Spanish

LANGUAGE and CULTURE

10—3Y **20**—3Y **30**—3Y

3-YEAR PROGRAM
Guide to Implementation

we encourage

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3 -YEAR PROGRAM
Guide to Implementation

Spanish

LANGUAGE and CULTURE

10-3Y, 20-3Y, 30-3Y

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Purpose of This Guide

This guide to implementation is intended to support the Spanish Language and Culture 10-3Y, 20-3Y, 30-3Y 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.

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 course 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. 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 a 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 work 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
10-3Y, 20-3Y, 30-3Y
Program of Studies

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.

Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies 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 sport, 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.

Understanding the Learner

The Nature of Grade 10 to Grade 12 Learners

The Spanish Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies is a student-centred curriculum designed to support the language learning of senior high school 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 development begins with a student's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Senior high school learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning is fostered through experience in meaningful contexts. Social interaction is also a vital part of the students' social, emotional, intellectual and linguistic development.

Senior high school learners need to feel accepted and confident that they will feel supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in students' willingness to try challenging tasks.

Students at the senior high school level bring a wide range of abilities and life experiences to the classroom. Knowing students and their interests can help teachers plan meaningful and engaging instruction.

As well, these learners are experiencing a period of change and developmental growth. Positive reinforcement, recognition and acceptance by adults and peers all play significant roles in promoting the students' learning.

Students at the senior high school level prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations and to opportunities for choice.

The Second Language Learner

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program at the 10-3Y introductory level 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 students enter this program with some Spanish language experience, while others enter with strong proficiency in Spanish or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in Spanish language and culture classrooms.

The Spanish Language and Culture Three-year Program was developed with the assumption that the majority of students entering the program at the 10-3Y introductory level would have little or no previous exposure to the Spanish language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering 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 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 impact 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 significant impacts 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 key factors that impact individual learners.

Motivation

Students' readiness to learn another language is partially dependent on their motivation and how students feel about the language being learned and the attitude of other significant persons in students' lives; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language increase motivation.

Opportunity

Families that have a well-developed plan to provide good language learning opportunities tend to be more successful in developing bilingual language skills in their children. 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. 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, as well as by participating in relevant extracurricular activities.

Linguistic Relationship among Languages

The target language and those that the students are already fluent in 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 the ease of transfer of first language skills.

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: How we read, write and communicate with words.

Logical-mathematical Intelligence: How we reason and calculate.

Visual-spatial Intelligence: How we understand our physical position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: How we interact physically with the environment.

Musical Intelligence: How we explore musical and rhythmic ability.

Interpersonal Intelligence: How we interact with others.

Intrapersonal Intelligence: How we identify and manage our own feelings, wants and needs.

Naturalist Intelligence: How we explore and interact with nature.

The 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 than words without music (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 • drawing 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

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

Diane Larsen-Freeman (2000) observes that "the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language" (p. 172).

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

1. **Build in reflection**: It is important to let students 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).

Brain-based Learning Theory

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).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

1. **Learning involves the entire physiology**: Everything that happens to us, whether it is physical, emotional or cognitive, has an effect on learning.

2. **The brain is social**: We always search for ways to belong to a community and seek interaction with others.

3. **The search for meaning is innate**: We strive to make sense of our experiences.

4. **The search for meaning occurs through patterning**: We categorize our experiences so we can establish patterns and bring order to our world.

5. **The brain is a parallel processor**: It can perform several different activities at the same time.

6. **Emotions are critical to patterning**: Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.

7. **The brain processes parts and wholes simultaneously**: The brain is designed to perceive experiences as both separate and interconnected.

8. **Learning involves both focused attention and peripheral perception**: Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.

9. **Learning always involves conscious and unconscious processes**: Unconscious processing is ongoing and contributes significantly to understanding.

10. **There are at least two different types of memory**: Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we "store and retrieve"; it is based on what we encounter in our natural, daily experiences.

11. **Learning is enhanced by challenge and inhibited by threat**: Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness or overstimulation cause our brains to "downshift."

12. **Each brain is unique**: Although our brains share physical characteristics, we each perceive and react to the world differently.

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 use reflection and metacognition to actively process what and how they have learned.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex depending on the task.

Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
Knowledge/ Comprehension Students recall information and restate the information in their own words.	• 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 Spain • 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
Application Students apply the information in one or more contexts.	• 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 Spain • 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 Spain • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
Analysis Students understand component parts and recognize patterns so they can compare and contrast or categorize information.	• 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, poem and other authentic material • Analyze a scene from the Spanish culture • Find evidence to support opinion • Compare own customs with Spanish customs • Conduct a survey and analyze the results • Analyze the typical foods of Spain for nutritional value • Identify the best route to a historic site important to Spanish culture • Play the role of a tourist who bargains in Spanish for merchandise
Synthesis Students make predictions and create new ideas based on their knowledge of component parts.	• Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story or article • Write headlines in newspaper style on current issues in Spain • 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, skit, role-play or advertisement • Create hypothetical real-world situations in Spanish culture • Create an infomercial
Evaluation Students judge what they have analyzed and support their opinions.	• Evaluate solutions to cultural dilemmas • Express and justify opinions on creative products of Spanish culture • Give and support opinions about issues • Evaluate television shows, movies or cartoons • Write an editorial, giving and supporting own 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 in a newspaper, respond, and send the response • Evaluate Web pages as sources of information 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.

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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 and cognitive benefits of learning other languages. The last decade has 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 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 for 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 is 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 languages 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 five, they 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 these 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
Program of Studies
Planning Considerations
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

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 level. It is the **primary reference** for teachers as they plan for student learning.

➜ **For more information …**

Appendix A
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 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 districts 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 Three-year Program Guide to Implementation* is designed to assist teachers as they plan for and implement the Spanish Language and Culture 10-3Y, 20-3Y, 30-3Y 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 Course Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for each specific outcome from the 10-3Y level to the 30-3Y level. These 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.

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 125 hours of instruction time per level, or approximately 197 minutes per week.

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

In some situations, students from two program levels can be combined into one class. As well, all classrooms will have students at the same program level with varying proficiency levels. By using a range of instructional and planning strategies, students of different course levels 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.

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 learning of abstract concepts.

Planning Considerations

Prior Knowledge

The Spanish Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies assumes that students will have limited or no previous knowledge of the Spanish language upon entry. In situations where the majority of students do have previous knowledge of the Spanish language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the Spanish language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

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 10-3Y, 20-3Y, 30-3Y Program of Studies 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 are 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

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

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of 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

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.

Planning 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, teachers should 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

The program of studies can be thought of as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—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 that all the passengers know 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.

Planning for Strategic Learning

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Teachers need to plan for students to learn about, and independently select and use, cognitive, metacognitive and social/affective strategies. Strategies 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.

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Integrating 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 (10-3Y)

Activity	Divide students into groups and have them choose a Spanish-speaking community. Students gather information about the culture of that community and organize it in a KWL chart (see Appendix C: Graphic Organizers). Students then reorganize the information into subtopics and create a poster that illustrates the key information and includes several sentences in Spanish that describe the people of the focus community.

Applications	A–4.2 *gather and organize information*
	  a. gather information from a variety of resources
	  b. organize and manipulate information

Language Competence	LC–3.2 *written production* a. write short simple texts on a variety of topics, providing some details to support the main point in guided situations

Global Citizenship	GC–1.4 *diversity within Spanish-speaking cultures*
	  a. understand major factors that influence the diversity of Spanish–speaking cultures
	  b. apply knowledge of the role of different elements of contemporary Spanish-speaking cultures in global society to enhance interpersonal relationships in a variety of contexts and to interpret texts

Strategies	S–3.1 *cognitive* 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 their inferences are based, distinguish between fact and opinion when using a variety of sources of information

Identifying Instructional Strategies

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information …

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To achieve the selected outcomes and best meet the needs of students, teachers need to select specific instructional strategies. The planning style chosen—thematic, task- or project-based or a combination—should suit the teacher's needs. Activities need to fit with the selected learning and instructional strategies and the specific outcomes targeted.

Identifying Assessment Tools

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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 students 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 multiage 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.

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.

Effective tasks or 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.

Level of Difficulty

	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

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 or semester. 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
- 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, the year plan should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction.

