Notes

Observe students as they begin the activity. Note and record how well they are able to use metacognitive strategies, write an entry in a learning journal about learning Spanish and express agreement and disagreement.

OUTCOMES

A–2.1a
LC–2.5a
S–3.2a

Evaluation Tool No. 2

For Teacher Use

Querido diario / Dear Diary: Anecdotal Notes

Fecha: ______________________________

Criterios:

A–2.1a	inquire about and express agreement and disagreement
LC–2.5a	produce a variety of short, simple written texts in guided situations
S–3.2a	identify and use a variety of metacognitive strategies to enhance general learning; e.g., • identify their needs and interests • develop criteria for evaluating their work

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–2.1a			
	LC–2.5a			
	S–3.2a (identify)			
	S–3.2a (develop)			
2.	A–2.1a			
	LC–2.5a			
	S–3.2a (identify)			
	S–3.2a (develop)			
3.	A–2.1a			
	LC–2.5a			
	S–3.2a (identify)			
	S–3.2a (develop)			
4.	A–2.1a			
	LC–2.5a			
	S–3.2a (identify)			
	S–3.2a (develop)			
5.	A–2.1a			
	LC–2.5a			
	S–3.2a (identify)			
	S–3.2a (develop)			
6.	A–2.1a			
	LC–2.5a			
	S–3.2a (identify)			
	S–3.2a (develop)			

Grade 8 Applications Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Applications: Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1: *Hechos e información* / Facts and Information
Activity 1: *Himnos nacionales* / National Anthems
Activity 2: *Platos importantes* / Important Dishes
Activity 3: *El medio ambiente* / The Environment
Activity 4: *En un mercado* / In a Market
Activity 5: *Salvador Dalí* / Salvador Dalí

A–2: *Sentimientos y perspectivos* / Emotions and Perspectives
Activity 1: *Sentimentos* / Feelings
Activity 2: *Mi cantante favorito(a)* / My Favourite Singer
Activity 3: *Ir de compras* / Shopping
Activity 4: *Las preferencias de comida* / Food Preferences
Activity 5: *Arte y emociones* / Art and Emotions

A–3: *Avisos, obras, y explicaciones* / Warnings, Deeds and Explanations
Activity 1: *Nuestra canción* / Our Song
Activity 2: *Un cuento* / A Short Story
Activity 3: *Advertencias* / Warnings
Activity 4: *Consejos* / Advice Column
Activity 5: *Preparando la comida* / Preparing Food

A–4: *La comunicación y las relaciones* / Communication and Relationships
Activity 1: *Cartas formales e informales* / Formal and Informal Letters
Activity 2: *Rosas son rojas* / Roses Are Red
Activity 3: *Hacer amigos* / Making Friends
Activity 4: *Tarjetas de felicitación* / Greeting Cards
Activity 5: *Sin hablar* / No Talking

A–5: *El conocimiento del mundo* / Knowledge of the World
Activity 1: *Un diorama* / A Diorama
Activity 2: *El contacto con otros países* / Contact with Other Countries
Activity 3: *Como puedo ayudar el medio ambiente* / How I Can Help the Environment
Activity 4: *Una tarea dificíl* / A Difficult Task
Activity 5: *Anuncios* / Commercials

Hechos e información/ Facts and Information

Applications

A–1

Students will use Spanish to impart and receive information.

Specific Outcomes

Students will be able to:

A–1.1a provide information on several aspects of a topic

Other Specific Outcomes

Applications

Students will be able to:

A–5.2
a. identify useful and reliable resources

A–6.1
a. use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons

A–6.2
a. use the language creatively and for aesthetic purposes

A–6.3
a. use the language for personal enjoyment; e.g., play games

Language Competence

Students will be able to:

LC–1.4
b. use, in structured situations, the following grammatical elements:
- affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

LC–1.4
c. use, independently and consistently, the following grammatical elements:
- simple compound sentences using conjunctions *y, o* and *pero*

LC–2.2
a. produce short oral texts in guided and unguided situations

LC–2.3
a. manage short interactions with ease, using pauses for planning and repair

LC–2.5
a. produce short, simple written texts in guided and unguided situations

LC–2.6
a. derive meaning from multiple visual elements in a variety of media in guided situations

LC–2.7
a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

LC–4.1
a. organize texts to indicate steps in a procedure or directions to follow

---

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.2

a. explore and identify some key historical events and their influence on contemporary ways of life and cultural values of Spanish speakers

GC–1.4

a. organize and represent information on the diverse cultures of the Spanish-speaking world

GC–2.1

a. compare oral and written aspects of their own language(s) and Spanish

GC–2.4

a. recognize some of the factors that affect the culture of a particular region

GC–3.1

a. identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest

GC–3.1

b. explore personal reasons for learning Spanish

Strategies

Students will be able to:

S–1.3

a. select and use a variety of social and affective strategies to enhance language learning; e.g.,
   - work cooperatively with peers in small groups

S–2.1

a. select and use a variety of interactive strategies; e.g.,
   - ask follow-up questions to check for understanding

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - use resources to increase vocabulary
   - use illustrations to provide detail when producing their own texts

S–3.1

a. select and use a variety of cognitive strategies to enhance general learning; e.g.,
   - formulate key questions to guide research

Activity 1

Himnos nacionales / National Anthems

Students research the national anthem of a Spanish-speaking country and prepare a presentation that highlights key facts. Encourage students to include an explanation of the lyrics, information on the political state of the country when the song was composed, and a brief biography of the composer. Students present their findings to the class, play the selected national anthem, indicate which points of the anthem they find the most interesting, and comment on how the political state of the country at the time the anthem was composed influenced the lyrics.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. provide information on several aspects of a topic

Selected Supporting outcomes

Students will be able to:

A–5.2

a. identify useful and reliable resources

LC–2.5

a. produce short, simple written texts in guided and unguided situations

GC–1.2

a. explore and identify some key historical events and their influence on contemporary ways of life and cultural values of Spanish speakers

GC–1.4

a. organize and represent information on the diverse cultures of the Spanish-speaking world

GC–3.1

a. identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest

S–3.1

a. select and use a variety of cognitive strategies to enhance general learning; e.g.,
   - formulate key questions to guide research

Activity 1 (continued)

Materials

Audio player.

Prerequisite Knowledge

Preterit of regular verbs.

Sample Vocabulary

el himno / anthem
el compositor / composer
componer / to compose
la gloria / glory
el gobierno / government

le libertad / freedom
la orquestra / orchestra
la partitura / score
la historia / history
la colonia / colony

Evaluation Tools

TOOL 1

Rating Scale

Create an outcome-based rating scale and share it with the students before they research and present a national anthem. Use the rating scale to assess how well students are able to identify resources, provide, in a written composition, information on a national anthem, and identify how history influenced the anthem.

OUTCOMES

A–1.1a
A–5.2a
LC–2.5a
GC–1.2a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to formulate key questions to guide research, provide information on the anthem and identify aspects of the anthem and the history of the country that were of personal interest. Students could use the following sentence starters:

- I learned that …
- An effective cognitive strategy for me is …
- An aspect of history I learned about that interests me is …

OUTCOMES

A–1.1a
GC–1.4a
GC–3.1a
S–3.1a

Evaluation Tool No. 1

For Teacher Use

Himnos nacionales / National Anthems: Rating Scale

Nombre: ______________________ *Fecha:* ______________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. provide information on several aspects of a topic	●	●	●	●
A–5.2 a. identify useful and reliable resources	●	●	●	●
LC–2.5 a. produce short, simple written texts in guided and unguided situations	●	●	●	●
GC–1.2 a. explore and identify some key historical events and their influence on contemporary ways of life and cultural values of Spanish speakers	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 2

Platos importantes / Important Dishes

Students work in small groups and identify a dish that has cultural significance in a Spanish-speaking country; e.g., Sugar Skulls or *Pan de Muerto* for Mexico's *Día de los Muertos*. Groups secure the ingredients for their recipe and then teach others in the class how to prepare the dish in a step-by-step manner. Students pay attention to measurements of quantity and adjust according to the size of the group. Students give the directions in Spanish and ask follow-up questions to ensure understanding. Students also provide explanations of the cultural significance of the dish and its relation to any holiday.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. provide information on several aspects of a topic

Selected Supporting outcomes

Students will be able to:

A–6.3

a. use the language for personal enjoyment; e.g., play games

LC–1.4

b. use, in structured situations, the following grammatical elements:
  - affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

LC–2.2

a. produce short oral texts in guided and unguided situations

LC–2.3

a. manage short interactions with ease, using pauses for planning and repair

LC–4.1

a. organize texts to indicate steps in a procedure or directions to follow

GC–1.4

a. organize and represent information on the diverse cultures of the Spanish-speaking world

S–2.1

a. select and use a variety of interactive strategies; e.g.,
  - ask follow-up questions to check for understanding

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

Activity 2 (continued)

Materials

Food preparation materials.
Cleaning materials.

Plates and cutlery.

Prerequisite Knowledge

Food vocabulary.

Measurements of quantity vocabulary.

Sample Vocabulary

la importancia / importance
la fiesta / holiday
el gusto / treat
la receta / recipe
los ingredientes / ingredients

el banquete / feast
religiosa / religious
las instrucciones / instructions
las indicaciones / directions

Evaluation Tools

TOOL 1

Anecdotal Notes

Observe students as they teach one another how to prepare a culturally significant dish. Note and record how well they are able to verbally provide information, use affirmative commands, and manage short interactions with ease, using pauses for planning and repair.

OUTCOMES

A–1.1a
LC–1.4b
LC–2.2a
LC–2.3a

TOOL 2

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they teach one another how to prepare a culturally significant dish. Students use the checklist to determine if their peers are able to organize and provide information on the diverse cultures of the Spanish-speaking world and ask follow-up questions to check for understanding.

OUTCOMES

A–1.1a
A–6.3a
LC–4.1a
GC–1.4a
S–2.1a

For Teacher Use

Evaluation Tool No. 1

Platos importantes / Important Dishes: Anecdotal Notes

Fecha: ____________________

Criterios:

A–1.1a provide information on several aspects of a topic
LC–1.4b use, in structured situations, the following grammatical elements:
- affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

LC–2.2a produce short oral texts in guided and unguided situations
LC–2.3a manage short interactions with ease, using pauses for planning and repair

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–1.1a			
	LC–1.4b			
	LC–2.2a			
	LC–2.3a			
2.	A–1.1a			
	LC–1.4b			
	LC–2.2a			
	LC–2.3a			
3.	A–1.1a			
	LC–1.4b			
	LC–2.2a			
	LC–2.3a			
4.	A–1.1a			
	LC–1.4b			
	LC–2.2a			
	LC–2.3a			
5.	A–1.1a			
	LC–1.4b			
	LC–2.2a			
	LC–2.3a			
6.	A–1.1a			
	LC–1.4b			
	LC–2.2a			
	LC–2.3a			
7.	A–1.1a			
	LC–1.4b			
	LC–2.2a			
	LC–2.3a			
8.	A–1.1a			
	LC–1.4b			
	LC–2.2a			
	LC–2.3a			

★★ Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

Evaluation Tool No. 2 **For Student Use**

Platos importantes / Important Dishes: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Nombre de mi compañero(a): _________________________

Puedes:	***Sí***	***Aún no***
• provide information on several aspects of a culturally significant dish		
• organize and represent information on the diverse cultures of the Spanish-speaking world		
• ask follow-up questions to check for understanding		
• organize texts to indicate steps in a procedure or directions to follow		
• use the language for personal enjoyment		

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Activity 3

El medio ambiente / The Environment

Students work in small groups and research an environmental issue in contemporary Latin America; e.g., deforestation and soil erosion in Bolivia. Groups work together to compile a digital slide show, presenting images as well as short written summaries in Spanish of the key issues. Groups indicate any repercussions these environmental factors have on the highlighted country or region; e.g., how deforestation has affected certain indigenous groups.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. provide information on several aspects of a topic

Selected Supporting outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

LC–2.5

a. produce short, simple written texts in guided and unguided situations

LC–2.7

a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

GC–2.4

a. recognize some of the factors that affect the culture of a particular region

S–1.3

a. select and use a variety of social and affective strategies to enhance language learning; e.g.,
    - work cooperatively with peers in small groups

Activity 3 (continued)

Materials

Computers and presentation software.

Prerequisite Knowledge

General geographical knowledge of
the Spanish-speaking world.

Sample Vocabulary

la deforestación / deforestation	*el smog* / smog
la polución / pollution	*la tierra* / soil
la contaminación / contamination	*sostenible* / sustainable
el aire / air	*el desarollo* / development
el agua / water	

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they prepare and present the slide show. Use the rubric to evaluate how well students are able provide information on the environmental factors that affect the culture of a particular region and how well they express meaning through the use of visuals.

OUTCOMES

A–1.1a
LC–2.7a
GC–2.4a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they prepare and present the slide show. Students use the checklist to determine if they are able to use social and affective strategies, provide information on several aspects of a topic through short, simple written texts and use Spanish creatively and for aesthetic purposes.

OUTCOMES

A–1.1a
A–6.2a
LC–2.5a
S–1.3a

For Teacher Use

Evaluation Tool No. 1

El medio ambiente / The Environment: Rubric

Nombre: ______________________ *Fecha:* ______________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. provide information on several aspects of a topic	provides **detailed and interesting** information on several aspects of a topic ☐	provides **ample** information on several aspects of a topic ☐	provides **basic** information on a few aspects of a topic ☐	provides **simplistic** information on a topic ☐
LC–2.7 a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	expresses meaning through the **unique and imaginative** use of multiple visual elements in a variety of media in guided and unguided situations ☐	expresses meaning through the **skillful** use of multiple visual elements in a variety of media in guided and unguided situations ☐	expresses meaning through the **predictable** use of visual elements in a variety of media in guided and unguided situations ☐	attempts to express meaning through the use of visual elements in a limited range of media in guided situations ☐
GC–2.4 a. recognize some of the factors that affect the culture of a particular region	**correctly and skillfully** recognizes some of the factors that affect the culture of a particular region ☐	**correctly and easily** recognizes some of the factors that affect the culture of a particular region ☐	**correctly** recognizes some of the factors that affect the culture of a particular region ☐	**is unable to** recognize **or incorrectly** recognizes factors that affect the culture of a particular region ☐

For Student Use

El medio ambiente / The Environment: Self-assessment Checklist

Nombre: ____________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• provide information on several aspects of how environmental problems affect the culture(s) of a country		
• produce short, simple written descriptions on environmental issues in a country		
• work cooperatively with classmates in a small group to complete a project		
• use the language creatively and for aesthetic purposes		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

Activity 4

En un mercado / In a Market

Students work alone or with a partner and select an item commonly purchased when travelling; e.g., postcards, t-shirts. Students then use a Web 2.0 tool like Kerpoof to create a 6-panel comic strip that depicts an English-speaking tourist shopping for something in a Spanish-speaking country. Instruct students to incorporate words that deal with shopping and money and that sound and/or look similar in Spanish and English; e.g., *moneda* and money. The comic strip will provide information on the item that the tourist wishes to purchase.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. provide information on several aspects of a topic

Selected Supporting outcomes

Students will be able to:

A–6.1

a. use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons

LC–2.5

a. produce short, simple written texts in guided and unguided situations

LC–2.7

a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

GC–2.1

a. compare oral and written aspects of their own language(s) and Spanish

S–2.3

a. select and use a variety of productive strategies; e.g.,
    - use illustrations to provide detail when producing their own texts

Activity 4 (continued)

Materials

Computers and Web 2.0 tool.

Prerequisite Knowledge

Common cognates in Spanish and English.

Sample Vocabulary

el recuerdo / souvenirs	*la venta* / sale
ir de compras / shopping	*la chuchería* / knick-knack
una tienda / store	*el/la turista* / tourist
el/la dependiente / clerk	*el dinero* / money
comprar / to buy	*el llavero* / keychain

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES

A–1.1a
GC–2.1a
S–2.3a

Have the students reflect on their learning and how well they were able to use illustrations to provide information on several aspects of an item and how well they compared oral and written aspects of English and Spanish. Students could use the following sentence starters:

- I learned that …
- An effective productive strategy for me is …
- An interesting similarity between English and Spanish is …

TOOL 2

Checklist and Comments

OUTCOMES

A–1.1a
LC–2.5a
LC–2.7a
S–2.3a

Create an outcome-based checklist and share it with the students before they complete the comic strip. Use the checklist to assess if students are able to use illustrations, visuals and written texts to provide information on several aspects of an item.

***En un mercado* / In a Market: Checklist and Comments**

Nombre: ______________________________ *Fecha:* ________________________________

Criterios:	***Sí***	***Aún no***
A–1.1 a. provide information on several aspects of a topic Evidence: •		
LC–2.5 a. produce short, simple written texts in guided and unguided situations Evidence: •		
LC–2.7 a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations Evidence: •		
S–2.3 a. select and use a variety of productive strategies; e.g., • use illustrations to provide detail when producing their own texts Evidence: •		

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Activity 5

Salvador Dalí / Salvador Dalí

Present students with several examples of the more famous works of an artist from the Spanish-speaking world; e.g., Dalí's "*The Persistence of Memory*." Working independently, students select one work and write a brief report in Spanish. The report could include a description of what is depicted in the work, a biography of the artist, an interpretation of the work and a description of the kind of material used in the work; e.g., oil, water colours, canvas. Students share their reports with the class or in small groups.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

Selected Supporting outcomes

Students will be able to:

A–5.2
a. identify useful and reliable resources

LC–1.4
c. use, independently and consistently, the following grammatical elements:
  - simple compound sentences using conjunctions *y, o* and *pero*

LC–2.5
a. produce short, simple written texts in guided and unguided situations

LC–2.6
a. derive meaning from multiple visual elements in a variety of media in guided situations

GC–3.1
b. explore personal reasons for learning Spanish

S–2.3
a. select and use a variety of productive strategies; e.g.,
  - use resources to increase vocabulary

Activity 5 (continued)

Materials

Access to reproductions of works by Spanish-speaking artists.

Prerequisite Knowledge

How to form simple and compound sentences.

Sample Vocabulary

la estatua / statue
el cuadro / painting
el grabado / etching
el óleo / oil
el/la artista / artist
la acuarela / water colour
la tela / canvas
el perspectiva / perspective
describir / to describe
la opinión / opinion
la escultura / sculpture
la interpretación / interpretation

Evaluation Tools

TOOL ❶

Rating Scale

Create an outcome-based rating scale and share it with the students before they prepare a report on a Spanish-speaking artist. Use the rating scale to evaluate how well students are able to derive meaning from visual elements and use simple compound sentences to provide written information on several aspects of a topic.

OUTCOMES

A–1.1a
LC–1.4c
LC–2.5a
LC–2.6a

TOOL ❷

Learning Log

Have the students reflect on their learning and how well they were able to use resources to increase vocabulary when providing written information on several aspects of a topic. Students also reflect on their personal reasons for learning Spanish. Students could use the following sentence starters:

- I learned that …
- An effective productive strategy for me is …
- A personal reason for learning Spanish is …

OUTCOMES

A–1.1a
A–5.2a
GC–3.1b
S–2.3a

Evaluation Tool No. 1

For Teacher Use

Salvador Dalí / Salvador Dalí:
Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–1.1 a. provide information on several aspects of a topic	●	●	●	●
LC–1.4 c. use, independently and consistently, the following grammatical elements: • simple compound sentences using conjunctions *y, o* and *pero*	●	●	●	●
LC–2.5 a. produce short, simple written texts in guided and unguided situations	●	●	●	●
LC–2.6 a. derive meaning from multiple visual elements in a variety of media in guided situations	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Sentimientos y perspectivos
Emotions and Perspectives

Applications

A–2

Students will use Spanish to express emotions and personal perspectives.

Specific Outcomes

Students will be able to:

A–2.1a inquire about and express interest and lack of interest, satisfaction and dissatisfaction
A–2.2a compare the expression of emotions and feelings in a variety of informal situations

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–5.1
a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing

A–5.4
a. distinguish fact from opinion

A–6.3
a. use the language for personal enjoyment; e.g., play games

Language Competence

Students will be able to:

LC–2.1
a. understand short oral texts on unfamiliar topics

LC–2.3
a. manage short interactions with ease, using pauses for planning and repair

LC–2.4
a. understand short written texts on unfamiliar topics in guided situations

LC–2.6
a. derive meaning from multiple visual elements in a variety of media in guided situations

LC–2.7
a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.3

a. compare and contrast major elements and cultural behaviours of Spanish-speaking cultures with elements and cultural behaviours of their own culture(s)

GC–1.4

a. organize and represent information on the diverse cultures of the Spanish-speaking world

GC–2.5

a. acknowledge the limitations of adopting a single perspective

GC–2.5

b. recognize advantages of entertaining different perspectives

GC–2.6

a. identify and access public and private institutions that facilitate contact with other countries and cultures

GC–3.1

a. identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest

GC–3.1

b. explore personal reasons for learning Spanish

Strategies

Students will be able to:

S–1.3

a. select and use a variety of social and affective strategies to enhance language learning; e.g.,
   - initiate or maintain interaction with others

S–2.1

a. select and use a variety of interactive strategies; e.g.,
   - assess feedback from a conversation partner to recognize when a message has not been understood

S–3.1

a. select and use a variety of cognitive strategies to enhance general learning; e.g.,
   - make inferences, and identify and justify the evidence on which these inferences are based

S–3.2

a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
   - reflect on learning tasks

S–3.3

a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
   - use social interaction skills to enhance group learning activities

Activity 1

Sentimentos / Feelings

Lead a brief brainstorming session with students on popular Spanish-speaking artists. Students then seek out works by those artists; e.g., sculptures by Botero or paintings by Picasso. Works should depict historical scenes or situations. In Spanish, students describe the works and provide brief biographical information about the artists. Students record their impressions regarding the works. Ask them to write down words and phrases in Spanish that describe the feelings and thoughts the works evoke in them. This should be done individually and silently. Collect the responses and organize and display them according to the work of art. Have the students analyze the descriptions and anonymous responses and assess the differences and similarities in responses. Lead a brief discussion on the different responses and how there could be different responses to the same work of art.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. compare the expression of emotions and feelings in a variety of informal situations

Selected Supporting outcomes

Students will be able to:

A–1.1

a. provide information on several aspects of a topic

A–5.1

a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing

LC–2.6

a. derive meaning from multiple visual elements in a variety of media in guided situations

GC–2.5

a. acknowledge the limitations of adopting a single perspective

GC–2.5

b. recognize advantages of entertaining different perspectives

GC–3.1

a. identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest

S–1.3

a. select and use a variety of social and affective strategies to enhance language learning; e.g.,
   - initiate or maintain interaction with others

Activity 1 (continued)

Materials

Reproductions of works by artists of the Spanish-speaking world.

Prerequisite Knowledge

How to express emotions and feelings.

Sample Vocabulary

la estatua / statue
la pintura / painting
el grabado / etching
triste / sad
melancólico(a) / melancholy
feliz / happy
enojado(a), enfadado*(a)* / angry
desilusionado, *decepcionado(a)* / disappointed
el/la artista / artist
sentir / to feel

Evaluation Tools

TOOL 1 Self-assessment Checklist

Create an outcome-based checklist and share it with the students before they respond to works of art as well as compare the reactions of classmates. Students use the checklist to determine if they are able to compare expressions of emotion, acknowledge the limitations of adopting a single perspective and identify art they like.

OUTCOMES

A–1.1a
A–2.2a
GC–2.5a
GC–3.1a
S–1.3a

TOOL 2 Observation Checklist

Create an outcome-based checklist and share it with the students before they respond to works of art. Use the checklist to assess if students are able to derive meaning from works of art, compare expressions of emotion and recognize advantages of entertaining different perspectives.

OUTCOMES

A–2.2a
A–5.1a
LC–2.6a
GC–2.5b

Evaluation Tool No. 1

For Student Use

Sentimentos / Feelings: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***
• compare the expression of emotions and feelings of my classmates		
• acknowledge the limitations of adopting a single perspective		
• identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest		
• initiate short conversations with my classmates		
• provide information on several aspects of a topic		

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: ____

____

____

For Teacher Use

Evaluation Tool No. 2

Sentimentos / Feelings: Observation Checklist

Fecha: ________________________

Criterios:

A–2.2a compare the expression of emotions and feelings in a variety of informal situations
A–5.1a explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing
LC–2.6a derive meaning from multiple visual elements in a variety of media in guided situations
GC–2.5b recognize advantages of entertaining different perspectives

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–2.2a			
	A–5.1a			
	LC–2.6a			
	GC–2.5b			
2.	A–2.2a			
	A–5.1a			
	LC–2.6a			
	GC–2.5b			
3.	A–2.2a			
	A–5.1a			
	LC–2.6a			
	GC–2.5b			
4.	A–2.2a			
	A–5.1a			
	LC–2.6a			
	GC–2.5b			
5.	A–2.2a			
	A–5.1a			
	LC–2.6a			
	GC–2.5b			
6.	A–2.2a			
	A–5.1a			
	LC–2.6a			
	GC–2.5b			
7.	A–2.2a			
	A–5.1a			
	LC–2.6a			
	GC–2.5b			

Activity 2

Mi cantante favorito(a) / My Favourite Singer

Have the students bring in music by several bands or singers from Spanish-speaking countries. Divide the class into small groups and have each group compile a short list of songs by bands or singers from a Spanish-speaking country. Each group introduces its bands or singers to classmates and inquires about others' interest or lack of interest in the playlist. Students listen to the music presented by others and express their interest or lack of interest. Conclude by leading a brief discussion that explores if Spanish-language music is a good reason to learn Spanish.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express interest and lack of interest, satisfaction and dissatisfaction

Selected Supporting outcomes

Students will be able to:

A–6.3

a. use the language for personal enjoyment; e.g., play games

LC–2.3

a. manage short interactions with ease, using pauses for planning and repair

GC–1.4

a. organize and represent information on the diverse cultures of the Spanish-speaking world

GC–3.1

b. explore personal reasons for learning Spanish

S–3.3

a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
    - use social interaction skills to enhance group learning activities

Activity 2 (continued)

Materials

MP3 and/or music players.

Prerequisite Knowledge

Students should be familiar with different styles of Latin American music: balero, nueva trova, salsa, tango, trios, ranchera, merengue, bachata, etc.

Sample Vocabulary

el grupo / band	*el éxito* / a success, a hit
el/la cantante / singer	*popula* / popular
la canción / song	*la balada* / ballad
la lista reproducción / playlist	*bailar* / to dance
escuchar / to listen	

Evaluation Tools

TOOL 1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they play songs and survey their classmates to determine interest or disinterest in the songs. Use the checklist to assess if students are able to inquire about interest or lack of interest, organize and represent information on the diversity of music in the Spanish-speaking world, and use social and affective strategies.

OUTCOMES

A–2.1a
GC–1.4a
S–3.3a

TOOL 2

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they play songs and survey their classmates. Students use the checklist to determine if their peers are able to inquire about interest or lack of interest, manage short interactions with ease, and explore personal reasons for learning Spanish.

OUTCOMES

A–2.1a
A–6.3a
LC–2.3a
GC–3.1b

Evaluation Tool No. 1

For Teacher Use

Mi cantante favorito(a) / My Favourite Singer: Checklist and Comments

Nombre: ______________________________ *Fecha:* ________________________________

Puedes:	***Sí***	***Casi***	***Aún no***
• inquire about and express interest and lack of interest, satisfaction and dissatisfaction			
• organize and represent information on music from the diverse cultures of the Spanish-speaking world			
• use social interaction skills to enhance group learning activities			

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Mi cantante favorito(a) / My Favourite Singer: Peer-assessment Checklist

Nombre: ____________________________ *Fecha:* ____________________________

Nombre de mi compañero(a): ______________________

Mi compañero(a) puede:	***Sí***	***Aún no***
• inquire about and express interest and lack of interest, satisfaction and dissatisfaction		
• use the language for personal enjoyment		
• manage short interactions in conversations with ease, using pauses for planning and to correct mistakes		
• explore personal reasons for learning Spanish; e.g., music		

Algo que me gusta de tu trabajo: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Activity 3

Ir de compras / Shopping

Ask students to describe how they typically feel when they go shopping at markets and shopping malls. Have the students compare and contrast their feelings for each location. Are the feelings positive? Negative? What phrase best captures their mood when they go shopping. Compile a list of the students' favourite places to go shopping and inquire about the effect the shopping venue has on their emotions and feelings.

Conduct an Internet search through "YouTube" or "Google Videos" on markets and shopping malls in any Spanish-speaking country. Share appropriate videos with students and ask them to compare how they would feel shopping there with how they have typically felt in the past. What differences and similarities are there?

Students then compare and contrast behaviour and ambience as presented in the video(s) with that of their experiences shopping in similar venues in Alberta.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. compare the expression of emotions and feelings in a variety of informal situations

Selected Supporting outcomes

Students will be able to:

A–5.4

a. distinguish fact from opinion

LC–2.1

a. understand short oral texts on unfamiliar topics

GC–1.3

a. compare and contrast major elements and cultural behaviours of Spanish-speaking cultures with elements and cultural behaviours of their own culture(s)

S–3.1

a. select and use a variety of cognitive strategies to enhance general learning; e.g.,
    - make inferences, and identify and justify the evidence on which these inferences are based

Activity 3 (continued)

Materials

Technology to access the Internet.

Prerequisite Knowledge

Vocabulary of feelings and emotions.

Sample Vocabulary

animado(a) / lively
el mercado / market
la comida / food
colorado(a) / colourful
triste / sad
abarrotado(a) / crowded
concurrido(a) / busy
contento(a) / happy
divertido(a) / fun
mercaderías / goods
ruidoso(a) / noisy
tranquilo(a) / quiet

Evaluation Tools

TOOL 1

Observation Checklist

Create an outcome-based checklist and share it with the students before they compare behaviours at different markets. Use the checklist to assess if students are able to understand short oral texts, compare the expression of emotions and feelings, and compare and contrast cultural behaviours in Spanish-speaking markets and Alberta markets.

OUTCOMES

A–2.2a
LC–2.1a
GC–1.3a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to compare the expression of emotions and feelings, distinguish fact from opinion, contrast behaviours and use cognitive strategies. Students could use the following sentence starters:

- I learned that …
- An effective cognitive strategy for me is …

OUTCOMES

A–2.2a
A–5.4a
GC–1.3a
S–3.1a

Ir de compras / Shopping: Observation Checklist

Fecha: ______________________________

Criterios:

A–2.2a compare the expression of emotions and feelings in a variety of informal situations
LC–2.1a understand short oral texts on unfamiliar topics
GC–1.3a compare and contrast major elements and cultural behaviours of Spanish-speaking cultures with elements and cultural behaviours of their own culture(s)

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–2.2a			
	LC–2.1a			
	GC–1.3a			
2.	A–2.2a			
	LC–2.1a			
	GC–1.3a			
3.	A–2.2a			
	LC–2.1a			
	GC–1.3a			
4.	A–2.2a			
	LC–2.1a			
	GC–1.3a			
5.	A–2.2a			
	LC–2.1a			
	GC–1.3a			
6.	A–2.2a			
	LC–2.1a			
	GC–1.3a			

Activity 4

Las preferencias de comida / Food Preferences

Locate samples of menus from restaurants specializing in food from Spanish-speaking countries, preferably from restaurants in the local community. Present one menu to students and discuss the items with them.

Have students select an item from the menu. For example, they could choose an appetizer, a main course, a dessert or a beverage. Students then survey one another about the menu items that are of interest. With their survey results, students create a graphical representation of the menu items that were of most interest.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express interest and lack of interest, satisfaction and dissatisfaction

Selected Supporting outcomes

Students will be able to:

A–5.1

a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing

LC–2.3

a. manage short interactions with ease, using pauses for planning and repair

LC–2.4

a. understand short written texts on unfamiliar topics in guided situations

GC–2.6

a. identify and access public and private institutions that facilitate contact with other countries and cultures

S–2.1

a. select and use a variety of interactive strategies; e.g.,
    - assess feedback from a conversation partner to recognize when a message has not been understood

Activity 4 (continued)

Materials

Samples of menus.

Prerequisite Knowledge

Restaurant vocabulary.

Sample Vocabulary

el aperitivo / appetizer	*el plato* / course
el plato principal / main course	*los resultados* / results
el postre / dessert	*la comunidad* / community
la botana / snack	*el restaurante* / restaurant
la bebida / beverage	*el menú* / menu

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they survey one another and create a graph. Use the rubric to evaluate how well students are able to inquire about and express interest or disinterest, explore and express meaning in a variety of ways, and manage short interactions with ease.

OUTCOMES

A–2.1a
A–5.1a
LC–2.3a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they survey one another and create a graph. Students use the checklist to determine if they are able to inquire about and express interest or disinterest, understand short written texts, identify institutions that facilitate contact with other cultures, and use a variety of interactive strategies.

OUTCOMES

A–2.1a
LC–2.4a
GC–2.6a
S–2.1a

For Teacher Use

Las preferencias de comida / Food Preferences: Rubric

Nombre: ______________________________ *Fecha:* ______________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–2.1 a. inquire about and express interest and lack of interest, satisfaction and dissatisfaction	**skillfully** inquires about and expresses interest and lack of interest, satisfaction and dissatisfaction ☐	**clearly** inquires about and expresses interest and lack of interest, satisfaction and dissatisfaction ☐	inquires about and expresses interest and lack of interest, satisfaction and dissatisfaction ☐	**unclearly** inquires about and expresses interest and lack of interest, satisfaction and dissatisfaction ☐
A–5.1 a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	**skillfully explores and imaginatively** expresses meaning in a variety of ways ☐	**explores and clearly** expresses meaning in a variety of ways ☐	explores and expresses **basic** meaning in a limited number of ways ☐	**is unable** to explore and express meaning in a variety of ways ☐
LC–2.3 a. manage short interactions with ease, using pauses for planning and repair	**fluently and skillfully** manages interactions with ease, using pauses for planning and repair ☐	manages interactions with ease, using pauses for planning and repair ☐	manages short interactions and uses pauses for planning and repair ☐	is unable to manage short interactions or use pauses for planning and repair ☐

Evaluation Tool No. 2

For Student Use

Las preferencias de comida / Food Preferences: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***
• inquire about and express interest or lack of interest in a menu item from a Spanish or Latin American restaurant		
• understand short written texts from menus from Spanish or Latin American restaurants		
• identify and contact restaurants in or near my community that specialize in food from Spanish-speaking countries		
• assess survey feedback from a conversation partner to recognize when my questions were not understood		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que tengo que mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

Activity 5

Arte y emociones / Art and Emotions

Conduct a brief review of Spanish vocabulary dealing with feelings and emotions. Brainstorm with students different situations and settings they associate with certain emotions.

Students seek out examples of art from the Spanish-speaking world they feel express a certain emotion or feeling. Once they have identified a work, students use materials, e.g., moulding clay, pipe cleaners, construction paper, to create a facsimile of the work. When students have finished creating their artwork, have them prepare a short description of their art and share it with their classmates, explaining their selection and the emotions or feelings expressed.

Arrange the creations into various categories of emotions and feelings. Students survey the various works within and across categories and identify the similarities and differences.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. compare the expression of emotions and feelings in a variety of informal situations

Selected Supporting outcomes

Students will be able to:

A–6.3

a. use the language for personal enjoyment; e.g., play games

LC–2.6

a. derive meaning from multiple visual elements in a variety of media in guided situations

LC–2.7

a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

S–3.2

a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
    - reflect on learning tasks

Activity 5 (continued)

Materials

Arts and crafts supplies.

Prerequisite Knowledge

Vocabulary related to feelings and emotions.

Sample Vocabulary

contento(a) / happy	*crear* / to create
triste / sad	*el perspectivo* / perspective
asustado(a) / afraid	*provocar* / to evoke
confundido(a) / confused	*la opinión* / opinion
la interpretación / interpretation	preocupado(a) / worried
la representación / representation	

Evaluation Tools

TOOL 1

Rating Scale

OUTCOMES

A–2.2a
LC–2.6a
LC–2.7a

Create an outcome-based rating scale and share it with the students before they research and re-create a work of art. Use the rating scale to evaluate how well students are able to interpret and compare the expression of emotions and feelings and derive and express meaning through visual elements in a variety of artwork.

TOOL 2

Learning Log

OUTCOMES

A–2.2a
A–6.3a
S–3.2a

Have the students reflect on their learning and how well they were able to compare the expression of emotions and feelings in Spanish art, use Spanish for personal enjoyment and use metacognitive strategies. Students could use the following sentence starters:

- I learned that …
- An effective metacognitive strategy for me is …
- A way I personally enjoy Spanish is …

For Teacher Use

Evaluation Tool No. 1

Arte y emociones / Art and Emotions: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–2.2 a. compare the expression of emotions and feelings in a variety of informal situations	●	●	●	●
LC–2.6 a. derive meaning from multiple visual elements in a variety of media in guided situations	●	●	●	●
LC–2.7 a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

Avisos, obras, y explicaciones

Warnings, Deeds and Explanations

Applications

A–3

Students will use Spanish to get things done.

Specific Outcomes

Students will be able to:

A–3.1a give and respond to advice and warnings
A–3.2a state personal actions in the future and past
A–3.3a explain, clarify or elaborate on another member's contribution

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–4.1
a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages

A–5.1
a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing

A–5.3
a. generate and evaluate potential solutions to problems

A–6.2
a. use the language creatively and for aesthetic purposes

A–6.3
a. use the language for personal enjoyment; e.g., play games

Language Competence

Students will be able to:

LC–1.1
a. use intonation, stress and rhythm appropriately in familiar situations

LC–1.2
a. write familiar words and phrases, including accents, correctly and consistently

LC–1.2
b. use basic mechanical conventions

LC–1.3
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
    - shopping and money
    - helping the environment
    - cooking and food preparation
    - music and dances of the Spanish-speaking world
    - arts and crafts of the Spanish-speaking world
    - any other lexical fields that meet their needs and interests

Other Specific Outcomes (continued)

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   - negative commands using *tú, usted, nosotros, ustedes/vosotros*

LC–2.1
a. understand short oral texts on unfamiliar topics

LC–2.4
a. understand short written texts on unfamiliar topics in guided situations

LC–2.5
a. produce short, simple written texts in guided and unguided situations

LC–2.7
a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

LC–4.1
a. organize texts to indicate steps in a procedure or directions to follow

Global Citizenship

Students will be able to:

GC–2.2
a. identify how languages borrow from one another

Strategies

Students will be able to:

S–1.1
a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
   - learn poems or lyrics, incorporating new vocabulary or sentence patterns

S–1.2
a. select and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - evaluate their performance or comprehension at the end of a task
   - make a plan in advance about how to approach a language learning task

S–2.3
a. select and use a variety of productive strategies; e.g.,
   - use resources to increase vocabulary
   - use illustrations to provide detail when producing their own texts

Activity 1

Nuestra canción / Our Song

Identify, locate or ask students to find a contemporary Spanish-language song that clearly describes future and past actions. Play the song for students and check for comprehension.

In small groups, students work together to create their own version of the song. Students write down their own lyrics and make their own beat by clapping or snapping. Students could also use instruments to play rhythm. Encourage students to use an appropriate intonation, stress and rhythm for their song. Students write about their own experiences in Grade 7 and what they foresee happening in Grade 9.

Students present their compositions, describe the contributions of their group members and evaluate the group's work as a whole.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2

a. state personal actions in the future and past

A–3.3

a. explain, clarify or elaborate on another member's contribution

Selected Supporting outcomes

Students will be able to:

LC–1.1

a. use intonation, stress and rhythm appropriately in familiar situations

LC–2.1

a. understand short oral texts on unfamiliar topics

S–1.1

a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
   - learn poems or lyrics, incorporating new vocabulary or sentence patterns

S–1.2

a. select and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - evaluate their performance or comprehension at the end of a task
   - make a plan in advance about how to approach a language learning task

Activity 1 (continued)

Materials

Spanish-language songs.

Listening comprehension questions.

Prerequisite Knowledge

How to express actions in the past tense.

How to express actions in the future tense.

Sample Vocabulary

el tiempo / beat	*la contribución* / contribution
el ritmo / rhythm	*dar una palmada* / to clap
la intonación / intonation	*un chasquido* / a snap
la letra / lyrics	

Evaluation Tools

TOOL 1

Checklist and Comments

OUTCOMES

Create an outcome-based checklist and share it with the students before they present a musical composition. Use the checklist to assess if students are able to state personal actions in the future and past; explain, clarify or elaborate on another member's contributions; use intonation, rhythm and stress; and understand short oral texts.

A–3.2a
A–3.3a
LC–1.1a
LC–2.1a

TOOL 2

Peer-assessment Checklist

OUTCOMES

Collaboratively create an outcome-based peer-assessment checklist with the students before they present a musical composition. Students use the checklist to determine if their peers are able to explain, clarify or elaborate on another member's contribution and if they can use cognitive and metacognitive strategies.

A–3.3a
S–1.1a
S–1.2a

Evaluation Tool No. 1

For Teacher Use

Nuestra canción / Our Song: Checklist and Comments

Nombre: ____________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
A–3.2 a. state personal actions in the future and past Evidence: •		
A–3.3 a. explain, clarify or elaborate on another member's contribution Evidence: •		
LC–1.1 a. use intonation, stress and rhythm appropriately in familiar situations Evidence: •		
LC–2.1 a. understand short oral texts on unfamiliar topics Evidence: •		

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

For Student Use

Evaluation Tool No. 2

Nuestra canción / Our Song: Peer-assessment Checklist

Nombre: ______________________ *Fecha:* ______________________

Nombre de mi compañero(a): ______________________________________

Mi compañero(a) puede:	***Sí***	***Aún no***
• explain, clarify or elaborate on what a different group member contributed to the song		
• learn the words to a song by incorporating new vocabulary or sentence patterns		
• evaluate his/her performance or comprehension at the end of the task		

Comentarios

Algo que me gusta de tu trabajo: ______________________________________

____

____

____

____

____

Una sugerencia para la próxima vez: ______________________________________

____

____

____

____

Activity 2

Un cuento / A Short Story

Lead a brief discussion with students on the ways languages take words from one another; e.g., through trade and business, names of popular food, common technology. Give examples of Spanish words used by English-speaking people, e.g., *rodeo*, *pronto*, *enchilada,* and ask students for hypotheses as to how the words were borrowed.

Ask students to identify Spanish words borrowed from another language and to use these words as a springboard for ideas for a short story. Students use digital design software or a Web 2.0 tool like Mr. Picassohead to design a character. Students then compose a short story in Spanish that describes that character's actions in the past and future, within the theme initially selected.

Students submit their design and story for assessment.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2
a. state personal actions in the future and past

Selected Supporting outcomes

Students will be able to:

A–6.2
a. use the language creatively and for aesthetic purposes

A–6.3
a. use the language for personal enjoyment; e.g., play games

LC–1.2
b. use basic mechanical conventions

LC–2.7
a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

GC–2.2
a. identify how languages borrow from one another

S–2.3
a. select and use a variety of productive strategies; e.g.,
   - use illustrations to provide detail when producing their own texts

Activity 2 (continued)

Materials

Examples of Spanish words used by English-speaking people.

Computers and digital design software or a Web 2.0 tool.

Prerequisite Knowledge

How to express actions in the past and future tenses.

Sample Vocabulary

el personaje / character
la historia / story
el argumento / plot
el idioma / language
la tecnología / technology
la comida / food
la hipótesis / hypothesis
el comercio / trade
el viaje / travel

Evaluation Tools

TOOL 1

Observation Checklist

Create an outcome-based checklist and share it with the students before they write a story based on borrowed words. Use the checklist to assess if students are able to state personal actions in the future and past, use the language creatively, use basic mechanical conventions, and express meaning through the use of multiple visual elements.

OUTCOMES

A–3.2a
A–6.2a
LC–1.2b
LC–2.7a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to state personal actions in the future and past, identify how languages borrow from one another, and use productive strategies. Students could use the following sentence starters:

- I learned that …
- A productive strategy that I find effective is …
- Something I would like to try next time is …
- Something I would like to know more about is …

OUTCOMES

A–3.2a
A–6.3a
GC–2.2a
S–2.3a

For Teacher Use

Un cuento / A Short Story: Observation Checklist

Fecha: ________________________

Criterios:

A–3.2a state personal actions in the future and past
A–6.2a use the language creatively and for aesthetic purposes
LC–1.2b use basic mechanical conventions
LC–2.7a express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

	A–3.2a		**A–6.2a**		**LC–1.2b**		**LC–2.7a**	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

Activity 3

Advertencias / Warnings

Divide students into small groups and instruct them to construct a digital poster that gives advice and warnings about different aspects of shopping; e.g., how to handle a credit card, sticking to a budget. In their groups, students brainstorm shopping tips, suggestions and advice for other young people. Students identify which tips and advice are the most useful and determine how best to arrange information on a poster. Encourage students to pay attention to spelling, vocabulary usage and the imperative form.

Specific Outcomes

Selected Principal outcomes *Students will be able to:*

A–3.1

a. give and respond to advice and warnings

Selected Supporting outcomes *Students will be able to:*

A–5.1

a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing

A–6.2

a. use the language creatively and for aesthetic purposes

LC–1.2

a. write familiar words and phrases, including accents, correctly and consistently

LC–1.3

a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
   - shopping and money
   - helping the environment
   - cooking and food preparation
   - music and dances of the Spanish-speaking world
   - arts and crafts of the Spanish-speaking world
   - any other lexical fields that meet their needs and interests

LC–1.4

a. use, in modelled situations, the following grammatical elements:
   - negative commands using *tú, usted, nosotros, ustedes/vosotros*

S–1.2

a. select and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - make a plan in advance about how to approach a language learning task

Activity 3 (continued)

Materials

Computers and digital design software.

Prerequisite Knowledge

How to use the imperative mood.

Sample Vocabulary

las compras / shopping	*el pago* / payment
la advertencia / warning	*el consejo* / advice
el peligro / danger	*la sugerencia* / suggestion
el presupuesto / budget	*el interés* / interest
la tarjeta de crédito / credit	

Evaluation Tools

TOOL 1

Anecdotal Notes

Observe students as they work together to create a digital poster. Note and record how well they are able to give advice and warnings, use Spanish creatively, write familiar words and phrases correctly and consistently, and use negative command forms in Spanish.

OUTCOMES

A–3.1a
A–6.2a
LC–1.2a
LC–1.4a

TOOL 2

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create their digital poster. Students use the checklist to determine if their peers are able to give advice and warnings, explore and express meaning in a variety of ways, use a repertoire of words and phrases dealing with shopping and money, and use metacognitive strategies.

OUTCOMES

A–3.1a
A–5.1a
LC–1.3a
S–1.2a

Advertencias / Warnings: Anecdotal Notes

Fecha: ____________________

Criterios:

A–3.1a give and respond to advice and warnings
A–6.2a use the language creatively and for aesthetic purposes
LC–1.2a write familiar words and phrases, including accents, correctly and consistently
LC–1.4a use, in modelled situations, the following grammatical elements:

- negative commands using *tú, usted, nosotros, ustedes/vosotros*

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–3.1a			
	A–6.2a			
	LC–1.2a			
	LC–1.4a			
2.	A–3.1a			
	A–6.2a			
	LC–1.2a			
	LC–1.4a			
3.	A–3.1a			
	A–6.2a			
	LC–1.2a			
	LC–1.4a			
4.	A–3.1a			
	A–6.2a			
	LC–1.2a			
	LC–1.4a			
5.	A–3.1a			
	A–6.2a			
	LC–1.2a			
	LC–1.4a			
6.	A–3.1a			
	A–6.2a			
	LC–1.2a			
	LC–1.4a			
7.	A–3.1a			
	A–6.2a			
	LC–1.2a			
	LC–1.4a			

For Student Use

Advertencias / Warnings: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Mi compañero(a) puede:	***Sí***	***Aún no***
• give shopping advice and warnings		
• use a variety of words and phrases dealing with shopping		
• explore and express meaning in a variety of ways		
• make a plan in advance about how to approach a learning task		

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

____

____

____

Activity 4

Consejos / Advice Column

Arrange students into small groups and have them write sample letters to advice columnists. Collect the letters and redistribute to the groups. Students then work together to respond to the letters, providing appropriate advice.

Specific Outcomes

Selected Principal outcomes *Students will be able to:*

A–3.1

a. give and respond to advice and warnings

Selected Supporting outcomes *Students will be able to:*

A–4.1

a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages

A–5.3

a. generate and evaluate potential solutions to problems

LC–2.4

a. understand short written texts on unfamiliar topics in guided situations

LC–2.5

a. produce short, simple written texts in guided and unguided situations

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - use resources to increase vocabulary

Activity 4 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la resolución / resolution
el hábito / habit
querer / to want
necesitar / to need
escribir / to write
querido(a) / dear
el problema / problem
la tarea / homework
la carta / letter
consejos / advice
ayudar / to help
ayuda / help (noun)

Evaluation Tools

TOOL 1 Learning Log

Have the students reflect on their learning and how well they were able to give and respond to advice and warnings, understand short written texts, generate and evaluate potential solutions to problems, and use productive strategies. Students could use the following sentence starters:

- This reminds me of …
- An effective productive strategy for me is …

OUTCOMES

A–3.1a
A–5.3a
LC–2.4a
S–2.3a

TOOL 2 Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to give and respond to advice and warnings, produce short, simple written texts, use routine means of interpersonal communications, and generate and evaluate potential solutions to problems.

OUTCOMES

A–3.1a
A–4.1a
A–5.3a
LC–2.5a

For Teacher Use

Evaluation Tool No. 2

Consejos / Advice Column: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–3.1 a. give and respond to advice and warnings	●	●	●	●
A–4.1 a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages	●	●	●	●
A–5.3 a. generate and evaluate potential solutions to problems	●	●	●	●
LC–2.5 a. produce short, simple written texts in guided and unguided situations	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 5

Preparando la comida / Preparing Food

Lead a brief discussion with students on important aspects of proper food preparation and cooking; e.g., correct food storage, cleanliness of hands and preparation tools, correct cooking temperature.

In small groups, students create a digital brochure in Spanish that gives step-by-step advice on an aspect of correct food preparation and cooking. Encourage students to incorporate visuals and to clearly organize the text so that the procedure is obvious; e.g., how to properly wash one's hands. Alternatively, students could classify foods into categories and summarize how to prepare and cook foods from each category.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1

a. give and respond to advice and warnings

Selected Supporting outcomes

Students will be able to:

A–1.1

a. provide information on several aspects of a topic

LC–1.3

a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
   - shopping and money
   - helping the environment
   - cooking and food preparation
   - music and dances of the Spanish-speaking world
   - arts and crafts of the Spanish-speaking world
   - any other lexical fields that meet their needs and interests

LC–2.7

a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

LC–4.1

a. organize texts to indicate steps in a procedure or directions to follow

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - use illustrations to provide detail when producing their own texts

Materials

Computers and digital design software.

Prerequisite Knowledge

Basic food vocabulary.

Basic kitchen tool vocabulary.

Sample Vocabulary

cocinar / to cook	*higiénico(a)* / hygienic
la comida / food	*la bacteria* / bacteria
la preparación / preparation	*el jabòn* / soap
limpio / clean	*el cuchillo* / knife
la higiene / hygiene	*el microbio* / germ

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they create the digital brochure. Use the rubric to evaluate how well students are able to use a repertoire of words and visuals to give advice and warnings regarding cooking and food preparation.

OUTCOMES

A–3.1a
LC–1.3a
LC–2.7a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create the digital brochure. Students use the checklist to determine if they are able to organize texts in a step-by-step way and use illustrations to give advice and warnings regarding cooking and food preparation.

OUTCOMES

A–1.1a
A–3.1a
LC–4.1a
S–2.3a

For Teacher Use

Preparando la comida / Preparing Food: Rubric

Nombre: ______________________________ *Fecha:* ______________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–3.1 a. give and respond to advice and warnings	gives **descriptive and precise** advice and responds to warnings ☐	gives **clear and specific** advice and responds to warnings ☐	gives and responds to **basic** advice and warnings ☐	is unable to give or respond to advice and warnings ☐
LC–1.3 a. use a repertoire of words and phrases in familiar contexts, within the lexical field of cooking and food preparation	uses an **extensive** repertoire of words and phrases in familiar contexts, within the lexical field of cooking and food preparation ☐	uses a **varied** repertoire of words and phrases in familiar contexts, within the lexical field of cooking and food preparation ☐	uses a **basic** repertoire of words and phrases in familiar contexts, within the lexical field of cooking and food preparation ☐	uses **basic and repeated** words and phrases in familiar contexts, within the lexical field of cooking and food preparation ☐
LC–2.7 a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	expresses meaning through the **unique and imaginative** use of multiple visual elements in a variety of media in guided and unguided situations ☐	expresses meaning through the **skillful** use of multiple visual elements in a variety of media in guided and unguided situations ☐	expresses meaning through the **predictable** use of visual elements in a variety of media in guided and unguided situations ☐	attempts to express meaning through the use of visual elements in a limited range of media in guided situations ☐

Preparando la comida / Preparing Food: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• give and respond to advice and warnings		
• organize texts to indicate steps in a procedure or directions to follow		
• use illustrations to provide details when producing my own text		
• provide information on several aspects of a topic		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

La comunicación y las relaciones

Communication and Relationships

Applications

A–4

Students will use Spanish to form, maintain and change interpersonal relationships.

Specific Outcomes

Students will be able to:

A–4.1a use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages

Other Specific Outcomes

Applications

Students will be able to:

A–3.1
a. give and respond to advice and warnings

A–6.2
a. use the language creatively and for aesthetic purposes

Language Competence

Students will be able to:

LC–1.1
a. use intonation, stress and rhythm appropriately in familiar situations

LC–1.2
a. write familiar words and phrases, including accents, correctly and consistently

LC–1.2
b. use basic mechanical conventions

LC–2.2
a. produce short oral texts in guided and unguided situations

LC–2.3
a. manage short interactions with ease, using pauses for planning and repair

LC–2.5
a. produce short, simple written texts in guided and unguided situations

LC–3.1
a. explore formal and informal uses of language in specific situations

LC–3.4
a. interpret and use important social conventions in interactions

LC–4.2
a. examine the structure of a variety of text forms

LC–4.3
a. initiate interactions and respond, using a variety of social interaction patterns

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–2.1

a. compare oral and written aspects of their own language(s) and Spanish

Strategies

Students will be able to:

S–1.1

a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
  - learn poems or lyrics, incorporating new vocabulary or sentence patterns

S–2.1

a. select and use a variety of interactive strategies; e.g.,
  - interpret and use a variety of nonverbal cues to communicate
  - invite others into the discussion

S–2.2

a. select and use a variety of interpretive strategies; e.g.,
  - listen or look for key words

S–2.3

a. select and use a variety of productive strategies; e.g.,
  - use illustrations to provide detail when producing their own texts
  - edit and proofread the final version of a text

Activity 1

Cartas formales e informales / Formal and Informal Letters

Review with students the differences between the format of a personal letter and a business letter; e.g., where to put the date, how to address the recipient. Elicit examples of differences and similarities between letters written in English and in Spanish.

Students brainstorm various scenarios that require writing formal and informal letters; e.g., a letter to the principal encouraging the adoption of an environmental awareness campaign, letters to classmates urging the same. Students then write both a formal and an informal letter. They assess one another's letters and offer words of advice and encouragement.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages

Selected Supporting outcomes

Students will be able to:

LC–1.2

b. use basic mechanical conventions

LC–3.1

a. explore formal and informal uses of language in specific situations

LC–4.2

a. examine the structure of a variety of text forms

GC–2.1

a. compare oral and written aspects of their own language(s) and Spanish

S–2.3

a. select and use a variety of productive strategies; e.g.,
    - edit and proofread the final version of a text

Activity 1 (continued)

Materials

None required.

Prerequisite Knowledge

Formats of formal and informal letters.

Sample Vocabulary

la fecha / date	*querido(a)* / dear
el/la destinatorio(a) / recipient	*a quien corresponda* / to whom it may concern
el formato / format	*Estimado(a) Señor(a)* / Dear Sir/Madam
formal / formal	*el tono* / tone
informal / informal	

Evaluation Tools

TOOL 1

Rating Scale

OUTCOMES

Create an outcome-based rating scale and share it with the students before they write their letters. Use the rating scale to assess how well students are able to use routine means of communication, punctuate correctly, use formal and informal registers, and examine the structure of letters.

A–4.1a
LC–1.2b
LC–3.1a
LC–4.2a

TOOL 2

Peer-assessment Checklist

OUTCOMES

With the students, collaboratively create an outcome-based checklist before they write their letters. Students use the checklist to determine if their peers are able to use productive strategies and correct punctuation within letters.

A–4.1a
LC–1.2b
S–2.3a

Evaluation Tool No. 1

For Teacher Use

Cartas formales e informales / Formal and Informal Letters: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–4.1 a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages	●	●	●	●
LC–1.2 b. use basic mechanical conventions	●	●	●	●
LC–3.1 a. explore formal and informal uses of language in specific situations	●	●	●	●
LC–4.2 a. examine the structure of a variety of text forms	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

Cartas formales e informales / Formal and Informal Letters: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***	***Pruebas***
• write formal and informal letters as means of interpersonal communication			
• use correct punctuation			
• edit and proofread the final version of a text			

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

____

____

Una sugerencia para la próxima vez: ____

____

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____

Rosas son rojas / Roses Are Red

Review with students the words to popular, simple love poems; e.g., "roses are red, violets are blue, …." Divide students into small groups and have them create love or Valentine's Day poems for another group in the class. Encourage students to be creative and humorous with their Spanish, to include appropriate language and gestures or props when delivering their poems, and even to dress up for the occasion.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages

Selected Supporting outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

LC–1.1

a. use intonation, stress and rhythm appropriately in familiar situations

LC–2.2

a. produce short oral texts in guided and unguided situations

LC–2.5

a. produce short, simple written texts in guided and unguided situations

LC–4.2

a. examine the structure of a variety of text forms

S–1.1

a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
   - learn poems or lyrics, incorporating new vocabulary or sentence patterns

Activity 2 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

el telegrama / telegram	*el cumpleaños* / birthday
cantar / to sing	*el aniversario* / anniversary
cómico(a) / funny	*creativo(a)* / creative
celebrar / to celebrate	*el feriado* / holiday

Evaluation Tools

TOOL 1

Observation Checklist

OUTCOMES

Create an outcome-based checklist and share it with the students before they compose their poems. Use the checklist to assess if students are able to use routine means of interpersonal communications, use intonation and rhythm, produce short oral texts, and examine the structure of a variety of text forms.

A–4.1a
LC–1.1a
LC–2.2a
LC–4.2a

TOOL 2

Peer-assessment Checklist

OUTCOMES

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use routine means of interpersonal communications and use cognitive strategies to produce short, simple written texts.

A–4.1a
LC–2.5a
S–1.1a

Evaluation Tool No. 1

For Teacher Use

Rosas son rojas / Roses Are Red: Observation Checklist

Fecha: ______________________________

Criterios:

A–4.1a	use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages
LC–1.1a	use intonation, stress and rhythm appropriately in familiar situations
LC–2.2a	produce short oral texts in guided and unguided situations
LC–4.2a	examine the structure of a variety of text forms

	A–4.1a		LC–1.1a		LC–2.2a		LC–4.2a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

Rosas son rojas / Roses Are Red:
Peer-assessment Checklist

Nombre: ______________________ *Fecha:* ______________________

Nombre de mi compañero(a): ______________________________________

Puedes:	***Sí***	***Aún no***
• use routine means of interpersonal communications		
• produce short, simple written texts, like poems		
• learn poems or lyrics, incorporating new vocabulary or sentence patterns		

Comentarios

Algo que me gusta de tu trabajo: ______________________________________

____

____

____

____

____

Una sugerencia para la próxima vez: ______________________________________

____

____

____

____

____

Activity 3

Hacer amigos / Making Friends

Prepare a class set of identity cards, each with a first and last name, age, country of origin and list of hobbies and interests. Distribute a card to each student. Set up the classroom so it reflects a café-type setting and have students sit down at the desks. On your signal, students begin a routine conversation. Emphasize that they should use a variety of social interaction patterns (e.g., different greetings and farewells), as well as important social conventions in their interactions (e.g., handshakes, *besos*). After a few minutes, signal the students to move to different desks and start a new conversation. Repeat as needed.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1
a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages

Selected Supporting outcomes

Students will be able to:

LC–2.3
a. manage short interactions with ease, using pauses for planning and repair

LC–3.4
a. interpret and use important social conventions in interactions

LC–4.3
a. initiate interactions and respond, using a variety of social interaction patterns

S–2.1
a. select and use a variety of interactive strategies; e.g.,
  - interpret and use a variety of nonverbal cues to communicate
  - invite others into the discussion

Activity 3 (continued)

Materials

Class set of identity cards.

Prerequisite Knowledge

Social interaction patterns.
Social conventions.

Sample Vocabulary

el saludo / greeting	*la conversación* / conversation
el despedido / farewell	*arreglar* / to arrange
la introducción / introduction	*la identidad* / identity
conocerle a alguien / to get to know someone	*el/la amigo(a)* / friend
	encontrarse / to meet

Evaluation Tools

TOOL ❶

Anecdotal Notes

	OUTCOMES
Observe students as they move from desk to desk and make new friends. Record anecdotal notes on the extent to which students are able to use routine means of communication, manage short interactions and use a variety of social interaction patterns.	A–4.1a LC–2.3a LC–4.3a

TOOL ❷

Learning Log

	OUTCOMES
Have students reflect on their learning and how well they were able to use routine means of communication, interpret and use important social conventions, and use interactive strategies. Students could use the following sentence starters:	A–4.1a LC–3.4a S–2.1a

- I learned that …
- An effective strategy for me is …
- A social convention I enjoy is …
- Something I can improve for next time is …

For Teacher Use

Hacer amigos / Making Friends: Anecdotal Notes

Fecha: ________________________

Criterios:

A–4.1a	use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages
LC–2.3a	manage short interactions with ease, using pauses for planning and repair
LC–4.3a	initiate interactions and respond, using a variety of social interaction patterns

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–4.1a			
	LC–2.3a			
	LC–4.3a			
2.	A–4.1a			
	LC–2.3a			
	LC–4.3a			
3.	A–4.1a			
	LC–2.3a			
	LC–4.3a			
4.	A–4.1a			
	LC–2.3a			
	LC–4.3a			
5.	A–4.1a			
	LC–2.3a			
	LC–4.3a			
6.	A–4.1a			
	LC–2.3a			
	LC–4.3a			
7.	A–4.1a			
	LC–2.3a			
	LC–4.3a			
8.	A–4.1a			
	LC–2.3a			
	LC–4.3a			
9.	A–4.1a			
	LC–2.3a			
	LC–4.3a			
10.	A–4.1a			
	LC–2.3a			
	LC–4.3a			

Activity 4

Tarjetas de felicitación / Greeting Cards

Lead a brief brainstorming session on typical styles and formats of greeting cards. Discuss the different kinds of greeting cards available; e.g., birthday, graduation, sympathy.

Students select different greeting card themes and create cards. Encourage students to be creative with their use of Spanish and to incorporate effective and appealing visuals.

Collect and display students' cards as if in a greeting card shop so that all the class can see them.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages

Selected Supporting outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

LC–2.5

a. produce short, simple written texts in guided and unguided situations

LC–4.2

a. examine the structure of a variety of text forms

S–2.3

a. select and use a variety of productive strategies; e.g.,
    - use illustrations to provide detail when producing their own texts

Activity 4 (continued)

Materials

Materials for creating greeting cards.

Prerequisite Knowledge

None required.

Sample Vocabulary

¡que te mejores! / get well soon
Feliz Cumpleaños / Happy Birthday
una tarjeta de felicitación / greeting card
la ilustración / illustration
la condolencia / condolence
el formato / format
el poema / poem
las felicitaciones / congratulations
la graduación / graduation
la compasión / sympathy

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they make their greeting cards. Use the rubric to evaluate how well students are able to use routine means of communication, produce short written texts and examine the structure of various text forms.

OUTCOMES

A–4.1a
LC–2.5a
LC–4.2a

TOOL 2

Learning Log

Have students reflect on their learning and how well they were able to use routine means of interpersonal communication, use Spanish creatively and for aesthetic purposes, and use a variety of productive strategies.

OUTCOMES

A–4.1a
A–6.2a
S–2.3a

For Teacher Use

Evaluation Tool No. 1

Tarjetas de felicitación / Greeting Cards: Rubric

Nombre: ______________________________ *Fecha:* ______________________________

Nivel / *Criterios*	*Excelente*	*Muy bien*	*Aceptable*	*Limitado*
A–4.1 a. use routine means of interpersonal communications	uses routine means of interpersonal communications with **memorable results** ☐	**effectively** uses routine means of interpersonal communications ☐	uses routine means of interpersonal communications ☐	**is unable** to use routine means of interpersonal communications ☐
LC–2.5 a. produce short, simple written texts in guided and unguided situations	produces short, simple and engaging written texts in guided and unguided situations ☐	produces short, simple and **mostly error-free** written texts in guided and unguided situations ☐	produces short, simple written texts with few errors ☐	**is unable** to produce short, simple written texts or produces short texts with many errors ☐
LC–4.2 a. examine the structure of a variety of text forms	is able to **thoroughly** examine the structure of a variety of text forms ☐	is able to examine the structure of a variety of text forms in **some depth** ☐	is able to **basically** examine the structure of a variety of text forms ☐	**is unable** to **independently** examine the structure of a variety of text forms ☐

Activity 5

Sin hablar / No Talking

Inform students that today's class will be a silent class and that talking is not permitted. In order to communicate, students take turns writing notes, passing notes to one another and responding to notes. Alternatively, if computers are available, students can send and respond to e-mails or instant messages.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages

Selected Supporting outcomes

Students will be able to:

A–3.1

a. give and respond to advice and warnings

LC–1.2

a. write familiar words and phrases, including accents, correctly and consistently

S–2.2

a. select and use a variety of interpretive strategies; e.g.,
   - listen or look for key words

Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

el mensaje / message	*responder* / to respond
una carta / letter	*querido(a)* / Dear
escribir / to write	*el problema* / problem

Evaluation Tools

TOOL

1 Checklist and Comments

Create an outcome-based checklist and share it with the students before they write and respond to advice. Use the checklist to assess is students are able to use routine means of interpersonal communication, write familiar words and phrases, and give and respond to advice and warnings.

OUTCOMES

A–3.1a
A–4.1a
LC–1.2a

TOOL

2 Self-assessment Checklist

Create an outcome-based checklist and share it with the students before they write and respond to advice. Students use the checklist to assess if they are able to use routine means of interpersonal communication, give and respond to advice and warnings, and use a variety of interpretive strategies.

OUTCOMES

A–3.1a
A–4.1a
S–2.2a

For Teacher Use

Sin hablar / No Talking: Checklist and Comments

Nombre: ______________________________ *Fecha:* ________________________________

Puedes:	***Sí***	***Aún no***
• give and respond to advice and warnings		
• use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages		
• write familiar words and phrases, including accents, correctly and consistently		

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

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Una sugerencia para la próxima vez: ____

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For Student Use

Evaluation Tool No. 2

Sin hablar / No Talking:
Self-assessment Checklist

Nombre: ______________________ *Fecha:* ______________________

Puedo:	***Sí***	***Aún no***
• use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages		
• give and respond to advice and warnings		
• listen or look for key words		

Comentarios

Estoy contento(a) con: ____

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Lo que necesito mejorar: ____

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La próxima vez, voy a prestar más atención a: ______________________________

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El conocimiento del mundo

Knowledge of the World

Applications

A–5

Students will use Spanish to extend their knowledge of the world.

Specific Outcomes

Students will be able to:

A–5.1a explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing
A–5.2a identify useful and reliable resources
A–5.3a generate and evaluate potential solutions to problems
A–5.4a distinguish fact from opinion

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

Language Competence

Students will be able to:

LC–1.2
a. write familiar words and phrases, including accents, correctly and consistently

LC–1.4
c. use, independently and consistently, the following grammatical elements:
- simple compound sentences using conjunctions *y*, *o* and *pero*

LC–2.6
a. derive meaning from multiple visual elements in a variety of media in guided situations

LC–2.7
a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

LC–2.1
a. understand short oral texts on unfamiliar topics

LC–2.5
a. produce short, simple written texts in guided and unguided situations

LC–3.3
a. recognize sociocultural influences resulting in variations in language; e.g., occupation

LC–4.2
a. examine the structure of a variety of text forms

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.1

a. organize and represent, in a variety of ways, information about elements of the cultures of the Spanish-speaking world

GC–2.3

a. identify shared references and the different connotations attached to them in the cultures of the Spanish-speaking world being studied and in their own culture(s)

GC–2.5

b. recognize advantages of entertaining different perspectives

GC–2.6

a. identify and access public and private institutions that facilitate contact with other countries and cultures

GC–3.1

a. identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest

Strategies

Students will be able to:

S–2.2

a. select and use a variety of interpretive strategies; e.g.,
   - listen selectively based on purpose
   - infer probable meanings of unknown words or expressions from contextual clues

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - use illustrations to provide detail when producing their own texts

S–3.2

a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
   - develop criteria for evaluating their work

S–3.3

a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
   - take part in group decision-making processes
   - participate in/initiate group problem-solving processes

Activity 1

Un diorama / A Diorama

Lead a brief discussion with students on art from the different cultures of the Spanish-speaking world; e.g., the murals of Rivera or Orozco, or the paintings of Picasso or Dalí. Comment on how specific works of art reflect aspects of the artist's culture.

Students create dioramas depicting some works of art and expressing what the students feel the works are trying to communicate. The dioramas should explore and express subjective meaning, emphasizing that there are no "right" or "wrong" answers. Work with students in advance to create a rubric that can be used to assess their work.

Schedule a show-and-tell period when students can present and explain their dioramas to classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.1

a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing

Selected Supporting outcomes

Students will be able to:

LC–2.7

a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

GC–1.1

a. organize and represent, in a variety of ways, information about elements of the cultures of the Spanish-speaking world

GC–3.1

a. identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest

S–3.2

a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
    - develop criteria for evaluating their work

Activity 1 (continued)

Materials

Materials to create dioramas.

Prerequisite Knowledge

Familiarity with art from the different cultures of the Spanish-speaking world.

Sample Vocabulary

la cultura / culture
reflejar / to reflect
el amor / love
la pasión / passion
la tristeza / sadness

el color / colour
la opinión / opinion
la interpretación / interpretation
el personaje / character

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they create a diorama. Use the rubric to evaluate how well students are able to explore and express meaning using visuals and how well they can represent information about elements of the cultures of the Spanish-speaking world.

OUTCOMES

A–5.1a
LC–2.7a
GC–1.1a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create a diorama. Students use the checklist to determine if they are able to express meaning using visuals and if they can develop criteria for evaluating their work.

OUTCOMES

A–5.1a
LC–2.7a
GC–3.1a
S–3.2a

Evaluation Tool No. 1

For Teacher Use

Un diorama / A Diorama: Rubric

Nombre: ______________________ *Fecha:* ______________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–5.1 a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	**skillfully explores and imaginatively** expresses meaning in a variety of ways ☐	**explores and clearly** expresses meaning in a variety of ways ☐	explores and expresses **basic** meaning in a limited number of ways ☐	**is unable** to explore and express meaning in a variety of ways ☐
LC–2.7 a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	expresses meaning through the **unique and imaginative** use of multiple visual elements in a variety of media in guided and unguided situations ☐	expresses meaning through the **skillful** use of multiple visual elements in a variety of media in guided and unguided situations ☐	expresses meaning through the **predictable** use of visual elements in a variety of media in guided and unguided situations ☐	attempts to express meaning through the use of visual elements in a limited range of media in guided situations ☐
GC–1.1 a. organize and represent, in a variety of ways, information about elements of the cultures of the Spanish-speaking world	**creatively** organizes and represents, in a variety of ways, information about elements of the cultures of the Spanish-speaking world ☐	organizes and represents, in a variety of ways, information about elements of the cultures of the Spanish-speaking world ☐	organizes and represents basic information about elements of the cultures of the Spanish-speaking world ☐	is unable to organize and represent basic information about elements of the cultures of the Spanish-speaking world ☐

Un diorama / A Diorama: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• explore and express meaning through a diorama		
• express meaning through the use of more than one visual		
• develop criteria that I can use to evaluate my work once completed		
• identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest		

Comentarios

Estoy contento(a) con: ____

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Lo que necesito mejorar: ____

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La próxima vez, voy a prestar más atención a: ______________________________

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Activity 2

El contacto con otros países / Contact with Other Countries

Lead a brief brainstorming session with students on the different ways they can establish contact with students from other countries and cultures. Students conduct brief research on public and private agencies that facilitate such contact and share their findings with one another. Students evaluate which findings are from useful and reliable resources, and then decide on a text form through which they can best communicate their findings; e.g., brochure, poster, letter.

At a later date, as a class or as individuals, students can access the agencies and institutions and establish contact with students from other countries.

Specific Outcomes

Selected Principal outcomes *Students will be able to:*

A–5.2

a. identify useful and reliable resources

Selected Supporting outcomes *Students will be able to:*

LC–2.5

a. produce short, simple written texts in guided and unguided situations

LC–4.2

a. examine the structure of a variety of text forms

GC–2.6

a. identify and access public and private institutions that facilitate contact with other countries and cultures

S–3.3

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

Activity 2 (continued)

Materials

Materials to make brochures, posters, letters.

Prerequisite Knowledge

None required.

Sample Vocabulary

el intercambio / exchange
el/la amigo(a) de correspondencia / pen pals
viajar / to travel
internaciónal / international

el afiche / poster
la carta / letter
el contacto / contact
los jovenes / young people
el folleto / brochure

Evaluation Tools

TOOL 1

Rating Scale

Create an outcome-based rating scale and share it with the students before they create their brochure, poster or letter. Use the rating scale to assess how well students are able to identify useful and reliable resources, produce short, simple written texts, and examine the structure of a variety of text forms.

OUTCOMES

A–5.2a
LC–2.5a
LC–4.2a

TOOL 2

Learning Log

Have students reflect on their learning and how well they were able to identify useful and reliable resources, identify public and private institutions that facilitate contact with other countries, and use social and affective strategies. Students could use the following sentence starters:
- I learned that …
- An effective strategy for me is …
- A way to identify useful and reliable resources is …

OUTCOMES

A–5.2a
GC–2.6a
S–3.3a

Evaluation Tool No. 1

For Teacher Use

El contacto con otros países / Contact with Other Countries: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–5.2 a. identify useful and reliable resources	●	●	●	●
LC–2.5 a. produce short, simple written texts in guided and unguided situations	●	●	●	●
LC–4.2 a. examine the structure of a variety of text forms	●	●	●	●

Comentarios

Lo que hiciste bien: ____

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Lo que necesito mejorar: ____

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Activity 3

Como puedo ayudar el medio ambiente / How I Can Help the Environment

Students identify or locate a short, simple text in Spanish that includes advice one can follow to help the environment. Discuss the content of the article with the students and clarify any misconceptions or misunderstandings.

Based on the text, students compose a list of resolutions they will make regarding their daily habits and how these changes will have a positive effect on the environment. Students write about what they used to do and contrast those actions with ones that will help the environment; e.g., take shorter showers, use less paper, recycle. Students create an advertising campaign to encourage classmates to follow suit; they share these campaigns with classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.1

a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing

Selected Supporting outcomes

Students will be able to:

LC–1.2

a. write familiar words and phrases, including accents, correctly and consistently

LC–1.4

c. use, independently and consistently, the following grammatical elements:
   - simple compound sentences using conjunctions *y*, *o* and *pero*

LC–2.7

a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

GC–2.5

b. recognize advantages of entertaining different perspectives

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - use illustrations to provide detail when producing their own texts

Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

How to form simple and compound sentences.

Sample Vocabulary

la resolución / resolution
el hábito / habits
el medio ambiente / environment
reciclar / to recycle
la iniciativa / initiative
reducir / to reduce
el agua / water
el consumo / consumption
reutilizar / to reuse
el comportamiento / behaviour
descortés / impolite
presenter / to present
efecto / effect
solar / solar
ayudar / to help
el perspectivo / perspective
la energia / energy
la electricidad / electricity

Evaluation Tools

TOOL 1

Learning Log

OUTCOMES

LC–1.2a
LC–1.4c
LC–2.7a
S–2.3a

Have students reflect on their learning and how well they were able to write familiar words and phrases, express meaning through visual elements, and use grammatical elements and productive strategies. Students could use the following sentence starters:

- This reminds me of …
- An effective productive strategy for me is …

TOOL 2

Peer-assessment Checklist

OUTCOMES

A–5.1a
GC–2.5b
S–2.3a

With the students, collaboratively create an outcome-based peer-assessment checklist before they create an advertising campaign. Students use the checklist to determine if their peers are able to explore and express meaning, recognize advantages of entertaining different perspectives, and use productive strategies.

For Student Use **Evaluation Tool No. 1**

Como puedo ayudar el medio ambiente / How I Can Help the Environment: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• explore and express meaning through an advertising campaign		
• recognize the advantages of understanding different perspectives		
• use illustrations to provide detail when producing your own texts		

Comentarios

Algo que me gusta de tu trabajo: ____

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Una sugerencia para la próxima vez: ____

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Activity 4

Una tarea dificíl / A Difficult Task

Locate and present students with an episode of a Spanish-language cooking show one time only. Divide students into small groups and have them prepare a plan to recreate the dish prepared in the video.

Students should feel that the task is too difficult. Lead a brief discussion with students on what the problem with the task is and brainstorm potential solutions; e.g., view the video multiple times, pause the video when needed, make use of dictionaries, record measurements.

Students decide on solutions to the problematic task and proceed with the new plan.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.3

a. generate and evaluate potential solutions to problems

Selected Supporting outcomes

Students will be able to:

LC–2.1

a. understand short oral texts on unfamiliar topics

S–2.2

a. select and use a variety of interpretive strategies; e.g.,
   - infer probable meanings of unknown words or expressions from contextual clues

S–3.3

a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
   - participate in/initiate group problem-solving processes

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la tarea / task	*potencial* / potential
el problema / problem	*solucionar* / to solve
la solución / solution	*la cooperación* / cooperation
cocinar / to cook	*el esquema* / plan
recordar / to remember	

Evaluation Tools

TOOL ❶

Observation Checklist

Create an outcome-based checklist and share it with the students before they decide on solutions to a problematic task. Use the checklist to assess if students are able to generate and evaluate potential solutions to problems, understand short oral texts, and use social and affective strategies.

OUTCOMES

A–5.3a
LC–2.1a
S–3.3a

TOOL ❷

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they decide on solutions to a problematic task. Students use the rating scale to assess how well they are able to generate and evaluate potential solutions to problems, understand short oral texts, and use interpretive strategies.

OUTCOMES

A–5.3a
LC–2.1a
S–2.2a

Una tarea dificíl / A Difficult Task: Observation Checklist

Fecha: ________________________

Criterios:
A–5.3a generate and evaluate potential solutions to problems
LC–2.1a understand short oral texts on unfamiliar topics
S–3.3a select and use a variety of social and affective strategies to enhance general learning; e.g.,

- participate in/initiate group problem-solving processes

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–5.3a			
	LC–2.1a			
	S–3.3a			
2.	A–5.3a			
	LC–2.1a			
	S–3.3a			
3.	A–5.3a			
	LC–2.1a			
	S–3.3a			
4.	A–5.3a			
	LC–2.1a			
	S–3.3a			
5.	A–5.3a			
	LC–2.1a			
	S–3.3a			
6.	A–5.3a			
	LC–2.1a			
	S–3.3a			

For Student Use

Evaluation Tool No. 2

Una tarea dificíl / A Difficult Task: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Siempre***	***Normalmente***	***A Veces***	***Nunca***
• generate and evaluate potential solutions to problems	●	●	●	●
• understand short oral texts on unfamiliar topics	●	●	●	●
• understand or figure out the meaning of unfamiliar words and expressions by thinking about words I already know that are connected to the new words or expressions	●	●	●	●

Comentarios

Estoy contento(a) con: ____

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Lo que necesito mejorar: ____

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La próxima vez, voy a prestar más atención a: ___________________________

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Activity 5

Anuncios / Commercials

Locate a series of Spanish-language commercials and/or advertisements and present them to students. Discuss with students what the commercials are about, what the messages and products are, and what significance the words to any slogan have. Divide students into small groups and have them decide which parts of the commercials are facts and which parts are persuasions aimed at the viewers' emotions.

Lastly, have each group select one of the commercials viewed and compare it with an English-language commercial promoting a similar product. Students examine the two commercials and identify similarities and differences in the way the products are presented. For example, a commercial for engagement rings in a Spanish-speaking country may use different, more religiously-laden words to describe the ring than an English-language version.

Students present their findings to classmates and then conduct a brief summary of all findings.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.4

a. distinguish fact from opinion

Selected Supporting outcomes

Students will be able to:

LC–2.6

a. derive meaning from multiple visual elements in a variety of media in guided situations

LC–3.3

a. recognize sociocultural influences resulting in variations in language; e.g., occupation

GC–2.3

a. identify shared references and the different connotations attached to them in the cultures of the Spanish-speaking world being studied and in their own culture(s)

S–2.2

a. select and use a variety of interpretive strategies; e.g.,
    - listen selectively based on purpose

Activity 5 (continued)

Materials

Spanish-language commercials and/or advertisements.

Prerequisite Knowledge

None required.

Sample Vocabulary

el publicitario / commercial	*el mensaje* / message
el anuncio / advertisement	*el eslogan* / slogan
el hecho / fact	*el producto* / product
la persuasión / persuasion	*la emoción* / emotion

Evaluation Tools

TOOL 1

Anecdotal Notes

OUTCOMES

Observe students as they compare and contrast commercials. Record anecdotal notes on the extent to which students are able to distinguish fact from opinion, derive meaning from multiple visual elements, and identify shared references and the different connotations attached to them.

A–5.4a
LC–2.6a
GC–2.3a

TOOL 2

Learning Log

OUTCOMES

Have students reflect on their learning and how well they were able to distinguish fact from opinion, recognize sociocultural influences resulting in variations in language and use interpretive strategies. Students could use the following sentence starters:

- I learned that …
- An effective interpretive strategy for me is …
- A way to distinguish fact from opinion is …

A–5.4a
LC–3.3a
S–2.2a

Evaluation Tool No. 1

For Teacher Use

Anuncios / Commercials: Anecdotal Notes

Fecha: ______________________

Criterios:

A–5.4a	distinguish fact from opinion
LC–2.6a	derive meaning from multiple visual elements in a variety of media in guided situations
GC–2.3a	identify shared references and the different connotations attached to them in the cultures of the Spanish-speaking world being studied and in their own culture(s)

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–5.4a			
	LC–2.6a			
	GC–2.3a			
2.	A–5.4a			
	LC–2.6a			
	GC–2.3a			
3.	A–5.4a			
	LC–2.6a			
	GC–2.3a			
4.	A–5.4a			
	LC–2.6a			
	GC–2.3a			
5.	A–5.4a			
	LC–2.6a			
	GC–2.3a			
6.	A–5.4a			
	LC–2.6a			
	GC–2.3a			

El humor, la creatividad y el placer
Humour, Creativity and Enjoyment

Applications

A–6

Students will use Spanish for imaginative purposes and personal enjoyment.

Specific Outcomes

Students will be able to:

A–6.1a use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons
A–6.2a use the language creatively and for aesthetic purposes
A–6.3a use the language for personal enjoyment; e.g., play games

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

Language Competence

Students will be able to:

LC–1.1
a. use intonation, stress and rhythm appropriately in familiar situations

LC–2.2
a. produce short oral texts in guided and unguided situations

LC–2.7
a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

LC–3.2
a. use learned idiomatic expressions in a variety of contexts

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.3

a. compare and contrast major elements and cultural behaviours of Spanish-speaking cultures with elements and cultural behaviours of their own culture(s)

GC–1.5

a. choose to participate in and contribute to activities and experiences that reflect the cultures of the Spanish-speaking world

GC–1.5

b. participate in activities and re-create experiences that reflect the cultures of the Spanish-speaking world

GC–2.1

a. compare oral and written aspects of their own language(s) and Spanish

GC–2.3

a. identify shared references and the different connotations attached to them in the cultures of the Spanish-speaking world being studied and in their own culture(s)

GC–3.2

a. explore personal reasons for learning additional languages and experiencing other cultures

GC–3.2

b. explore aspects of different cultures that are of personal interest

Strategies

Students will be able to:

S–1.1

a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
   - seek opportunities outside of class to practise and observe

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - use resources to increase vocabulary
   - use illustrations to provide detail when producing their own texts
   - compensate for avoiding difficult structures by rephrasing
   - use familiar repetitive patterns from stories, songs or media

S–3.3

a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
   - use social interaction skills to enhance group learning activities

Activity 1

Una tira cómica / A Comic Strip

Lead a brief discussion with students on common idiomatic expressions in English; e.g., "It's raining cats and dogs." Then present students with equivalent idioms in Spanish; e.g., *Están lloviendo hasta maridos* (it's even raining husbands) or *están lloviendo a mares* (it's raining seas). Delve further into the differences between common idiomatic expressions in English and Spanish, and then instruct students to select an expression that they find humorous. Students create a one-panel comic similar to "The Far Side" or "Bizarro" that conveys the meaning of the expression and highlights differences between the Spanish and English versions. For example, dogs and cats could be taking cover under umbrellas while husbands fall with the rain, and the animals could express relief that they are in a Spanish-speaking country.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.1
a. use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons

A–6.2
a. use the language creatively and for aesthetic purposes

Selected Supporting outcomes

Students will be able to:

LC–2.7
a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

LC–3.2
a. use learned idiomatic expressions in a variety of contexts

GC–2.1
a. compare oral and written aspects of their own language(s) and Spanish

S–2.3
a. select and use a variety of productive strategies; e.g.,
   - use illustrations to provide detail when producing their own texts

Materials

Software or Web site for creating digital comic strips.

Idiomatic expressions in English and Spanish.

Prerequisite Knowledge

Format of comic strip.

Sample Vocabulary

el humor / humour	*la naración* / narration
las tiras cómicas / comic strip	*el modismo* / idiom
la tabla / panel	*la ironía* / irony
un chiste / joke	*el sarcasmo* / sarcasm
la ilustración / illustrations	*cómico/chistoso* / funny

Evaluation Tools

TOOL 1

Rating Scale

Create an outcome-based rating scale and share it with the students before they create a comic strip. Use the rating scale to evaluate how well students are able to use Spanish for fun, express meaning through visuals and use learned idiomatic expressions.