Unit Plans

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 that allows for choice and for 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 than their classmates 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 the following:

- "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?

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Appendix B
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 the 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.

Unit Planning Checklist

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

Student Activities:

- Learn/use school vocabulary.
- Conduct school tours.
- Create a game that uses flash cards.
- Create a map of the school for visiting students.
- Create invitations to a Spanish school event and to various other community events.

Outcomes:

Applications: 1.1a, b; 3.1a; 3.2a; 4.1a

Language Competence: 1.1a, b; 1.3a; 1.4a; 2.2a; 2.3a; 3.1a; 3.2a; 3.4a

Global Citizenship: 1.4a

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

Lesson Topics:

- introducing self
- school vocabulary
- invitations
- conducting a tour

Unit Focus:
10-3Y Level
Greetings
Welcome to My School

Duration:

Three 80-minute classes

Addressing Learner Diversity:

- Pair up mixed ability students during vocabulary game.
- Keep criteria for the activities posted in the classroom.
- Have students set personal learning goals through self-assessment.

Learning Strategies:

- Focus on language use strategies during invitations and tours.
- 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 tours and vocabulary practice
- Rubric for grading invitations (created with the students)
- Learning logs for reflection on strategies used
- Exit slips for reflection on learning

Lesson Plans

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.

Teachers might 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 with 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., are students identifying thinking and learning strategies that work best for them, setting goals for strategy use and working 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: Greetings—Welcome to My School

Date and Class: January 10, 2008 10-3Y

Outcomes Addressed:

Applications: 1.1a, 4.1a, 4.4c

Language Competence: 1.1a, 1.1b, 2.3a, 3.4a, 4.4a, 4.4c, 4.5a, 4.5b

Global Citizenship: 2.3a

Strategies: 2.1a, 2.3a

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

Materials Required:

Video recording and viewing equipment (for students who are gifted).

Teaching and Learning Activities:

Brainstorm with students various verbal and nonverbal greeting and farewell expressions; e.g., *hola*, *buenos dias*, smiling, kissing the partner's cheek.

Students circulate and greet one another in Spanish. Encourage students to remember nonverbal expressions as well.

After a few minutes, ask students to offer their names and ask their partners' names; e.g., *Hola. Me llamo Justin. ¿Cómo te llamas?*

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to class. Extend this activity to include farewells.

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 minivideo that shows the greetings of various people in different situations.

Opportunity for Assessment:

Use an outcome-based checklist to record whether students have attained outcomes A–1.1a, A–4.1a, A–4.4c, LC–1.1a, LC–1.1b, LC–2.3a, LC–3.4a, LC–4.4a, LC–4.4c, LC–4.5a, LC–4.5b, GC–2.3a, S–2.1a and S–2.3a during the 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. They are often described as knowing what to do, how to do it, when to do it and why 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
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

Students need to develop proficiency in 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
- to know what steps are involved in the strategy's procedure
- to know when the strategy should be used so that they can ensure transfer to other scenarios
- to know how to adjust the strategy to fit their particular purposes so that they become flexible in applying the strategy in a variety of relevant contexts
- to 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 B
Sample List of
Learning Strategies

Possible student learning strategies are listed for each 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
10-3Y, 20-3Y, 30-3Y
Program of Studies

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**—and are embedded within the Spanish Language and Culture Program of Studies.

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 focus on 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 students to enhance their own general learning. General learning strategies (similar to those of language learning strategies) are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. The determining difference is whether the focus of the specific strategy is the learning of the Spanish language or of other concepts.

Cognitive general learning strategies are strategies that students use in learning. These strategies include such activities as using models, concept mapping and brainstorming.

Metacognitive general learning strategies are higher order thinking skills that students use to manage their own general learning. These strategies include planning for their own learning and assessing their own learning. These strategies encourage students to think about their own thinking.

Social/affective general learning strategies are actions learners take to enhance their own learning through interacting with others. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised 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 provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across course levels.