OUTCOMES

A–6.1a
LC–2.7a
LC–3.2a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create a comic strip. Students use the checklist to determine if they are able to use Spanish creatively and for fun, compare oral and written aspects of English and Spanish, and use productive strategies.

OUTCOMES

A–6.1a
A–6.2a
GC–2.1a
S–2.3a

Evaluation Tool No. 1

For Teacher Use

Una tira cómica / A Comic Strip: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–6.1 a. use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons	●	●	●	●
LC–2.7 a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	●	●	●	●
LC–3.2 a. use learned idiomatic expressions in a variety of contexts	●	●	●	●

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

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Una tira cómica / A Comic Strip: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• use Spanish for fun and to interpret simple humour		
• use Spanish creatively and for aesthetic purposes		
• compare spoken and written aspects of English and Spanish		
• use illustrations to provide detail when producing my own text		

Comentarios

Estoy contento(a): ____

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Lo que necesito mejorar: ____

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La próxima vez, voy a prestar más atención a: ____

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Una feria de artesanías / An Arts and Crafts Fair

Lead a brief discussion with students on the topic of ethnic arts and crafts and provide examples; e.g., Ukrainian egg decorating, Haida totem pole making, Chinese fabric painting. Instruct students to select an example of an ethnic art and craft they find personally interesting and conduct research on it. Students compile a brief report on the art and craft in Spanish and locate or create an example to present to classmates. Students explore whether arts and crafts are valid reasons for learning an additional language and experiencing another culture.

Schedule an ethnic arts and crafts fair and invite students from other classes to learn from Spanish students about aspects of different cultures.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. provide information on several aspects of a topic

A–6.3

a. use the language for personal enjoyment; e.g., play games

Selected Supporting outcomes

Students will be able to:

LC–2.2

a. produce short oral texts in guided and unguided situations

GC–3.2

a. explore personal reasons for learning additional languages and experiencing other cultures

GC–3.2

b. explore aspects of different cultures that are of personal interest

S–2.3

a. select and use a variety of productive strategies; e.g.,
  - use resources to increase vocabulary
  - compensate for avoiding difficult structures by rephrasing

Activity 2 (continued)

Materials

None required.

Prerequisite Knowledge

An awareness of arts and crafts from different cultures.

Sample Vocabulary

étnico / ethnic	*el placer* / enjoyment
las artesanías / arts and crafts	*la investigación* / research
interesante / interesting	*la feria* / fair
personal / personal	*la cultura* / culture

Evaluation Tools

TOOL 1

Anecdotal Notes

Observe students as they present ethnic arts and crafts to classmates. Record anecdotal notes on the extent to which students are able to use Spanish for personal enjoyment, produce short oral texts and use productive strategies.

OUTCOMES

A–6.3a
LC–2.2a
S–2.3a

TOOL 2

Learning Log

Have students reflect on their learning and how well they were able to provide information on aspects of different cultures, explore personal reasons for experiencing other cultures and use productive strategies. Students could use the following sentence starters:

- I learned that …
- Something interesting I discovered was …
- An effective productive strategy for me is …

OUTCOMES

A–1.1a
A–6.3a
GC–3.2a
GC–3.2b
S–2.3a

Evaluation Tool No. 1

For Teacher Use

Una feria de artesanías / An Arts and Crafts Fair: Anecdotal Notes

Fecha: ______________________

Criterios:

A–6.3a	use the language for personal enjoyment; e.g., play games
LC–2.2a	produce short oral texts in guided and unguided situations
S–2.3a	select and use a variety of productive strategies; e.g., • use resources to increase vocabulary • compensate for avoiding difficult structures by rephrasing

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–6.3a			
	LC–2.2a			
	S–2.3a			
2.	A–6.3a			
	LC–2.2a			
	S–2.3a			
3.	A–6.3a			
	LC–2.2a			
	S–2.3a			
4.	A–6.3a			
	LC–2.2a			
	S–2.3a			
5.	A–6.3a			
	LC–2.2a			
	S–2.3a			
6.	A–6.3a			
	LC–2.2a			
	S–2.3a			
7.	A–6.3a			
	LC–2.2a			
	S–2.3a			
8.	A–6.3a			
	LC–2.2a			
	S–2.3a			
9.	A–6.3a			
	LC–2.2a			
	S–2.3a			
10.	A–6.3a			
	LC–2.2a			
	S–2.3a			

Activity 3

Una clase divertida / A Fun Day

Plan for a class that allows students to choose all the activities. Encourage students to choose activities that require using the language for personal enjoyment and that reflect the cultures of the Spanish-speaking world; e.g., listening to contemporary popular music, reading contemporary magazines or news articles, playing games, or doing crossword puzzles.

Encourage students to talk to family members and friends outside of class about the ways they use Spanish for personal enjoyment.

Seek out and inform students of opportunities in the community where they can participate in cultural activities of the Spanish-speaking world.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.3

a. use the language for personal enjoyment; e.g., play games

Selected Supporting outcomes

Students will be able to:

GC–1.5

a. choose to participate in and contribute to activities and experiences that reflect the cultures of the Spanish-speaking world

GC–1.5

b. participate in activities and re-create experiences that reflect the cultures of the Spanish-speaking world

S–1.1

a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
   - seek opportunities outside of class to practise and observe

Activity 3 (continued)

Materials

It varies.

Prerequisite Knowledge

None required.

Sample Vocabulary

la canción / song	*la oportunidad* / opportunity
una revista / magazine	*la historia* / history
tradicional / traditional	*los juegos (de mesa)* / (board) games
escuchar a música / to listen to music	

Evaluation Tools

TOOL ❶

Peer-assessment Checklist

OUTCOMES

A–6.3a
GC–1.5b
S–1.1a

Collaboratively create an outcome-based checklist with students before they participate in their chosen activities. Students use the checklist to assess if their peers are able to use Spanish for personal enjoyment, participate in activities and re-create experiences that reflect the cultures of the Spanish-speaking world, and use cognitive strategies.

TOOL ❷

Self-assessment Rating Scale

OUTCOMES

A–6.3a
GC–1.5a
S–1.1a

Create an outcome-based self-assessment rating scale and share it with the students before they participate in their chosen activities. Students use the rating scale to assess how well they are able to use Spanish for personal enjoyment, choose to participate in and contribute to activities and experiences that reflect the cultures of the Spanish-speaking world, and use cognitive strategies.

For Student Use

Evaluation Tool No. 1

Una clase divertida / A Fun Day:
Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• use Spanish for personal enjoyment		
• participate in activities and re-create experiences that reflect the cultures of the Spanish-speaking world		
• seek opportunities outside of class to practise and observe		

Comentarios

Algo que me gusta de tu trabajo: ____

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Una sugerencia para la próxima vez: ____

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Evaluation Tool No. 2

For Student Use

Una clase divertida / A Fun Day: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
• use Spanish for personal enjoyment	●	●	●	●
• participate in activities that reflect the cultures of the Spanish-speaking world	●	●	●	●
• seek opportunities outside of class to practise and observe	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

Juegos de la niñez / Childhood Games

Lead a brief brainstorming session on games students used to play when they were younger. Emphasize games that are not commercial or store-bought; e.g., hide and seek, kick the can.

Have students learn the name, in Spanish, of their favourite childhood game; e.g., “hopscotch” in Spanish is *bebe leche* or *rayuelo*, “the whip” is *el chicote.* Alternatively, students can look for and bring to class a game that is popular in Spanish-speaking countries; e.g., *balero* or cup-and-ball. More importantly, students learn Spanish vocabulary words and phrases needed to play the game they have selected.

Students spend a class teaching their game and required vocabulary to others.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.3

a. use the language for personal enjoyment; e.g., play games

Selected Supporting outcomes

Students will be able to:

LC–2.2

a. produce short oral texts in guided and unguided situations

GC–1.3

a. compare and contrast major elements and cultural behaviours of Spanish-speaking cultures with elements and cultural behaviours of their own culture(s)

GC–2.3

a. identify shared references and the different connotations attached to them in the cultures of the Spanish-speaking world being studied and in their own culture(s)

S–3.3

a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
   - use social interaction skills to enhance group learning activities

Activity 4 (continued)

Materials

List of Spanish names for childhood games.

Prerequisite Knowledge

None required.

Sample Vocabulary

comercial / commercial	*popular* / popular
los juegos / games	*enseñar* / to teach
favorito(a) / favourite	*aprender* / to learn
el vocabulario / vocabulary	*jugar* / to play

Evaluation Tools

TOOL 1

Rubric

OUTCOMES

A–6.3a
LC–2.2a
GC–2.3a

Collaboratively create an outcome-based rubric with the students before they teach one another a game. Use the rubric to evaluate how well students are able to use Spanish for personal enjoyment, produce short oral texts and identify shared references and the different connotations attached to them.

TOOL 2

Peer-assessment Checklist

OUTCOMES

A–6.3a
GC–1.3a
S–3.3a

With the students, collaboratively create an outcome-based peer-assessment checklist before they teach one another a game. Students use the checklist to determine if their peers are able to use Spanish for personal enjoyment, compare and contrast major elements and cultural behaviours of Spanish-speaking cultures with elements and cultural behaviours of their own culture(s), and use social and affective strategies.

For Teacher Use

Juegos de la niñez / Childhood Games: Rubric

Nombre: ______________________________ *Fecha:* ______________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–6.3 a. use the language for personal enjoyment; e.g., play games	**imaginatively** uses specific elements of the language for personal enjoyment ☐	**skillfully** uses the language for personal enjoyment ☐	uses the language for personal enjoyment ☐	is unable to use the language for personal enjoyment ☐
LC–2.2 a. produce short oral texts in guided and unguided situations	**skillfully** produces short oral texts in guided and unguided situations ☐	**competently** produces short oral texts in guided and unguided situations ☐	produces short oral texts in guided and unguided situations ☐	is unable to produce short oral texts ☐
GC–2.3 a. identify shared references and the different connotations attached to them in the cultures of the Spanish-speaking world being studied and in their own culture(s)	**skillfully and astutely** identifies shared references and the different connotations attached to them in the cultures of the Spanish-speaking world and in his or her own culture(s) ☐	**skillfully** identifies shared references and the different connotations attached to them in the cultures of the Spanish-speaking world and in his or her own culture(s) ☐	identifies **basic** shared references and the different connotations attached to them in the cultures of the Spanish-speaking world and in his or her own culture(s) ☐	is unable to identify shared references in the cultures of the Spanish-speaking world and in his or her own culture(s) ☐

For Student Use

Juegos de la niñez / Childhood Games: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• use Spanish for personal enjoyment		
• compare and contrast major elements and cultural behaviours of Spanish-speaking cultures with those of your own culture(s)		
• use social interaction skills to enhance group learning activities		

Comentarios

Algo que me gusta de tu trabajo: ____

____

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____

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____

Una sugerencia para la próxima vez: ____

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Activity 5

Un cómico de micrófono / A Stand-up Comic

Research and collect a class set of appropriate jokes of a certain style; e.g., *chistes de tres actos* (three act jokes).

Primer acto: Hay una O (First act: there is an "O")
Segundo acto: Hay un hombre limpiando la O (Second act: there is a man cleaning the "O")
Tercer acto: Está el mismo hombre limpiando la O (Third act: the same man is cleaning the "O")

¿Cómo se llama la obra? (What's the name of the work?)
Las O limpiadas (the clean "O"s)

Each student selects a joke and rehearses it well enough to recite it from memory. Arrange for a "stand-up comedy" class and have each student present a joke/set of jokes to other students.

Specific Outcomes

Selected **Principal** outcomes

Students will be able to:

A–6.1

a. use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons

Selected **Supporting** outcomes

Students will be able to:

LC–1.1

a. use intonation, stress and rhythm appropriately in familiar situations

LC–2.2

a. produce short oral texts in guided and unguided situations

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - use familiar repetitive patterns from stories, songs or media

Activity 5 (continued)

Materials

A class set of appropriate jokes.

Prerequisite Knowledge

None required.

Sample Vocabulary

el chiste / joke	*de memoria* / from memory
ensayer / to rehearse	*un cómico de micrófono* / a stand-up comic
la comedia / comedy	*nervioso(a)* / nervous
recitar / to recite	*reírse* / to laugh
cómico(a) / funny	

Evaluation Tools

TOOL ❶

Observation Checklist

OUTCOMES

A–6.1a
LC–1.1a
LC–2.2a

Create an outcome-based checklist and share it with the students before they tell jokes to one another. Use the checklist to assess if students are able to use Spanish for fun and use intonation, stress and rhythm when producing short oral texts.

TOOL ❷

Learning Log

OUTCOMES

A–6.1a
LC–2.2a
S–2.3a

Have students reflect on their learning and how well they were able to use Spanish for fun, produce short oral texts and use productive strategies. Students could use the following sentence starters:

- I discovered that …
- An effective productive strategy for me is …
- It was funny when …

For Teacher Use

Un cómico de micrófono / A Stand-up Comic: Observation Checklist

Fecha: ________________________

Criterios:

A–6.1a	use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons
LC–1.1a	use intonation, stress and rhythm appropriately in familiar situations
LC–2.2a	produce short oral texts in guided and unguided situations

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–6.1a			
	LC–1.1a			
	LC–2.2a			
2.	A–6.1a			
	LC–1.1a			
	LC–2.2a			
3.	A–6.1a			
	LC–1.1a			
	LC–2.2a			
4.	A–6.1a			
	LC–1.1a			
	LC–2.2a			
5.	A–6.1a			
	LC–1.1a			
	LC–2.2a			
6.	A–6.1a			
	LC–1.1a			
	LC–2.2a			

Grade 9 Applications Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Applications: Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1: ***Información y eventos* / Information and Events**

Activity 1: *Una encuesta* / A Survey
Activity 2: *Un día en la vida …* / A Day in the Life …
Activity 3: *Deportes internacionales* / International Sports
Activity 4: *Yo amo tecnología* / I Love Technology
Activity 5: *Perspectivos diferentes* / Different Perspectives
Activity 6: *El Latin Grammy* / The Latin Grammy

A–2: ***Como yo veo el mundo* / How I See the World**

Activity 1: *Habilidades deportivas* / Sports Abilities
Activity 2: *Lo puedo afirmar con certeza …* / I Can State with Certainty …
Activity 3: *Canciones y sentimientos* / Songs and Feelings
Activity 4: *Me encanta este restaurante* / I Love This Restaurant
Activity 5: *Mi canción de amor* / My Love Song

A–3: ***Misión cumplida* / Mission Accomplished**

Activity 1: *Le curso invitación a ...* / I Extend an Invitation to ...
Activity 2: *Como seré en 15 años* / How I Will Be in 15 Years
Activity 3: *Juegos de mesa populares* / Popular Board Games
Activity 4: *Tengo la intención de …* / I Intend to …
Activity 5: *Juegos cooperatives* / Cooperation Games

A–4: ***Felicitaciones* / Congratulations**

Activity 1: *Me gusta tu …* / I Like Your …
Activity 2: *Una carta de gracias* / A Thank-you Card
Activity 3: *Estoy orgulloso(a) de mí mismo porque …* / I Am Proud of Myself Because …
Activity 4: *Te hago un cumplido por …* / I Compliment You On ...
Activity 5: *Nuestra canción de graduación* / Our Grad Song

A–5: ***Información en el mundo* / Information in the World**

Activity 1: *Tecnología en el mundo hispanohablante* / Technology in the Spanish-speaking World
Activity 2: *Un restaurante estereotípico* / A Stereotypical Restaurant
Activity 3: *Un juego de trivialidades* / A Trivia Game
Activity 4: *Literatura en español* / Spanish Literature
Activity 5: *Un cuestionario de habilidades* / A Skills Inventory

Información y eventos
Information and Events

Applications

A–1

Students will use Spanish to impart and receive information.

Specific Outcomes

Students will be able to:

A–1.1a share facts about events that took place in the past or that may take place in the future

Other Specific Outcomes

Applications

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

Language Competence

Students will be able to:

LC–1.2

a. use basic mechanical conventions consistently

LC–1.2

b. recognize the role that accentuation plays in the Spanish language

LC–1.3

a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
   - restaurants and eating out
   - technology
   - pop culture of the Spanish-speaking world
   - career opportunities
   - the world of sports
   - any other lexical fields that meet their needs and interests

LC–1.4

a. use, in modelled situations, the following grammatical elements:
   - preterit stem-changing verbs and irregular verbs; e.g., *ser, hacer, poder*

LC–1.4

c. use, independently and consistently, the following grammatical elements:
   - question words: [¿…?] *cuánto, cuál* (all forms)

LC–2.2

a. produce a variety of short oral texts in unguided situations

LC–2.3

a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC–2.5

a. produce a variety of short, simple written texts in guided and unguided situations

LC–2.7

a. explore various ways that meaning can be expressed through the visual elements in a variety of media

LC–4.2

a. use a variety of familiar, short text forms and media in their own productions

Global Citizenship

Students will be able to:

GC–1.1
a. compare and make connections among elements of the cultures of the Spanish-speaking world

GC–1.1
b. examine information researched about cultures in the Spanish-speaking world

GC–1.3
a. interpret elements and cultural behaviours of Spanish-speaking cultures and relate these elements and behaviours to those of their own culture(s)

GC–2.2
a. recognize that languages may have regional differences in pronunciation, vocabulary or structure

GC–2.4
a. recognize that different cultures may have different interpretations of texts, cultural practices or products

Strategies

Students will be able to:

S–1.1
a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
  - use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts

S–1.2
a. select and use a variety of metacognitive strategies to enhance language learning; e.g.,
  - make a plan in advance about how to approach a language learning task

S–3.1
a. select and use a variety of cognitive strategies to enhance general learning; e.g.,
  - formulate key questions to guide research

S–3.2
a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
  - divide an overall learning task into a number of subtasks

S–3.3
a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
  - monitor their level of anxiety about learning tasks, and take measures to lower it if necessary

Activity 1

Una encuesta / A Survey

Students select a time in the past when they went to a restaurant with friends or family. They use a graphic organizer, e.g., 5Ws and HI, to craft questions to guide a written summary of the events of the trip to the restaurant. Students circulate throughout the class and use the same organizer to ask one another questions about their trip to a restaurant. Students share facts about their experience and provide details.

Specific Outcomes

Selected Principal outcomes *Students will be able to:*

A–1.1
a. share facts about events that took place in the past or that may take place in the future

Selected Supporting outcomes *Students will be able to:*

LC–1.4
c. use, independently and consistently, the following grammatical elements:
- question words: [¿…?] *cuánto, cuál* (all forms)

LC–2.3
a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC–2.5
a. produce a variety of short, simple written texts in guided and unguided situations

S–1.1
a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts

Activity 1 (continued)

Materials

5Ws and HI graphic organizer.

Prerequisite Knowledge

None required.

Sample Vocabulary

el restaurante / restaurant
el plato / meal
el cumpleaños / birthday
la fiesta / party
el/la mesero(a) / waiter/server
los regalos / presents
la canción / song
la torta/el pastel / cake
el postre / dessert

Evaluation Tools

TOOL 1

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to engage in short, spontaneous exchanges, use certain grammatical elements in oral conversation and talk about events in the past.

OUTCOMES

A–1.1a
LC–1.4c
LC–2.3a

TOOL 2

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use cognitive strategies and write and share facts about events in the past.

OUTCOMES

A–1.1a
LC–2.5a
S–1.1a

For Teacher Use

Una encuesta / A Survey: Observation Checklist

Fecha: ________________________

Criterios:

A–1.1a share facts about events that took place in the past or that may take place in the future

LC–1.4c use, independently and consistently, the following grammatical elements:

- question words: [¿…?] *cuánto, cuál* (all forms)

LC–2.3a engage in short, spontaneous exchanges, with pauses for planning and repair

	A–1.1a		LC–1.4c		LC–2.3a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
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13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

For Student Use

Evaluation Tool No. 2

Una encuesta / A Survey: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. share facts about events that took place in the past or that may take place in the future	●	●	●	●
LC–2.5 a. produce a variety of short, simple written texts in guided and unguided situations	●	●	●	●
S–1.1 a. select and use a variety of cognitive strategies to enhance language learning; e.g., • use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts	●	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

La próxima vez, voy a prestar más atención a: _______________________________________

____

____

Activity 2

Un día en la vida … / A Day in the Life …

Students remember what their life was like when they were in elementary school. Guide them with questions; e.g., Where did you go to school? What responsibilities did you have? What did a typical day look like? Who was your favourite teacher? What was your favourite class? Have the students prepare a short, written description and a visual representation of a typical day in the life of an elementary school student; e.g., a digital poster or multi-panel storyboard.

Specific Outcomes

Selected Principal outcomes *Students will be able to:*

A–1.1
a. share facts about events that took place in the past or that may take place in the future

Selected Supporting outcomes *Students will be able to:*

A–6.2
a. use the language creatively and for aesthetic purposes

LC–2.5
a. produce a variety of short, simple written texts in guided and unguided situations

LC–2.7
a. explore various ways that meaning can be expressed through the visual elements in a variety of media

S–1.2
a. select and use a variety of metacognitive strategies to enhance language learning; e.g.,
  - make a plan in advance about how to approach a language learning task

Activity 2 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

el pasado / the past
la escuela primaria / elementary school
recordarse / to remember
la responsabilidad / responsibility
el recreo / recess

un(a) compañero/a / classmate
el(la) director(a) / principal
el(la) maestro(a) / teacher
típico / typical

Evaluation Tools

TOOL ❶

Checklist and Comments

OUTCOMES

A–1.1a
A–6.2a
LC–2.5a

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to share facts about events that took place in the past, use Spanish creatively and produce a variety of short, simple written texts in guided and unguided situations.

TOOL ❷

Learning Log

OUTCOMES

A–1.1a
LC–2.7a
S–1.2a

Have the students reflect on their learning and how well they were able to use metacognitive strategies, write about and share facts about events in the past, and explore various ways that meaning can be expressed through the use of visual elements. Students could use the following sentence starters:

- An effective strategy for me is …
- I'm a strong writer because …
- An event that took place in the past that I recall fondly was …
- I was able to use Spanish creatively and express meaning through visual elements by …

Evaluation Tool No. 1

For Teacher Use

Un día en la vida … / A Day in the Life …: Checklist and Comments

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
A–1.1 a. share facts about events that took place in the past or that may take place in the future Evidence: •		
A–6.2 a. use the language creatively and for aesthetic purposes Evidence: •		
LC–2.5 a. produce a variety of short, simple written texts in guided and unguided situations Evidence: •		

Comentarios

Lo que hiciste bien: ____

____

____

Lo que puedes mejorar: ____

____

____

Una sugerencia para la próxima vez: ____

____

____

Activity 3

Deportes internacionales / International Sports

Students select an international sporting competition that involved at least one Spanish-speaking country; e.g., Winter or Summer Olympics, Pan-American Games. Students then choose a Spanish-speaking country and research how that country performed, gathering information from a variety of text forms and media. Sample information might include the following: the events in which the country participated, the medals or trophies the country won and which athletes enjoyed success. Students then compile their information in a digital slide show and present it to the class.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. share facts about events that took place in the past or that may take place in the future

Selected Supporting outcomes

Students will be able to:

LC–1.2

a. use basic mechanical conventions consistently

LC–2.5

a. produce a variety of short, simple written texts in guided and unguided situations

LC–4.2

a. use a variety of familiar, short text forms and media in their own productions

S–3.1

a. select and use a variety of cognitive strategies to enhance general learning; e.g.,
   - formulate key questions to guide research

Materials

Computers and presentation software.

Prerequisite Knowledge

None required.

Sample Vocabulary

una medalla / medal	*el evento* / event
la competencia/la competición / competition	*el trofeo* / trophy
el(la) contrincante / competitor	*el atleta* / athlete
participar / to participate	*competir* / to compete
el equipo / team	*ganar* / to win
el éxito / success	

Evaluation Tools

TOOL 1

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to share facts about the past, use basic mechanical conventions and use a variety of text forms and media in their own productions.

OUTCOMES

A–1.1a
LC–1.2a
LC–4.2a

TOOL 2

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use cognitive strategies and write and share facts about the past.

OUTCOMES

A–1.1a
LC–2.5a
S–3.1a

For Teacher Use

Evaluation Tool No. 1

***Deportes internacionales* / International Sports: Rating Scale**

Nombre: ______________________________ *Fecha:* ______________________________

Criterios:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–1.1 a. share facts about events that took place in the past or that may take place in the future	●	●	●	●
LC–1.2 a. use basic mechanical conventions consistently	●	●	●	●
LC–4.2 a. use a variety of familiar, short text forms and media in their own productions	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

For Student Use

Deportes internacionales / International Sports: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***
• share facts about events that took place in the past or that may take place in the future		
• produce a variety of short, simple written texts in guided and unguided situations		
• select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research		

Comentarios

Algo que me gusta de tu trabajo: ____

____

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____

____

____

____

Una sugerencia para la próxima vez: ____

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____

____

____

Activity 4

Yo amo tecnología / I Love Technology

With the class, brainstorm a list of technological advancements that have been developed over the past several years. Students select a technological invention or advancement they feel has had a large impact on their life; e.g., the MP3 player, the cell phone, instant messaging. Students then recall a specific time when the invention benefited them. In small groups, students discuss the events in which technology helped them; they prepare a brief presentation or skit demonstrating the benefits of technology and how it has helped them in specific situations.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. share facts about events that took place in the past or that may take place in the future

Selected Supporting outcomes

Students will be able to:

LC–1.3

a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
  - restaurants and eating out
  - technology
  - pop culture of the Spanish-speaking world
  - career opportunities
  - the world of sports
  - any other lexical fields that meet their needs and interests

LC–1.4

a. use, in modelled situations, the following grammatical elements:
  - preterit stem-changing verbs and irregular verbs; e.g., *ser, hacer, poder*

LC–2.2

a. produce a variety of short oral texts in unguided situations

S–3.3

a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
  - monitor their level of anxiety about learning tasks, and take measures to lower it if necessary

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la tecnología / technology	*el placer* / pleasure
una invención / invention	*el beneficio* / benefit
útil / helpful	*simplificar* / to simplify
una emergencia / emergency	*la comunicación* / communication
ayudar / to help	*gustar* / to like

Evaluation Tools

TOOL 1

Anecdotal Notes

OUTCOMES

A–1.1a
LC–1.4a
LC–2.2a

Observe students as they prepare and share their skit. Note and record how well they are able to orally share facts about events that took place in the past and how well they use certain grammatical elements.

TOOL 2

Learning Log

OUTCOMES

A–1.1a
LC–1.3a
S–3.3a

Have the students reflect on their learning and how well they were able to use social and affective strategies and a repertoire of words and phrases to share facts about events that took place in the past. Students could use the following sentence starters:

- An effective strategy for me is …
- I used the following words and phrases to talk about technology …
- I learned …
- When I talk about events that took place in the past, I …

Yo amo tecnología / I Love Technology: Anecdotal Notes

Fecha: ________________________

Criterios:

A–1.1a share facts about events that took place in the past or that may take place in the future

LC–1.4a use, in modelled situations, the following grammatical elements:

- preterit stem-changing verbs and irregular verbs; e.g., *ser, hacer, poder*

LC–2.2a produce a variety of short oral texts in unguided situations

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–1.1a			
	LC–1.4a			
	LC–2.2a			
2.	A–1.1a			
	LC–1.4a			
	LC–2.2a			
3.	A–1.1a			
	LC–1.4a			
	LC–2.2a			
4.	A–1.1a			
	LC–1.4a			
	LC–2.2a			
5.	A–1.1a			
	LC–1.4a			
	LC–2.2a			
6.	A–1.1a			
	LC–1.4a			
	LC–2.2a			

Activity 5

Perspectivos diferentes / Different Perspectives

Present students with the lyrics to the Canadian national anthem, both the English version and a translation of the French version. Analyze the differences in the two versions with students and explore possible reasons why the lyrics are not identical. Students then research examples of texts that have different interpretations depending on the culture in the Spanish-speaking world. Many examples will have historical reasons for the differences. Provide students with a Venn diagram to help them organize their research. Students prepare a brief summary and present to the class facts about events that help explain the different interpretations.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. share facts about events that took place in the past or that may take place in the future

Selected Supporting outcomes

Students will be able to:

LC–2.5

a. produce a variety of short, simple written texts in guided and unguided situations

GC–1.1

b. examine information researched about cultures in the Spanish-speaking world

GC–2.4

a. recognize that different cultures may have different interpretations of texts, cultural practices or products

S–1.1

a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
   - use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts

Materials

Lyrics to the national anthem of Canada, both in English and French.

Venn diagrams.

Prerequisite Knowledge

None required.

Sample Vocabulary

la interpretación / interpretation	*histórico* / historical
el perspectivo / perspective	*el fallo* / judgment
el producto / product	*el himno nacional* / national anthem
la parcialidad / bias	*el conflicto* / conflict
la cultura / culture	

Evaluation Tools

TOOL 1

Rating Scale

OUTCOMES

A–1.1a
LC–2.5a
GC–1.1b

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to share facts about events that took place in the past, examine researched information and produce a variety of short, simple written texts.

TOOL 2

Learning Log

OUTCOMES

A–1.1a
GC–2.4a
S–1.1a

Have the students reflect on their learning and how well they were able to use cognitive strategies, recognize that different cultures may have different interpretations of texts, and share facts about events that took place in the past. Students could use the following sentence starters:

- I was able to share information on …
- I learned …
- I would like to know more about …
- I use the following cognitive strategies to help me …

Evaluation Tool No. 1

For Teacher Use

Perspectivos diferentes / Different Perspectives: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–1.1 a. share facts about events that took place in the past or that may take place in the future	●	●	●	●
LC–2.5 a. produce a variety of short, simple written texts in guided and unguided situations	●	●	●	●
GC–1.1 b. examine information researched about cultures in the Spanish-speaking world	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

Activity 6

El Latin Grammy / The Latin Grammy

In small groups, have students research the history of the Latin Grammy Awards, including the results of the most recent Latin Grammy Awards. Have the students focus on a specific artist or group. Students compare the Latin Grammy Awards with the North American Grammy Awards. Students examine the different music categories, how the awards are decided or other factual events related to the Latin Grammy Awards. Students also look for differences and similarities among the music winners, such as themes, vocabulary, accents and so on. Students then share their findings with their classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1

a. share facts about events that took place in the past or that may take place in the future

Selected Supporting outcomes

Students will be able to:

LC–1.2

b. recognize the role that accentuation plays in the Spanish language

GC–1.1

a. compare and make connections among elements of the cultures of the Spanish-speaking world

GC–1.3

a. interpret elements and cultural behaviours of Spanish-speaking cultures and relate these elements and behaviours to those of their own culture(s)

GC–2.2

a. recognize that languages may have regional differences in pronunciation, vocabulary or structure

S–3.2

a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
   - divide an overall learning task into a number of subtasks

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

el premio / award	*geográfico* / geographical
el acento / accent	*el/la artista* / artist
la categoría / category	*el/la cantante* / singer
la diferencia / difference	*la conexión* / connection
la similitud / similarity	*regional* / regional
el vocabulario / vocabulary	*el groupo* / group

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to share facts about events that took place in the past, compare and make connections among elements of the Spanish-speaking world, interpret elements and cultural behaviours of Spanish-speaking cultures, and relate these elements and behaviours to those of their own culture(s).

OUTCOMES

A–1.1a
GC–1.1a
GC–1.3a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use metacognitive strategies, recognize the role of accentuation in the Spanish language, recognize that languages may have regional differences in pronunciation, vocabulary or structure, and share facts about events that took place in the past.

OUTCOMES

A–1.1a
LC–1.2b
GC–2.2a
S–3.2a

For Teacher Use

Evaluation Tool No. 1

El Latin Grammy / The Latin Grammy: Rubric

Nombre: ______________________________

Fecha: ______________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. share facts about events that took place in the past or that may take place in the future	shares **detailed and interesting** facts about events that took place in the past or that may take place in the future ☐	shares **varied** facts about events that took place in the past or that may take place in the future ☐	shares **basic** facts about events that took place in the past or that may take place in the future ☐	**is unable** to share facts about events that took place in the past or that may take place in the future ☐
GC–1.1 a. compare and make connections among elements of the cultures of the Spanish-speaking world	compares and makes **insightful** connections among elements of the cultures of the Spanish-speaking world ☐	compares and makes **meaningful** connections among elements of the cultures of the Spanish-speaking world ☐	compares and makes **basic** connections among elements of the cultures of the Spanish-speaking world ☐	**is unable** to compare and make connections among elements of the cultures of the Spanish-speaking world ☐
GC–1.3 a. interpret elements and cultural behaviours of Spanish-speaking cultures and relate these elements and behaviours to those of their own culture(s)	**skillfully** interprets elements and relates these elements and behaviours to those of his or her own culture(s) in an **interesting** and **insightful** way ☐	interprets elements and relates these elements and behaviours to those of his or her own culture(s) in an **interesting** way ☐	interprets elements and relates these elements and behaviours to those of his or her own culture(s) in a **basic** way ☐	**is unable** to interpret elements and cultural behaviours ☐

Evaluation Tool No. 2

For Student Use

El Latin Grammy / The Latin Grammy: Self-assessment Checklist

Nombre: ______________________________

Fecha: ______________________________

Puedo:	***Sí***	***Aún no***
• share facts about events that took place in the past or that may take place in the future		
• recognize the role that accentuation plays in the Spanish language		
• recognize that languages may have regional differences in pronunciation, vocabulary or structure		
• divide an overall learning task into a number of subtasks		

Comentarios

Estoy contento(a) con: ______________________________

____

____

____

Lo que necesito mejorar: ______________________________

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

Como yo veo el mundo

How I See the World

Applications

A–2

Students will use Spanish to express emotions and personal perspectives.

Specific Outcomes

Students will be able to:

A–2.1a inquire about and express the ability to complete an action and the certainty of an event
A–2.2a express emotions and feelings in a variety of situations

Other Specific Outcomes

Applications

Students will be able to:

A–3.2
a. state personal actions in the future and past

A–6.2
a. use the language creatively and for aesthetic purposes

A–6.3
a. use the language for personal enjoyment; e.g., watch sports broadcasts

Language Competence

Students will be able to:

LC–2.1
a. understand the main points of short oral texts on a variety of topics

LC–2.2
a. produce a variety of short oral texts in unguided situations

LC–2.3
a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC–2.4
a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics

LC–3.5
a. recognize the impact of appropriate and inappropriate use of nonverbal behaviours

LC–4.1
a. use a variety of conventions to structure texts

LC–4.3
a. combine simple social interaction patterns in a variety of situations

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–2.5

a. acknowledge and appreciate the value of different perspectives

GC–3.2

a. identify some careers that use knowledge of international languages and cultures, and intercultural skills

GC–3.2

b. reflect on aspects of different cultures that are of personal interest

Strategies

Students will be able to:

S–1.1

a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
   - learn poems or lyrics, incorporating new vocabulary or sentence patterns
   - seek the precise term to express meaning

S–1.3

a. select and use a variety of social and affective strategies to enhance language learning; e.g.,
   - initiate or maintain interaction with others

S–2.2

a. select and use a variety of interpretive strategies; e.g.,
   - listen selectively based on purpose

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - use resources to increase vocabulary

Habilidades deportivas / Sports Abilities

Have the students choose a sport on which to base a series of survey questions. The questions will inquire about a peer's ability to complete a certain action within that sport; e.g., throw a discus, head a soccer ball, smash a birdie. Allow students time to look up any specific vocabulary they require.

Students use the questions to survey and respond to one another. Before they begin, secretly select a few students and instruct them to behave inappropriately during the survey; e.g., use an inappropriate register, have arms folded when speaking, stand too closely to the questioner.

Once the survey is completed, summarize students' responses to the questions and briefly discuss students' thoughts on the inappropriate behaviour.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express the ability to complete an action and the certainty of an event

Selected Supporting outcomes

Students will be able to:

LC–2.3

a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC–3.5

a. recognize the impact of appropriate and inappropriate use of nonverbal behaviours

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - use resources to increase vocabulary

Activity 1 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

el deporte / sport	*la habiladad* / skill
la capacidad / ability	*la valla* / hurdle
la raqueta / racket	*el comportamiento* / behaviour
el disco / discus	*inadecuado* / inappropriate
cabecear / to head (a ball)	*la respuesta* / response

Evaluation Tools

TOOL ❶

Anecdotal Notes

OUTCOMES

Observe students as they survey one another. Note and record how well they are able to have a conversation, inquire about and express the ability to complete an action, and recognize the impact of appropriate and inappropriate use of nonverbal behaviours.

A–2.1a
LC–2.3a
LC–3.5a

TOOL ❷

Peer-assessment Checklist

OUTCOMES

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use productive strategies, recognize the impact of appropriate and inappropriate use of nonverbal behaviours, and inquire about and express the ability to complete an action.

A–2.1a
LC–3.5a
S–2.3a

Evaluation Tool No. 1

For Teacher Use

Habilidades deportivas / Sports Abilities: Anecdotal Notes

Fecha: ______________________

Criterios:

A–2.1a	inquire about and express the ability to complete an action and the certainty of an event
LC–2.3a	engage in short, spontaneous exchanges, with pauses for planning and repair
LC–3.5a	recognize the impact of appropriate and inappropriate use of nonverbal behaviours

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–2.1a			
	LC–2.3a			
	LC–3.5a			
2.	A–2.1a			
	LC–2.3a			
	LC–3.5a			
3.	A–2.1a			
	LC–2.3a			
	LC–3.5a			
4.	A–2.1a			
	LC–2.3a			
	LC–3.5a			
5.	A–2.1a			
	LC–2.3a			
	LC–3.5a			
6.	A–2.1a			
	LC–2.3a			
	LC–3.5a			
7.	A–2.1a			
	LC–2.3a			
	LC–3.5a			
8.	A–2.1a			
	LC–2.3a			
	LC–3.5a			
9.	A–2.1a			
	LC–2.3a			
	LC–3.5a			
10.	A–2.1a			
	LC–2.3a			
	LC–3.5a			

***Habilidades deportivas* / Sports Abilities: Peer-assessment Checklist**

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ______________________________

Puedes:	***Sí***	***Aún no***
• inquire about and express the ability to complete certain sports activities		
• recognize the impact of inappropriate nonverbal behaviours		
• use resources to increase vocabulary		

Algo que me gusta de tu trabajo: ______________________________

____

____

____

____

Una sugerencia para la próxima vez: ______________________________

____

____

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____

Activity 2

Lo puedo afirmar con certeza … / I Can State with Certainty …

Lead a brief brainstorming session with students on potential careers and identify some that use knowledge of international languages. Ask students to consider the possibilities and decide which career(s) they will most likely enter.

Review with students words that indicate degrees of certainty; e.g., unlikely, likely, certainly, probably, and so on. Divide students into groups according to the career they selected. Each group reflects on the career choice and creates a list of questions inquiring about students' certainty of entering that career; e.g., Will you likely be working in an office? Will you possibly be working on a team? Will you definitely be using Spanish in your career?

Groups then interview one another about their possible future careers.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1

a. inquire about and express the ability to complete an action and the certainty of an event

Selected Supporting outcomes

Students will be able to:

A–3.2

a. state personal actions in the future and past

LC–2.3

a. engage in short, spontaneous exchanges, with pauses for planning and repair

GC–3.2

a. identify some careers that use knowledge of international languages and cultures, and intercultural skills

S–1.3

a. select and use a variety of social and affective strategies to enhance language learning; e.g.,
    - initiate or maintain interaction with others

Activity 2 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la carrera / career	*posibile* / possible
la certeza / certainty	*gratificante* / rewarding
la posibilidad / possibility	*bien pagado* / well-paid
probable / likely	*adentro* / indoor
la oficina / office	*afuera* / outdoor

Evaluation Tools

TOOL 1

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to express the certainty of an event, state personal actions in the future, and identify some careers that use knowledge of international languages and cultures, and intercultural skills.

OUTCOMES

A–2.1a
A–3.2a
GC–3.2a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to express the certainty of an event, engage in short, spontaneous exchanges, with pauses for planning and repair, and use social and affective strategies. Students can use the following sentence starters:

- An effective strategy for me is …
- I think my speaking fluency is …
- My ability to express the certainty of an event is …

OUTCOMES

A–2.1a
LC–2.3a
S–1.3a

Lo puedo afirmar con certeza … / I Can State with Certainty …: Observation Checklist

Fecha: ___________________________

Criterios:

A–2.1a	inquire about and express the ability to complete an action and the certainty of an event
A–3.2a	state personal actions in the future and past
GC–3.2a	identify some careers that use knowledge of international languages and cultures, and intercultural skills

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–2.1a			
	A–3.2a			
	GC–3.2a			
2.	A–2.1a			
	A–3.2a			
	GC–3.2a			
3.	A–2.1a			
	A–3.2a			
	GC–3.2a			
4.	A–2.1a			
	A–3.2a			
	GC–3.2a			
5.	A–2.1a			
	A–3.2a			
	GC–3.2a			
6.	A–2.1a			
	A–3.2a			
	GC–3.2a			
7.	A–2.1a			
	A–3.2a			
	GC–3.2a			
8.	A–2.1a			
	A–3.2a			
	GC–3.2a			
9.	A–2.1a			
	A–3.2a			
	GC–3.2a			

Canciones y sentimientos / Songs and Feelings

Ask students to select some of their favourite Spanish-language music and bring in their songs to share with the class.

Set up listening stations throughout the classroom and have students play their songs for one another. Remind students to greet their classmates, introduce themselves if necessary, introduce the song and the artist, and then say farewell properly when leaving. While they are listening to their classmates' songs, students record in their notebooks or binders the emotions and feelings they feel the different songs evoke.

Allow time for students to listen to a range of songs, and then, as a class, briefly summarize the different emotions and feelings students felt while listening to the songs.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. express emotions and feelings in a variety of situations

Selected Supporting outcomes

Students will be able to:

A–6.3

a. use the language for personal enjoyment; e.g., watch sports broadcasts

LC–2.1

a. understand the main points of short oral texts on a variety of topics

LC–4.3

a. combine simple social interaction patterns in a variety of situations

S–2.2

a. select and use a variety of interpretive strategies; e.g.,
   - listen selectively based on purpose

Activity 3 (continued)

Materials

Technology to share audio files/recordings.

Prerequisite Knowledge

None required.

Sample Vocabulary

reproductor mp3 / MP3 player	*triste* / sad
el disco compacto / compact disc	*furioso(a)* / mad
la canción / song	*emocionado* / excited
el sentimiento / feeling	*relajado(a)* / relaxed
la emoción / emotion	*preguntar* / to ask (a question)
evocar / to evoke	*positivo(a)* / positive
feliz/contento(a) / happy	*negativo(a)* / negative

Evaluation Tools

TOOL 1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able express emotions and feelings, use Spanish for enjoyment, and combine simple social interaction patterns.

OUTCOMES

A–2.2a
A–6.3a
LC–4.3a

TOOL 2

Peer-assessment Rating Scale

Collaboratively create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to use interpretive strategies, understand oral messages and express emotions and feelings.