Alphabet Activities

Alphabet activities teach students to identify the names and sounds of the letters in the alphabet and should be done as part of other language learning. Alphabet knowledge should not be considered a prerequisite for participating in other activities. It is important to acknowledge the sound each letter makes, but it is also important to do so within meaningful contexts as early as possible; e.g., sounds as part of words as soon as some words are known.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively • Identify similarities and differences between aspects of Spanish and your own language(s)
Interpretive	• Listen selectively based on purpose

⊙ **Letter Sorts**

Through Letter Sorts, the teacher collects plastic letters, or prints letters on squares of paper, and has students identify each of the letters in the alphabet by naming them or by pointing to them when prompted.

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	• Determine the purpose of listening • Listen selectively based on purpose

⊙ **Find the Right Sound**

In this activity, the teacher creates or purchases flash cards that include pictures of objects with the names written below. The teacher instructs the students to listen for a particular sound as he or she reads each word. The students collect only those cards with the words that contain the right sound. The students then hand in the cards, repeating the words as they do so. If the students make a mistake, the teacher simply takes the card, points to the word and repeats it, says the letter sound on its own and moves on.

⊙ **Sort the Sounds**

In this activity, the teacher creates or purchases flash cards that include pictures of objects with the names written below. The teacher instructs the students to listen to the words as he or she reads them and decide which "sound category" they belong to. The students take each card and attempt to put it in the correct "sound category" pile, repeating the word as they do so. If the students make a mistake, the teacher simply takes the card, points to the word and repeats it, says the letter sound on its own, then places 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."). Teachers should 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**

In this activity, the teacher selects high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduces them with key letters missing. A consistent pattern is followed; e.g., the first letter is removed, the last letter is removed. 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, the teacher can focus on words that are easily confused. This works really well as part of a mystery message written on the board at the beginning of class as a "do now" activity.

⊙ **Word-level Cloze**

In this activity, the teacher selects sentences from students' reading or from language-experience stories (short pieces of writing dictated by the student) and reproduces them with key words missing. A consistent pattern is followed; e.g., adjectives are removed. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, the teacher can 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 on tasks
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 many ideas 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 different 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, the teacher announces what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. The teacher asks a question and has 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 holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. 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 the letters of the Spanish alphabet	name three body parts in Spanish	name four family members 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.

⊙ **Jigsaw**

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.
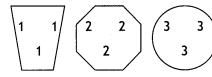
The teacher divides students into groups of four. These groups will be the students' home groups. The teacher explains the project, outlines student responsibilities, explains the skills that are to be developed and clearly explains how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.

1	2
3	4

1	2
3	4

1	2
3	4

The experts on the same topic for 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 their 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 than their classmates.
>
> 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. The teacher calls out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. The teacher randomly selects one of these students to answer. If the answer is incorrect, the teacher calls 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 the 12 months of the year. The first student starts by saying *enero* (January). The next student would follow by saying *febrero* (February) and so on until all 12 months have been named. Each student could then be asked to identify his or her favourite month.

⊙ **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.
>
> The teacher divides 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

Through demonstration, teachers discuss and model 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 play a traditional game, how to introduce a student 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, they form a new group and move on to the next activity.

1. Michelle	1. Eric	1.	1.
2. Sam	2. Megan	2.	2.
3. Rain	3.	3.	3.

⊙ **Pairing Up Partners**

Partners can find each other by following a matching process. Teachers can 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.

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, for storage in learning centres, that involve the whole class, small groups, partners, individuals, 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 by second language learners are Simon Says, Around the World, 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, the teacher prepares a series of six to eight 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. The teacher presents 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 up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

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 C

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, the teacher should 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. The teacher should 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, to explain their choices and to use organizers effectively; e.g., they might:

- 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 climates or when comparing 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

➔ For a blank template …

Appendix C

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, visuals or with Spanish words, phrases or sentences.

⊙ Decision Making (PMI Chart)

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Appendix C

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 C.

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

➔ **For a blank template …**

Appendix C

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

➔ **For a blank template …**

Appendix C

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 C

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 C

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 to understand story elements and plot development and to remember story content.

Tips for Story Map Activities

1. Review key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead transparency 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 C

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
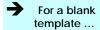
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Appendix C
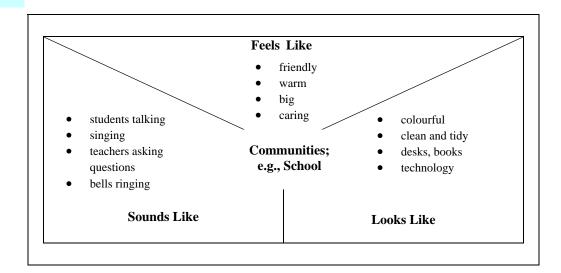
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix C.
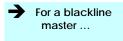
⊙ Y-charts

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

Group Roles

The roles in a cooperative learning group depend on the task. Before assigning roles, the teacher reviews the task and determines 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 for 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, the teacher explains and models them. Students are given opportunities to practise the roles. The teacher emphasizes 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

In Random Roles, the teacher passes out role cards to each group member or distributes 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.

Rather than awarding group achievement marks, Kagan suggests that teachers provide 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. He also suggests that teachers ask students to set their own goals and to use self-assessment to promote learning and improve social skills.

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 in 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

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.

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. For example, the activity could use a basic question structure and the vocabulary associated with the objects found in a classroom.

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 progress. 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 determine and report the frequency of particular responses to specific questions posed to a defined sample of people. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family or the class) 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
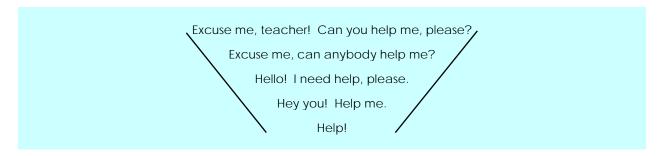
Tips for Interviews and Surveys

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 interviews (preferable for beginners), surveys by phone or e-mail, surveys 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.

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. Using direct instruction, essential language phrases are taught, usually one each day. 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., different ways of greeting people or giving praise or encouragement to group members. 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: Language Ladder

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

Excuse me, can anybody help me?

Hello! I need help, please.

Hey you! Help me.

Help!

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 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 provide 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 for the teacher to model the process by doing a collective journal on large chart paper. The teacher can begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the purpose and the process.

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—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.

Teachers should 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. Teachers can 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**

In this strategy, students turn to a neighbouring student and discuss the mini-lesson they have just heard. They summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flowchart. The teacher specifies the organizer that best suits the topic or the content of the lesson, or discusses with students which graphic organizer they think would work best and why. The resulting summaries are discussed as a class, and a master organizer summary is collaboratively developed on the board.

Reading Instructional Strategies

⊙ **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, teachers can provide focused instruction of comprehension skills and strategies, such as:
- previewing
- self-questioning

- making links to self, text and others
- visualizing
- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

⊙ Read-aloud

During read-alouds, teachers 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 the students' interest in books and reading.

⊙ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.

2. Read the story or script to students. Older students can take turns reading aloud.

3. Discuss and reflect on the story, characters and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?

4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead transparency so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.

5. Read through the script. Allow students to ask questions, make comments or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression and gestures.

6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.

7. Share the readers' theatre with others.

⊙ Shared Reading

In shared reading, teachers 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

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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.

⊙ **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. **Teach and Practise 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, aloud, 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 down information found in a text

Role-play

Role-play and simulation use a natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or 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.

Rules of Sound Activities

Teachers can plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. The rules can be introduced directly (a bulletin board can be dedicated to this) and students can be walked through reading and spelling examples. Students can then apply what they have learned. The rules can help students with reading and speaking, but it is important for teachers to introduce rules slowly and strategically; e.g., introducing each rule only when it is relevant to other learning. Also, teachers might consider having students identify similarities and differences in "sound rules" between their first and second languages.

Possible Student Learning Strategies:	
Productive	• Mimic what the teacher says
Interpretive	• Use knowledge of the sound–symbol system to aid reading comprehension

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 students develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle; e.g., "sit in a circle," "do not touch anyone," "one person speaks at a time."

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 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 in constructing 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. In a simple word building activity, the teacher can take the letters from a longer word and scramble them. Students rearrange the letters to create smaller words that they record as they try to figure out the big word.