OUTCOMES

A–2.2a
LC–2.1a
S–2.2a

Canciones y sentimientos / Songs and Feelings: Checklist and Comments

Nombre: ______________________ *Fecha:* ______________________

Puedes:	***Sí***	***Aún no***
A–2.2 a. express emotions and feelings in a variety of situations Evidence: •		
A–6.3 a. use the language for personal enjoyment; e.g., watch sports broadcasts Evidence: •		
LC–4.3 a. combine simple social interaction patterns in a variety of situations Evidence: •		

Comentarios

Lo que hiciste bien: ______________________

____

____

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Lo que puedes mejorar: ______________________

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____

Una sugerencia para la próxima vez: ______________________

____

____

____

Evaluation Tool No. 2

For Student Use

Canciones y sentimientos / Songs and Feelings: Peer-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• express emotions and feelings	●	●	●	●
• understand the main points of what you hear	●	●	●	●
• listen selectively based on purpose	●	●	●	●

Comentarios

Algo que me gusta de tu trabajo: ____

____

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____

Una sugerencia para la próxima vez: ____

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Activity 4

Me encanta este restaurante / I Love This Restaurant

Students select an ethnic restaurant they have been to recently. They work individually or in small groups to write an emotion-based review of their visit. Encourage students to focus on what they felt while there and what emotions the décor, staff and food evoked. Students also comment on what they liked about the food of that particular culture.

Display the reviews throughout the classroom. Allow time for students to circulate throughout the classroom and read their classmates' reviews. After students have had time to read the reviews, initiate a class discussion on students' feelings and emotions while at the restaurants and while reading the reviews.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2

a. express emotions and feelings in a variety of situations

Selected Supporting outcomes

Students will be able to:

LC–2.4

a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics

GC–2.5

a. acknowledge and appreciate the value of different perspectives

GC–3.2

b. reflect on aspects of different cultures that are of personal interest

S–1.1

a. select and use a variety of cognitive strategies to enhance language learning; e.g.,

- seek the precise term to express meaning

Activity 4 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la experiencia / experience	*el perspectivo* / perspective
la comida / meal	*un restaurante étnico* / ethnic restaurant
la decoración / décor	*el plato principal/el plato fuerte* / first course
el personal / staff	*la crítica* / review
la cultura / culture	*gustar* / to like
comer / to eat	*el mesero/la mesera* / waiter/waitress
beber/tomar / to drink	

Evaluation Tools

TOOL 1

Rating Scale

Collaboratively create an outcome-based rating scale with the students before they begin the activity. Use the rating scale to evaluate how well students are able to express emotions and feelings, understand written text and reflect on aspects of different cultures that are of personal interest.

OUTCOMES

A–2.2a
LC–2.4a
GC–3.2b

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use cognitive strategies, acknowledge and appreciate the value of different perspectives, and express emotions and feelings.

OUTCOMES

A–2.2a
GC–2.5a
S–1.1a

For Teacher Use

Evaluation Tool No. 1

Me encanta este restaurante / I Love This Restaurant: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–2.2 a. express emotions and feelings in a variety of situations	●	●	●	●
LC–2.4 a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics	●	●	●	●
GC–3.2 b. reflect on aspects of different cultures that are of personal interest	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

For Student Use

Me encanta este restaurante / I Love This Restaurant: Self-assessment Checklist

Nombre: ____________________ *Fecha:* ____________________

Puedo:	***Sí***	***Aún no***
• express emotions and feelings		
• acknowledge and appreciate the value of different perspectives		
• seek the precise term to express meaning		

Comentarios

Estoy contento(a) con: ____________________

Lo que tengo que mejorar: ____________________

La próxima vez, voy a prestar más atención a: ____________________

Activity 5

Mi canción de amor / My Love Song

Students select their favourite Spanish-language pop song and use the rhythm as the basis for a new song about an emotion or a feeling. Encourage students to be creative with their lyrics and to incorporate gestures that match the lyrics.

Students perform their songs for the class or create a music video to accompany the song.

Specific Outcomes

Selected Principal outcomes *Students will be able to:*

A–2.2
a. express emotions and feelings in a variety of situations

Selected Supporting outcomes *Students will be able to:*

A–6.2
a. use the language creatively and for aesthetic purposes

LC–2.2
a. produce a variety of short oral texts in unguided situations

LC–4.1
a. use a variety of conventions to structure texts

S–1.1
a. select and use a variety of cognitive strategies to enhance language learning; e.g.,
  - learn poems or lyrics, incorporating new vocabulary or sentence patterns

Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la canción / song	*componer* / to compose
el rítmo / rhythm	*las letras* / lyrics
la emoción / emotion	*un video musical* / music video
el sentimiento / feeling	*el amor* / love
creativo(a) / creative	*el miedo* / fear
escribir / to write	

Evaluation Tools

TOOL 1

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to orally express emotions and feelings in a creative way.

OUTCOMES

A–2.2a
A–6.2a
LC–2.2a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to use cognitive strategies, use a variety of conventions to structure texts and express emotions and feelings. Students could use the following sentence starters:

- An effective strategy for me is …
- Some different ways to structure a text are …
- Some emotions and feelings I expressed were …
- I used Spanish creatively by …

OUTCOMES

A–2.2a
LC–4.1a
S–1.1a

For Teacher Use

Evaluation Tool No. 1

Mi canción de amor / My Love Song: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–2.2 a. express emotions and feelings in a variety of situations	●	●	●	●
A–6.2 a. use the language creatively and for aesthetic purposes	●	●	●	●
LC–2.2 a. produce a variety of short oral texts in unguided situations	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

____

____

Lo que puedes mejorar: ____

____

____

____

____

____

Misión cumplida
Mission Accomplished

Applications **A–3**

Students will use Spanish to get things done.

Specific Outcomes

Students will be able to:

A–3.1a give and respond to directions and instructions in formal and informal situations
A–3.1b make and respond to requests in formal and informal situations
A–3.2a state personal actions in the future and past
A–3.2b express intention in a variety of situations
A–3.3a negotiate with peers in small-group situations

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. share facts about events that took place in the past or that may take place in the future

Language Competence

Students will be able to:

LC–1.4
b. use, in structured situations, the following grammatical elements:
- negative commands using *tú, usted, nosotros, ustedes/vosotros*★★

LC–1.4
c. use, independently and consistently, the following grammatical elements:
- affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

LC–2.2
a. produce a variety of short oral texts in unguided situations

LC–2.3
a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC–2.7
a. explore various ways that meaning can be expressed through the visual elements in a variety of media

LC–3.3
a. recognize other influences resulting in variations in language; e.g., technology-enabled communication forms such as text messages

LC–4.1
a. use a variety of conventions to structure texts

LC–4.3
a. combine simple social interaction patterns in a variety of situations

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.4

a. identify different perspectives on diverse elements of the cultures of the Spanish-speaking world, and speculate on their origins

GC–3.1

b. discuss careers that use knowledge of Spanish

GC–3.2

a. identify some careers that use knowledge of international languages and cultures, and intercultural skills

Strategies

Students will be able to:

S–1.3

a. select and use a variety of social and affective strategies to enhance language learning; e.g.,
    - be willing to take risks and to try unfamiliar tasks and approaches

S–2.2

a. select and use a variety of interpretive strategies; e.g.,
    - summarize information gathered

S–2.3

a. select and use a variety of productive strategies; e.g.,
    - edit and proofread the final version of a text
    - use illustrations to provide detail when producing their own texts

Le curso invitación a ... / I Extend an Invitation to ...

Instruct students to think of a restaurant they would like to invite a friend to. Then lead a brief brainstorming session on the different ways one can extend an invitation; e.g., face-to-face, over the telephone, via e-mail, through text message, with an invitation card, and so on.

Students work in groups and compose an invitation to a friend in each of the ways brainstormed. The invitation should include details such as the location of the restaurant, the time of day, what food is available and if the get-together is for a special occasion. In small groups or partners, students role-play making and responding to the invitation.

Once completed, lead a brief discussion on the ways the different modes of communication affected the message.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1

b. make and respond to requests in formal and informal situations

Selected Supporting outcomes

Students will be able to:

LC–3.3

a. recognize other influences resulting in variations in language; e.g., technology-enabled communication forms such as text messages

LC–4.1

a. use a variety of conventions to structure texts

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - edit and proofread the final version of a text

Activity 1 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

un mensaje de texto / text message	*una cita* / date
el detalle / detail	*el restaurante* / restaurant
cursarle (invitación) / to extend	*una ocasión* / occasion
invitar / to invite	*afectar* / to affect
correo electrónico / e-mail	*un mensaje* / message
cambiar / to change	*la intención* / intention

Evaluation Tools

TOOL 1

Observation Checklist

OUTCOMES

Create an outcome-based checklist and share it with the students before they write a variety of invitations. Use the checklist to assess if students are able to make and respond to requests, recognize other influences resulting in variations in language and use a variety of conventions to structure texts.

A–3.1b
LC–3.3a
LC–4.1a

TOOL 2

Peer-assessment Rating Scale

OUTCOMES

Collaboratively create an outcome-based peer-assessment rating scale with the students before they write a variety of invitations. Students use the rating scale to determine if their peers are able to use productive strategies when making and responding to requests and if they can recognize other influences resulting in variations in language.

A–3.1b
LC–3.3a
S–2.3a

For Teacher Use

Le curso invitación a ... / I Extend an Invitation to ...: Observation Checklist

Fecha: ___________________________

Criterios:
A–3.1b make and respond to requests in formal and informal situations
LC–3.3a recognize other influences resulting in variations in language; e.g., technology-enabled communication forms such as text messages
LC–4.1a use a variety of conventions to structure texts

Nombre	A–3.1b		LC–3.3a		LC–4.1a	
	Sí	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

For Student Use

Evaluation Tool No. 2

Le curso invitación a ... / I Extend an Invitation to ...: Peer-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• make and respond to invitations	●	●	●	●
• recognize how technology results in variations in language	●	●	●	●
• edit and proofread the final version of a text	●	●	●	●

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

____

Activity 2

Como seré en 15 años / How I Will Be in 15 Years

Lead a brief brainstorming session with students on what life will be like for them in 15 years, both personally and professionally. Ask students to reflect on the career possibilities they see in their future, specifically careers that use knowledge of international languages and cultures, and intercultural skills.

Students work individually to create a digital image collage that expresses what they will be doing in the future.

Students present their collages to you and state what it is they will be doing in 15 years.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2

a. state personal actions in the future and past

Selected Supporting outcomes

Students will be able to:

A–1.1

a. share facts about events that took place in the past or that may take place in the future

LC–2.7

a. explore various ways that meaning can be expressed through the visual elements in a variety of media

GC–3.1

b. discuss careers that use knowledge of Spanish

GC–3.2

a. identify some careers that use knowledge of international languages and cultures, and intercultural skills

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - use illustrations to provide detail when producing their own texts

Activity 2 (continued)

Materials

Computers and digital design software.

Prerequisite Knowledge

None required.

Sample Vocabulary

predecir / to predict	*personal* / personal
el future / the future	*professional* / professional
la carrera / career	*casado(a)* / married
la posibilidad / possibility	*empleado(a)* / employed
el collage / collage	*feliz* / happy

Evaluation Tools

TOOL 1

Anecdotal Notes

Observe students as they create a digital image collage that expresses what they will be doing in the future. Note and record how well they are able to state personal actions in the future and past, how well they share facts about events that took place in the past or that may take place in the future, and how well they explore various ways that meaning can be expressed through the visual elements in a variety of media.

OUTCOMES

A–1.1a
A–3.2a
LC–2.7a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to use productive strategies, state personal actions in the future and past, and identify some careers that use knowledge of Spanish and other international languages and cultures, as well as intercultural skills. Students could use the following sentence starters:

- An effective strategy for me is …
- Some careers that use Spanish or other international languages that are interesting to me are …
- When I express actions in the future and past, I …

OUTCOMES

A–3.2a
GC–3.1b
GC–3.2a
S–2.3a

Evaluation Tool No. 1

For Teacher Use

Como seré en 15 años / How I Will Be in 15 Years: Anecdotal Notes

Fecha: ________________________

Criterios:

A–1.1a	share facts about events that took place in the past or that may take place in the future
A–3.2a	state personal actions in the future and past
LC–2.7a	explore various ways that meaning can be expressed through the visual elements in a variety of media

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–1.1a			
	A–3.2a			
	LC–2.7a			
2.	A–1.1a			
	A–3.2a			
	LC–2.7a			
3.	A–1.1a			
	A–3.2a			
	LC–2.7a			
4.	A–1.1a			
	A–3.2a			
	LC–2.7a			
5.	A–1.1a			
	A–3.2a			
	LC–2.7a			
6.	A–1.1a			
	A–3.2a			
	LC–2.7a			

Juegos de mesa populares / Popular Board Games

Students conduct research on popular board games in the Spanish-speaking world, many of which may also be popular in Canada.

Students work in small groups and prepare a brief presentation of a popular game, including a detailed description of the game, and directions on how to play it. If possible, have students bring in a physical example of the game or a reasonable facsimile and allow them time to play the game. Students demonstrate comprehension by giving and responding to instructions.

Once all presentations are completed, lead a brief summary of the games presented, focusing on the games exclusive to the Spanish-speaking world, and gather students' opinions.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1

a. give and respond to directions and instructions in formal and informal situations

Selected Supporting outcomes

Students will be able to:

LC–1.4

c. use, independently and consistently, the following grammatical elements:
   - affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

GC–1.4

a. identify different perspectives on diverse elements of the cultures of the Spanish-speaking world, and speculate on their origins

S–2.2

a. select and use a variety of interpretive strategies; e.g.,
   - summarize information gathered

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

resumir / to summarize	*el/la compañero(a)* / partner
un juego de mesa / board game	*el pespectivo* / perspective
las instrucciones / instructions	*la diferencia* / difference
las indicaciones / directions	*la similtud* / similarity
el mundo hispanohablante / Spanish-speaking world	*la opinión* / opinion
ganar / to win	*la cooperación* / cooperation
perder / to lose	*Es mi turno.* / It's my turn.
	Es tu turno. / It's your turn.

Evaluation Tools

TOOL 1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they prepare a brief presentation of a popular game. Use the checklist to assess if students are able give and respond to directions and instructions in formal and informal situations, use certain grammatical elements, and identify different perspectives on diverse elements of the cultures of the Spanish-speaking world.

OUTCOMES

A–3.1a
LC–1.4c
GC–1.4a

TOOL 2

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they prepare a brief presentation of a popular game. Students use the checklist to determine if their peers are able to give and respond to directions and instructions in formal and informal situations, identify different perspectives on diverse elements of the cultures of the Spanish-speaking world and use interpretive strategies.

OUTCOMES

A–3.1a
GC–1.4a
S–2.2a

Juegos de mesa populares / Popular Board Games: Checklist and Comments

Nombre: ____________________ *Fecha:* ____________________

Puedes:	***Sí***	***Aún no***
A–3.1 a. give and respond to directions and instructions in formal and informal situations Evidence: •		
LC–1.4 c. use, independently and consistently, the following grammatical elements: • affirmative commands using *tú, usted, nosotros, vosotros/ustedes* Evidence: •		
GC–1.4 a. identify different perspectives on diverse elements of the cultures of the Spanish-speaking world, and speculate on their origins Evidence: •		

Comentarios

Lo que hiciste bien: ____________________

____

____

____

Lo que puedes mejorar: ____________________

____

____

____

Una sugerencia para la próxima vez: ____________________

____

____

____

Evaluation Tool No. 2

For Student Use

Juegos de mesa populares / Popular Board Games: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ______________________________

Puedes:	***Sí***	***Aún no***
• give and respond to directions and instructions		
• summarize information gathered		
• identify different perspectives on popular board games in the Spanish-speaking world and speculate on their origins		

Comentarios

Algo que me gusta de tu trabajo: ______________________________

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Una sugerencia para la próxima vez: ______________________________

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Activity 4

Tengo la intención de … / I Intend to …

Divide the classroom into areas designated for different kinds of summer activities; e.g., indoor, outdoor, group, individual, active, sedentary.

Instruct students to go to the area that best represents the general kind of activities they intend to do during summer holidays. In groups, students work together to prepare a summary of the different activities.

Once summaries are completed, group members circulate through the classroom, inquire about other students' intentions and express the intentions of their group.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2
b. express intention in a variety of situations

Selected Supporting outcomes

Students will be able to:

A–1.1
a. share facts about events that took place in the past or that may take place in the future

LC–2.3
a. engage in short, spontaneous exchanges, with pauses for planning and repair

S–2.2
a. select and use a variety of interpretive strategies; e.g.,
- summarize information gathered

Activity 4 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

el verano / summer
adentro / indoor
afuera / outdoor
un grupo / group
individual / individual
la actividad / activity
la ilustración / illustration
preguntar / to inquire
la intención / intention

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they inquire about other students' intentions for the summer. Use the rubric to evaluate how well students are able to express intention, share facts about events that took place in the past or that may take place in the future and engage in short, spontaneous exchanges, with pauses for planning and repair.

OUTCOMES

A–1.1a
A–3.2b
LC–2.3a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they inquire about other students' intentions for the summer. Students use the checklist to determine if they are able to express intention, engage in short, spontaneous exchanges, with pauses for planning and repair, and use interpretive strategies.

OUTCOMES

A–3.2b
LC–2.3a
S–2.2a

For Teacher Use

Evaluation Tool No. 1

Tengo la intención de … / I Intend to …: Rubric

Nombre: ____________________ *Fecha:* ____________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–1.1 a. share facts about events that took place in the past or that may take place in the future	shares **rich and detailed** facts about events that took place in the past or that may take place in the future ☐	shares **interesting** facts about events that took place in the past or that may take place in the future ☐	shares **basic** facts about events that took place in the past or that may take place in the future ☐	**is unable** to share facts about events that took place in the past or that may take place in the future ☐
A–3.2 b. express intention in a variety of situations	**skillfully** expresses intention in a variety of situations ☐	expresses **clear** intention in a variety of situations ☐	expresses **basic** intention in a variety of situations ☐	**is unable** to express intention in a variety of situations ☐
LC–2.3 a. engage in short, spontaneous exchanges, with pauses for planning and repair	engages **fluently** in short, spontaneous exchanges, with pauses for planning and repair ☐	engages in short, spontaneous exchanges, with pauses for planning and repair ☐	engages in short, spontaneous exchanges ☐	**is unable** to engage in short, spontaneous exchanges, with pauses for planning and repair ☐

For Student Use

Tengo la intención de … / I Intend to …:
Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***	***La próxima vez voy a cambiar …***
• express intention			
• engage in short, spontaneous conversation			
• summarize information gathered			

Comentarios

Estoy contento(a) con: ____

____

____

____

____

Lo que necesito mejorar: ____

____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

____

____

Activity 5

Juegos cooperatives / Cooperation Games

Divide students into groups. Move desks to the sides of the classroom and provide each group with a plastic tablecloth. Groups spread out their tablecloths at one end of the classroom and all group members stand on their cloth. At a given signal, students work together to get to the other end of the classroom first, without tearing the cloth or taking their feet off it.

Once a group reaches the other end of the classroom, students have to flip the tablecloth to the other side without touching the floor. Students use negative and positive command forms, e.g., don't touch the floor, move your leg, stay on the cloth, to negotiate with their peers and complete the task.

The first group to move to the other end of the classroom and back wins the contest. All negotiations have to be in Spanish.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.3

a. negotiate with peers in small-group situations

Selected Supporting outcomes

Students will be able to:

LC–1.4

b. use, in structured situations, the following grammatical elements:
    - negative commands using *tú, usted, nosotros, ustedes/vosotros*★★

LC–2.2

a. produce a variety of short oral texts in unguided situations

LC–4.3

a. combine simple social interaction patterns in a variety of situations

S–1.3

a. select and use a variety of social and affective strategies to enhance language learning; e.g.,
    - be willing to take risks and to try unfamiliar tasks and approaches

★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

Activity 5 (continued)

Materials

Plastic tablecloths.

Prerequisite Knowledge

None required.

Sample Vocabulary

el equipo / team	*las instrucciones* / instructions
el mantel / tablecloth	*los mandatos* / commands
la cooperación / cooperation	*junto(s)* / together
la carrera / race	*negociar* / to negotiate
el consurso / contest	*las negociaciones* / negotiations

Evaluation Tools

TOOL 1

Self-assessment Checklist

OUTCOMES

A–3.3a
LC–1.4b
LC–4.3a

Create an outcome-based self-assessment checklist and share it with the students before they complete the cooperation activity. Students use the checklist to determine if they are able to negotiate with peers in small-group situations, use certain grammatical elements and combine simple social interaction patterns in a variety of situations.

TOOL 2

Learning Log

OUTCOMES

A–3.3a
LC–2.2a
S–1.3a

Have the students reflect on their learning and how well they were able to negotiate with peers in small-group situations, produce a variety of short oral texts in unguided situations and use social and affective strategies. Students could use the following sentence starters:

- An effective strategy for me is …
- When my group was negotiating, we …
- When speaking in Spanish, I …

Juegos cooperatives / Cooperation Games: Self-assessment Checklist

Nombre: ______________________ *Fecha:* ______________________

Puedo:	***Sí***	***Aún no***
• negotiate with peers in small-group situations		
• use negative commands using *tú, usted, nosotros, ustedes/vosotros*		
• combine simple social interaction patterns		

Criterios

Estoy contento(a) con: ______________________

____

____

____

____

Lo que necesito mejorar: ______________________

____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________

____

____

____

____

Felicitaciones
Congratulations

Applications

A–4

Students will use Spanish to form, maintain and change interpersonal relationships.

Specific Outcomes

Students will be able to:

A–4.1a offer and respond to compliments and congratulations

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. share facts about events that took place in the past or that may take place in the future

A–2.2
a. express emotions and feelings in a variety of situations

A–3.1
b. make and respond to requests in formal and informal situations

A–6.2
a. use the language creatively and for aesthetic purposes

Language Competence

Students will be able to:

LC–1.1
a. approximate the pronunciation of unfamiliar words

LC–2.2
a. produce a variety of short oral texts in unguided situations

LC–2.3
a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC–2.4
a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics

LC–2.5
a. produce a variety of short, simple written texts in guided and unguided situations

LC–2.7
a. explore various ways that meaning can be expressed through the visual elements in a variety of media

Other Specific Outcomes (continued)

LC–3.1

a. use suitable, simple formal language in a variety of contexts

LC–3.4

a. interpret the use of social conventions encountered in oral and written texts

LC–4.1

a. use a variety of conventions to structure texts

LC–4.2

a. use a variety of familiar, short text forms and media in their own productions

LC–4.3

a. combine simple social interaction patterns in a variety of situations

Global Citizenship

There are no Global Citizenship outcomes for this cluster.

Strategies

Students will be able to:

S–1.2

a. select and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - be aware of their strengths and weaknesses, identify their needs and goals, and organize strategies and procedures accordingly

S–1.3

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

S–2.1

a. select and use a variety of interactive strategies; e.g.,
   - repeat part of what someone has said to confirm mutual understanding

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - apply grammar rules to improve accuracy at the correction stage

Activity 1

Me gusta tu … / I Like Your …

Divide students into two concentric circles facing each other. Instruct students to wait for your signal and then greet the person they are facing, introduce themselves, and offer a genuine, positive compliment. The compliment could refer to the student's physical appearance, clothing or an accomplishment. Students respond to the compliment appropriately. Students on the inside circle move left while students on the outside remain in their place so that students are now facing a new classmate. Give the signal again and have students repeat the activity.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. offer and respond to compliments and congratulations

Selected Supporting outcomes

Students will be able to:

A–2.2

a. express emotions and feelings in a variety of situations

LC–2.2

a. produce a variety of short oral texts in unguided situations

LC–2.3

a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC–4.3

a. combine simple social interaction patterns in a variety of situations

S–2.1

a. select and use a variety of interactive strategies; e.g.,
   - repeat part of what someone has said to confirm mutual understanding

Activity 1 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

el saludo / greeting	*atento(a)* / considerate
el cumplido / a compliment	*el aspect* / appearance
felicitar / to compliment	*la ropa* / clothing
positivo(a) / positive	*el logro* / accomplishment

Evaluation Tools

TOOL 1

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to offer and respond to compliments in brief conversations and if they can use social interaction patterns.

OUTCOMES

A–4.1a
LC–2.3a
LC–4.3a

TOOL 2

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to combine social interaction patterns, offer and respond to compliments, engage in short, spontaneous exchanges, and express emotions and feelings.

OUTCOMES

A–2.2a
A–4.1a
LC–2.3a
LC–4.3a

Evaluation Tool No. 1

For Teacher Use

Me gusta tu … / I Like Your …: Observation Checklist

Fecha: ______________________

Criterios:

A–4.1a	offer and respond to compliments and congratulations
LC–2.3a	engage in short, spontaneous exchanges, with pauses for planning and repair
LC–4.3a	combine simple social interaction patterns in a variety of situations

	A–4.1a		LC–2.3a		LC–4.3a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
7.						
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10.						
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12.						
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14.						
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16.						
17.						
18.						
19.						
20.						

For Student Use

Evaluation Tool No. 2

Me gusta tu … / I Like Your …: Peer-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Sí***	***Aún no***	***Pruebas***
• express emotions and feelings			
• offer and respond to compliments and congratulations			
• participate in short, spontaneous conversations			
• speak in Spanish			
• combine social interaction patterns			

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

Activity 2

Una carta de gracias / A Thank-you Card

Students select a favourite recreational facility, e.g., swimming pool, bowling alley, hockey rink, and choose one of their most memorable visits there. Instruct students to use suitable, simple formal language to compose a thank-you note to the supervisor or manager of the facility, complimenting him or her on the staff and the facility. Students include details that explain why their visit was enjoyable and how the staff and/or manager contributed to the positive experience. Students create a thank-you card with illustrations, visuals, pictures or photographs and deliver the cards to their chosen facility.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. offer and respond to compliments and congratulations

Selected Supporting outcomes

Students will be able to:

A–1.1

a. share facts about events that took place in the past or that may take place in the future

LC–2.5

a. produce a variety of short, simple written texts in guided and unguided situations

LC–3.1

a. use suitable, simple formal language in a variety of contexts

S–2.3

a. select and use a variety of productive strategies; e.g.,
  - apply grammar rules to improve accuracy at the correction stage

Activity 2 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la instalación deportiva/recreativa / recreational facility
un visito / visit
memorable / memorable
una carta de gracias / thank-you card
la ilustración / illustration
agradable / enjoyable
formal / formal
el gerente / manager
el bowling / bowling alley
la piscina/la alberca / swimming pool

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to use suitable simple, formal language when writing a thank-you card and offering compliments.

OUTCOMES

A–4.1a
LC–2.5a
LC–3.1a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to share facts about events that took place in the past, offer compliments, use suitable formal language and use a variety of productive strategies.

OUTCOMES

A–1.1a
A–4.1a
LC–3.1a
S–2.3a

For Teacher Use

Una carta de gracias / A Thank-you Card: Rubric

Nombre: ______________________________ *Fecha:* ______________________________

Nivel ***Criterios***	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–4.1 a. offer and respond to compliments and congratulations	**skillfully** offers and responds to compliments and congratulations ☐	**clearly** offers and responds to compliments and congratulations ☐	offers and responds to compliments and congratulations in a **basic** manner ☐	**is unable** to offer and respond to compliments and congratulations ☐
LC–2.5 a. produce a variety of short, simple written texts in guided and unguided situations	produces a variety of **interesting and unique** short, simple written texts in guided and unguided situations ☐	produces a variety of **detailed** short, simple written texts in guided and unguided situations ☐	produces a variety of short, simple written texts in guided and unguided situations ☐	**is unable** to produce a variety of short, simple written texts in guided and unguided situations ☐
LC–3.1 a. use suitable, simple formal language in a variety of contexts	uses **interesting, relevant and detailed** simple formal language in a variety of contexts ☐	uses interesting and suitable, simple formal language in a variety of contexts ☐	uses suitable, simple formal language in a variety of contexts ☐	**is unable** to use simple formal language in a variety of contexts ☐

Una carta de gracias / A Thank-you Card: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***	***Pruebas***
• share facts about events that took place in the past			
• offer compliments			
• use suitable, simple formal language when writing a thank-you card			
• apply grammar rules to improve accuracy when reviewing my thank-you card			

Comentarios

Estoy contento(a) con: ____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ______________________________

____

____

Activity 3

Estoy orgulloso(a) de mí mismo porque … / I Am Proud of Myself Because …

Near the end of the school year, ask students to reflect on their years at junior high school and to come up with a list of accomplishments. The accomplishments could be academic, athletic, artistic or personal. Each student then creates a paper or digital poster that highlights the accomplishments and offers congratulations to himself/herself.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1

a. offer and respond to compliments and congratulations

Selected Supporting outcomes

Students will be able to:

A–2.2

a. express emotions and feelings in a variety of situations

LC–2.7

a. explore various ways that meaning can be expressed through the visual elements in a variety of media

LC–4.2

a. use a variety of familiar, short text forms and media in their own productions

S–1.2

a. select and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - be aware of their strengths and weaknesses, identify their needs and goals, and organize strategies and procedures accordingly

Activity 3 (continued)

Materials

Materials for creating a paper or digital poster.

Prerequisite Knowledge

None required.

Sample Vocabulary

el logro / accomplishment	*el profesor/la profesora* / teacher
académico(a) / academic	*el grado, el año* / grade
atlético(a) / athletic	*el momento más interesante* / highlight
personal / personal	*las felicitaciones* / congratulations
compañero(a) de clase / classmate	*la actividad* / activity

Evaluation Tools

TOOL ❶

Rating Scale

Create an outcome-based rating scale and share it with the students before they create their paper or digital poster. Use the rating scale to assess how well students are able to use a variety of text forms and visual elements to express emotions, offer congratulations to themselves and demonstrate pride in their achievements.

OUTCOMES

A–2.2a
A–4.1a
LC–2.7a
LC–4.2a

TOOL ❷

Learning Log

Have the students reflect on their learning and how well they were able to use metacognitive strategies and visual elements to express emotions and offer congratulations to themselves. Students could use the following sentence starters:

- An effective metacognitive strategy for me is …
- When I decided which visual element to use, I …
- Something I did well on this activity was …
- I am proud of …

OUTCOMES

A–2.2a
A–4.1a
LC–2.7a
S–1.2a

Evaluation Tool No. 1

For Teacher Use

Estoy orgulloso(a) de mí mismo porque … / I Am Proud of Myself Because …: Rating Scale

Nombre: ______________________________ *Fecha:* ________________________________

Criterios:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–2.2 a. express emotions and feelings in a variety of situations	●	●	●	●
A–4.1 a. offer and respond to compliments and congratulations	●	●	●	●
LC–2.7 a. explore various ways that meaning can be expressed through the visual elements in a variety of media	●	●	●	●
LC–4.2 a. use a variety of familiar, short text forms and media in their own productions	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 4

Te hago un cumplido por … / I Compliment You On ...

Students prepare short, simple notes for classmates, incorporating a variety of social conventions, that compliment and/or congratulate them for a recent accomplishment in class. Students circulate and pass their notes to the appropriate classmate. The receiving student reads the note aloud and responds to the compliment appropriately.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1
a. offer and respond to compliments and congratulations

Selected Supporting outcomes

Students will be able to:

A–3.1
b. make and respond to requests in formal and informal situations

LC–1.1
a. approximate the pronunciation of unfamiliar words

LC–2.4
a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics

LC–3.4
a. interpret the use of social conventions encountered in oral and written texts

S–2.1
a. select and use a variety of interactive strategies; e.g.,
   - repeat part of what someone has said to confirm mutual understanding

Activity 4 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

contester / to respond	*el logro* / an accomplishment
felicitar / to congratulate	*una nota* / note
aceptar / to accept	*dar las gracias* / to give thanks

Evaluation Tools

TOOL 1

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to offer and respond to compliments and congratulations, make and respond to requests, approximate the pronunciation of unfamiliar words, and interpret the use of social conventions in a text.

OUTCOMES

A–3.1b
A–4.1a
LC–1.1a
LC–3.4a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to respond to compliments and congratulations, understand the main points of the written note, and use interactive strategies. Students could use the following sentence starters:

- An effective interactive strategy for me is …
- When someone gives me a compliment, I respond by …
- When reading a text, I find important details by …

OUTCOMES

A–4.1a
LC–2.4a
S–2.1a

Te hago un cumplido por … / I Compliment You On ...: Observation Checklist

Fecha: ______________________

Criterios:

A–3.1b	make and respond to requests in formal and informal situations
A–4.1a	offer and respond to compliments and congratulations
LC–1.1a	approximate the pronunciation of unfamiliar words
LC–3.4a	interpret the use of social conventions encountered in oral and written texts

	A–3.1b		A–4.1a		LC–1.1a		LC–3.4a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.								
2.								
3.								
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Activity 5

Nuestra canción de graduación / Our Grad Song

Students conduct research on popular graduation songs. Brainstorm, with students, some of the common themes and lyrics. In small groups, students write their own graduation song or poem that offers congratulations to the graduating class on a range of accomplishments. Students may use a song from their research as the basis for the lyrics or rhythm in their song.

Specific Outcomes

Selected **Principal** outcomes

Students will be able to:

A–4.1
a. offer and respond to compliments and congratulations

Selected **Supporting** outcomes

Students will be able to:

A–6.2
a. use the language creatively and for aesthetic purposes

LC–2.5
a. produce a variety of short, simple written texts in guided and unguided situations

LC–4.1
a. use a variety of conventions to structure texts

S–1.3
a. select and use a variety of social and affective strategies to enhance language learning; e.g.,
   - participate actively in brainstorming and conferencing as prewriting and postwriting exercises

Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la graduación / graduation	*las felicitaciones* / congratulations
la canción / song	*los logros* / accomplishments
el tema / theme	*popular* / popular
la letra / lyric	*componer* / to compose
el poema / poem	

Evaluation Tools

TOOL ❶

Anecdotal Notes

Observe students as they compose a graduation song. Note and record how well they are able to use Spanish creatively and aesthetically, offer compliments and congratulations, and use a variety of conventions to structure texts.

OUTCOMES

A–4.1a
A–6.2a
LC–4.1a

TOOL ❷

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use social and affective strategies and write short, simple lyrics to offer compliments and congratulations in their graduation song.

OUTCOMES

A–4.1a
LC–2.5a
S–1.3a

Evaluation Tool No. 1

For Teacher Use

Nuestra canción de graduación / Our Grad Song: Anecdotal Notes

Fecha: ______________________

Criterios:

A–4.1a	offer and respond to compliments and congratulations
A–6.2a	use the language creatively and for aesthetic purposes
LC–4.1a	use a variety of conventions to structure texts

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–4.1a			
	A–6.2a			
	LC–4.1a			
2.	A–4.1a			
	A–6.2a			
	LC–4.1a			
3.	A–4.1a			
	A–6.2a			
	LC–4.1a			
4.	A–4.1a			
	A–6.2a			
	LC–4.1a			
5.	A–4.1a			
	A–6.2a			
	LC–4.1a			
6.	A–4.1a			
	A–6.2a			
	LC–4.1a			

For Student Use

Evaluation Tool No. 2

Nuestra canción de graduación / Our Grad Song: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Casi***	***Aún no***
• offer compliments and congratulations	●	●	●
• produce short, simple written texts	●	●	●
• participate actively in brainstorming and conferencing as prewriting and postwriting exercises	●	●	●

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ___________________________

____

____

____

Información en el mundo
Information in the World

Applications **A–5**

Students will use Spanish to extend their knowledge of the world.

Specific Outcomes

Students will be able to:

A–5.1a explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity
A–5.2a organize information in a logical manner
A–5.3a use information collected from various sources to solve problems
A–5.4a explore how values influence behaviour; e.g., describe characters and their motivations in a story

Other Specific Outcomes

Applications

Students will be able to:

A–3.3
a. negotiate with peers in small-group situations

Language Competence

Students will be able to:

LC–1.3
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
- restaurants and eating out
- technology
- pop culture of the Spanish-speaking world
- career opportunities
- the world of sports
- any other lexical fields that meet their needs and interests

LC–2.1
a. understand the main points of short oral texts on a variety of topics

LC–2.3
a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC–2.4
a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics

LC–2.5
a. produce a variety of short, simple written texts in guided and unguided situations

LC–4.1
b. interpret and use references within texts

Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.1
b. examine information researched about cultures in the Spanish-speaking world

GC–1.2
a. explore and identify some elements of the cultures of the Spanish-speaking world; e.g., cultural values, attitudes and interests of people their own age in the cultures of the Spanish-speaking world

GC–1.5
a. examine their own perceptions of Spanish and the cultures of the Spanish-speaking world, including stereotypes

GC–1.5
b. examine common stereotypes about the Spanish-speaking world

GC–2.6
a. recognize stereotypical thinking

GC–3.1
a. identify aspects of the literature of the cultures of the Spanish-speaking world that are of personal interest

Strategies

Students will be able to:

S–2.2
a. select and use a variety of interpretive strategies; e.g.,
   - infer probable meanings of unknown words or expressions from contextual clues

S–3.1
a. select and use a variety of cognitive strategies to enhance general learning; e.g.,
   - connect what is already known with what is being learned
   - formulate key questions to guide research
   - seek information through a network of sources, including libraries, the Internet, individuals and agencies

S–3.2
a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
   - reflect on learning tasks

S–3.3
a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
   - participate in/initiate group problem-solving processes

Activity 1

Tecnología en el mundo hispanohablante / Technology in the Spanish-speaking World

Lead a brief brainstorming session with students on aspects of technology they enjoy, benefit from and use on a daily basis. Challenge students to consider if people their own age in the Spanish-speaking world use the same technologies. Why might this be the case? Why not?

Students then work individually or in small groups to conduct research on what aspects of technology students their age in a Spanish-speaking country use. Information may be gathered through pen pals, family living in the Spanish-speaking world or the Internet. Encourage students to gather as broad a range of information as possible.

Before they begin, ask students to consider what they will learn from the activity.

Once research has been completed, students examine their information and compare and contrast their attitudes regarding, and interests in, technology with the attitudes and interests of individuals reflected in their research findings. Encourage students to extrapolate their findings and reflect on what their findings say about various societies and cultures.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.1

a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity

Selected Supporting outcomes

Students will be able to:

LC–2.5

a. produce a variety of short, simple written texts in guided and unguided situations

GC–1.1

b. examine information researched about cultures in the Spanish-speaking world

GC–1.2

a. explore and identify some elements of the cultures of the Spanish-speaking world; e.g., cultural values, attitudes and interests of people their own age in the cultures of the Spanish-speaking world

S–3.1

a. select and use a variety of cognitive strategies to enhance general learning; e.g.,
   - connect what is already known with what is being learned
   - formulate key questions to guide research

Activity 1 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la tecnología / technology
el benficio / benefit
un amigo por correspondencia / pen pal
el mundo hispanohablante / Spanish-speaking world
la comparación / comparison
la actitud / attitude
el interés / interest
la diferencia / difference
diario / daily
aprender / to learn
la creencia / belief

Evaluation Tools

TOOL 1

Rating Scale

OUTCOMES

A–5.1a
LC–2.5a
GC–1.1b

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to explore and express the meaning of what they are doing, examine researched information and produce a written report.

TOOL 2

Learning Log

OUTCOMES

A–5.1a
GC–1.2a
S–3.1a

Have the students reflect on their learning and how well they were able to use a variety of cognitive strategies, explore and express the meaning of what they were doing and identify some elements of the cultures of the Spanish-speaking world. Students could use the following sentence starters:

- What I learned from this activity was …
- An effective cognitive strategy for me is …
- Some interesting elements of the cultures of the Spanish-speaking world are …
- My beliefs and attitudes before this activity were …
- I used the following questions to guide my research …

Evaluation Tool No. 1 **For Teacher Use**

Tecnología en el mundo hispanohablante / Technology in the Spanish-speaking World: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Criterios:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–5.1 a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity	●	●	●	●
LC–2.5 a. produce a variety of short, simple written texts in guided and unguided situations	●	●	●	●
GC–1.1 b. examine information researched about cultures in the Spanish-speaking world	●	●	●	●

Comentarios

Lo que hiciste bien: ____

____

____

____

Lo que puedes mejorar: ____

____

____

____

Activity 2

Un restaurante estereotípico / A Stereotypical Restaurant

Lead a brief discussion with students on the variety of views held on the cultures of the Spanish-speaking world. List all responses, both positive and negative. Instruct students to analyze the responses and decide whether they are stereotypes or not. Challenge students to distinguish between general descriptions and stereotypes. In small groups, students create a menu for a typical Latin American restaurant, organizing the information in a logical manner. Students could consider such questions as: What meals would a typical person expect from a Spanish-speaking restaurant? Menus should include appetizers, main courses, desserts and beverages. Menus should also be illustrated with representations of common perceptions of the Spanish-speaking world. Encourage students to be creative with their menu items; e.g., where could a *sombrero* fit in? A *piñata*? What stereotypes and perceptions do students find interesting and/or amusing?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.2

a. organize information in a logical manner

Selected Supporting outcomes

Students will be able to:

GC–1.5

a. examine their own perceptions of Spanish and the cultures of the Spanish-speaking world, including stereotypes

GC–1.5

b. examine common stereotypes about the Spanish-speaking world

GC–2.6

a. recognize stereotypical thinking

S–3.3

a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
   - participate in/initiate group problem-solving processes

Activity 2 (continued)

Materials

Materials for making a menu.

Prerequisite Knowledge

None required.

Sample Vocabulary

el estereotipo / stereotype	*el símbolo* / symbol
la generalización / generalization	*la representación* / representation
positivo(a) / positive	*la percepción* / perception
negativo(a) / negative	*organizar* / to organize
típico(a) / typical	*la creencia* / belief
el menú / menu	

Evaluation Tools

TOOL 1

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to organize information in a logical manner, recognize stereotypical thinking and examine common stereotypes about the Spanish-speaking world.

OUTCOMES

A–5.2a
GC–1.5b
GC–2.6a

TOOL 2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to organize information in a logical manner, examine their own perceptions of Spanish and the cultures of the Spanish-speaking world, recognize stereotypical thinking and use social and affective strategies.

OUTCOMES

A–5.2a
GC–1.5a
GC–2.6a
S–3.3a

For Teacher Use

Evaluation Tool No. 1

Un restaurante estereotípico / A Stereotypical Restaurant: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–5.2 a. organize information in a logical manner	●	●	●	●
GC–1.5 b. examine common stereotypes about the Spanish-speaking world	●	●	●	●
GC–2.6 a. recognize stereotypical thinking	●	●	●	●

Comentarios

Lo que hiciste bien: ____

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Lo que necesito mejorar: ____

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Evaluation Tool No. 2

For Student Use

Un restaurante estereotípico / A Stereotypical Restaurant: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ________________________________

Puedo:	***Sí***	***Aún no***
• organize information in a logical manner		
• examine my own perceptions of Spanish and the cultures of the Spanish-speaking world		
• recognize stereotypical thinking		
• participate in/initiate group problem-solving processes		

Comentarios

Estoy contento(a) con: ____

____

____

____

Lo que necesito mejorar: ____

____

____

____

La próxima vez, voy a prestar más atención a: ____

____

____

____

Un juego de trivialidades / A Trivia Game

Have the students work together to design a trivia game and compose trivia questions in Spanish. Divide students into small groups and assign each group a category; e.g., Spanish-language pop culture, science and nature, geography of the Spanish-speaking world. Groups conduct research and gather trivia questions in Spanish. Encourage students to gather information for a range of question types; e.g., true-false, multiple choice, short answer. Collect students' information and use it in a Jeopardy- or Trivial Pursuit-type game for the class.