⊙ **Flash Cards**

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful for students 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**

In the Making Words activity, the teacher collects plastic letters, or prints letters on squares of paper, to spell basic three- or four-letter words, and collects or creates accompanying picture cards; e.g., the letters "*p*," "*e*," "*rr*" and "*o*" for "*perro*" along with a picture of a dog to associate meaning with sound. In order, the teacher points to each letter, makes its sound and slides it into place until the word is formed. The teacher repeats this action a couple of times, speeding up each time until the sounds run together and the word is being said normally. Students repeat the teacher's actions as they make the letter sounds.

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 translation in the first language, along with examples of its correct usage or a picture.

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, the teacher can create a word wall that reflects developing vocabulary. Words can be posted in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. The word wall can be used as part of regular language learning activities. For example, whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself, a word can be added. The wall can be organized and reorganized based on the instructional focus; e.g., 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

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. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the Spanish Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategies 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

Using technological aids to support language learning is also a cognitive language learning strategy suggested in the program of studies.

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 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 knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Spanish but also provide opportunities to expand communication horizons that bring cultures and worlds together.

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.

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, 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 can contribute to students' active participation in learning tasks. Online journals, blogs, personal Web sites and shared content through digital devices are examples of how students can use technology for learning. Spanish-based keyboard devices are also available on the Internet and can be installed to access characters and fonts specific to the language.

Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the classroom.

Technology	Specific Outcomes (10-3Y)	Suggestions for 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 LC–3.4a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations S–2.3a. use simple productive strategies with guidance	• Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.
spreadsheets	A–2.1a. express a personal response and simple preferences	• Students ask one another about their food preferences and create a spreadsheet to display the information.
draw/paint/ graphic applications	A–5.2a. use the language creatively S–2.3a. use simple productive strategies with guidance	• Students create collages and other artwork, using electronic graphics and text.
Internet	GC–2.3a. explore and recognize similarities and differences between their own culture and other cultures S–1.1a. use simple cognitive strategies, with guidance, to enhance language learning	• Students search the Internet for information on Spanish-speaking cultures, then share the information in group presentations.
e-mail	A–6.1a. exchange greetings and farewells; b. address a new acquaintance and introduce themselves; c. exchange some basic personal information—name, age GC–1.5a. show a willingness to participate in cultural activities and experiences related to Spanish-speaking cultures LC–4.4a. imitate simple, routine social interactions	• Students exchange e-mails with students from another Spanish language and culture class in Canada.
multimedia applications	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	• Students use a CD–ROM Spanish/English dictionary to look up words.
clip art/media clips	LC–3.3a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	• Students examine a variety of Spanish media clips.
audio equipment	LC–2.1a. understand a series of simple spoken sentences in guided situations	• Students listen to a variety of audio clips of Spanish speakers from music, movies, television and so on.

Technology	Specific Outcomes (10-3Y)	Suggestions for Using Technology in the Classroom
video equipment	LC–3.4a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations S–2.3a. use simple productive strategies with guidance	• Students view videos in which Spanish speakers use nonverbal behaviours; then students videotape themselves miming the behaviours.
digital cameras	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies with guidance	• Students create booklets in which they include digital photographs of classmates and of various objects found in the classroom; e.g., desks, displays, books.

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

Sample Lesson Plan with ICT Integration

Lesson Title: __Our Class Booklets__

Date: __October 9th__ **Level:** __10__

Outcomes

✦ **Applications**
A–1.1b. ask for and provide basic information
A–4.2a. gather simple information

✦ **Language Competence**
LC–2.2a. produce simple words and phrases, orally, in guided situations

✦ **Global Citizenship**

✦ **Strategies**
S–2.3a. use simple productive strategies with guidance

Possible Student Learning Strategies:
Use words that are visible in the immediate environment

Lesson Description

Using a digital camera, take a photograph of each student in the class. Give students a template to complete with personal information; e.g.:

Nombre (Name):
Fecha de nacimiento (Birthday):
Hablo: _____ (Languages I can speak):
Mis amigos son (My friends are):
Mi familia: (The people in my family are):

Students import the picture to a Word document and type the information in the template. Documents are printed and displayed or bound in book format for students to read.

Differentiation of Instruction

☐ yes ☑ not necessary

If yes, description:

Assessment

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their Learning Logs.