Specific Outcomes

Selected **Principal** outcomes

Students will be able to:

A–5.3

a. use information collected from various sources to solve problems

Selected **Supporting** outcomes

Students will be able to:

LC–2.1

a. understand the main points of short oral texts on a variety of topics

LC–2.5

a. produce a variety of short, simple written texts in guided and unguided situations

S–3.1

a. select and use a variety of cognitive strategies to enhance general learning; e.g.,
    - seek information through a network of sources, including libraries, the Internet, individuals and agencies

Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

la cultura popular / pop culture	*el desafio* / challenge
las trivialidades / trivia	*la categoría* / category
la investigación / research	*el concurso* / contest
las preguntas / questions	*la resolución de problemas* / problem solving
las respuestas / answers	*la geografía* / geography

Evaluation Tools

TOOL 1

Observation Checklist

OUTCOMES

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use information collected from various sources to solve problems, understand spoken Spanish, and produce short, simple written texts in Spanish.

A–5.3a
LC–2.1a
LC–2.5a

TOOL 2

Peer-assessment Rating Scale

OUTCOMES

Collaboratively create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to use cognitive strategies and information from various sources to solve problems and if they can produce short, simple written texts in Spanish.

A–5.3a
LC–2.5a
S–3.1a

For Teacher Use

Evaluation Tool No. 1

Un juego de trivialidades / A Trivia Game: Observation Checklist

Fecha: ______________________________

Criterios:

A–5.3a	use information collected from various sources to solve problems
LC–2.1a	understand the main points of short oral texts on a variety of topics
LC–2.5a	produce a variety of short, simple written texts in guided and unguided situations

	A–5.3a		LC–2.1a		LC–2.5a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
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Evaluation Tool No. 2

For Student Use

Un juego de trivialidades / A Trivia Game: Peer-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Nombre de mi compañero(a): ____

Puedes:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• use information collected from various sources to solve problems	●	●	●	●
• produce short, simple written texts	●	●	●	●
• seek information through a network of sources, including libraries, the Internet, etc.	●	●	●	●

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

____

Una sugerencia para la próxima vez: ____

____

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Activity 4

Literatura en español / Spanish Literature

Identify and locate age-appropriate short stories and/or poems from a variety of Spanish-speaking writers. As a class or silently, students read the works and select stories that they find interesting. Lead the students in a brief discussion of the characters and their motivations in the stories or poems. Explore why the characters did what they did or said what they said. Challenge students to consider what values the characters possessed and how these values shaped the characters' actions. In small groups, students prepare a skit of a short story or poem to demonstrate their comprehension and share the skit with their classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.4

a. explore how values influence behaviour; e.g., describe characters and their motivations in a story

Selected Supporting outcomes

Students will be able to:

LC–2.4

a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics

LC–4.1

b. interpret and use references within texts

GC–3.1

a. identify aspects of the literature of the cultures of the Spanish-speaking world that are of personal interest

S–2.2

a. select and use a variety of interpretive strategies; e.g.,
   - infer probable meanings of unknown words or expressions from contextual clues

Activity 4 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

una narración corta / short story
el(la) aútor(a) / author
el poema / poem
la literatura / literature
el/la escritor(a) / writer
el sketch / skit
los personajes / characters
la motivación / motivation
interesante / interesting
la comprensión / comprehension
la representación / performance

Evaluation Tools

TOOL
❶

Rating Scale

Collaboratively create an outcome-based rating scale with the students before they begin the activity. Use the rating scale to evaluate how well students are able to explore how values influence behaviour, understand the main points and supporting details in short written texts, and interpret and use references within texts.

OUTCOMES

A–5.4a
LC–2.4a
LC–4.1b

TOOL
❷

Learning Log

Have the students reflect on their learning and how well they were able to explore how values influence behaviour, identify aspects of the literature of the cultures of the Spanish-speaking world that are of personal interest, and use a variety of interpretive strategies. Students could use the following sentence starters:

- An effective interpretive strategy for me is …
- The characters in the story/poem I chose were …
- Something I like about Spanish-language literature is …
- I learned that values influence behaviour by …

OUTCOMES

A–5.4a
GC–3.1a
S–2.2a

Literatura en español / Spanish Literature: Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Excelente***	***Muy Bien***	***Aceptable***	***Limitado***
A–5.4 a. explore how values influence behaviour; e.g., describe characters and their motivations in a story	●	●	●	●
LC–2.4 a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics	●	●	●	●
LC–4.1 b. interpret and use references within texts	●	●	●	●

Comentarios

Lo que hiciste bien: ____

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Lo que puedes mejorar: ____

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Activity 5

Un cuestionario de habilidades / A Skills Inventory

Conduct a skills inventory with students and identify general categories of abilities; e.g., listen carefully and attentively, use nonverbal communication, identify and organize information, plan and organize. Students work in groups and expand on the kinds of skills that belong in each category. Ask students to consider the point of doing a skills inventory and what benefits it might bring. In groups, students identify careers that match the listed skill sets. Students then reflect on which skill sets they currently possess and which careers might suit them best.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.1

a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity

Selected Supporting outcomes

Students will be able to:

LC–1.3

a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
  - restaurants and eating out
  - technology
  - pop culture of the Spanish-speaking world
  - career opportunities
  - the world of sports
  - any other lexical fields that meet their needs and interests

LC–2.3

a. engage in short, spontaneous exchanges, with pauses for planning and repair

S–3.2

a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
  - reflect on learning tasks

Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

las habilidades / skills	*organizar* / to organize
las carreras / careers	*clasificar* / to categorize
los beneficios / benefits	*predecir* / to predict
los intereses / interests	*evaluar* / to assess
el cuestionario / inventory	

Evaluation Tools

TOOL 1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to explore and express the meaning of what they are doing and if they can use a repertoire of vocabulary when spontaneously interacting with classmates.

OUTCOMES

A–5.1a
LC–1.3a
LC–2.3a

TOOL 2

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to explore and express the meaning of what they are doing and how well they can use a variety of vocabulary as well as metacognitive strategies.

OUTCOMES

A–5.1a
LC–1.3a
S–3.2a

Evaluation Tool No. 1

For Teacher Use

Un cuestionario de habilidades / A Skills Inventory: Checklist and Comments

Nombre: ______________________________ *Fecha:* ______________________________

Criterios:	***Sí***	***Aún no***
A–5.1 a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity Evidence: • •		
LC–1.3 a. use a repertoire of words and phrases in familiar contexts, within the lexicon of career opportunities Evidence: • •		
LC–2.3 a. engage in short, spontaneous exchanges, with pauses for planning and repair Evidence: • •		

Comentarios

Lo que hiciste bien: ______________________________

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Lo que puedes mejorar: ______________________________

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____

Una sugerencia para la próxima vez: ______________________________

____

____

For Student Use

Evaluation Tool No. 2

Un cuestionario de habilidades / A Skills Inventory: Self-assessment Rating Scale

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Casi***	***Aún no***
• explore and express the meaning of what I'm doing and what I will learn from this activity	●	●	●
• use a variety of words and phrases related to professions and career opportunities	●	●	●
• reflect on learning tasks	●	●	●

Comentarios

Estoy contento(a) con: ____

____

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____

Lo que necesito mejorar: ____

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____

La próxima vez, voy a prestar más atención a: ___________________________

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¡Nos divertimos!

Let's Have Fun!

Applications

A–6

Students will use Spanish for imaginative purposes and personal enjoyment.

Specific Outcomes

Students will be able to:

A–6.1a use the language for fun and to appreciate simple humour
A–6.2a use the language creatively and for aesthetic purposes
A–6.3a use the language for personal enjoyment; e.g., watch sports broadcasts

Other Specific Outcomes

Applications

Students will be able to:

A–3.3
a. negotiate with peers in small-group situations

A–5.2
a. organize information in a logical manner

A–5.4
a. explore how values influence behaviour; e.g., describe characters and their motivations in a story

Language Competence

Students will be able to:

LC–1.2
b. recognize the role that accentuation plays in the Spanish language

LC–2.1
a. understand the main points of short oral texts on a variety of topics

LC–2.6
a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations

LC–2.7
a. explore various ways that meaning can be expressed through the visual elements in a variety of media

LC–3.2
a. examine the role of idiomatic expressions in culture

LC–4.2
a. use a variety of familiar, short text forms and media in their own productions

Global Citizenship

Students will be able to:

GC–2.1

a. compare and contrast variations in their own language(s) with those in the Spanish language

GC–2.2

a. recognize that languages may have regional differences in pronunciation, vocabulary or structure

GC–2.3

a. examine common stereotypes about their own culture(s) held by the Spanish-speaking world

GC–2.3

b. explore how cultural influences affect their understanding of their cultural identity

Strategies

Students will be able to:

S–2.3

a. select and use a variety of productive strategies; e.g.,
  - be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation) and publication (reprinting, adding illustrations, binding)

S–3.2

a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
  - reflect on learning tasks

S–3.3

a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
  - follow their natural curiosity and intrinsic motivation to learn
  - choose learning activities that enhance understanding and enjoyment
  - take part in group decision-making processes

El placer de ver la televisión / The Pleasure of Watching Television

Provide students with appropriate examples of recent Spanish-language television that might be of interest; e.g., soccer matches, music video shows, variety shows. Students vote on what show they would like to watch. Schedule a class or part of a class and allow students to watch the show and use Spanish for personal enjoyment. After the show is over, students work in small groups to discuss the show and what aspects they liked and disliked.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.3
a. use the language for personal enjoyment; e.g., watch sports broadcasts

Selected Supporting outcomes

Students will be able to:

A–3.3
a. negotiate with peers in small-group situations

LC–2.1
a. understand the main points of short oral texts on a variety of topics

LC–2.6
a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations

S–3.3
a. select and use a variety of social and affective strategies to enhance general learning; e.g.,
   - follow their natural curiosity and intrinsic motivation to learn
   - choose learning activities that enhance understanding and enjoyment

Activity 1 (continued)

Materials

Recordings of Spanish-language television broadcasts.

Prerequisite Knowledge

None required.

Sample Vocabulary

el partido de fútbol / soccer game	*el video musical* / music video
el programa de televisión / television program	*interesante* / interesting
el programa de variedades / variety show	*votar* / to vote
el placer / enjoyment	*popular* / popular

Evaluation Tools

TOOL 1

Anecdotal Notes

OUTCOMES

Observe students as they watch a television show and later discuss the show in small groups. Note and record how well they are able use Spanish for personal enjoyment, negotiate with peers, understand spoken Spanish and derive meaning from visual elements.

A–3.3a
A–6.3a
LC–2.1a
LC–2.6a

TOOL 2

Learning Log

OUTCOMES

Have students reflect on their learning and how well they were able to use Spanish for personal enjoyment, understand spoken Spanish and use social and affective strategies. Students could use the following sentence starters:

- An effective strategy for me is …
- I enjoy watching television in Spanish and discussing it with peers because …
- When I listen to Spanish, I …
- One of the things about the Spanish language I especially enjoy is …

A–6.3a
LC–2.1a
S–3.3a

For Teacher Use

El placer de ver la television / The Pleasure of Watching Television: Anecdotal Notes

Fecha: ________________________

Criterios:
A–3.3a negotiate with peers in small-group situations
A–6.3a use the language for personal enjoyment; e.g., watch sports broadcasts
LC–2.1a understand the main points of short oral texts on a variety of topics
LC–2.6a derive meaning from multiple visual elements in a variety of media in guided and unguided situations

Nombre	***Criterios***	***Sí***	***Aún no***	***Comentarios***
1.	A–3.3a			
	A–6.3a			
	LC–2.1a			
	LC–2.6a			
2.	A–3.3a			
	A–6.3a			
	LC–2.1a			
	LC–2.6a			
3.	A–3.3a			
	A–6.3a			
	LC–2.1a			
	LC–2.6a			
4.	A–3.3a			
	A–6.3a			
	LC–2.1a			
	LC–2.6a			
5.	A–3.3a			
	A–6.3a			
	LC–2.1a			
	LC–2.6a			
6.	A–3.3a			
	A–6.3a			
	LC–2.1a			
	LC–2.6a			

Activity 2

Lo que piensan de canadá / What They Think of Canada

Lead a brief brainstorming session on the stereotypes about Albertan/Canadian life and culture held by others around the world; e.g., year-round cold climate, mountains of snow, lumberjacks working in forests. Students work in groups and prepare a short video or digital slide show presentation that pokes fun at the stereotypes. They then share their presentation with the class. Sum up the activity with a discussion on ways Albertans/Canadians knowingly or unknowingly help to perpetuate such stereotypes; e.g., popular coffee commercials.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.1

a. use the language for fun and to appreciate simple humour

Selected Supporting outcomes

Students will be able to:

A–5.4

a. explore how values influence behaviour; e.g., describe characters and their motivations in a story

LC–4.2

a. use a variety of familiar, short text forms and media in their own productions

GC–2.3

a. examine common stereotypes about their own culture(s) held by the Spanish-speaking world

GC–2.3

b. explore how cultural influences affect their understanding of their cultural identity

S–3.2

a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
   - reflect on learning tasks

Activity 2 (continued)

Materials

Digital slide show software.

Video recording equipment.

Prerequisite Knowledge

None required.

Sample Vocabulary

el estereotipo / stereotype
el clima / climate
el leñador / lumberjack
el nieve / snow
las montañas / mountains

la naturaleza / nature
burlarse de / to make fun of
perpetuar / to perpetuate
los bosques / forests
el iglú / igloo

Evaluation Tools

TOOL ❶

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use Spanish for fun and to appreciate humour and how well they examine common stereotypes about Canada, explore how values influence behaviour and use a variety of text forms.

OUTCOMES

A–5.4a
A–6.1a
LC–4.2a
GC–2.3a

TOOL ❷

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use Spanish for fun and to appreciate humour, if they can explore how cultural influences affect their understanding of their cultural identity, and if they can use metacognitive strategies.

OUTCOMES

A–6.1a
GC–2.3b
S–3.2a

For Teacher Use

Evaluation Tool No. 1

Lo que piensan de canadá / What They Think of Canada: Rating Scale

Nombre: ____________________ *Fecha:* ____________________

Criterios:	***Excelente***	***Muy bien***	***Aceptable***	***Limitado***
A–5.4 a. explore how values influence behaviour; e.g., describe characters and their motivations in a story	●	●	●	●
A–6.1 a. use the language for fun and to appreciate simple humour	●	●	●	●
LC–4.2 a. use a variety of familiar, short text forms and media in their own productions	●	●	●	●
GC–2.3 a. examine common stereotypes about their own culture(s) held by the Spanish-speaking world	●	●	●	●

Comentarios

Lo que hiciste bien: ______________________________

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____

Lo que puedes mejorar: ______________________________

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____

Evaluation Tool No. 2

For Student Use

Lo que piensan de canadá / What They Think of Canada: Self-assessment Checklist

Nombre: ______________________________ *Fecha:* ______________________________

Puedo:	***Sí***	***Aún no***
• use Spanish for fun and to appreciate simple humour		
• explore how cultural influences affect my understandings of my cultural identity		
• reflect on learning tasks		

Comentarios

Estoy contento(a) con: ____

____

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____

____

Lo que necesito mejorar: ____

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____

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____

La próxima vez, voy a prestar más atención a: ______________________________

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Activity 3

Variaciones linguisticas / Variations in Language

Present the idea of regional variations in English and elicit examples from students; e.g., a Bostonian accent, a New York accent, a Newfoundland accent. If needed, locate online audio samples from a speech accent archive. Extend the discussion to include examples of variations within the Spanish language. In small groups or individually, students create a comic strip or skit that includes dialogue highlighting language variations in both Spanish and English.

Students present their skits or comic strips to classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

Selected Supporting outcomes

Students will be able to:

LC–1.2

b. recognize the role that accentuation plays in the Spanish language

GC–2.1

a. compare and contrast variations in their own language(s) with those in the Spanish language

GC–2.2

a. recognize that languages may have regional differences in pronunciation, vocabulary or structure

S–2.3

a. select and use a variety of productive strategies; e.g.,
   - be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation) and publication (reprinting, adding illustrations, binding)

Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

las variaciones / variations
le lengua / language
la tira cómica / comic strip
la escena / scene
el dialogo / dialogue

el sketch / skit
el acento / accent
el vocabulario / vocabulary
el region / region

Evaluation Tools

TOOL 1

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use Spanish creatively, recognize the role that accentuation plays in Spanish and compare and contrast variations in their own language(s) with those in Spanish.

OUTCOMES

A–6.2a
LC–1.2b
GC–2.1a

TOOL 2

Learning Log

Have the students reflect on their learning and how well they were able to use Spanish creatively, recognize that languages may have regional differences in pronunciation, vocabulary or structure, and use productive strategies. Students could use the following sentence starters:

- I think the writing process is …
- I can use Spanish creatively by …
- Some regional variations in English that I know of are …
- Some regional variations in Spanish that I know of are …

OUTCOMES

A–6.2a
GC–2.2a
S–2.3a

For Teacher Use

Evaluation Tool No. 1

***Variaciones linguisticas* / Variations in Language: Observation Checklist**

Fecha: ______________________________

Criterios:

A–6.2a	use the language creatively and for aesthetic purposes
LC–1.2b	recognize the role that accentuation plays in the Spanish language
GC–2.1a	compare and contrast variations in their own language(s) with those in the Spanish language

	A–6.2a		LC–1.2b		GC–2.1a	
Nombre	***Sí***	***Aún no***	***Sí***	***Aún no***	***Sí***	***Aún no***
1.						
2.						
3.						
4.						
5.						
6.						
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Mi restaurante / My Restaurant

Present students with sample visuals of restaurant names, logos and menus from Spanish-speaking countries. Review the various meals and descriptions with students to ensure comprehension. Students work in small groups or alone to come up with their own restaurant name, slogan or motto, menu cover and sample menu. Encourage students to be creative with their Spanish and to incorporate meals that are representative of a Spanish-speaking country or region.

Extension

- Students set up their restaurant and share a feature item from the menu with classmates.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

Selected Supporting outcomes

Students will be able to:

A–5.2

a. organize information in a logical manner

LC–2.6

a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations

LC–2.7

a. explore various ways that meaning can be expressed through the visual elements in a variety of media

S–3.3

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

Activity 4 (continued)

Materials

Sample restaurant names and menus from Spanish-speaking countries.

Materials for creating a menu.

Prerequisite Knowledge

None required.

Sample Vocabulary

creativo(a) / creative
el menú / menu
la comida / meal
el eslogan / slogan
el(la) lema / motto

representativo(a) / representative
la ilustración / illustration
la descripción / description
la tapa / cover/lid

Evaluation Tools

TOOL 1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use Spanish creatively, organize information in a logical manner, derive meaning from visuals and express meaning through visuals.

OUTCOMES

A–5.2a
A–6.2a
LC–2.6a
LC–2.7a

TOOL 2

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use Spanish creatively, organize information in a logical manner, express meaning through visuals and use social and affective strategies.

OUTCOMES

A–5.2a
A–6.2a
LC–2.7a
S–3.3a

For Teacher Use

Mi restaurante / My Restaurant: Checklist and Comments

Nombre: ______________________________ *Fecha:* ______________________________

Puedes:	***Sí***	***Aún no***
A–5.2 a. organize information in a logical manner Evidence: •		
A–6.2 a. use the language creatively and for aesthetic purposes Evidence: •		
LC–2.6 a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations Evidence: •		
LC–2.7 a. explore various ways that meaning can be expressed through the visual elements in a variety of media Evidence: •		

Comentarios

Lo que hiciste bien: ____

____

Lo que puedes mejorar: ____

____

Una sugerencia para la próxima vez: ____

____

For Student Use

Evaluation Tool No. 2

Mi restaurante / My Restaurant: Self-assessment Rating Scale

Nombre: ______________________ *Fecha:* ______________________

Puedo:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• organize information in a logical manner	●	●	●	●
• use Spanish creatively	●	●	●	●
• explore various ways that meaning can be expressed visually	●	●	●	●
• take part in group decision-making processes	●	●	●	●

Comentarios

Estoy contento(a) con: ______________________

____

____

____

____

Lo que necesito mejorar: ______________________

____

____

____

La próxima vez, voy a prestar más atención a: ______________________

____

____

____

Activity 5

Modismos en vivo / Live Idioms

Lead a brief brainstorming session with students on familiar idioms, either in English or Spanish. Record students' responses on the board and then ask them to reflect on why idioms exist and what contributions idiomatic expressions make to a culture. Have the students select an idiomatic expression and create a skit, poster or digital slide show to represent that expression. Upon completion, students present their creations and explain the idioms to one another.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.2

a. use the language creatively and for aesthetic purposes

Selected Supporting outcomes

Students will be able to:

LC–2.7

a. explore various ways that meaning can be expressed through the visual elements in a variety of media

LC–3.2

a. examine the role of idiomatic expressions in culture

S–3.2

a. select and use a variety of metacognitive strategies to enhance general learning; e.g.,
   - reflect on learning tasks

Materials

Art supplies and/or computers and presentation software.

Prerequisite Knowledge

None required.

Sample Vocabulary

el modismo / idiom
la contribución / contribution
la cultura / culture
querer la chancha, los veinte y la máquina de hacer chorizos / to want the pig, the 20, and the chorizo machine (to have one's cake and eat it too)
explicar / to explain
la representación / representation
la creación / creation

Evaluation Tools

TOOL 1

Rubric

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to use Spanish creatively and for aesthetic purposes, use visual elements, and examine the role of idiomatic expressions in culture.

OUTCOMES

A–6.2a
LC–2.7a
LC–3.2a

TOOL 2

Peer-assessment Rating Scale

Collaboratively create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to use visual elements, use metacognitive strategies and use Spanish creatively and for aesthetic purposes.

OUTCOMES

A–6.2a
LC–2.7a
S–3.2a

Evaluation Tool No. 1

For Teacher Use

Modismos en vivo / Live Idioms: Rubric

Nombre: ______________________________ *Fecha:* ______________________________

Nivel *Criterios*	*Excelente*	*Muy bien*	*Aceptable*	*Limitado*
A–6.2 a. use the language creatively and for aesthetic purposes	**skillfully** uses the language creatively and for aesthetic purposes ☐	**effectively** uses the language creatively and for aesthetic purposes ☐	uses the language creatively and for aesthetic purposes ☐	**is unable** to use the language creatively and for aesthetic purposes ☐
LC–2.7 a. explore various ways that meaning can be expressed through the visual elements in a variety of media	**skillfully and imaginatively** explores various ways that meaning can be expressed through the visual elements in a variety of media ☐	**effectively** explores various ways that meaning can be expressed through the visual elements in a variety of media ☐	explores ways that meaning can be expressed through the visual elements in media ☐	**is unable** to explore various ways that meaning can be expressed through the visual elements in a variety of media ☐
LC–3.2 a. examine the role of idiomatic expressions in culture	**thoughtfully and creatively** examines the role of idiomatic expressions in culture ☐	**thoughtfully** examines the role of idiomatic expressions in culture ☐	examines the role of idiomatic expressions in culture ☐	**is unable** to examine the role of idiomatic expressions in culture ☐

For Student Use

Evaluation Tool No. 2

Modismos en vivo / Live Idioms: Peer-assessment Rating Scale

Nombre: ____________________ *Fecha:* ____________________

Nombre de mi compañero(a): ____

Puedes:	***Excelente***	***Muy bien***	***Satisfactorio***	***Aún no***
• use Spanish creatively and for aesthetic purposes	●	●	●	●
• explore meaning through visual representations	●	●	●	●
• reflect on learning tasks	●	●	●	●

Comentarios

Algo que me gusta de tu trabajo: ____

____

____

____

____

Una sugerencia para la próxima vez: ____

____

____

____

____

Appendices

Appendix A: General and Specific Outcomes Chart

Four general outcomes serve as the foundation for the Spanish Language and Culture Nine-year Program, Grades 7–8–9. These general outcomes are based on four components: Applications, Language Competence, Global Citizenship and Strategies. Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade.

The specific outcomes listed in the program of studies will have slightly different meanings to different teachers. Some specific outcomes may indeed be difficult to clearly understand immediately. The following chart is intended to provide teachers with space in which to record notes that may help them understand or distinguish specific outcomes from the program of studies. The chart can also be used to plan and track outcome coverage throughout the year.

GRADE 7

General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information		**GRADE 7**
A–1.1 share factual information	*Students will be able to:* a. understand information, such as definitions, comparisons and examples b. provide simple explanations; e.g., an enchilada is a Mexican food	**NOTES:**
A–2 to express emotions and personal perspectives		**GRADE 7**
A–2.1 share ideas, thoughts, opinions, preferences	*Students will be able to:* a. inquire about and express agreement and disagreement	**NOTES:**
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts	

A–3 to get things done GRADE 7

	Students will be able to:	NOTES:
A–3.1 guide actions of others	a. respond to and make suggestions in a variety of situations	
A–3.2 state personal actions	a. state personal actions in the present	
A–3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for contributions of others b. offer to explain or clarify	

A–4 to form, maintain and change interpersonal relationships GRADE 7

	Students will be able to:	NOTES:
A–4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities	

A–5 to extend their knowledge of the world GRADE 7

	Students will be able to:	NOTES:
A–5.1 discover and explore	a. ask questions to clarify understanding and knowledge	
A–5.2 gather and organize information	a. gather information from a variety of resources; e.g., print, human, multimedia, electronic	
A–5.3 solve problems	a. describe and examine a problem, then propose solutions	

A–5 to extend their knowledge of the world (continued)		**GRADE 7**
A–5.4 explore opinions and values	*Students will be able to:* a. provide reasons for their opinions on topics within their experience	**NOTES:**

A–6 for imaginative purposes and personal enjoyment		**GRADE 7**
A–6.1 humour/fun	*Students will be able to:* a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to music	

General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form		**GRADE 7**
LC–1.1 phonology	*Students will be able to:* a. identify and reproduce some critical sound distinctions and intonations that are important for meaning	**NOTES:**
LC–1.2 orthography	a. apply some common spelling rules b. use some basic mechanical conventions	

LC–1 attend to form (continued)		**GRADE 7**
LC–1.3 lexicon	*Students will be able to:* a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • family traditions • friends and activities • fashion/clothing • the body • vacation and travel • any other lexical fields that meet their needs and interests	**NOTES:**
LC–1.4 grammatical elements	*Students will be able to:* a. use, in modelled situations,[1] the following grammatical elements: • substantive nouns/nominals formed from adjectives; e.g., *el blanco, la azul, los grandes, las medianas* • direct object pronouns: *me, te, lo, la, los, las, os, nos* • demonstrative adjectives: *ese, esa, esos, esas, aquel, aquella, aquellos, aquellas* • comparisons: *más … que, menos … que, tan … como* • *tener que* + infinitive • present tense of common stem-changing verbs: *o→ue, e→ie, e→i, u→ue* • irregular *yo* forms: *salir, hacer, poner, dar* • present progressive • reflexive verbs (all forms) • future action *ir a* + infinitive	**NOTES:**

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1. 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.

LC–1 attend to form (continued) **GRADE 7**

- adverbial phrases
- prepositions: *entre, sin, hasta*
- contractions: *al, del*
- prepositional phrases relating to location and direction; e.g., *debajo de, encima de, detrás de, delante de, dentro de*

Sentence Structure:

- question words: [¿…?] *cuánto, cuál* (all forms)
- affirmative commands using *tú*, *usted*, *nosotros, vosotros/ustedes*★★

LC–1.4 grammatical elements

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements:
  - use of *vosotros*★
  - noun–adjective agreement: number and gender
  - possessive adjectives: *nuestro, nuestra, nuestros, nuestras*, *vuestro*, *vuestra*, *vuestros, vuestras*★
  - demonstrative adjectives: *este, esta, estos, estas*
  - regular *-er*, *-ir* verbs (present tense all persons)
  - *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
  - *gusta/gustan* (*nos, os, les*)
  - adverbs (time, manner, place, quantity)

NOTES:

★ If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.

★★ Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

[2] 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.

LC–1 attend to form (continued) **GRADE 7**

- common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations
- prepositional phrases relating to location and direction; e.g., *debajo de, encima de, detrás de, delante de, dentro de*

Sentence Structure:

- question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*
- simple compound sentences using conjunctions *y, o* and *pero*

NOTES:

LC–1.4
grammatical elements

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements:

- subject pronouns (all forms) ★★
- regular *-ar* verbs (present tense all persons)
- *gustar* (present tense all forms)
- *ir, tener, hacer* (present tense all forms)

Sentence Structure:

- affirmative sentences
- simple negative and interrogative sentences

★★ Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

[3] 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.

LC–2 interpret and produce texts		**GRADE 7**
	Students will be able to:	**NOTES:**
LC–2.1 aural interpretation	a. understand a variety of short, simple oral texts in guided and unguided situations	
LC–2.2 oral production	a. produce a variety of short, simple oral texts in guided situations	
LC–2.3 interactive fluency	a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary	
LC–2.4 written interpretation	a. understand a variety of short, simple written texts in guided and unguided situations	
LC–2.5 written production	a. produce a variety of short, simple written texts in guided situations	
LC–2.6 visual interpretation	a. derive meaning from visual elements of a variety of media in guided and unguided situations	
LC–2.7 representation	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	

LC–3 apply knowledge of the sociocultural context		**GRADE 7**
LC–3.1 register	*Students will be able to:* a. identify socially appropriate language in specific situations	**NOTES:**
LC–3.2 idiomatic expressions	a. use learned idiomatic expressions correctly in familiar contexts	
LC–3.3 variations in language	a. recognize some common regional variations in language; e.g., the different pronunciations of *ce*, *ci*, *z*	
LC–3.4 social conventions	a. recognize important social conventions in everyday interactions	
LC–3.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	

LC–4 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 7**
LC–4.1 cohesion/ coherence	*Students will be able to:* a. organize texts, using common patterns b. interpret simple references within texts	**NOTES:**
LC–4.2 text forms	a. recognize various text forms delivered through a variety of media	
LC–4.3 patterns of social interaction	a. initiate interactions and respond, in familiar situations, using social interaction patterns	

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world
GRADE 7

	Students will be able to:	**NOTES:**
GC–1.1 accessing/analyzing cultural knowledge	a. formulate questions and use basic research skills to gather information about the Spanish-speaking world	
GC–1.2 knowledge of the cultures of the Spanish-speaking world	a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)	
GC–1.3 applying cultural knowledge	a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s) b. recognize cultural behaviours that are different from their own	
GC–1.4 diversity within the cultures of the Spanish-speaking world	a. compare and contrast elements of the diverse cultures of the Spanish-speaking world	
GC–1.5 valuing the cultures of the Spanish-speaking world	a. explore activities and experiences that reflect the cultures of the Spanish-speaking world	

GC–2 affirming diversity		**GRADE 7**
GC–2.1 awareness of own language(s)	*Students will be able to:* a. identify some words in their own language(s) that have been borrowed from Spanish or from other languages	**NOTES:**
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins	
GC–2.3 awareness of own culture(s)	a. identify some of the past and present relationships between the cultures of the Spanish-speaking world being studied and their own culture(s)	
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	
GC–2.5 valuing diversity	a. demonstrate curiosity about other languages and cultures b. recognize and acknowledge different perspectives	
GC–2.6 intercultural skills	a. explore representations of their own culture(s) created by members of another culture	

GC–3	**personal and career opportunities**	**GRADE 7**
GC–3.1 the Spanish-speaking world and cultures	*Students will be able to:* a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest b. identify personal reasons for learning Spanish	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. explore personal reasons for learning additional languages and experiencing other cultures b. identify aspects of different cultures that are of personal interest	

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1	**language learning**	**GRADE 7**
S–1.1 cognitive	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	
S–1.3 social/ affective	a. identify and use a variety of social and affective strategies to enhance language learning	

S–2	**language use**	**GRADE 7**
S–2.1 interactive	*Students will be able to:* a. identify and use a variety of interactive strategies	**NOTES:**
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	
S–2.3 productive	a. identify and use a variety of productive strategies	

S–3	**general learning**	**GRADE 7**
S–3.1 cognitive	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	
S–3.3 social/ affective	a. identify and use a variety of social and affective strategies to enhance general learning	

GRADE 8

General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information		**GRADE 8**
A–1.1 share factual information	*Students will be able to:* a. provide information on several aspects of a topic	**NOTES:**

A–2 to express emotions and personal perspectives		**GRADE 8**
A–2.1 share ideas, thoughts, opinions, preferences	*Students will be able to:* a. inquire about and express interest and lack of interest, satisfaction and dissatisfaction	**NOTES:**
A–2.2 share emotions, feelings	a. compare the expression of emotions and feelings in a variety of informal situations	

A–3 to get things done		**GRADE 8**
A–3.1 guide actions of others	*Students will be able to:* a. give and respond to advice and warnings	**NOTES:**
A–3.2 state personal actions	a. state personal actions in the future and past	

A–3 to get things done (continued) GRADE 8

	Students will be able to:	**NOTES:**
A–3.3 manage group actions	a. explain, clarify or elaborate on another member’s contribution	

A–4 to form, maintain and change interpersonal relationships GRADE 8

	Students will be able to:	**NOTES:**
A–4.1 manage personal relationships	a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages	

A–5 to extend their knowledge of the world GRADE 8

	Students will be able to:	**NOTES:**
A–5.1 discover and explore	a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	
A–5.2 gather and organize information	a. identify useful and reliable resources	
A–5.3 solve problems	a. generate and evaluate potential solutions to problems	
A–5.4 explore opinions and values	a. distinguish fact from opinion	

A–6 for imaginative purposes and personal enjoyment		**GRADE 8**
A–6.1 humour/fun	*Students will be able to:* a. use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., play games	

General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form		**GRADE 8**
LC–1.1 phonology	*Students will be able to:* a. use intonation, stress and rhythm appropriately in familiar situations	**NOTES:**
LC–1.2 orthography	a. write familiar words and phrases, including accents, correctly and consistently b. use basic mechanical conventions	

LC–1 attend to form (continued)		**GRADE 8**
LC–1.3 lexicon	*Students will be able to:* a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • shopping and money • helping the environment • cooking and food preparation • music and dances of the Spanish-speaking world • arts and crafts of the Spanish-speaking world • any other lexical fields that meet their needs and interests	**NOTES:**
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • direct object indicator *a* used when referring to a person/people; e.g., *Vi a tu hermano* = I saw your brother • indirect object pronouns: *me, te, le, nos, os, les* • pronouns as objects of prepositions: *mí, tí, él, ella, usted, nosotros (as), vosotros (as), conmigo, contigo* • superlative; e.g., *el chico más alto* • preterit regular verbs • distinction between/use of *saber* and *conocer* present tense • prepositions: *por, para*	

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[1] 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.

LC–1 attend to form (continued) **GRADE 8**

LC–1.4
grammatical elements

Sentence Structure:

- impersonal expressions and infinitive (*Es necesario*)
- negative commands using *tú, usted, nosotros, ustedes/vosotros*
- complex sentences using the conjunctions *porque/ya que, cuando, mientras* (affirmative, negative, interrogative)

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements:
   - noun–adjective agreement: number and gender
   - substantive nouns/nominals formed from adjectives; e.g., *el blanco, la azul, los grandes, las medianas*
   - direct object pronouns: *me, te, lo, la, los, las, os, nos*
   - demonstrative adjectives: *ese, esa, esos, esas, aquel, aquella, aquellos, aquellas*
   - comparisons: *más … que, menos … que, tan … como*
   - *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
   - present tense of common stem-changing verbs: *o→ue, e→ie, e→i, u→ue*
   - irregular *yo* forms: *salir, hacer, poner, dar*
   - present progressive
   - reflexive verbs (all forms)
   - *tener que* + infinitive

NOTES:

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[2] 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.

LC–1 attend to form (continued) **GRADE 8**

LC–1.4
grammatical elements

- future action *ir a* + infinitive
- adverbial phrases
- prepositions: *entre, sin, hasta*
- contractions: *al, del*

Sentence Structure:

- question words: [¿…?] *cuánto, cuál* (all forms)
- affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements:

- possessive adjectives (all forms) ★
- regular *-er*, *-ir* verbs (present tense all persons)
- common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations
- prepositional phrases relating to location and direction; e.g., *debajo de, encima de, detrás de, delante de, dentro de*

Sentence Structure:

- question words: [¿…?] *qué, cómo, dónde, por qué, cuándo, quién*
- simple compound sentences using conjunctions *y, o* and *pero*

NOTES:

★ If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.
★★ Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

[3] 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.

LC–2 interpret and produce texts		**GRADE 8**
	Students will be able to:	**NOTES:**
LC–2.1 aural interpretation	a. understand short oral texts on unfamiliar topics	
LC–2.2 oral production	a. produce short oral texts in guided and unguided situations	
LC–2.3 interactive fluency	a. manage short interactions with ease, using pauses for planning and repair	
LC–2.4 written interpretation	a. understand short written texts on unfamiliar topics in guided situations	
LC–2.5 written production	a. produce short, simple written texts in guided and unguided situations	
LC–2.6 visual interpretation	a. derive meaning from multiple visual elements in a variety of media in guided situations	
LC–2.7 representation	a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	

LC–3 apply knowledge of the sociocultural context		**GRADE 8**
LC–3.1 register	*Students will be able to:* a. explore formal and informal uses of language in specific situations	**NOTES:**
LC–3.2 idiomatic expressions	a. use learned idiomatic expressions in a variety of contexts	
LC–3.3 variations in language	a. recognize sociocultural influences resulting in variations in language; e.g., occupation	
LC–3.4 social conventions	a. interpret and use important social conventions in interactions	
LC–3.5 nonverbal communication	a. recognize when nonverbal behaviours are considered impolite; e.g., avoiding eye contact	

LC–4 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 8**
LC–4.1 cohesion/ coherence	*Students will be able to:* a. organize texts to indicate steps in a procedure or directions to follow	**NOTES:**
LC–4.2 text forms	a. examine the structure of a variety of text forms	
LC–4.3 patterns of social interaction	a. initiate interactions and respond, using a variety of social interaction patterns	

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world
GRADE 8

	Students will be able to:	**NOTES:**
GC–1.1 accessing/analyzing cultural knowledge	a. organize and represent, in a variety of ways, information about elements of the cultures of the Spanish-speaking world	
GC–1.2 knowledge of the cultures of the Spanish-speaking world	a. explore and identify some key historical events and their influence on contemporary ways of life and cultural values of Spanish speakers	
GC–1.3 applying cultural knowledge	a. compare and contrast major elements and cultural behaviours of Spanish-speaking cultures with elements and cultural behaviours of their own culture(s)	
GC–1.4 diversity within the cultures of the Spanish-speaking world	a. organize and represent information on the diverse cultures of the Spanish-speaking world	
GC–1.5 valuing the cultures of the Spanish-speaking world	a. choose to participate in and contribute to activities and experiences that reflect the cultures of the Spanish-speaking world b. participate in activities and re-create experiences that reflect the cultures of the Spanish-speaking world	

GC–2 affirming diversity		**GRADE 8**
	Students will be able to:	**NOTES:**
GC–2.1 awareness of own language(s)	a. compare oral and written aspects of their own language(s) and Spanish	
GC–2.2 general language knowledge	a. identify how languages borrow from one another	
GC–2.3 awareness of own culture(s)	a. identify shared references and the different connotations attached to them in the cultures of the Spanish-speaking world being studied and in their own culture(s)	
GC–2.4 general cultural knowledge	a. recognize some of the factors that affect the culture of a particular region	
GC–2.5 valuing diversity	a. acknowledge the limitations of adopting a single perspective b. recognize advantages of entertaining different perspectives	
GC–2.6 intercultural skills	a. identify and access public and private institutions that facilitate contact with other countries and cultures	

GC–3 personal and career opportunities		**GRADE 8**
GC–3.1 the Spanish-speaking world and cultures	*Students will be able to:* a. identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest b. explore personal reasons for learning Spanish	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. explore personal reasons for learning additional languages and experiencing other cultures b. explore aspects of different cultures that are of personal interest	

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning		**GRADE 8**
S–1.1 cognitive	*Students will be able to:* a. select and use a variety of cognitive strategies to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance language learning	
S–1.3 social/affective	a. select and use a variety of social and affective strategies to enhance language learning	

S–2	**language use**	**GRADE 8**
S–2.1 interactive	*Students will be able to:* a. select and use a variety of interactive strategies	**NOTES:**
S–2.2 interpretive	a. select and use a variety of interpretive strategies	
S–2.3 productive	a. select and use a variety of productive strategies	

S–3	**general learning**	**GRADE 8**
S–3.1 cognitive	*Students will be able to:* a. select and use a variety of cognitive strategies to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning	
S–3.3 social/affective	a. select and use a variety of social and affective strategies to enhance general learning	

GRADE 9

General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information		**GRADE 9**
A–1.1 share factual information	*Students will be able to:* a. share facts about events that took place in the past or that may take place in the future	**NOTES:**

A–2 to express emotions and personal perspectives		**GRADE 9**
A–2.1 share ideas, thoughts, opinions, preferences	*Students will be able to:* a. inquire about and express the ability to complete an action and the certainty of an event	**NOTES:**
A–2.2 share emotions, feelings	a. express emotions and feelings in a variety of situations	

A–3 to get things done		**GRADE 9**
A–3.1 guide actions of others	*Students will be able to:* a. give and respond to directions and instructions in formal and informal situations b. make and respond to requests in formal and informal situations	**NOTES:**
A–3.2 state personal actions	a. state personal actions in the future and past b. express intention in a variety of situations	

A–3 to get things done (continued)		**GRADE 9**
A–3.3 manage group actions	*Students will be able to:* a. negotiate with peers in small-group situations	**NOTES:**

A–4 to form, maintain and change interpersonal relationships		**GRADE 9**
A–4.1 manage personal relationships	*Students will be able to:* a. offer and respond to compliments and congratulations	**NOTES:**

A–5 to extend their knowledge of the world		**GRADE 9**
A–5.1 discover and explore	*Students will be able to:* a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity	**NOTES:**
A–5.2 gather and organize information	a. organize information in a logical manner	
A–5.3 solve problems	a. use information collected from various sources to solve problems	
A–5.4 explore opinions and values	a. explore how values influence behaviour; e.g., describe characters and their motivations in a story	

A–6 for imaginative purposes and personal enjoyment		**GRADE 9**
	Students will be able to:	**NOTES:**
A–6.1 humour/ fun	a. use the language for fun and to appreciate simple humour	
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., watch sports broadcasts	

General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form		**GRADE 9**
	Students will be able to:	**NOTES:**
LC–1.1 phonology	a. approximate the pronunciation of unfamiliar words	
LC–1.2 orthography	a. use basic mechanical conventions consistently b. recognize the role that accentuation plays in the Spanish language	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • restaurants and eating out • technology • pop culture of the Spanish-speaking world • career opportunities • the world of sports • any other lexical fields that meet their needs and interests	

LC–1 attend to form (continued) GRADE 9

LC–1.4
grammatical elements

Students will be able to:

a. use, in modelled situations,[1] the following grammatical elements:
   - diminutives: *-ito, -ita, -itos, -itas*
   - demonstrative pronouns
   - irregular comparatives: *bueno, malo, mejor, peor, menor, mayor*
   - present perfect
   - preterit stem-changing verbs and irregular verbs; e.g., *ser, hacer, poder*
   - conditional
   - subjunctive mood (present):
     - to express wishes and hopes; e.g., *Ojalá que ..., Quiero que ...*
     - to express emotion; e.g., *alegrarse, sentir que …*

   Sentence Structure:
   - complex sentences using conjunctions: *o … o, ni … ni*

b. use, in structured situations,[2] the following grammatical elements:
   - noun–adjective agreement: number and gender
   - direct object pronouns: *me, te, lo, la, los, las, os, nos*
   - direct object indicator *a* used when referring to a person/people
   - indirect object pronouns: *me, te, le, nos, os, les*
   - pronouns as objects of prepositions: *mí, tí, él, ella, usted, nosotros (as), vosotros (as), conmigo, contigo*

NOTES:

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1. 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.

2. 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.

LC–1 attend to form (continued) **GRADE 9**

LC–1.4
grammatical elements

- demonstrative adjectives
- superlative; e.g., *el chico más alto*
- present tense of common stem-changing verbs: *o→ue, e→ie, e→i, u→ue*
- distinction between/use of *saber* and *conocer* present tense
- reflexive verbs (all forms)
- preterit regular verbs
- prepositions: *por, para*

Sentence Structure:

- impersonal expressions and infinitive (*Es necesario*)
- negative commands using *tú, usted, nosotros, ustedes/vosotros*
- complex sentences using the conjunctions *porque/ya que, cuando, mientras* (affirmative, negative, interrogative)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements:
   - substantive nouns/nominals formed from adjectives; e.g., *el blanco, la azul, los grandes, las medianas*
   - comparisons: *más … que, menos … que, tan … como*
   - *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
   - irregular *yo* forms: *salir, hacer, poner, dar*

NOTES:

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[3] 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.

LC–1 attend to form (continued)		**GRADE 9**
LC–1.4 grammatical elements	- *tener que* + infinitive - present progressive - future action *ir a* + infinitive - adverbs and adverbial phrases - prepositions: *entre, sin, hasta* - contractions: *al, del* **Sentence Structure:** - question words: [¿…?] *cuánto, cuál* (all forms) - affirmative commands using *tú, usted, nosotros, vosotros/ustedes*⋆⋆	**NOTES:**

LC–2 interpret and produce texts		**GRADE 9**
	Students will be able to:	**NOTES:**
LC–2.1 aural interpretation	a. understand the main points of short oral texts on a variety of topics	
LC–2.2 oral production	a. produce a variety of short oral texts in unguided situations	
LC–2.3 interactive fluency	a. engage in short, spontaneous exchanges, with pauses for planning and repair	
LC–2.4 written interpretation	a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics	
LC–2.5 written production	a. produce a variety of short, simple written texts in guided and unguided situations	

⋆⋆ Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

LC–2	**interpret and produce texts** (continued)	**GRADE 9**
	Students will be able to:	**NOTES:**
LC–2.6 visual interpretation	a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations	
LC–2.7 representation	a. explore various ways that meaning can be expressed through the visual elements in a variety of media	

LC–3	**apply knowledge of the sociocultural context**	**GRADE 9**
	Students will be able to:	**NOTES:**
LC–3.1 register	a. use suitable, simple formal language in a variety of contexts	
LC–3.2 idiomatic expressions	a. examine the role of idiomatic expressions in culture	
LC–3.3 variations in language	a. recognize other influences resulting in variations in language; e.g., technology-enabled communication forms such as text messages	
LC–3.4 social conventions	a. interpret the use of social conventions encountered in oral and written texts	
LC–3.5 nonverbal communication	a. recognize the impact of appropriate and inappropriate use of nonverbal behaviours	

LC–4 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 9**
LC–4.1 cohesion/ coherence	*Students will be able to:* a. use a variety of conventions to structure texts b. interpret and use references within texts	**NOTES:**
LC–4.2 text forms	a. use a variety of familiar, short text forms and media in their own productions	
LC–4.3 patterns of social interaction	a. combine simple social interaction patterns in a variety of situations	

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world		**GRADE 9**
GC–1.1 accessing/analyzing cultural knowledge	*Students will be able to:* a. compare and make connections among elements of the cultures of the Spanish-speaking world b. examine information researched about cultures in the Spanish-speaking world	**NOTES:**
GC–1.2 knowledge of the cultures of the Spanish-speaking world	a. explore and identify some elements of the cultures of the Spanish-speaking world; e.g., cultural values, attitudes and interests of people their own age in the cultures of the Spanish-speaking world	

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world (continued)

GRADE 9

GC–1.3 applying cultural knowledge	*Students will be able to:* a. interpret elements and cultural behaviours of Spanish-speaking cultures and relate these elements and behaviours to those of their own culture(s)	**NOTES:**
GC–1.4 diversity within the cultures of the Spanish-speaking world	a. identify different perspectives on diverse elements of the cultures of the Spanish-speaking world, and speculate on their origins	
GC–1.5 valuing the cultures of the Spanish-speaking world	a. examine their own perceptions of Spanish and the cultures of the Spanish-speaking world, including stereotypes b. examine common stereotypes about the Spanish-speaking world	

GC–2 affirming diversity

GRADE 9

GC–2.1 awareness of own language(s)	*Students will be able to:* a. compare and contrast variations in their own language(s) with those in the Spanish language	**NOTES:**
GC–2.2 general language knowledge	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure	

GC–2 affirming diversity (continued)		**GRADE 9**
	Students will be able to:	**NOTES:**
GC–2.3 awareness of own culture(s)	a. examine common stereotypes about their own culture(s) held by the Spanish-speaking world b. explore how cultural influences affect their understanding of their cultural identity	
GC–2.4 general cultural knowledge	a. recognize that different cultures may have different interpretations of texts, cultural practices or products	
GC–2.5 valuing diversity	a. acknowledge and appreciate the value of different perspectives	
GC–2.6 intercultural skills	a. recognize stereotypical thinking	

GC–3 personal and career opportunities		**GRADE 9**
	Students will be able to:	**NOTES:**
GC–3.1 the Spanish-speaking world and cultures	a. identify aspects of the literature of the cultures of the Spanish-speaking world that are of personal interest b. discuss careers that use knowledge of Spanish	
GC–3.2 cultural and linguistic diversity	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills b. reflect on aspects of different cultures that are of personal interest	

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning		**GRADE 9**
S–1.1 cognitive	*Students will be able to:* a. select and use a variety of cognitive strategies to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance language learning	
S–1.3 social/ affective	a. select and use a variety of social and affective strategies to enhance language learning	

S–2 language use		**GRADE 9**
S–2.1 interactive	*Students will be able to:* a. select and use a variety of interactive strategies	**NOTES:**
S–2.2 interpretive	a. select and use a variety of interpretive strategies	
S–2.3 productive	a. select and use a variety of productive strategies	

S–3 general learning		**GRADE 9**
S–3.1 cognitive	*Students will be able to:* a. select and use a variety of cognitive strategies to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning	
S–3.3 social/ affective	a. select and use a variety of social and affective strategies to enhance general learning	

Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed in this appendix are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

Los Adjectivos	**Adjectives**	**Los Adjectivos**	**Adjectives**
aburrido(a)	boring	difícil	difficult
alto(a)	tall, high	elegante	elegant
antipático(a)	disagreeable	exigente	demanding
atlético(a)	athletic	fuerte	strong
bajo(a)	short/low	inteligente	intelligent
bonito(a)	pretty	interesante	interesting
bueno(a)	good	joven	young
cómico(a)	funny	popular	popular
delgado(a)	slim	cansado	tired
desorganizado(a)	disorganized	contento	happy
feo(a)	ugly	delicioso	delicious
flaco(a)	skinny	emocionado	excited
generoso(a)	generous	furioso	furious
gordo(a)	fat	listo	ready
guapo(a)	good-looking	nervioso	nervous
mediano(a)	average	ocupado	busy
moreno(a)	dark-haired	preocupado	worried
organizado(a)	organized	rico	rich
pelirrojo(a)	red-headed	tranquilo	calm
pequeño(a)	small	triste	sad
romántico(a)	romantic	estudioso	studious
rubio(a)	blond	extrovertido	extroverted
serio(a)	serious	modesto	modest
simpático(a)	nice	precioso	precious
tímido(a)	shy	ideal	ideal
tonto(a)	foolish, silly	fantástico	fantastic
perfeccionista	perfectionist	fácil	easy
soltero(a)	single	regular	regular, okay, so so
divorciado(a)	divorced	caro	expensive
barato(a)	cheap/inexpensive	abierto	open
cerrado(a)	closed	frío	cold
caliente	hot	enorme	enormous
fabuloso(a)	fabulous	impresionante	impressive
lindo(a)	pretty	lento	slow

Los Adjectivos	**Adjectives**	**Los Adjectivos**	**Adjectives** (continued)
viejo(a)	old	sabroso(a)	tasty
débil	weak	rebajado(a)	reduced, discounted
perezoso(a)	lazy	loco(a)	crazy
enojado(a)	angry	tacaño(a)	stingy, cheap

Las Partes Del Cuerpo	**Body Parts**
el tobillo	ankle
el brazo	arm
la espalda	back
las nalgas	buttocks
la mejilla	cheek
el pecho	chest
el mentón, la barbilla	chin
la oreja	ear
el codo	elbow
la ceja	eyebrow
las pestañas	eyelashes
los ojos	eyes
el rostro, la cara	face
el dedo	finger
el estómago	stomach
la garganta	throat
la uña	fingernail
el pie	foot
la frente	forehead
el cabello, el pelo	hair
la mano	hand
la cabeza	head
el talón	heel
las caderas	hips
la rodilla	knee
la pierna	leg
los labios	lips
la boca	mouth
el cuello	neck

Las Partes Del Cuerpo	**Body Parts** (continued)
la nariz	nose
la espinilla	shin
el hombro	shoulder
los dientes	teeth
el pulgar	thumb
el dedo del pie	toe
el torso	torso
el tronco	trunk
la muñeca	wrist
La Ropa y Los Accesorios	**Clothing and Accessories**
la mochila	backpack
el bañador, el traje de baño	bathing suit
el cinturón	belt
la blusa	blouse
las botas	boots
la gorra	cap, hat
el abrigo	coat
la chaqueta	jacket, blazer
el vestido	dress
las gafas, los anteojos	glasses
el sombrero	hat
la bata	housecoat
los vaqueros, los jeans	jeans
los zapatos de deporte	sneakers, runners
la ropa de deporte	jogging suit
los manoplas, los guantes	mittens, gloves
la sudadera	sweatshirt
la talla	size
los pantalones	pants
el bolsillo	pocket
el monedero, la bolsa	purse
el pijama	pyjamas
la gabardine, el impermeable	raincoat
las sandalias	sandals
los accesorios, los complementos	accessories

La Ropa y Los Accesorios	**Clothing and Accessories** (continued)
la bufanda, el pañuelo, el fular	scarf
la camisa	shirt
los zapatos (deportivos)	(sports) shoes
los pantalones cortos	shorts
el traje de esquí	ski suit and tuque
la falda	skirt
las zapatillas (de casa)	slippers
los calcetines	socks
el traje	suit
el suéter, el jersey	sweater
la pollera, playera, camiseta	T-shirt
la corbata	tie
el paraguas	umbrella
la ropa interior	underwear
la cartera, la billetera	wallet
el reloj de pulsera	wristwatch
La Familia	**Family**
la tía	aunt
el hermano	brother
la prima	cousin (female)
el primo	cousin (male)
la hija	daughter
el papa, el padre	dad, father
la abuela	grandmother
el abuelo	grandfather
la mamá, la madre	mom, mother
la hermana	sister
el hijo	son
el tío	uncle
el/la esposo(a)	husband/wife
el/la sobrino(a)	nephew/niece
el/la nieto(a)	grandson/granddaughter
el/la hermanastrol(a)	stepbrother/stepsister
la madrastra	stepmother
el padrastro	stepfather
los padres/los papás	parents
el/la novio(a)	boyfriend/girlfriend

Los Alimentos	**Food**
la manzana	apple
la banana, el plátano	banana
el pan	bread
la mantequilla	butter
el pastel	cake
la zanahoria	carrot
el cereal	cereal
el queso	cheese
el pollo (frito)	(fried) chicken
el café	coffee
el maíz	corn
los postres	desserts
los huevos	eggs
el pescado	fish
las patatas fritas, las papas fritas	French fries
las frutas	fruits
las uvas	grapes
el jamón	ham
el helado	ice cream
la carne	meat
la leche	milk
la naranja	orange
el jugo de naranja	orange juice
el melocotón	peach
los guisantes, los chícharos	peas
la piña	pineapple
la patata, la papa	potato
las papitas fritas, las papas fritas	potato chips
la sal y la pimienta	salt and pepper
el bocadillo, el sandwich	sandwich
la salchicha	sausage
el filete, el bistec	steak
la fresa	strawberry
el té	tea
el tomate, el jitomate	tomato
las verduras	vegetables

Los Alimentos	**Food** (continued)
el agua	water
la limonada	lemonade
el bizcocho	sponge cake
la hamburguesa	hamburger
el melón	melon
un sandwich mixto, una sincronizada	grilled ham and cheese sandwich
la sopa	soup
la ensalada	salad
el gazpacho	gazpacho
El Viaje y el Turismo	**Travel and Tourism**
el alojamiento	lodging
el balnerario	spa, resort
el baño	bathroom
el bungalow	bungalow
el bar	bar, café
el café	coffee shop
la caja de seguridad	safe
la cama	bed
la cama de matrimonio	double bed
la cama de monja	single bed
el conserje	concierge/caretaker
la convencíon	convention
la cuenta	the bill
la disco, la discoteca	discothèque
el estacionamiento	parking
el gimnasio	gymnasium
la habitación	room, unit
la habitación sencilla	single room
la habitación doble	double room
la habitación triple	triple room
el hielo	ice
el hotel	hotel
el hotelero, la hotelera	hotel-keeper
el huésped, la huéspeda	guest, host
de lujo	deluxe
el motel	motel
la pensión	guesthouse, bed-and-breakfast
la piscina, la alberca	swimming pool

El Viaje y el Turismo	**Travel and Tourism** (continued)
el piso	floor
el piso bajo, la planta baja	ground floor
la posada	inn
la propina	tip
la reserva, la reservación	reservation
el restaurante	restaurant
el servicio de habitaciones, el servicio en cuarto	room service
el salón de convenciones	convention hall
la suite	suite
la tarifa	cost
la ubicación	location
la vista	view
la vista al mar	sea or ocean view
la maleta	suitcase
el centro historico	historic centre
el centro turístico	tourist centre
turibús	tour bus
tarde	late
temprano	early
cancelado	cancelled
demorado	delayed
volar	to fly
tomar un bús	to take a bus
pagar	to pay
hacer una reservación	to make a reservation
cancelar	to cancel
La Gente, El Trabajo y Los Profesiones	**People, Jobs and Professions**
el/la artista	artist, performer
el/la deportista	athlete
el/la carpintero(a)	carpenter
el/la cajero(a)	cashier
el/la medico(a)	doctor
el/la conductor(a)	driver
el/la maestro(a)	elementary teacher
el/la bombero(a)	firefighter
la/el enfermera(o)	nurse
el/la fontanero(a), el/la plomero(a)	plumber
el/la policia	police officer
el/la cartero(a)	letter carrier

La Gente, El Trabajo y Los Profesiones	**People, Jobs and Professions** (continued)
el/la dependiente	salesperson
el/la agricultor(a)	farmer
el/la autor(a), escritor(a)	writer
el/la cantante	singer
el/la cocinero(a)	chef
el/la fotógrafo(a)	photographer
el/la futbolista	soccer player
el/la gerente	manager
el/la músico(a)	musician
el/la programador(a)	computer programmer
el/la reportero(a), el/la periodista	reporter
el/la secretario(a)	secretary
el hombre/la mujer de negocios	businessman/woman
la recepcionista	receptionist
el/la tendero(a)	shop owner
el/la professor(a)	teacher
el/la camarero(a), le /la mesero(a)	waitress
el/la veterinario(a)	veterinarian
el/la abogado(a)	lawyer
el/la dentista	dentist
el actor/la actriz	actor/actress
el/la ingeniero(a)	engineer
Las Tiendas	**Shops and Stores**
el banco	bank
la oficina de correos	post office
la estación	station
el hotel	hotel
el departamento de caballeros/de mujeres de deportes de electrónica del hogar de la joyería de la perfumería de la zapatería	departments in a department store men's wear/women's wear sporting goods electronics home jewellery perfume shoes
la cafetería	coffee shop, snack bar
la carnicería	butcher shop
la cervecería	brewery, bar
la confitería	candy store
la dentistería	oral surgeon's office
la drogería/la farmacia	drugstore, pharmacy

Las Tiendas	**Shops and Stores** (continued)
la herrería	blacksmith’s shop
la ebanistería	cabinet shop
la ferretería	hardware store
la floristería, la florería	flower shop
la frutería	fruit shop
la heladería	ice-cream parlour
la joyería	jewellery shop
la jugetería	toy shop
la lavandería	laundry
la lechería	dairy
la lencería	linen shop, lingerie shop
la librería	bookstore
la mueblería	furniture store
la panadería	bakery
la papelería	stationery store
la pastelería	pastry shop
la peluquería	hairdresser’s shop, beauty shop, barbershop
la pescadería	seafood store
la perfumería	fragrance shop, perfume store
la pizzería	pizzeria, pizza parlour
la sastrería	tailor
la sombrerería	hat shop, hat factory
la tapicería	upholstery shop, furniture store
la tintotería	dry-cleaner’s shop
la verdulería, la verdurería	produce store, fruit and vegetable market
la zapatería	shoe store
el dinero	money
el cambio	change
el centro comercial	shopping mall
billetes	bills (money)
la moneda	coins
pagar	to pay
costar	to cost
querer	to want
En un Restaurante	**In a Restaurant**
el almuerzo	lunch
la carta	menu
la cuchara	spoon
la cuenta	bill
la propina	tip
el desayuno	breakfast

En un Restaurante	**In a Restaurant** (continued)
la cena	dinner
la copa	wine glass
los cubiertos	place setting
el cuchillo	knife
el platillo	saucer
el plato	plate
la servilleta	napkin
la taza	cup
el tenedor	fork
el vaso	glass
el sal	salt
el pan	bread
el refresco	soft drink, pop
el pimiento	pepper
la mostaza	mustard
la mesa	table
el(la) gerente	manager
el(la) mesero(a)	waiter, waitress
los entremeses, las tapas, las botanas	appetizers
Cocinar	**Cooking**
el pollo	chicken
la carne	meat
las verduras/los vegetales	vegetables
la fruta	fruit
la cebolla	onion
el líquido	liquid
el horno	oven
la estufa	stove
el refrigerador	refrigerator
el congelador	freezer
la cocina	kitchen
hornear	to bake
cortar	to cut
preparar	to prepare
limpiar	to clean
Los Medios de Transporte	**Modes of Transportation**
la bicicleta	bicycle
el auto, el coche	car
el avión	airplane

Los Medios de Transporte	**Modes of Transportation** (continued)
el camión	truck, bus (Mexico)
el carro	car, cart
la motocicleta	motorcycle
el tren	train
el autobús/bús	bus
la camioneta	van
a pie	on foot

Las Actividades	**Leisure Activities**
el béisbol	baseball
el baloncesto	basketball
damas	checkers
ajedrez	chess
coleccionar	to collect
hacer malabarismo	juggling
saltar a la comba	jump rope
jugar a las cartas	to play cards
jugar con juguetes	to play with toys
correr	to run
el fútbol	soccer
nadar/ la natación	to swim/swimming
el voleibol, el volibol	volleyball
el baile	dancing/the dance
la bicicleta	biking
la comida	food
el karate	karate
la película	film, movie
tocar el piano	to play the piano
el restaurante	restaurant
cocinar	to cook
la tele	television
el cine	theatre
un concierto de rock	rock concert
chatear	to chat
en linea	online
ir de compras	to go shopping
centro comercial	shopping mall
bailar	to dance
Internet	the Internet
la patineta/el monopatín	skateboard

Las Actividades	**Leisure Activities** (continued)
los videojuegos	video games
jugar	to play
la música	music
la computadora	computer
un deporte	a sport
sacar fotos	to take photos
hacer dibujos	to draw
hacer ejercicio	to exercise
tocar un instrumento	to play an instrument
escuchar música	to listen to music
charlar, platicar, chatear	to chat
el esquí	skiing
el golf	golf
la lucha libre	wrestling
el tenis	tennis
Los Partes Del Día	**Time of Day**
la mañana	morning
mediodía	noon
la tarde	afternoon, evening
la noche	night, nighttime
El Medio Ambiente	**The Environment**
la lluvia ácida	acid rain
el glacier	glacier
la inundación	flood
el terremoto	earthquake
el tornado	tornado
reciclar	to recycle
reducir	to reduce
reusar	to reuse
el papel	paper
el plástico	plastic
la espuma de poliestireno	Styrofoam
el vertedero	landfill
el árbol	tree
la selva	rain forest
la deforestación	deforestation
la contaminación	pollution

El Tiempo	Weather
Hace frío.	It is cold.
Hace calor.	It is hot.
Está lloviendo.	It is raining.
Está nevando.	It is snowing.
Hace sol.	It is sunny.
Hace mucho frío.	It is very cold.
Hace mucho calor.	It is very hot.
Hace viento.	It is windy.
Está tronando.	It is thundering.
Está nublado.	It is cloudy/foggy.
Hace muy buen tiempo.	The weather is very nice.
Hace mal tiempo.	The weather is not nice.

Los Verbos	Verbs
pedir (algo)	to ask (for something)
preguntar	to ask (a question)
estar	to be
ser	to be
comprar	to buy
llamar	to call/to beckon
elegir	to choose
cerrar	to close
contar	to count/to tell
gritar	to scream
buscar	to look for
llorar	to cry
cortar	to cut
bailar	to dance
hacer	to do, to make
dibujar	to draw
beber, tomar	to drink
comer	to eat
entrar en (p.e. una habitación)	to enter (i.e., a room)
caer	to fall
encontrar	to find
dar	to give
ir	to go
bajar (p.e. escaleras)	to go down (i.e., stairs)

Los Verbos	**Verbs** (continued)
salir (p.e. de una habitación)	to go out (i.e., of a room)
subir (p.e. escaleras)	to go up (i.e., stairs)
saltar	to jump
aprender	to learn
gustar, amar a alguien o algo	to like, love someone, something
escuchar	to listen to
mirar	to look at
mirar (p.e. la TV)	to look at, watch (i.e., TV)
amar	to love
abrir	to open
jugar	to play
tocar	to play (an instrument), to touch
practicar	to practise
poner o colocar algo (libro en la estantería)	to put or place something (book on a shelf)
poner	to put, to lay
leer	to read
correr	to run
cantar	to sing
tomar	to take, to drink
estudiar	to study
nadar	to swim
hablar	to talk, speak
pensar	to think
caminar, pasear	to walk
llevar (una prenda, un sombrero)	to carry, to take to wear (clothing—hat, etc.)
trabajar	to work
escribir	to write
tener	to have
tener que	to have to
alquilar/rentar	to rent
calificar	to grade
esperar	to hope for, to wait
hablar (por télefono)	to speak on the telephone
hacer la tarea	to do homework
limpiar	to clean

Los Verbos	**Verbs** (continued)
participar	to participate
preparar	to prepare
ver	to see
conocer	to be acquainted with, to know
querer	to want
venir	to come
costar	to cost
tener hambre	to be hungry
tener sed	to be thirsty
decider	to decide
pedir	to ask for
desear	to desire, want
traer	to bring
asistir	to attend
Verbos Reflexivos	**Reflexive Verbs**
acostarse	to go to bed
afeitarse	to shave
arreglarse	to get ready
bañarse	to take a bath
cepillarse	to brush
descansarse	to rest
despertarse	to wake up
divertirse	to have a good time, to have fun
dormirse	to fall asleep
irse	to go
lavarse	to wash oneself
levantarse	to get up/to arise
peinarse	to comb
pintarse	to put on make-up
ponerse	to put on (clothes)
quitarse	to take off (clothes)
sentarse	to sit down
vestirse	to get dressed
quedarse	to remain, to stay
casarse	to get married

Verbos Reflexivos	**Reflexive Verbs** (continued)
reunirse	to meet
despedirse	to say goodbye
portarse/comportarse	to behave
acordarse de	to remember
reír(se)	to laugh
sentirse	to feel
quemarse	to burn oneself
Preposiciones y Conjunciones	**Prepositions and Conjunctions**
a la derecha	to the right of
a la izquierda	to the left of
al lado de	beside
detrás de	behind
enfrente de, delante de	in front of
cerca de	near to
entre	between
lejos de	far from
debajo de	underneath
encima de	on top of, above
sobre	on, over
en	in
y	and
con	with
por, para	by, for

English words borrowed from Spanish and Latin American Native peoples

- adios (from adiós)
- adobe
- aficionado
- albino
- alcove (from Spanish alcoba, originally Arabic al-qubba)
- alfalfa (originally Arabic al-fasfasah; many other English words beginning with "al" were originally Arabic, and many may have had a Spanish-language connection in becoming English)
- alligator (from el lagarto, "the lizard")
- alpaca (animal similar to a llama, from Aymara allpaca)
- armada
- armadillo (literally, "the little armed one")
- arroyo (English regionalism for "stream")
- avocado (originally a Nahuatl word, ahuacatl)
- banana (word, originally of African origin, entered English via either Spanish or Portuguese)
- bandoleer (type of belt, from bandolera)
- barbecue (from barbacoa, a word of Caribbean origin)
- barracuda
- bizarre (some sources, not all, say this word came from the Spanish bizarro)
- bonanza (although the Spanish bonanza can be used synonymously with the English cognate, it more often means "calm seas" or "fair weather")
- booby (from bobo, meaning "silly" or "selfish")
- bravo (from either Italian or Old Spanish)
- bronco (means "wild" or "rough" in Spanish)
- buckaroo (possibly from vaquero, "cowboy")
- bunco (probably from banco, "bank")
- burrito (literally "little donkey")
- burro
- cafeteria (from cafetería)
- caldera (geological term)
- canary (Old Spanish canario entered English by way of French canarie)
- canasta (the Spanish word means "basket")
- cannibal (originally of Caribbean origin)
- canoe (the word was originally Caribbean)
- canyon (from cañon)
- cargo (from cargar, "to load")
- castanet (from castañeta)
- chaparral (from chaparro, an evergreen oak)
- chaps (from Mexican Spanish chaparreras)
- chihuahua (dog breed named after Mexican city and state)
- chile relleno (Mexican/Spanish food)
- chili (from chile, derived from Nahuatl chilli)
- chili con carne (con carne means "with meat")
- chocolate (originally xocolatl, from Nahuatl, an indigenous Mexican language)
- churro (Mexican food)
- cigar, cigarette (from cigarro)
- cilantro
- cinch (from cincho, "belt")

- cockroach (two English words, “cock” and “roach,” were combined to form “cockroach”; it is believed, but isn’t certain, that the words were chosen because of their similarity to the Spanish cucaracha)
- coco (type of tree, from icaco, originally Arawak ikaku from the Caribbean)
- comrade (from camarada, “roommate”)
- condor (originally from Quechua, an indigenous South American language)
- conquistador
- corral
- coyote (from the Nahuatl coyotl)
- creole (from criollo)
- criollo (English term refers to someone indigenous to South America; Spanish term originally referred to anyone from a particular locality)
- dago (offensive ethnic term comes from Diego)
- dengue (Spanish imported the word from Swahili)
- desperado
- dorado (type of fish)
- El Niño (weather pattern, means “The Child” because of its appearance around Christmas)
- embargo (from embargar, to bar)
- enchilada (participle of enchilar, “to season with chili”)
- fajita (diminutive of faja, a belt or sash, probably so named due to strips of meat)
- fiesta (in Spanish, it can mean a party, a celebration, a feast — or a fiesta)
- filibuster (from filibustero, derived from Dutch vrijbuiter, “pirate”)
- flan (a type of custard)
- flauta (a fried, rolled tortilla)
- flotilla
- frijol (English regionalism for a bean)
- galleon (from Spanish galeón)
- garbanzo (type of bean)
- guacamole (originally from Nahuatl ahuacam, “avocado,” and molli, “sauce”)
- guerrilla (in Spanish, the word refers to a small fighting force; a guerrilla fighter is a guerrillero)
- habanero (a type of pepper; in Spanish, the word refers to something from Havana)
- hacienda (in Spanish, the initial h is silent)
- hammock (from jamaca, a Caribbean Spanish word)
- hoosegow (slang term for a jail comes from Spanish juzgado, participle of juzgar, “to judge”)
- huarache (type of sandal)
- hurricane (from huracán, originally an indigenous Caribbean word)
- iguana (originally from Arawak and Carib iwana)
- incommunicado
- jaguar (from Spanish and Portuguese, originally from Guarani yaguar)
- jalapeño
- jerky (the word for dried meet comes from charqui, which in turn came from the Quechua ch'arki)
- jicama (originally from Nahuatl)
- key (the word for a small island comes from the Spanish cayo, possibly of Caribbean origin)
- lariat (from la reata, “the lasso”)
- lasso (from lazo)
- llama (originally from Quechua)
- machete
- machismo
- macho (macho usually means simply “male” in Spanish)
- maize (from maíz, originally from Arawak mahíz)
- manatee (from manatí, originally from Carib)

- mano a mano (literally, "hand-to-hand")
- margarita (from a woman's name meaning "daisy")
- mariachi (mariachi)
- matador (literally, "killer")
- menudo (Mexican food)
- mesa (in Spanish it means "table," but it also can mean "table land," the English meaning)
- mesquite (tree name originally from Nahuatl mizquitl)
- mestizo
- mole (unfortunately, the name for this delightful chocolate-chili dish is sometimes misspelled as "molé" in English in an attempt to prevent mispronunciation)
- mosquito
- mulatto (from mulato)
- mustang (from mestengo, "stray")
- nacho
- nada
- nopal (type of cactus, from Nahuatl nohpalli)
- ocelot (originally Nahuatl oceletl; the word was adopted into Spanish and then French before becoming an English word)
- olé (in Spanish, the exclamation can be used in places other than bullfights)
- oregano (from orégano)
- paella (a savory Spanish rice dish)
- palomino (originally meant a white dove in Spanish)
- papaya (originally Arawak)
- patio (in Spanish, the word most often refers to a courtyard)
- peccadillo (from pecadillo, diminutive of pecado, "sin")
- peso (although in Spanish a peso is also a monetary unit, it more generally means a weight)
- peyote (originally Nahuatl peyotl)
- picaresque (from picaresco)
- pickaninny (offensive term, from pequeño, "small")
- pimento (Spanish pimiento)
- piña colada (literally meaning "strained pineapple")
- piñata
- pinole (a meal made of grain and beans; originally Nahuatl pinolli)
- piñon (type of pine tree, sometimes spelled "pinyon")
- pinta (tropical skin disease)
- pinto (Spanish for "spotted" or "painted")
- plantain (from plátano or plántano)
- plaza
- poncho (Spanish adopted the word from Araucanian, an indigenous South American language)
- potato (from batata, a word of Caribbean origin)
- pronto (from an adjective or adverb meaning "quick" or "quickly")
- pueblo (in Spanish, the word can mean simply "people")
- puma (originally from Quechua)
- punctilio (from puntillo, "little point," or possibly from Italian puntiglio)
- quadroon (from cuaterón)
- quesadilla
- quirt (type of riding whip, comes from Spanish cuarta)
- ranch (rancho often means "ranch" in Mexican Spanish, but it can also mean a settlement, camp or meal rations)
- remuda (regionalism for a relay of horses)
- renegade (from renegado)

- rodeo
- rumba (from rumbo, originally referring to the course of a ship and, by extension, the revelry aboard)
- salsa (in Spanish, almost any kind of a sauce or gravy can be referred to as salsa)
- sarsaparilla (from zarza, “bramble,” and parilla, “small vine”)
- sassafras (from sasafrás)
- savanna (from obsolete Spanish çavana, originally Taino zabana, “grassland,” sabana in modern Spanish)
- savvy (from sabe, a form of the verb saber, “to know”)
- serape (Mexican blanket)
- serrano (type of pepper)
- shack (possibly from Mexican Spanish jacal, from the Nahuatl xcalli, “adobe hut”)
- siesta
- silo
- sombrero (in Spanish, the word, which is derived from sombra, “shade,” can mean almost any kind of hat, not just the traditional broad-rimmed Mexican hat)
- spaniel (ultimately from hispania, the same root that gave us the words “Spain” and español)
- stampede (from estampida)
- stevedore (from estibador, one who stows or packs things)
- stockade (from a French derivation of the Spanish estacada, “fence” or “stockade”)
- taco (in Spanish, a taco can refer to a stopper, plug or wad; in other words, a taco originally meant a wad of food; in Mexico, the variety of tacos is almost endless, far more varied than the beef, lettuce and cheese combination of American fast food)
- tamale (the Spanish singular for this Mexican dish is tamal; the English comes from an erroneous backformation of the Spanish plural, tamales)
- tamarillo (type of tree, derived from tomatillo, a small tomato)
- tango
- tejano (type of music)
- tomatillo
- tomato (from tomate, derived from Nahuatl tomatl)
- toreador
- tornado (from tronada, “thunderstorm”)
- tortilla (in Spanish, an omelet often is a tortilla)
- tuna (from atún)
- vamoose (from vamos, a form of “to go”)
- vanilla (from vainilla)
- vaquero (English regionalism for a cowboy)
- vicuña (animal similar to a llama, from Quechua wikuña)
- vigilante (from adjective for “vigilant”)
- vinegarroon (from vinagrón)
- wrangler (some sources say this word is derived from Mexican Spanish caballerango, one who grooms horses, while other sources say the word comes from German)
- yucca (from yuca, originally a Caribbean word)
- zapateado (a type of dance emphasizing movement of the heels)

Classroom Commands

Spanish Singular	English Singular	Spanish Plural	English Plural
Ven aquí.	Come here.	Vengan aquí.	Come here.
Mira el pizarrón/la pizarra.	Look at the blackboard.	Miren el pizarrón/la pizarra.	Look at the blackboard.
Levanta la mano.	Raise your hand.	Levanten las manos.	Raise your hands.
Baja la mano.	Lower your hand.	Bajen las manos.	Lower your hands.
Abre tu libro.	Open your book.	Abran sus libros.	Open your books.
Escribe tu nombre.	Write your name.	Escriban sus nombres.	Write your names.
Haz un dibujo.	Make a drawing.	Hagan un dibujo.	Make a drawing.
Cierra tu libro.	Close your book.	Cierren sus libros.	Close your books.
Saca tu libro.	Take your book out.	Saquen sus libros.	Take out your books.
Levántate.	Stand up.	Levántense.	Stand up.
Siéntate.	Sit down.	Siéntense.	Sit down.
Escucha.	Listen.	Escuchen.	Listen.
Pasa la página.	Turn the page.	Pasen las páginas.	Turn the pages.
Forma una fila.	Line up.	Formen una fila.	Line up.
Limpia tu pupitre.	Clean up your desk.	Limpien sus pupitres.	Clean up your desks.
Limpia el piso (suelo).	Clean the floor.	Limpien el piso (suelo).	Clean the floor.
Párate.	Stop.	Párense.	Stop.

Classroom Expressions

Los frases	Phrases
¿Permítame ir al baño, por favor?	May I go to the bathroom?
¿Permítame ir a tomar agua, por favor?	May I go get a drink of water?
¿Permítame sacar punta a mí lápiz?	May I sharpen my pencil?
Busca la página número ______.	Look for page number ______.
Busquen las páginas números ____.	Look for page numbers _____.
Con permiso/Disculpe.	Excuse me.
¿Cómo se dice ________ en español?	How do you say _________ in Spanish?
¿ Cómo se escribe _________?	How do you write _________?
Lo siento/Disculpe.	I am sorry.
Perdón.	Pardon me.
No lo sé.	I don't know (it).
No recuerdo./No me acuerdo.	I don't remember.
No comprendo./No entiendo.	I don't understand.
Tengo un problema.	I have a problem.
Necesito _______. (e.g., ayuda, algo)	I need _______. (e.g., help, something)
¿Puedo interrumpir?	May I interrupt?
Repita, por favor.	Repeat that, please.
Despacio, por favor.	Slow down, please.
¿Qué necesitas?	What do you need?
¿Qué quiere decir _______?	What does __________ mean?
¿Puedo ir al baño, por favor?	Can I go to the bathroom?
¿Puedo ir a tomar agua, por favor?	Can I get a drink of water?
¿Puedo sacar punta a mí lápiz?	Can I sharpen my pencil?
Se me olvido.	I forgot.

Idioms

Cantar de plano.	(To sing clearly.) To spill the beans.
Venir con músicas (cuentos). (e.g., ¡No me vengas con cuentos!)	(To come with music.) To tell tall tales.
Un viento del mil demonios.	(A wind of a thousand demons.) A howling gale.
Parecerse como dos gotas de agua.	(To look like two drops of water.) To be like two peas in a pod.
Estar entre dos aguas.	(To be between two waters.) To be undecided.
El mundo es un pañuelo.	(The world is a handkerchief.) It's a small world.
Todo va viento en popa.	(Everything goes wind at the stern.) All is going well/sailing smoothly.
Estar en las nubes.	(To be in the clouds.) To be daydreaming.
Tener el toro por los cuernos.	(To have the bull by the horns.) To take the bull by the horns.
Estar entre la espada y la pared.	(To be between the sword and the wall.) To be caught between a rock and a hard place.
Tener la sartén por el mango.	(To have the frying pan by the handle.) To run the show.
Caer chuzos (de punta).	(To rain sharp-pointed spears.) To rain cats and dogs.

Idioms (continued)

Ir al grano.	(To go to the seed.) To get to the point.
Poner toda la carne en el asador.	(To put all the meat on the spit.) To put all your eggs in one basket.
Tomarle el pelo a uno. No me tomes el pelo.	(To pull someone’s hair.) Don’t pull my leg.
Cuando las ranas críen pelo.	(When frogs grow hair.) When pigs fly.
Acostarse con las gallinas.	(To go to bed with the hens.) To go to bed very early.

Proverbs

Haz lo que yo digo y no lo que yo hago.	(Do what I say and not what I do.) Do as I say, not as I do.
A lo hecho, pecho.	What’s done is done.
De tal palo, tal astilla.	(From such wood, such splinters.) Like father, like son.
Nunca es tarde para aprender.	(It’s never too late to learn.) You’re never too old to learn.
El saber no ocupa lugar.	(Knowledge does not occupy space.) Knowledge is power.
A mal tiempo buena cara.	(To bad weather, good face.) Keep your chin up.

Proverbs (continued)

Donde una puerta se cierra, una ventana se abre.	(Where one door closes, another one opens.) When one door shuts, another opens.
Más vale tarde que nunca.	(Later is more valuable than never.) Better late than never.
Del dicho al hecho hay largo trecho.	(From said to done there is a long way.) Easier said than done.
La mejor medicina es la buena comida.	(The best medicine is a good food.) An apple a day keeps the doctor away.
Al que madruga Dios le ayuda.	(God helps the one who gets up early.) The early bird catches the worm.

Appendix C: Planning Tools

Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- ☐ Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- ☐ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- ☐ Decide how students will apply their learning.
- ☐ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- ☐ Present and support key concepts and instructions by using demonstration, oral and written steps and exemplars of completed assignments.
- ☐ Break down assignments or tasks into smaller, more manageable parts.
- ☐ Give clear, concrete instructions and:
  - ___ provide a visual reference of the sequence of key steps in completing the assignment
  - ___ provide a checklist of assignment parts for students to mark as tasks are completed
  - ___ support written instructions with picture prompts, or highlight directions using a colour-coding system
  - ___ record directions or lectures for playback
  - ___ repeat instructions
  - ___ have students recall instructions in sequence.
- ☐ Model and demonstrate to promote understanding of directions.
- ☐ Check in with students regularly to check their understanding of the task and to provide feedback and clarification on specific aspects of the assignment.
- ☐ Highlight key points of the lesson orally and visually.
- ☐ Select extension activities that will reinforce and extend learning.
- ☐ Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- ☐ Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- ☐ Consider how the activity has been designed to motivate and engage student interest.
- ☐ Determine how to present an overview of the learning activity.
- ☐ Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- ☐ Build in opportunities for students to make connections between what they know and what they are learning.

Instructional Planning Guide: Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).

Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- ☐ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

⦿ Learning Environment

Consider the classroom environment and individual student work spaces.

- ☐ Provide a quiet work station like a study carrel in a corner of the classroom.
- ☐ Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- ☐ Partner students with a peer for support and guidance.

⦿ Resources

Decide on the resources that will be used for the learning activity, including oral, print and multimedia texts and community resources.

- ☐ Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- ☐ Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- ☐ Rewrite materials at a lower reading level.
- ☐ Provide a graphic organizer for note taking; e.g., cloze style.
- ☐ Highlight passages of text.
- ☐ Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- ☐ Identify Web-based supports; e.g., simulations.

Ensure that students have the assistive tools and devices to support their learning styles or needs; for example:

___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
___ a copy of the lecture notes
___ enlarged or reduced text
___ scribe
___ audio recordings
___ picture prompts
___ manipulatives
___ overlays
___ computers

⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

☐ Provide assessment options for students to "show what they know."

Make necessary preparations for alternative testing procedures, resources and materials.

☐ Does the student need:
  ___ an audio recording of the test
  ___ a scribe to write down his or her ideas or answers
  ___ the test questions read aloud
  ___ a time extension
  ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize them for spelling errors or missed punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

☐ Emphasize the quality of work and perseverance rather than emphasizing quantity.

Provide opportunities for student self-reflection and self-evaluation.

☐ Consider necessary alternative assessment options to accommodate different learning styles, interests or strengths.
☐ Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Time Line

Record important assignments and text due dates on a master calendar and have students write these dates in their agendas.

☐ Show students how to plan for longer assignments by using a calendar.
☐ Show students how to study for an upcoming test.
☐ Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

☐ Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
☐ Prepare an assignment summary with task increments and a time line to guide students' completion of the assignment. Provide time warnings for task completion.
☐ Extend deadlines for those students who require more time to complete assignments.

Year Plan

Grade(s): ___________ **School Year:** ______________ **Teacher(s):** ___________________________

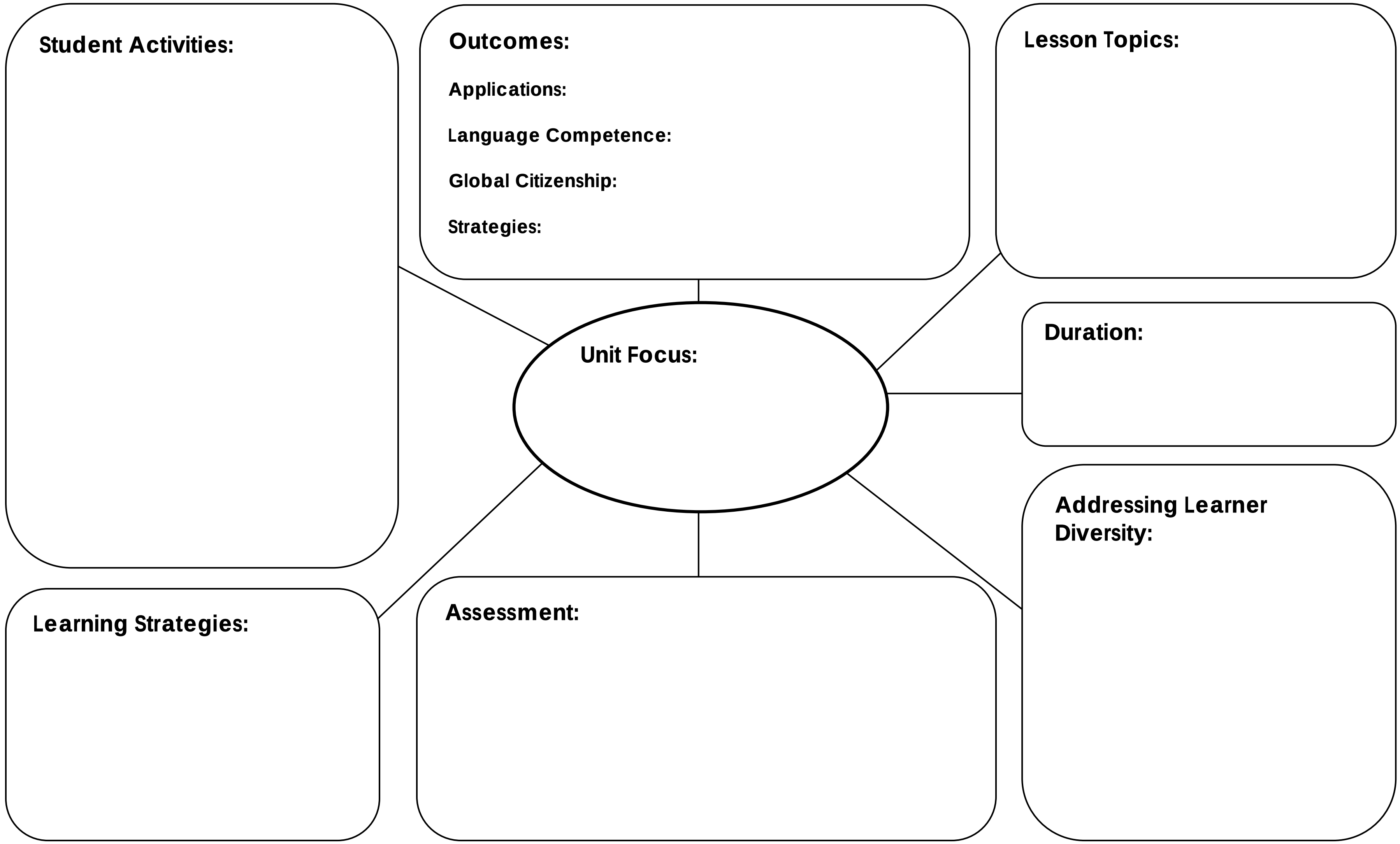
	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Year Plan

Grade(s): ___________ **School Year:** ______________ **Teacher(s):** ___________________________

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Unit Plan Overview



Student Activities:

Outcomes:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Lesson Topics:

Unit Focus:

Duration:

Addressing Learner Diversity:

Learning Strategies:

Assessment:

Unit Plan A

Grade(s): ______ **Unit Focus:** __________________________ **Teacher(s):** ______________________

Outcomes:

✦ **Applications**

✦ **Language Competence**

✦ **Global Citizenship**

✦ **Strategies**

Possible Student Learning Strategies:

Teaching and Learning Activities:

Resources:	Planning for Diversity:	Assessment and Evaluation:

Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

Unit Plan C

Title:

Time line:

General outcome:

Specific outcomes

Learning strategies and activities

Getting ready activities
(Strategies for activating and assessing prior knowledge, and creating interest in new unit)

Assessment strategies and activities

Enrichment strategies

Resources

Home/school/community connections

Cross-curricular connections

Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Possible Student Learning Strategies:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

Lesson Plan B

Lesson Title: ____

Date: ______________________ **Class:** ______________________

Outcomes ✦ Applications ✦ Language Competence ✦ Global Citizenship ✦ Strategies **Possible Student Learning Strategies:**	**Lesson Description**	
Differentiation of Instruction ☐ yes ☐ not necessary If yes, description:	**Assessment**	**Materials**

How “Listener-friendly” Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	**Not Yet**
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	○	○
• I communicate clearly what my expectations of the students are during the class.	○	○
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	○	○
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	○	○
• I use cue words and phrases to signal important information; e.g., In summary …, Note the following …, Pay attention to …, Record this important fact …, This is important …, Listen carefully.	○	○
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	○	○
• I highlight important information by using bold, italics and different coloured text.	○	○
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	○	○
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	○	○
• I repeat important ideas and concepts by rephrasing and using multiple examples.	○	○
• I write important ideas, key concepts and vocabulary on the board or on an overhead transparency.	○	○
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	○	○
• I provide examples and non-examples of concepts.	○	○
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	○	○
• I provide students with opportunities to discuss concepts with a partner or small group.	○	○
• I provide students with opportunities to work with and/or practise new skills and concepts.	○	○
• I allow time for reflection at the end of the class; e.g., time for students to review important ideas, summarize, ask questions, self-evaluate.	○	○
• I briefly review the important concepts at the end of the class and preview what will be happening in the next class.	○	○

Adapted from Anne Price, “Listen Up” handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

Examples of General Accommodations

Methods of Instruction

- ☐ Vary amount of material to be learned.
- ☐ Vary amount of material to be practised.
- ☐ Vary time for practice activities.
- ☐ Use advanced organizers.
- ☐ Cue student to stay on task; e.g., private signal.
- ☐ Facilitate student cueing (student providing cues to the teacher).
- ☐ Repeat directions or have student repeat directions.
- ☐ Shorten directions.
- ☐ Pair written instructions with oral instructions.
- ☐ Use computer-assisted instruction.
- ☐ Use visual aids in lesson presentation.

Other _______________

Task/Response

- ☐ Reduce or substitute required assignments.
- ☐ Adjust level of in-class assignments to academic level.
- ☐ Break long-term assignments into shorter tasks.
- ☐ Adjust amount of copying.
- ☐ Use strategies to enhance recall; e.g., cues, cloze.

Task/Response (cont'd)

- ☐ Provide student with a copy of notes.
- ☐ Accept dictated or parent-assisted homework assignments.
- ☐ Provide extra assignment time.
- ☐ Permit student to print.
- ☐ Provide a student buddy for reading.

Other _______________

Materials

- ☐ Modify text materials (add, adapt or substitute).
- ☐ Make materials self-correcting.
- ☐ Highlight important concepts and information and/or passages.
- ☐ Use a desktop easel or slant board to raise reading materials.
- ☐ Prepare recordings of reading/textbook materials.
- ☐ Provide an extra textbook for home use.
- ☐ Allow use of personal word lists, cue cards.
- ☐ Increase use of pictures, diagrams, concrete manipulators.
- ☐ Break materials into smaller task units.

Materials (cont'd)

- ☐ Increase print size in photocopying.
- ☐ Use daily homework assignment book.

Other _______________

Organization for Instruction

The student works best:

- ☐ in large group instruction
- ☐ in small group instruction
- ☐ when placed beside an independent learner
- ☐ with individual instruction
- ☐ with peer tutoring
- ☐ with cross-aged tutoring
- ☐ using independent self-instructional materials
- ☐ in learning centres
- ☐ with preferential seating
- ☐ with allowances for mobility
- ☐ in a quiet space within the classroom.

Other _______________

Reinforcement Systems

- ☐ Provide immediate reinforcement.
- ☐ Give verbal praise for positive behaviour.
- ☐ Use tangible reinforcers.
- ☐ Send notes home.
- ☐ Complete progress charts.

Reinforcement Systems (cont'd)

- ☐ Allow special activities.
- ☐ Instruct student in self-monitoring; e.g., following directions, raising hand to talk.

Other _______________

Assessment and Testing

- ☐ Adjust the test appearance; e.g., margins, spacing.
- ☐ Adjust the test design (T/F, multiple choice, matching).
- ☐ Adjust to recall with cues, cloze, word lists.
- ☐ Vary test administration (group/individual, open book, make-up tests).
- ☐ Audio record test questions.
- ☐ Select items specific to ability levels.
- ☐ Vary amount to be tested.
- ☐ Give extra test time.
- ☐ Adjust readability of test.
- ☐ Allow recorded reports for essays and/or long answers.
- ☐ Read test questions.
- ☐ Allow use of a scribe or a reader.
- ☐ Allow oral examinations.

Other _______________

Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
☐ Use less difficult/alternative reading material. ☐ Reduce amount of reading required. ☐ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ☐ Set time limits for specific task completion. ☐ Enlarge text of worksheets and reading material. ☐ Extend time to complete tests and assignments. ☐ Use large print editions of tests. ☐ Read test items aloud to student. ☐ Read standard directions several times at start of exam. ☐ Audio-record directions. ☐ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).	☐ Reduce volume of work. ☐ Break long-term assignments into manageable tasks. ☐ Extend time for completing assignments. ☐ Offer alternative assignments. ☐ Allow student to work on homework while at school. ☐ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ☐ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing). ☐ Waive spelling, punctuation and paragraphing requirements. ☐ Accept keyword responses instead of complete sentences. ☐ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).	☐ Provide alternative seating: — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. ☐ Provide additional or personal work space (quiet area for study, extra seat or table, study carrels). ☐ Permit movement during class activities and testing sessions. ☐ Provide directions in written form: — on board — on worksheets — copied in assignment book by student. ☐ Set time limits for specific task completion. ☐ Extend time to complete tests and assignments. ☐ Allow student to take breaks during tests. ☐ Use multiple testing sessions for longer tests. ☐ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. ☐ Provide cues, e.g., arrows, stop signs, on worksheets and tests. ☐ Provide a quiet, distraction-free area for testing. ☐ Allow student to wear noise buffer device such as headphones to screen out distracting sounds. ☐ Provide checklists for long, detailed assignments.	☐ Provide a written outline. ☐ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ☐ Provide a specific process for turning in completed assignments. ☐ Provide checklists for long, detailed assignments. ☐ Read and discuss standard directions several times at start of examination. ☐ Provide cues, e.g., arrows, stop signs, on worksheets and tests. ☐ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).	☐ Use assistive and adaptive devices: — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. ☐ Set realistic and mutually agreed-upon expectations for neatness. ☐ Reduce or eliminate the need to copy from a text or board; e.g., — provide copies of notes — permit student to photocopy a peer's notes — provide carbon/NCR paper to a peer to copy notes. ☐ Extend time to complete tests and assignments. ☐ Alter the size, shape or location of the space provided for answers. ☐ Accept keyword responses instead of complete sentences. ☐ Allow student to type answers or to answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:
- ☐ allowing extended time
- ☐ allowing breaks during the test
- ☐ reducing the number of questions
- ☐ breaking a test into parts and administering them at separate times
- ☐ providing an audio recorded test and making students aware that they may listen to part or all of the recording more than once
- ☐ providing a reader or a scribe
- ☐ providing an opportunity to record answers
- ☐ providing more detailed instructions and confirming the student's understanding of the test process
- ☐ administering the test in a small-group setting or to an individual student
- ☐ administering the test in a separate room, free from distractions
- ☐ providing noise buffers; e.g., headphones
- ☐ adjusting the test appearance; e.g., margins, spacing
- ☐ adjusting the test design (true/false, multiple choice, matching)
- ☐ adjusting the readability of the test
- ☐ allowing alternative formats, such as webs or key points in place of essays or long answers
- ☐ reading test questions
- ☐ allowing oral examinations
- ☐ allowing students to practise taking similar test questions.

Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other "how to" texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- storytelling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

Alternative Learning Activities Menu

Name: _______________________________ **Date:** ___________________

Complete three activities to create a horizontal, vertical or diagonal line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _______________

I agree to complete all three activities by __________________________________ (Date)

DEMONSTRATE	**PLAN**	**INTERVIEW**
RESEARCH	**YOUR IDEA**	**SURVEY**
DISPLAY	**CREATE**	**EVALUATE**

Sample Independent Study Agreement

Name:	**Grade:**	**Date:**

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_______ I will complete all alternative learning activities in my Independent Study Agreement by ______________________________ (date).

_______ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_______ I will participate in whole-class activities as the teacher assigns them.

_______ I will keep a daily log of my progress in my Learning Log.

_______ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

Working Conditions

_______ I will check in with the teacher at the beginning and end of each class period.

_______ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_______ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: ____

Teacher's Signature: ____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

☐ listen attentively
☐ learn poems or lyrics, incorporating new vocabulary or sentence patterns
☐ memorize new words by repeating them silently or aloud
☐ seek the precise term to express meaning
☐ repeat words or phrases in the course of performing a language task
☐ make personal dictionaries or maintain a language learning journal
☐ experiment with various elements of the language
☐ use mental images to remember new information
☐ group together sets of things—vocabulary, structures—with similar characteristics
☐ identify similarities and differences between aspects of Spanish and your own language(s)
☐ look for patterns and relationships
☐ use previously acquired knowledge to facilitate a learning task
☐ associate new words or expressions with familiar ones
☐ find information, using reference materials such as dictionaries, textbooks and grammars
☐ use available technological aids that support language learning
☐ use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
☐ place new words or expressions in a context to make them easier to remember
☐ use induction to generate rules governing language use
☐ seek opportunities outside of class to practise and observe
☐ perceive and note down unknown words and expressions, noting also their context and function

Metacognitive Language Learning Strategies

☐ check copied writing for accuracy
☐ make choices about how you learn
☐ rehearse or role-play language
☐ decide in advance to attend to the learning task
☐ reflect on learning tasks with the guidance of the teacher
☐ make a plan in advance about how to approach a language learning task
☐ reflect on the listening, speaking, reading and writing process
☐ decide in advance to attend to specific aspects of input
☐ listen or read for key words
☐ evaluate your performance or comprehension at the end of a task
☐ experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
☐ be aware of the potential of learning through direct exposure to the language
☐ know how strategies may enable coping with texts containing unknown elements

☐ identify problems that might hinder successful completion of a task, and seek solutions
☐ monitor your speech and writing to check for persistent errors
☐ be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

☐ initiate or maintain interaction with others
☐ participate in shared reading experiences
☐ reread familiar self-chosen texts to enhance understanding and enjoyment
☐ work cooperatively with peers in small groups
☐ understand that making mistakes is a natural part of language learning
☐ experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
☐ participate actively in brainstorming and conferencing as prewriting and postwriting exercises
☐ be willing to take risks and to try unfamiliar tasks and approaches
☐ repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
☐ find ways to overcome/reduce anxiety
☐ work with others to solve problems and get feedback on tasks
☐ provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

☐ interpret and use a variety of nonverbal cues to communicate
☐ indicate lack of understanding of Spanish text/expressions through questioning in Spanish
☐ ask for clarification or repetition when you do not understand
☐ use other speakers' words in subsequent conversations
☐ assess feedback from a conversation partner to recognize when a message has not been understood
☐ start again, using a different tactic, when communication breaks down
☐ use a simple word similar to the concept to convey, and invite correction
☐ invite others into the discussion
☐ ask for confirmation that a form used is correct
☐ use circumlocution to compensate for lack of vocabulary
☐ repeat part of what someone has said to confirm mutual understanding
☐ summarize the point reached in a discussion to help focus the talk
☐ ask follow-up questions to check for understanding
☐ use suitable phrases to intervene in a discussion; e.g., *Hablando de …/Perdón, pero …*
☐ self-correct if errors lead to misunderstandings; e.g., *Quiero decir que …, mejor dicho …, o sea …*

Interpretive Language Use Strategies

☐ use gestures, intonation and visual supports to aid comprehension
☐ make connections between texts on the one hand and prior knowledge and personal experience on the other
☐ use illustrations to aid reading comprehension
☐ determine the purpose of listening
☐ listen or look for key words
☐ listen selectively based on purpose
☐ make predictions about what you expect to hear or read based on prior knowledge and personal experience
☐ use knowledge of the sound–symbol system to aid reading comprehension
☐ infer probable meanings of unknown words or expressions from contextual clues
☐ prepare questions or a guide to note information found in a text
☐ use key content words or discourse markers to follow an extended text
☐ reread several times to understand complex ideas
☐ summarize information gathered
☐ assess your information needs before listening, viewing or reading
☐ use skimming and scanning to locate key information in texts

Productive Language Use Strategies

☐ mimic what the teacher says
☐ use nonverbal means to communicate
☐ copy what others say or write
☐ use words that are visible in the immediate environment
☐ use resources to increase vocabulary
☐ use familiar repetitive patterns from stories, songs or media
☐ use illustrations to provide detail when producing your own texts
☐ use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
☐ use knowledge of sentence patterns to form new sentences
☐ be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation) and publication (reprinting, adding illustrations, binding)
☐ use a variety of resources to correct texts
☐ take notes in Spanish when reading or listening to assist in producing your own text
☐ edit and proofread the final version of a text
☐ use circumlocution and definition to compensate for gaps in vocabulary
☐ apply grammar rules to improve accuracy at the correction stage
☐ compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive General Learning Strategies

- ☐ classify objects and ideas according to their attributes; e.g., sports you have been involved in
- ☐ use models
- ☐ connect what is already known with what is being learned
- ☐ experiment with, and concentrate on, one thing at a time
- ☐ write down key words and concepts in abbreviated form
- ☐ use mental images to remember new information
- ☐ distinguish between fact and opinion when using a variety of sources of information
- ☐ formulate key questions to guide research
- ☐ make inferences, and identify and justify the evidence on which these inferences are based
- ☐ use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- ☐ seek information through a network of sources, including libraries, the Internet, individuals and agencies
- ☐ use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- ☐ reflect on learning tasks
- ☐ choose from among learning options
- ☐ discover how your efforts can affect learning
- ☐ reflect upon your thinking processes and how you learn
- ☐ divide an overall learning task into a number of subtasks
- ☐ make a plan in advance about how to approach a task
- ☐ identify your needs and interests
- ☐ manage your physical working environment
- ☐ develop criteria for evaluating your work
- ☐ work with others to monitor your learning
- ☐ take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective General Learning Strategies

- ☐ watch others' actions and copy them
- ☐ seek help from others
- ☐ follow your natural curiosity and intrinsic motivation to learn
- ☐ participate in cooperative group learning tasks
- ☐ choose learning activities that enhance understanding and enjoyment
- ☐ be encouraged to try, even though you might make mistakes
- ☐ take part in group decision-making processes
- ☐ use support strategies to help peers persevere at learning tasks
- ☐ participate in/initiate group problem-solving processes
- ☐ be willing to take risks and to try unfamiliar tasks and approaches

☐ monitor your level of anxiety about learning tasks, and take measures to lower it if necessary
☐ use social interaction skills to enhance group learning activities

Appendix D: Graphic Organizers

How I Contribute to Group Work

My role in this group is ____

____.

I do my job by:

- ____
- ____
- ____

I say things like:

The most challenging part of this job is ____________________________________.

The best part of this job is ____.

I would rate my performance in the role of ______________________________

as ____.

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

How I Can Help My Group

Name: ______________________________ Date: ______________________________

During group work, when someone:

☆ keeps interrupting, I feel ____

I can help make this situation better by ____________________________________

☆ argues, I feel ____

I can help make this situation better by ____________________________________

☆ puts down others, I feel ____

I can help make this situation better by ____________________________________

☆ complains, I feel ____

I can help make this situation better by ____________________________________

☆ fools around, I feel ____

I can help make this situation better by ____________________________________

☆ bosses others around, I feel ____

I can help make this situation better by ____________________________________

☆ doesn’t listen to others, I feel ____

I can help make this situation better by ____________________________________

☆ is off-topic, I feel ____

I can help make this situation better by ____________________________________

☆ is very quiet, I feel ____

I can help make this situation better by ____________________________________

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

Activity Reflection

Name: ____

Date: ____

Activity: ____

What did I (we) do?	What were the results?
What could I (we) do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

Collecting My Thoughts

Name: ______________________ Date: ______________________

Here is everything I know about ______________________________________

____

____

____

____

____

Here are some drawings/pictures of ____________________________________

Here are some questions I have: ______________________________________

____

____

____

How to Use KWL Charts

Step 1 **Think about what you already KNOW about your topic. List those facts in the first column.**

For example, if your topic is "How I Talk to Others in a New Language," you may come up with these ideas.

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand. • Don't be afraid to make mistakes!		

Step 2 **Think of the kinds of information you WANT to find out. List specific questions in the second column.**

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand. • Don't be afraid to make mistakes!	• What do I do if I don't know how to say a word? • What do I do if I don't understand what the other person is saying?	

Step 3 **LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.**

Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.

KWL Chart

Name: ________________________________ Date: ________________________

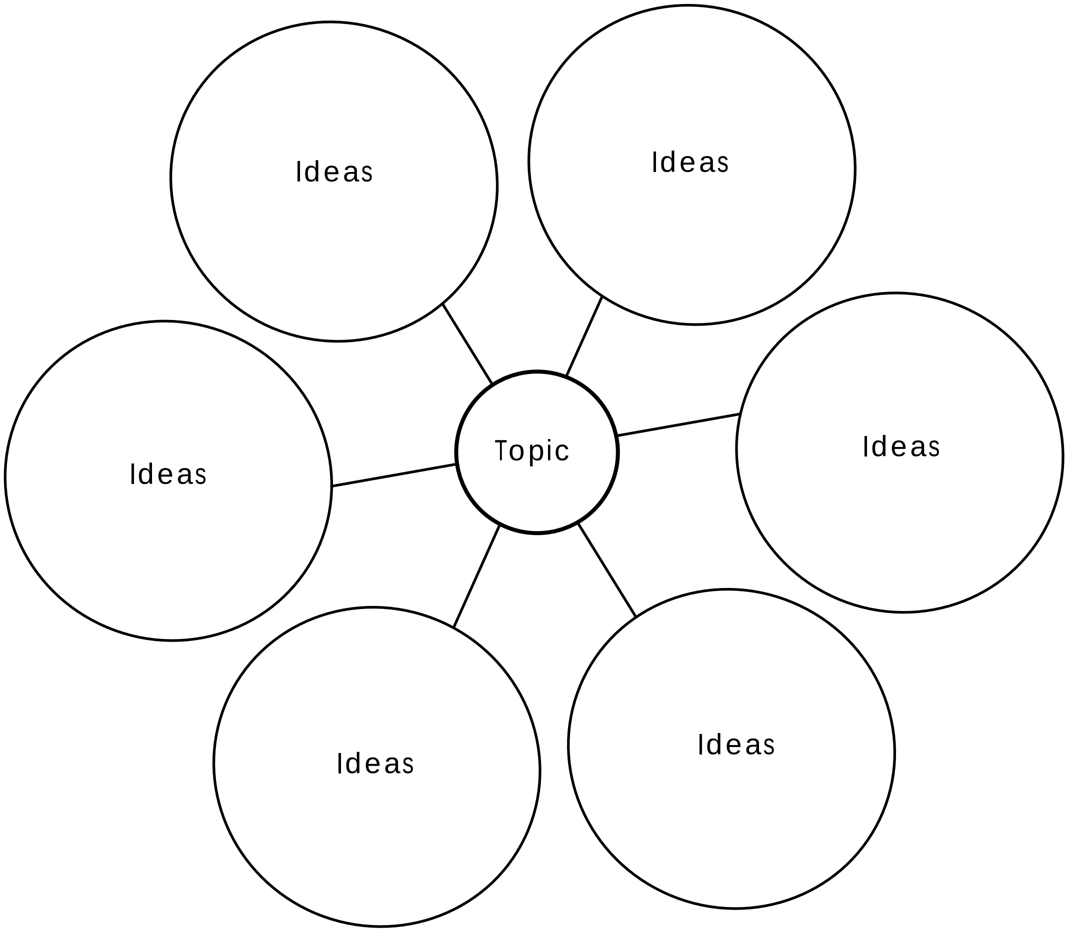
Step 1	Step 2	Step 3
What I know	**What I want to find out**	**What I have learned**

How to Use a Brainstorming Web

Step 1 Identify your topic and use it as the title. Write it in the centre of your web.

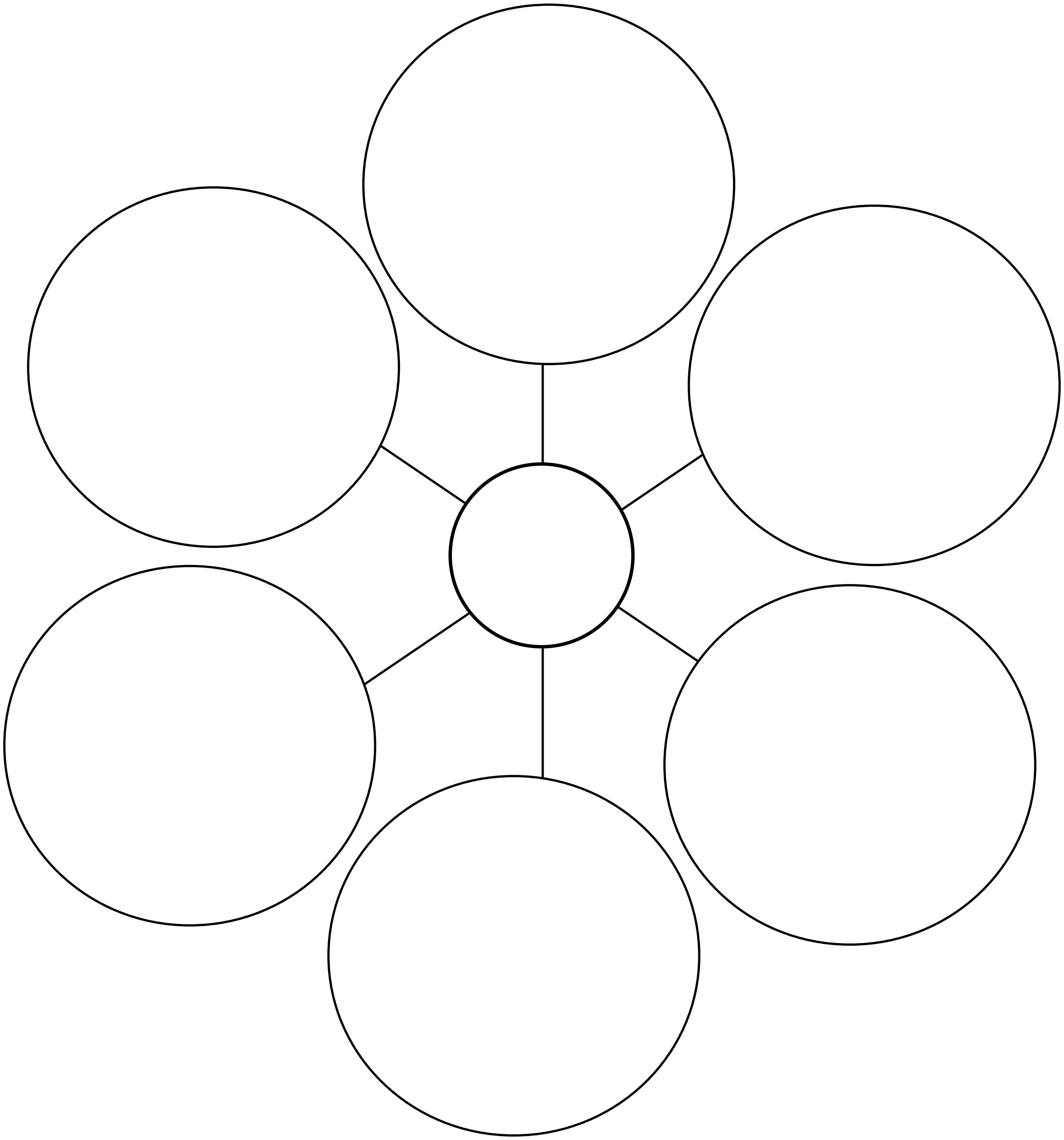
Step 2 Identify categories of information and label each of the outer bubbles.

Step 3 Brainstorm and jot down ideas in each category.

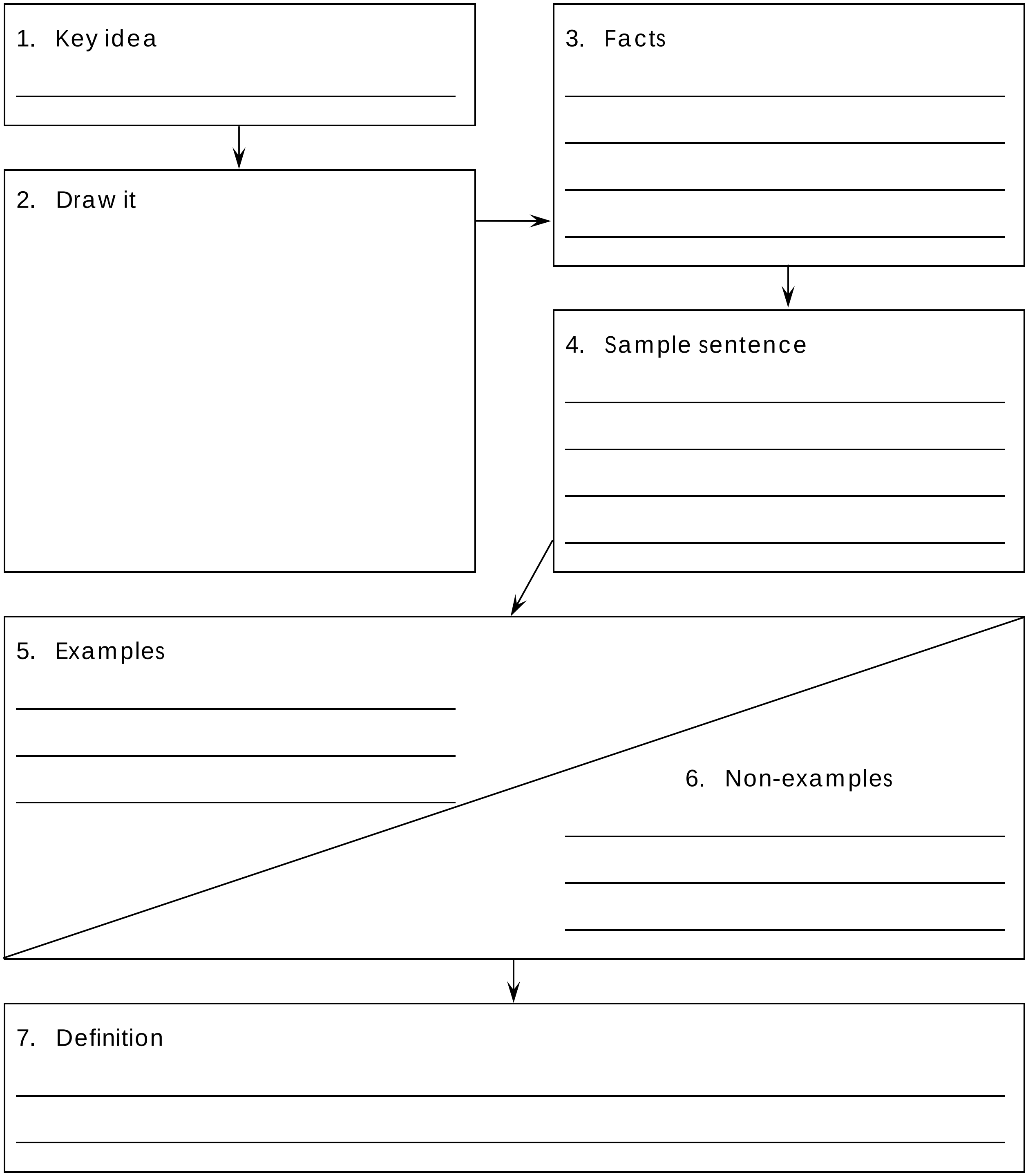


Brainstorming Web

Name: ________________________________ Date: ________________________________



Idea Builder



1. Key idea

____

2. Draw it

3. Facts

____

____

____

____

4. Sample sentence

____

____

____

____

5. Examples

____

____

____

6. Non-examples

____

____

____

7. Definition

____

____

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

How to Create a Mind Map

What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

How do I create a mind map?

Step 1 Identify your topic and write it in the centre of the page. This is the centre of your mind map.

Step 2 As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

Step 3 Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

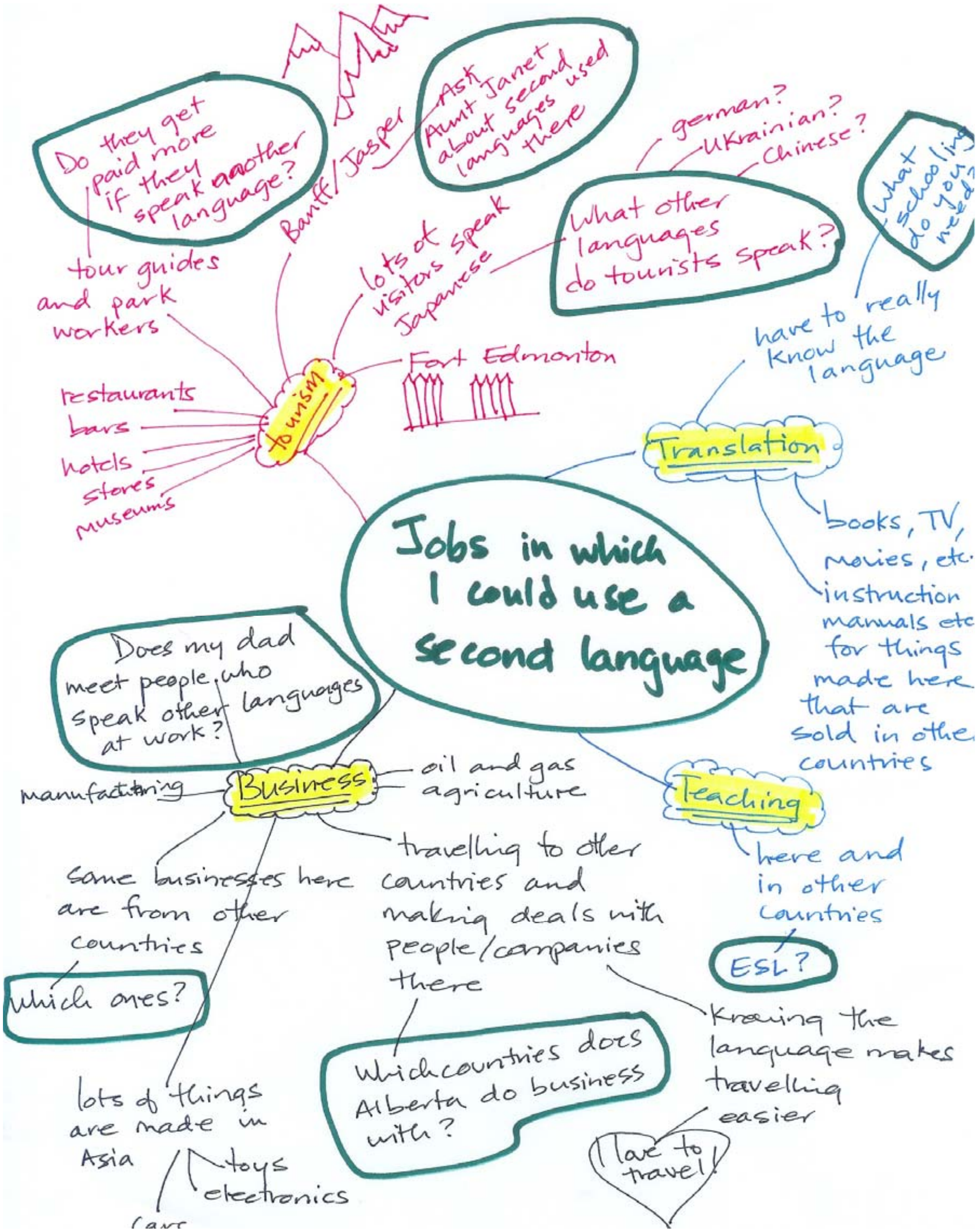
- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

Step 4 Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

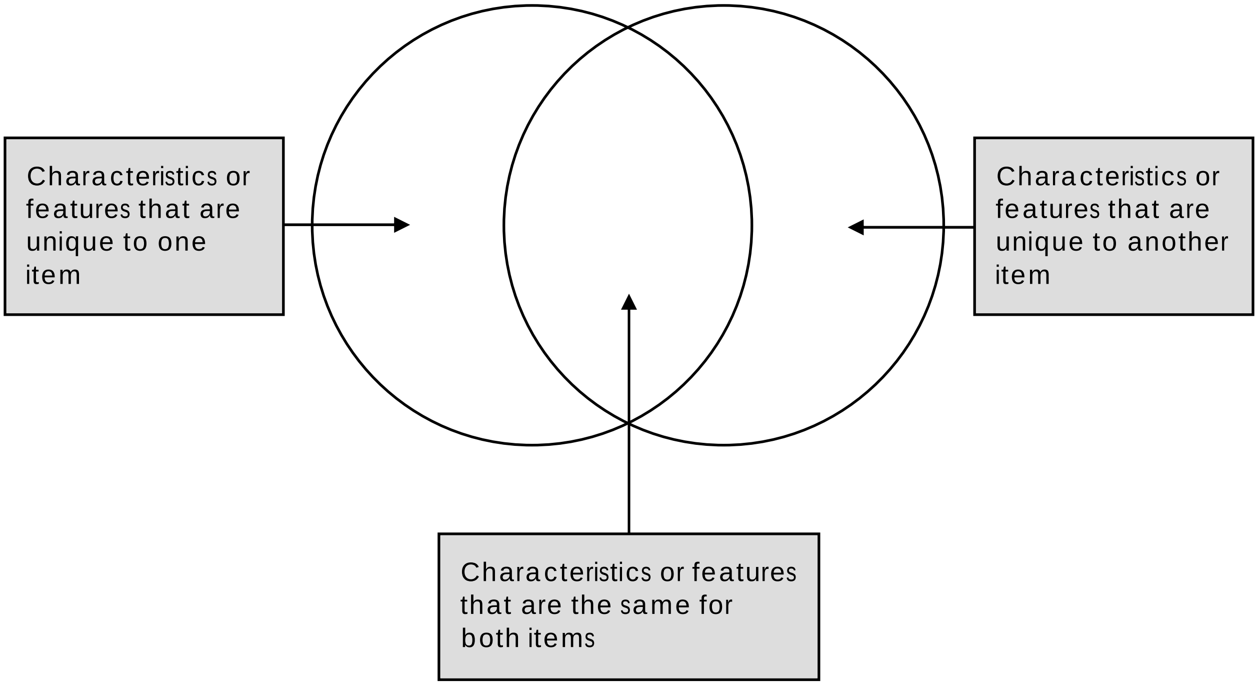
- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

Sample Mind Map


Jobs in which I could use a second language
Tourism
tour guides and park workers
Do they get paid more if they speak another language?
Banff/Jasper
Ask Aunt Janet about second languages used there
lots of visitors speak Japanese
What other languages do tourists speak?
german?
Ukrainian?
Chinese?
Fort Edmonton
restaurants
bars
hotels
stores
museums
Translation
have to really know the language
what schooling do you need?
books, TV, movies, etc.
instruction manuals etc for things made here that are sold in other countries
Teaching
here and in other countries
ESL?
Business
Does my dad meet people who speak other languages at work?
manufacturing
oil and gas
agriculture
Some businesses here are from other countries
which ones?
travelling to other countries and making deals with people/companies there
Which countries does Alberta do business with?
Knowing the language makes travelling easier
I love to travel!
lots of things are made in Asia
toys
electronics
cars

In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I Want to Know" in a KWL chart.

How to Use Venn Diagrams



Characteristics or features that are unique to one item

Characteristics or features that are unique to another item

Characteristics or features that are the same for both items

Step 1 Label each side of the diagram with the name of each item you are comparing.

Step 2 Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

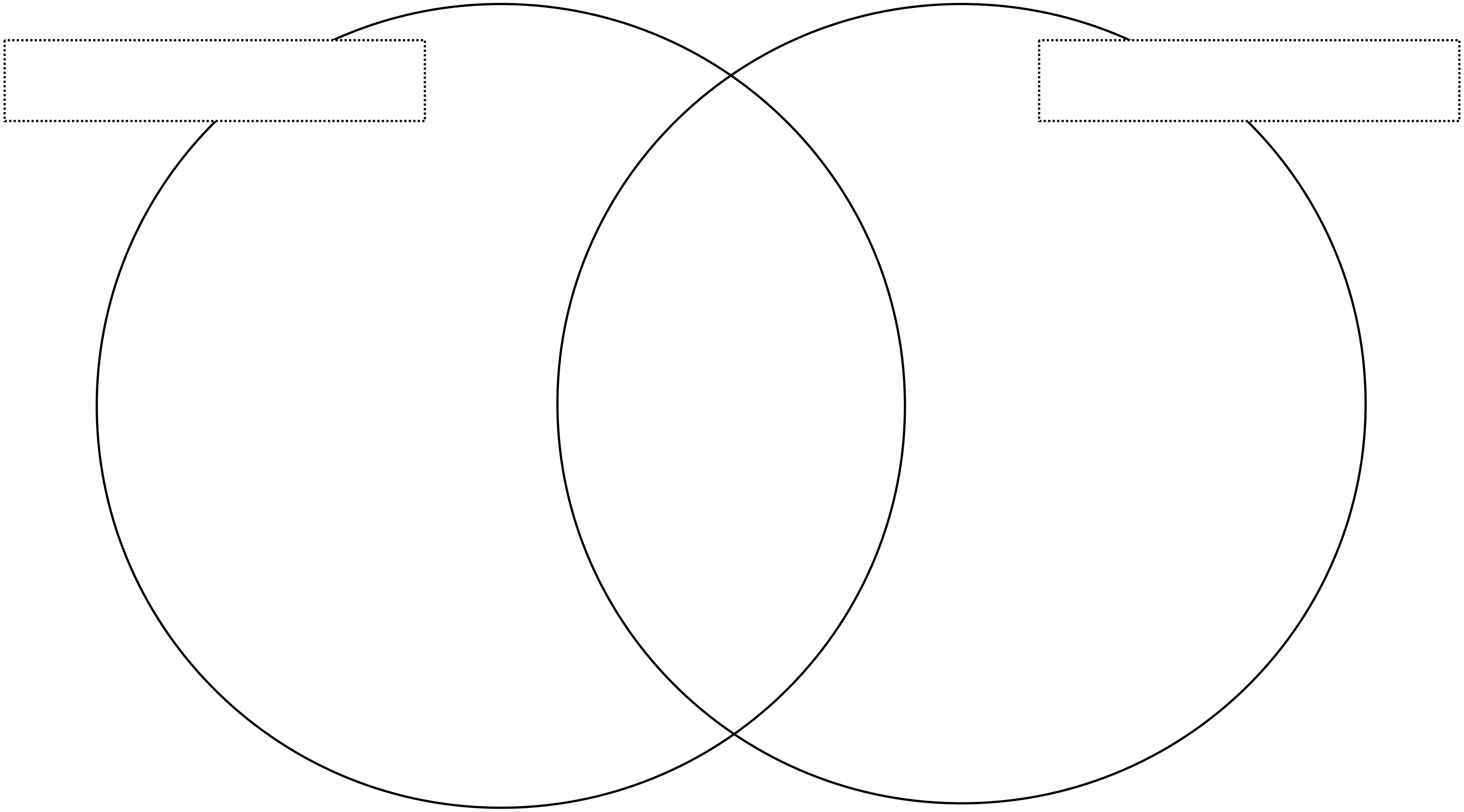
Step 3 Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

Step 4 Think about all the features the items share and write your ideas in the middle of the diagram.

Microsoft Word has a Venn diagram option that lets you create your own Venn diagram electronically.

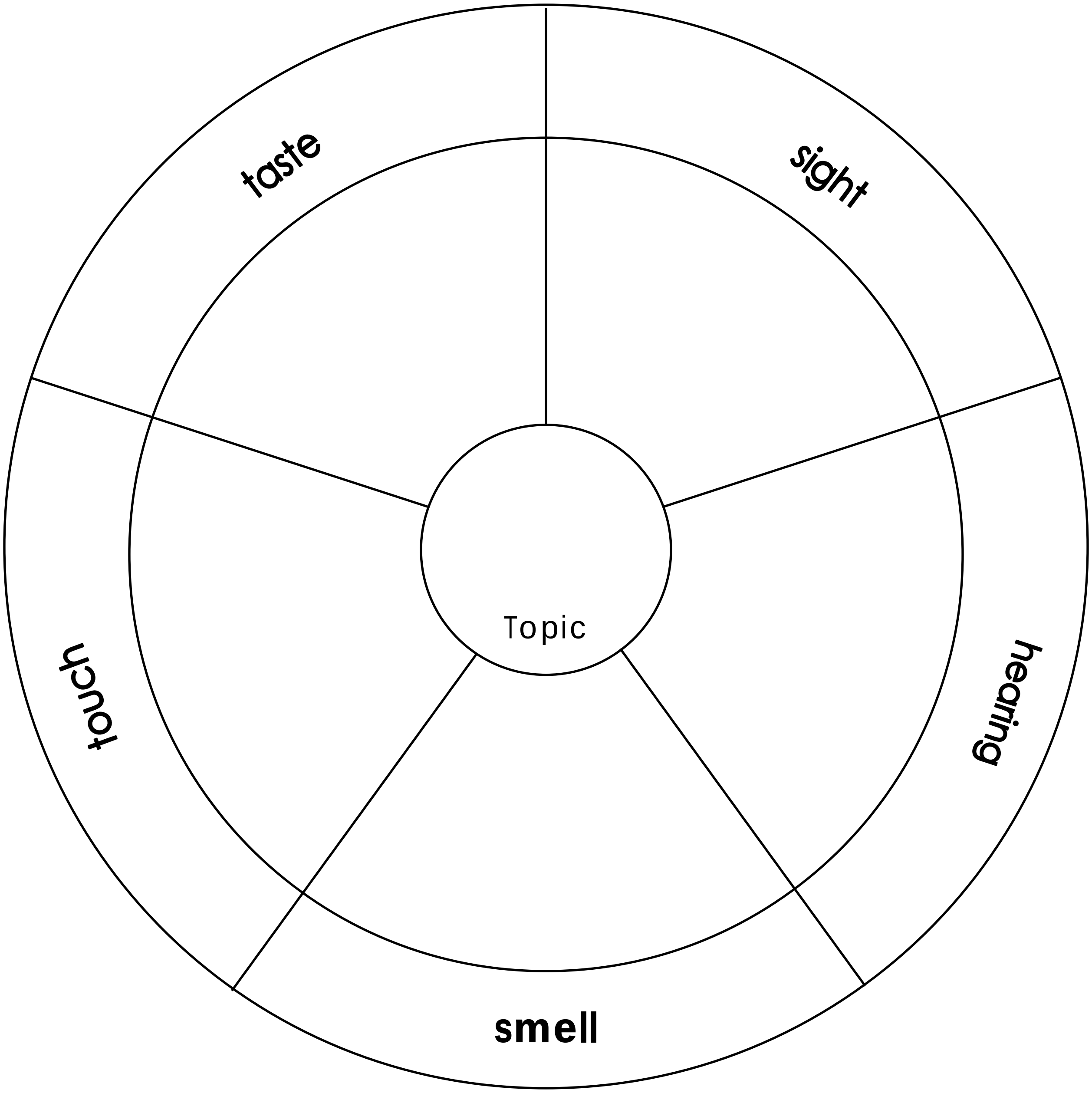
Venn Diagram

Name: ______________________ Date: ______________________



Five Senses Wheel

Name: ______________________________ Date: ______________________________



Triple T-chart

Name: ______________________________ Date: ______________________________

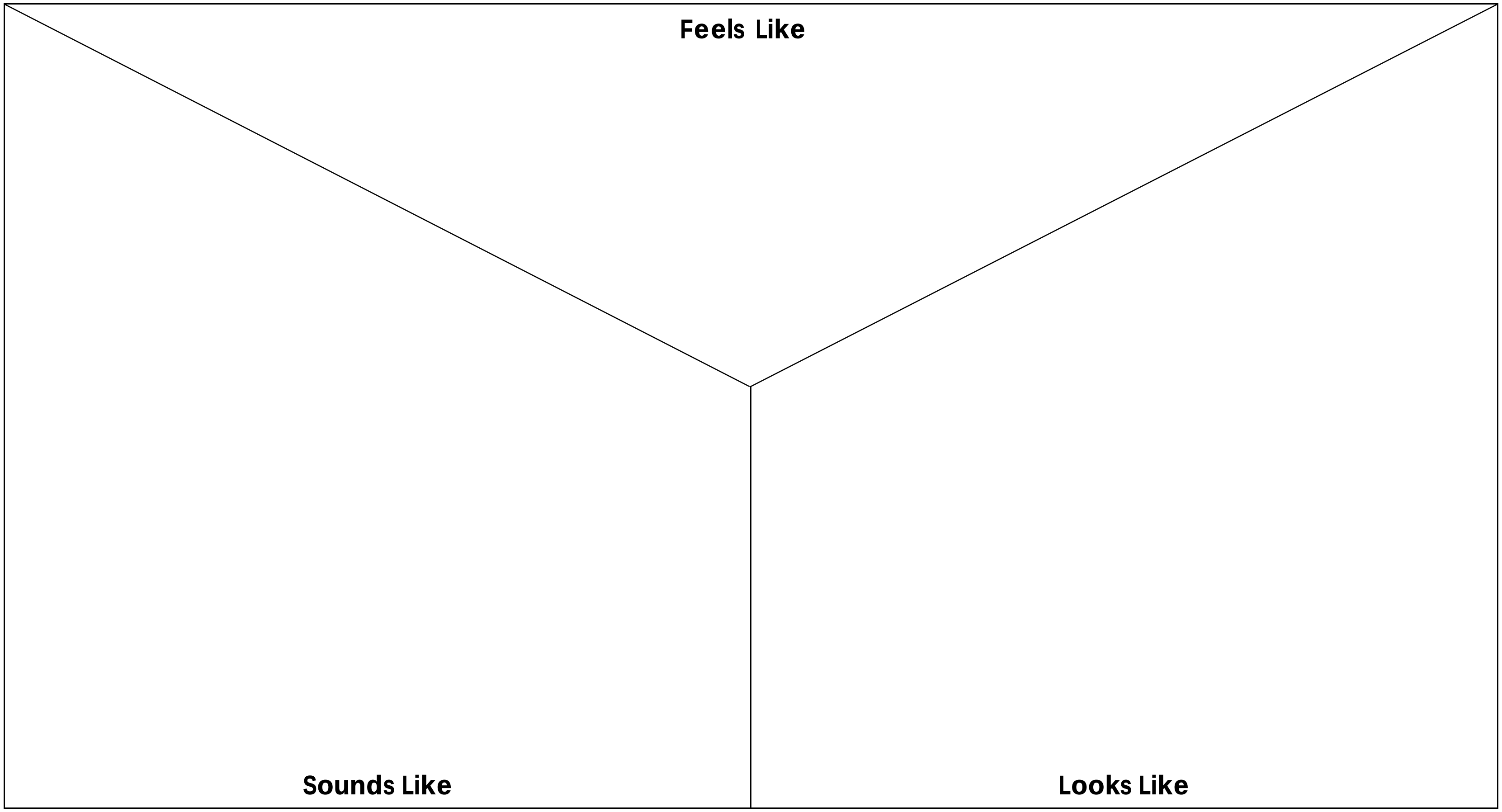
Title/Topic: ____

Looks like:	Sounds like:	Feels like:

Y-chart

Name: ______________________________ Date: ______________________

Title/Topic: ____



Five Ws and HI

Name: ______________________________ Date: ______________________________

Topic: ____

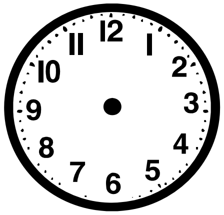
Fill in the chart with questions on your topic that you want to find answers to.

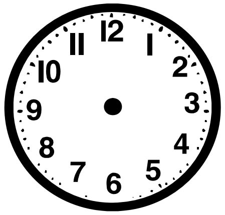
Who? List questions about **people**.	
What? List questions about **things** and **events**.	
Where? List questions about **places**.	
When? List questions about **times** and **dates**.	
Why? List questions about **reasons**, **causes** and **purposes**.	
How? List questions about **the way things happen**.	
If? List questions about **things that might happen**.	

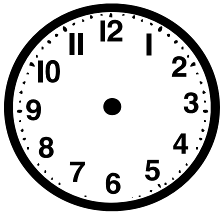
A Day in the Life

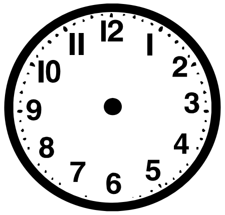
Name: ______________________________

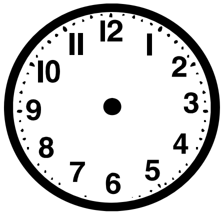
Date: ______________________________











How to Use PMI Charts

Step 1 **P**lus: Think about all the advantages and good reasons for making the choice.

Step 2 **M**inus: Think about all the disadvantages and the down side of making the choice.

Step 3 List any information that is neither positive nor negative as **I**nteresting.

Example: *A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool*

Using the Internet as a Research Tool

Plus	Minus	Interesting Information
• There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom.	• If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high.	• Most teenagers know more about using the Internet than adults! • Anybody can post information on the Internet. There are no rules to follow, no licences, etc.

Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.

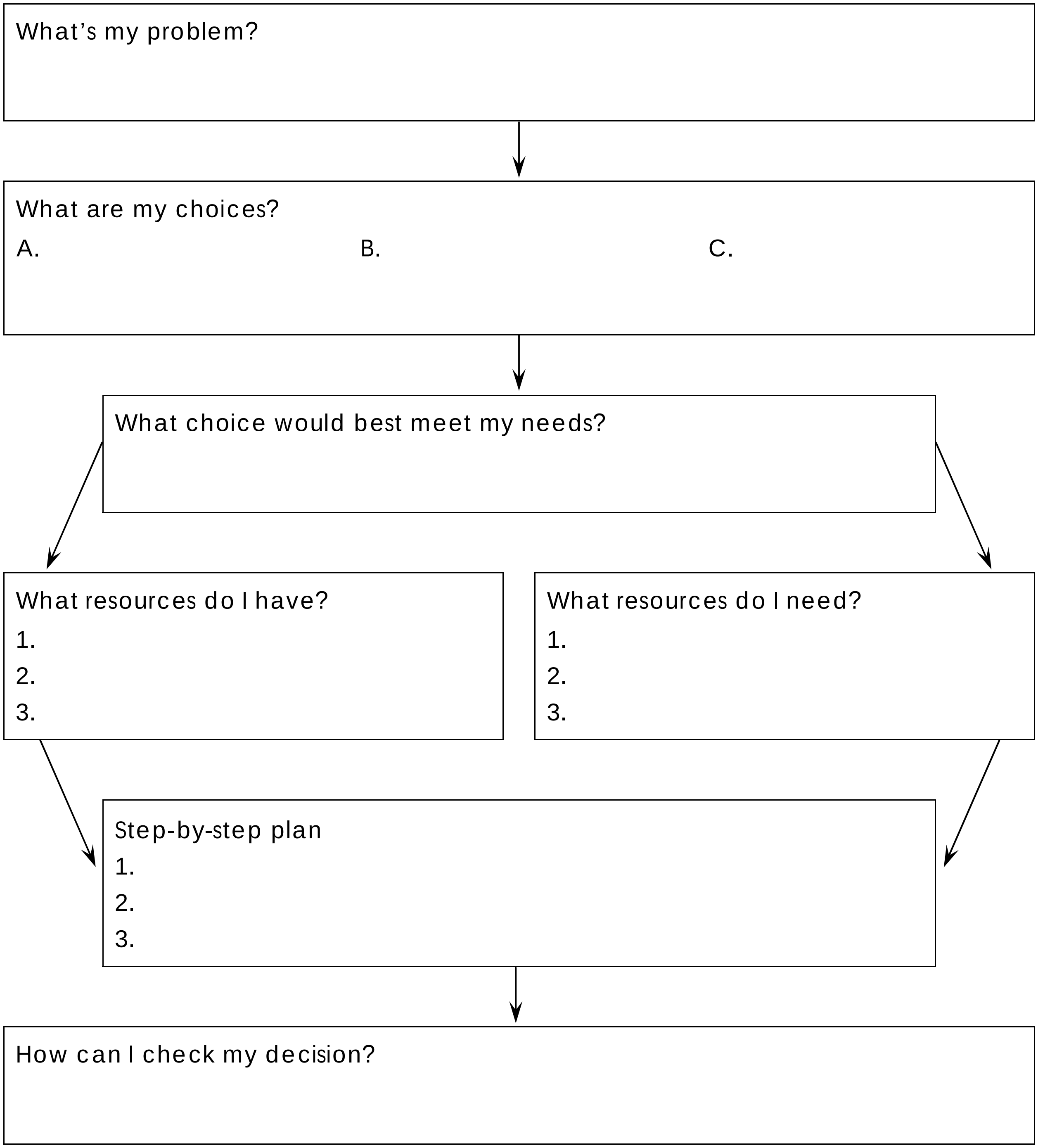
PMI Chart

Name: ______________________________ Date: ____________________

Title: ____

Plus	Minus	Interesting Information

What I Have, What I Need



What's my problem?

What are my choices?

A. B. C.

What choice would best meet my needs?

What resources do I have?

1.
2.
3.

What resources do I need?

1.
2.
3.

Step-by-step plan

1.
2.
3.

How can I check my decision?

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

Making a Decision

Issue: ______________________________ Option: ______________________________

	PROS +	CONS –
Facts:		
Feelings:		
My new ideas:		

My decision:	

My reasons for this decision:	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

IDEA Decision Maker

Identify the problem

____

____

____

Describe possible solutions

____

____

____

Evaluate the potential consequences of each solution

____

____

____

Act on the best solution

____

____

____

How did your IDEA work?
(Evaluate your results.)

____

____

Consider the Alternatives

Decision-making situation or conflict to be resolved: ______________________________

____

____

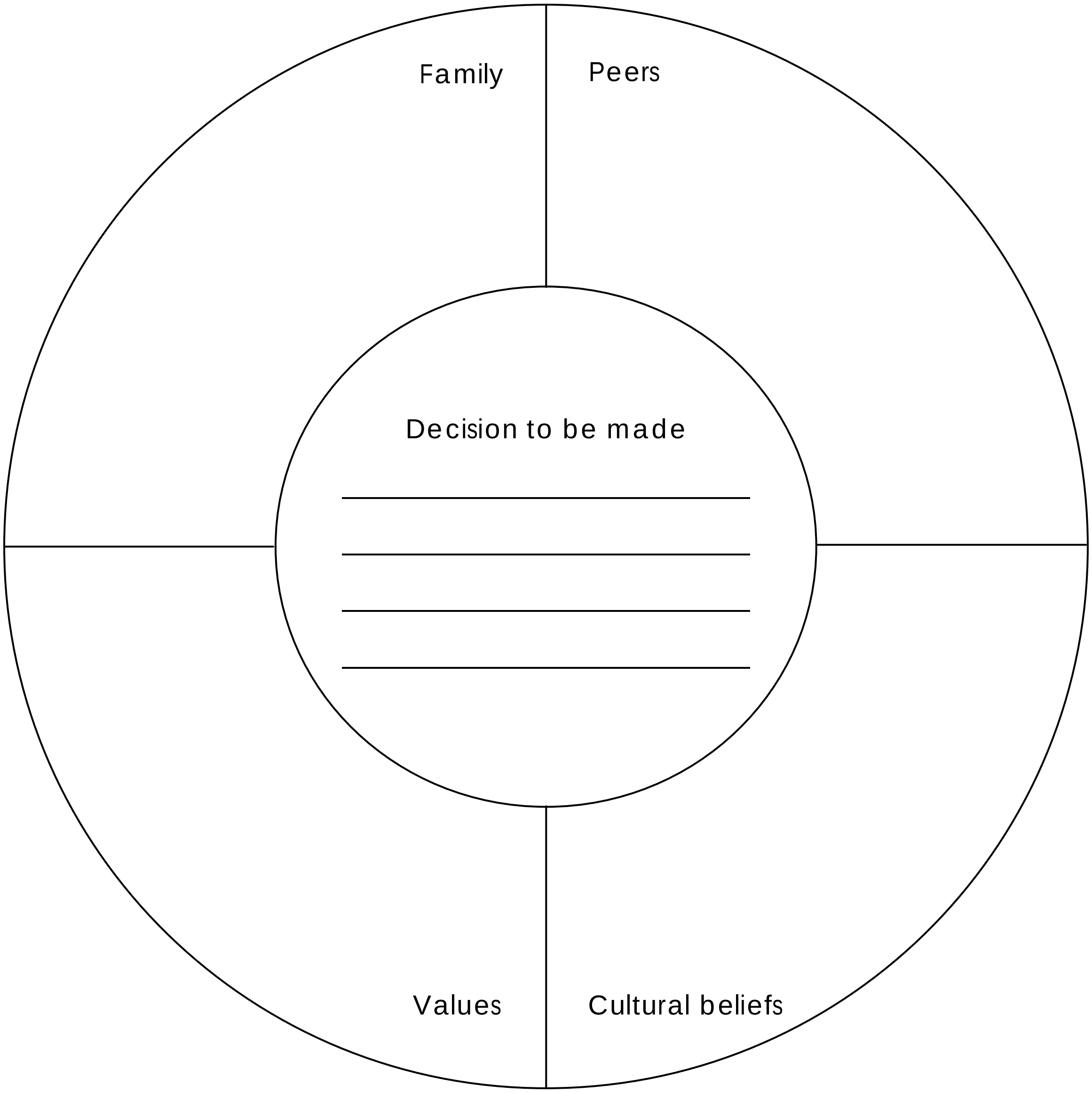
1 Option: ______________________ → Possible consequences: __________

2 Option: ______________________ → Possible consequences: __________

3 Option: ______________________ → Possible consequences: __________

4 Option: ______________________ → Possible consequences: __________

Influences on Decision Making



Questions you need to ask to help you make this decision

Goal-setting Organizer 1

Name: ______________________________ Date: ______________________________

My goal is ____

____

____

I am choosing this goal because

____

____

To reach this goal I will:

1. ____

2. ____

3. ____

It will take me ______ days to reach my goal.

Did I reach my goal?

☐ yes

☐ almost

☐ no

Why or why not? ________________

____

____

____

Goal-setting Organizer 2

Date: ____

Name: ____

Is your goal:
☐ specific?
☐ measurable?
☐ achievable?
☐ realistic?
☐ time-based?

Goal	My goal is to …
Rationale	I chose this goal because …
Action plan	To reach this goal, I will …
Measurement	How will I know if I am successful?
Self-reflection	What would I do differently?

Goal-setting Organizer 3

Name: ______________________________ Date: ______________________________

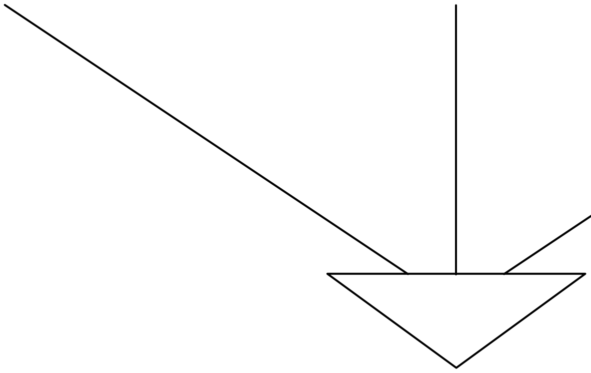
Goal Planning: Start Small

My long-term goal is to ____

___________________________________ by ____________________________________

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
______________________	______________________	______________________
______________________	______________________	______________________
To reach this goal, I will:	To reach this goal, I will:	To reach this goal, I will:
• ____________________	• ____________________	• ____________________
• ____________________	• ____________________	• ____________________
• ____________________	• ____________________	• ____________________
by ____________________	by ____________________	by ____________________



I will know I have reached my long-term goal when ______________________________

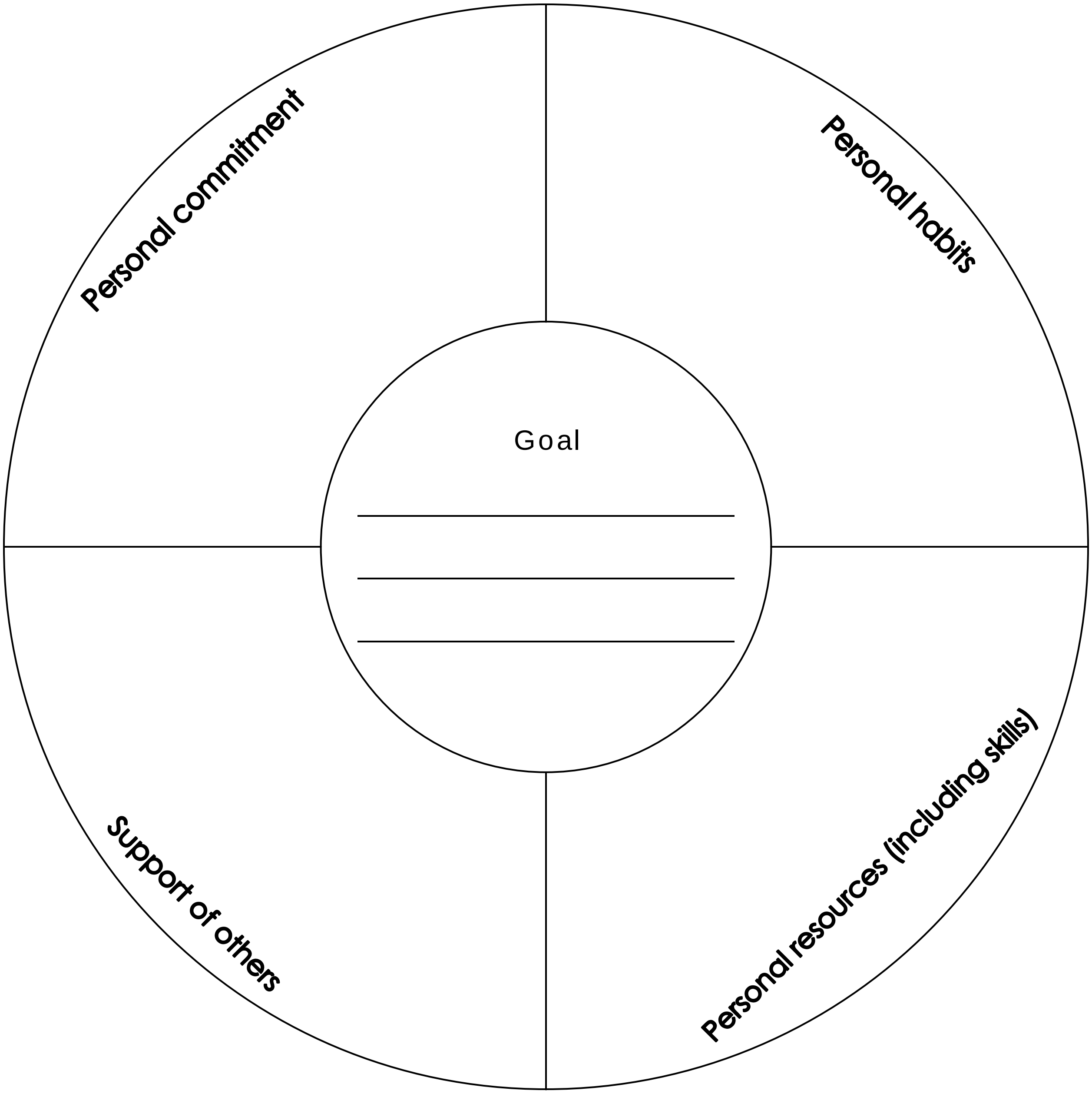
____

____

Goal-setting Organizer 4

Name: ______________________________ Date: ______________________________

What Can Affect Your Goals?



Appendix E: Assessment Blackline Masters

Self-assessment Checklist

Nombre:	Louis	**Grado:**	7	**Fecha:**	Abril 2

Yo puedo …	***Sí***	***No Todavía***
talk about how Spanish and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Spanish and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample self-assessment checklist allows students to indicate their ability to perform various criteria.

Self-assessment Checklist

Nombre:	***Grado:***	***Fecha:***

Yo puedo ...	***Sí***	***No Todavía***

Self-assessment Rating Scale

Nombre: Sophia **Grado:** 9 **Fecha:** *Abril 22*

Yo puedo …	***Nunca***	***A Veces***	***Normalmente***	***Siempre***
• tell someone I’m confused	●	●	[✓ ●]	●
• tell someone I’m excited about something	●	●	[✓ ●]	●
• tell someone I’m angry	●	●	[✓ ●]	●
• tell someone I’m jealous of someone	●	●	[✓ ●]	●
• show someone I’m surprised	●	[✓ ●]	●	●
• ____________________	●	●	●	●
• ____________________	●	●	●	●
• ____________________	●	●	●	●

Note: All criteria in this sample address outcome A–2.2a. This self-assessment rating scale demonstrates how students can assess their performance as it relates to this particular outcome. The teacher decides whether or not to follow up with other activities, such as goal setting.

Self-assessment Rating Scale

Nombre: **Grado:** **Fecha:**

Yo puedo ...	Nunca	A Veces	Normalmente	Siempre
• ____________________ ____________________	●	●	●	●
• ____________________ ____________________	●	●	●	●
• ____________________ ____________________	●	●	●	●
• ____________________ ____________________	●	●	●	●
• ____________________ ____________________	●	●	●	●
• ____________________ ____________________	●	●	●	●
• ____________________ ____________________	●	●	●	●
• ____________________ ____________________	●	●	●	●
• ____________________ ____________________	●	●	●	●

Peer-assessment Checklist

Nombre:	Nicole	***Grado:***	7	***Fecha:***	*el 14 de febrero*
Nombre del compañero(a):	Janelle	***Actividad:***	*Poema con el nombre de una tradición familiar, e.j. la Navidad*		

Mi compañero(a) puede ...	***Sí***	***No Todavía***
write a descriptive word in Spanish for each letter in the holiday	✓	
write descriptive words that are positive and describe the holiday	✓	
use a dictionary and the word wall to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

Me gusta: you picked really good Spanish words to describe the holiday—some of them were from our new vocabulary list.

Tú puedes mejorar en: check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

Note: This peer-assessment checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

Peer-assessment Checklist

Nombre:	**Grado:**	**Fecha:**
Nombre del compañero(a):	**Actividad:**	

Mi compañero(a) puede ...	**Sí**	**No Todavía**

Me gusta: ____

____

____

Tú puedes mejorar en: ____

____

____

Self-assessment Checklist and Goal Setting

Nombre:	Tah	***Grado:***	7	***Fecha:***	*el 1º de febrero*

Yo puedo …	***Sí***	***No Todavía***	**What I am going to do next …**
say hello and goodbye to new friends I have made	✓		Say hello and goodbye in Spanish to at least three people each day.
listen to other people's opinions	✓		Write down, in my learning log, the opinion of one person from my group.
sing "*Feliz Cumpleaños*"		✓	Learn to sing "*Feliz Cumpleaños*" so I can sing it to my grandma at her birthday party.
find the music to, and learn, the Mexican hat dance	✓		Perform the dance at two family functions.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

Note: This self-assessment checklist and goal setting sheet allows students to assess their abilities and set goals for improvement.

Self-assessment Checklist and Goal Setting

Nombre:	***Grado:***	***Fecha:***

Yo puedo …	***Sí***	***No Todavía***	**What I am going to do next …**

Long-term Goal Setting

Nombre: Douglas

Grado: 7

Fecha: *el 1º de febrero*

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in Spanish.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Mexico.

To achieve this goal, I will: research Mexico on the Internet and ask my neighbour, Mrs. Gonzales, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Mexico and, maybe, showing a movie.

My parents can help me by: buying me a book on Mexico for my birthday and taking me to Mexico on vacation!

> **Note**: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Long-term Goal Setting

Nombre:	***Grado:***	***Fecha:***

Goal #1:

By the end of this term, I would like to: ______________________________

____

To achieve this goal, I will: ______________________________

____

____

My teacher can help me by: ______________________________

____

My parents can help me by: ______________________________

____

Goal #2:

By the end of this term, I would like to: ______________________________

____

To achieve this goal, I will: ______________________________

____

____

My teacher can help me by: ______________________________

____

My parents can help me by: ______________________________

____

Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 7)	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC–2.1a understand a variety of short, simple oral texts in guided and unguided situations		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Simon Says	LC–2.1a understand a variety of short, simple oral texts in guided and unguided situations		✓	Made some errors; followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Group discussion	A–3.3a express appreciation, enthusiasm, support and respect for contributions of others	✓		Consistently and accurately used praise-giving vocabulary.
Janna	Jan. 15	Small group discussion	A–3.3a express appreciation, enthusiasm, support and respect for contributions of others		✓	Sometimes spoke negatively about other group members' contributions.
Marika	Jan. 17	Small group discussion	A–3.3a express appreciation, enthusiasm, support and respect for contributions of others		✓	Unproductive today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A–3.3a express appreciation, enthusiasm, support and respect for contributions of others	✓		New group, much better today. More effort and focus on giving praise.
Michel	Jan. 25	Body part vocabulary review	LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of anecdotal notes allows teachers to gather information about several different students regarding their performance related to different learning outcomes at different times. In this sample, whenever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity that addressed the same learning outcome. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

Observation Checklist

Student	Date	Activity	Outcome (Grade 8)	Student demonstrates that he or she has met the outcome.
Leesa	Sept. 23	Singing traditional Spanish songs	A–6.1a use the language for fun and to interpret simple humour	[✓ Yes] Not Yet
Marc	Sept. 23	Singing traditional Spanish songs	A–6.1a use the language for fun and to interpret simple humour	[✓ Yes] Not Yet
Andreas	Sept. 23	Singing traditional Spanish songs	A–6.1a use the language for fun and to interpret simple humour	Yes [✓ Not Yet]
Su Mei	Oct. 1	Doing a vocabulary word search based on foods and cooking terms	LC–1.2a write familiar words and phrases, including accents, correctly and consistently	Yes [✓ Not Yet]
Jack	Oct. 1	Doing a vocabulary word search based on foods and cooking terms	LC–1.2a write familiar words and phrases, including accents, correctly and consistently	[✓ Yes] Not Yet
Ali	Oct. 10	Doing a vocabulary word search based on foods and cooking terms	LC–1.2a write familiar words and phrases, including accents, correctly and consistently	[✓ Yes] Not Yet
Maya	Oct. 10	Doing a vocabulary word search based on foods and cooking terms	LC–1.2a write familiar words and phrases, including accents, correctly and consistently	[✓ Yes] Not Yet
Philip	Oct. 10	Doing a vocabulary word search based on foods and cooking terms	LC–1.2a write familiar words and phrases, including accents, correctly and consistently	[✓ Yes] Not Yet
Simone	Oct. 25	Creating a personal recipe book	LC–1.2a write familiar words and phrases, including accents, correctly and consistently	[✓ Yes] Not Yet
Nour	Oct. 27	Creating a personal recipe book	LC–1.2a write familiar words and phrases, including accents, correctly and consistently	[✓ Yes] Not Yet

Note: In cases where the student does not demonstrate a particular outcome, the teacher should plan an appropriate intervention.

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet

Checklist and Comments 1

Grade:	7	**Date:**	May 3	**Activity:**	Individual Q and A

Specific Outcome: S–2.3a identify and use a variety of productive strategies

Student Names:	**Has met the outcome:** **Yes**	 **Not Yet**
• Jan	☑	☐
• Al	☑	☐
• Freddie	☑	☐
• Kevin	☐	☑
• Marissa	☐	☑
• Su Mei	☑	☐
• Abe	☐	☑
• Elise	☑	☐
• Nour	☑	☐
• Benjamin	☑	☐
• Lydia	☑	☐
• Franco	☑	☐

Notes for future planning: Do a role-play activity in which we talk about productive strategies students can use when speaking Spanish; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This checklist and comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

Checklist and Comments 1

Grade:	**Date:**	**Activity:**

Specific Outcome: ____

____

Student Names:	**Has met the outcome:** **Yes**	 **Not Yet**
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐

Notes for future planning: ____

____

____

____

____

____

____

Checklist and Comments 2

Grade:	8	**Date:**	October 5	**Activity:**	Telephone call, personal note or e-mail message (an invitation to go shopping)

Specific Outcome(s):

A–4.1a use routine means of interpersonal communications

LC–1.1a use intonation, stress and rhythm appropriately in familiar situations

LC–1.2a write familiar words and phrases, including accents, correctly and consistently

LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

Lance **can:**
(Student name)

	Yes	Not Yet
• invite, either orally or in writing, a friend to go shopping	☑	☐
• accept and/or reject an invitation	☑	☐
• pronounce words comprehensibly	☑	☐
• use intonation to express inquiry	☐	☑
• use appropriate vocabulary related to shopping	☑	☐
• spell familiar words correctly	☑	☐
• ____________________	☐	☐
• ____________________	☐	☐
• ____________________	☐	☐

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This checklist and comments tool demonstrates how a teacher can record information about student performance against several criteria. The teacher could use this checklist to check student performance partway through a task, such as a telephone conversation.

Checklist and Comments 2

Grade:	**Date:**	**Activity:**

Specific Outcome(s): ______________________________

____

____

__________________ **can:**
(Student name)

	Yes	Not Yet
• ______________________________	☐	☐
• ______________________________	☐	☐
• ______________________________	☐	☐
• ______________________________	☐	☐
• ______________________________	☐	☐
• ______________________________	☐	☐
• ______________________________	☐	☐
• ______________________________	☐	☐
• ______________________________	☐	☐
• ______________________________	☐	☐

Done well: ______________________________

____

____

____

Could improve: ______________________________

____

____

Rating Scale 1

Grade: 9 **Date:** March 10 **Activity:** Group Easter egg hunt

Specific Outcome: A–3.3a negotiate with peers in small-group situations

Student Names:	**Student meets the outcome:** **Reluctantly**	**Hesitantly**	**Willingly**	**Enthusiastically**
Jeremy	●	●	●	[✓ ●]
David	●	[✓ ●]	●	●
Raj	●	●	[✓ ●]	●
Sunita	●	●	[✓ ●]	●
Alicia	●	[✓ ●]	●	●
Kendra	●	[✓ ●]	●	●
Taylor	[✓ ●]	●	●	●
Billy	●	●	[✓ ●]	●
Dimitri	●	[✓ ●]	●	●
Kim	●	[✓ ●]	●	●
Tran	●	●	●	[✓ ●]
Frida	●	●	[✓ ●]	●
Tim	●	[✓ ●]	●	●
Tania	●	[✓ ●]	●	●
George	●	●	[✓ ●]	●
Lilly	●	●	[✓ ●]	●
Hannah	●	[✓ ●]	●	●
Wes	●	[✓ ●]	●	●

Note: This sample rating scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.

Rating Scale 1

Grade:	**Date:**	**Activity:**

Specific Outcome: ____

____

____

Student meets the outcome:

Student Names:	**Reluctantly**	**Hesitantly**	**Willingly**	**Enthusiastically**
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●

Rating Scale 2

Grade:	8	**Date:**	November 12	**Activity:**	My Budget

Specific Outcome(s): A–1.1a provide information on several aspects of a topic; LC–1.2a write familiar words and phrases, including accents, correctly and consistently; LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; LC–2.5a produce short, simple written texts in guided and unguided situations; S–2.3a select and use a variety of productive strategies

Student Name: Tania

Criteria:	**Never**	**Sometimes**	**Usually**	**Always**
• was able to share basic information about his or her school supplies and clothing needs	●	[✓ ●]	●	●
• identified the types of stores where items can be purchased	●	●	[✓ ●]	●
• used words relevant to a budget	●	[✓ ●]	●	●
• wrote words and phrases clearly and correctly	●	[✓ ●]	●	●
• used a dictionary to find new words related to shopping	[✓ ●]	●	●	●
• used illustrations to provide relevant details about his or her budget	●	●	[✓ ●]	●
• ______________________________ ______________________________	●	●	●	●
• ______________________________ ______________________________	●	●	●	●

Note: This sample rating scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

Rating Scale 2

Grade:	**Date:**	**Activity:**

Specific Outcome(s): ____

____

____

____

Student Name: ____________________

Criteria:	**Never**	**Sometimes**	**Usually**	**Always**
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●
• ______________________	●	●	●	●

Rating Scale 3

Grade:	9	**Date:**	March 10	**Activity:**	Reading aloud a short text in Spanish

Specific Outcome(s): LC–1.1a approximate the pronunciation of unfamiliar words

Levels of performance and corresponding criteria:

★★★★	Demonstrated **excellent** pronunciation on all new words—**no** errors
★★★	Demonstrated **good** pronunciation on almost all new words—a **few** errors
★★	Demonstrated **acceptable** pronunciation on most new words—**several** errors but still comprehensible
★	Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		**Name of Student:**	
Saresh	[✓ ★ ★ ★] ★		★ ★ ★ ★
Derek	[✓ ★ ★ ★ ★]		★ ★ ★ ★
Crystal	[✓ ★ ★ ★ ★]		★ ★ ★ ★
Dakota	[✓ ★ ★ ★] ★		★ ★ ★ ★
Ellen	[✓ ★ ★ ★] ★		★ ★ ★ ★
Troy	[✓ ★ ★] ★ ★		★ ★ ★ ★
Jonathan	[✓ ★ ★ ★] ★		★ ★ ★ ★
Sam	[✓ ★ ★] ★ ★		★ ★ ★ ★
Jim	[✓ ★ ★] ★ ★		★ ★ ★ ★
Sal	[✓ ★ ★ ★ ★]		★ ★ ★ ★
Rebecca	[✓ ★ ★ ★ ★]		★ ★ ★ ★
Steven	[✓ ★ ★ ★] ★		★ ★ ★ ★
Janice	[✓ ★ ★] ★ ★		★ ★ ★ ★
Tran	[✓ ★ ★ ★] ★		★ ★ ★ ★
Polly	[✓ ★ ★ ★] ★		★ ★ ★ ★

Note: This rating scale provides an example of how a teacher can quickly indicate student performance levels as they relate to one outcome.

Rating Scale 3

Grade:	**Date:**	**Activity:**

Specific Outcome(s): ____

____

____

Levels of performance and corresponding criteria:

★★★★ ____

★★★ ____

★★ ____

★ ____

Name of Student:		**Name of Student:**	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

Rubric (Grade 8)

Name:	Jeanne	**Date:**	October 17	**Activity:**	Conversation—making shopping plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a state personal actions in the future and past	**Correctly** states personal actions in the future. ☐	**Mostly correctly** states personal actions in the future. The **occasional** error does not interrupt the message. ☐	**Somewhat correctly** states personal actions in the future. The message is **understandable**. ☐	**Incorrectly** states personal actions in the future. The overall message is **difficult to understand**. ☐
Phonology LC–1.1a use intonation, stress and rhythm appropriately in familiar situations	**Always** uses intonation, stress and rhythm appropriately in familiar situations. ☐	**Usually** uses intonation, stress and rhythm appropriately in familiar situations. The **occasional** error does not interrupt the message. ☐	**Sometimes** uses intonation, stress and rhythm appropriately in familiar situations. Although there are **several** errors, the overall message is still **understandable**. ☐	**Rarely** uses intonation, stress and rhythm appropriately in familiar situations. The overall message is **difficult to understand**. ☐
Orthography LC–1.2b use basic mechanical conventions	**Correctly** uses basic mechanical conventions. ☐	**Mostly correctly** uses basic mechanical conventions. The **occasional** error does not interrupt the message. ☐	**Somewhat correctly** uses basic mechanical conventions. Although there are **several** errors, the overall message is still **understandable**. ☐	**Does not** use basic mechanical conventions **correctly**. The overall message is **difficult to understand**. ☐
Vocabulary LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including shopping and money	Uses **an extensive range of** words related to going shopping with a friend. ☐	Uses **a broad range of** words related to going shopping with a friend. ☐	Uses **a basic range of** words related to going shopping with a friend. ☐	Uses **a limited range of** words related to going shopping with a friend. ☐

Note: This rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

Rubric

Name:

Date:

Activity:

Outcome	Excellent	Very Good	Acceptable	Limited
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Rubric and Checklist (Grade 9)

Name:	Ellen	**Date:**	November 14	**Activity:**	Telephone conversation/e-mail messages/blog entry about going to a restaurant

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a state personal actions in the future and past	**Correctly** states personal actions in the past. ☐	**Mostly correctly** states personal actions in the past. The **occasional** error does not interrupt the message. ☐	**Somewhat correctly** states personal actions in the past. The message is **understandable**. ☐	**Incorrectly** states personal actions in the past. The overall message is **difficult to understand**. ☐
Content A–3.1a give and respond to directions and instructions in formal and informal situations	**Correctly** gives and responds to directions and instructions. ☐	**Mostly correctly** gives and responds to directions and instructions. The **occasional** error does not interrupt the message. ☐	**Somewhat correctly** gives and responds to directions and instructions. The message is **understandable**. ☐	**Incorrectly** gives and responds to directions and instructions. The overall message is **difficult to understand**. ☐
Pronunciation LC–1.1a approximate the pronunciation of unfamiliar words	**Consistently** approximates the pronunciation of unfamiliar words. ☐	**Frequently** approximates the pronunciation of unfamiliar words. The **occasional** error does not interrupt the message. ☐	**Sometimes** approximates the pronunciation of unfamiliar words. Although there are **several** errors, the overall message is still **understandable**. ☐	**Rarely** approximates the pronunciation of unfamiliar words. The overall message is **difficult to understand**. ☐
Orthography LC–1.2a use basic mechanical conventions consistently	**Correctly** uses basic mechanical conventions. ☐	**Mostly correctly** uses basic mechanical conventions. The **occasional** error does not interrupt the message. ☐	**Somewhat correctly** uses basic mechanical conventions. Although there are **several** errors, the overall message is still **understandable**. ☐	**Does not** use basic mechanical conventions **correctly**. The overall message is **difficult to understand**. ☐
Vocabulary LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including restaurants and eating out	Uses **an extensive range of** words related to restaurants and eating out. ☐	Uses **a broad range of** words related to restaurants and eating out. ☐	Uses **a basic range of** words related to restaurants and eating out. ☐	Uses **a limited range of** words related to restaurants and eating out. ☐

Work habits

☐ **worked independently**
☐ **worked with minimal assistance**
☐ **worked with some assistance**
☐ **required constant supervision and assistance**

Note: This rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the teacher can determine why the student did not perform at an acceptable standard and provide a plan for future improvement.

Rubric and Checklist

Name:	**Date:**	**Activity:**

Outcome	Excellent	Very Good	Acceptable	Limited
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Work habits

- ☐ worked independently
- ☐ worked with minimal assistance
- ☐ worked with some assistance
- ☐ required constant supervision and assistance

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