Materials

digital camera
computers
printer
paper

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 in the top right-hand corner of the homepage. To complete the sign-up process, teachers will require a jurisdictional username and password for LearnAlberta, a professional certificate number and access to an e-mail account.

Other Web Sites

The following Internet site listing is provided as an added source of information to users on an "as is" basis and 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.paperella.net
- 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

The following Web sites provide Spanish language learning and teaching resources and tools, teacher training, and information about various programs offered for teacher and students by the Ministry of Education of Spain.

Website Ministry of Education:
- http://www.mepsyd.es/educa/index.html

A link to international programs with information about the Framework of reference:
- http://www.oapee.es/oapee/intro.html

CNICE is a website that deals with teachers training and resources:
- http://www.isftic.mepsyd.es/profesores/

Real Academia *de la Lengua* gives information about grammar doubts, spelling:
- http://www.rae.es/rae.html

Website Education Office, Embassy of Spain. Information about all the programs offered in Canada, visiting teachers, ISAS:
- http://www.mepsyd.es/exterior/usa/es/home/index.shtml

Instituto Cervantes:
- http://www.cervantes.es/

Chapter 4
Students with Special Education Needs

Chapter Summary

Characteristics of Students with Special Education Needs
Differentiated Instruction
Using Collaborative Learning
Strategies for Students with Attention Difficulties
Strategies for Students with Memory Difficulties
Strategies for Students with Listening Difficulties
Strategies for Students with Reading Difficulties
Cognitive Strategy Instruction
The Importance of Motivation

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 program level with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the program of studies.

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 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, students with significant special education needs require a team approach to planning and instructional delivery. To develop and implement a student's IPP goals, the language and culture teacher will work with other staff, which could include a special education coordinator, resource teacher and/or teacher assistant.

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.

The following accommodations are frequently used to support students with special education needs.

- 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

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.

Differentiation of content recognizes that, although all students are focusing on a general outcome, specific outcomes may differ for some students. For example, although all students are "using Spanish in a variety of situations and for a variety of purposes," there will be students whose specific outcome may be to "identify people, places and things" and those who will be able to "describe people, places and things competently." Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

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 program levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using Spanish effectively and competently (Language Competence); however, some students could be working on subject pronouns for first, second and third person singular, some students could work with the teacher on reviewing all subject pronouns, while other students could be paired to review regular present tense verbs.

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 or Remedial Instruction

Additional or remedial 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 or remedial 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 B
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below program level may have different or reduced performance expectations from their 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 B
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.

Teachers 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 concept, 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 • brainteasers • 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 assessment and 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 reached a conclusion or arrived 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 the instructional group size 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.

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.

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- 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 longer 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 note dates and assignments on a calendar.

- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.
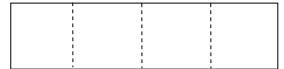
3. **Provide multisensory cues to make information and skills easier to remember.**

- 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, and 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 or labels and with 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 daily planners 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 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~~✗	brother✓	el hermano✓
	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?)
   - *Que 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 B
   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 them 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. Look at the beginning of the word for letter–sound clues.
      4. Think: "What word would fit here?"
      5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
      6. Look at the picture for a clue, if there is one.
      7. Ask someone.

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Cognitive Strategy Instruction

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 students with structured opportunities 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 strategies to different but related tasks (Gagne 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.

Chapter 5
Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

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.

Common Intellectual Characteristics of Gifted Students

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 play 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's real from what's not. • Goes off in 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 own behaviours.

Common Affective Characteristics of Gifted Students

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 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 of self and others.
	• Is persistent, perseverant and enthusiastically devoted to work.
	• Gives up if 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 own emotions.
	• Withdraws into self 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 value on consistency between values and actions in self 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 self.
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 more information …**

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

For some students who are gifted, a combination of the characteristics mentioned above may lead to difficulties with peer relations, 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.

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.

Enrichment Strategies

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

Course Level/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
10-3Y level • developing reading skills in Spanish	• Class reads grade-level story and discusses.	• Students read story written above course level and develop graphic organizer to illustrate understanding.
20-3Y level • exchanging basic personal information; e.g., name, age	• 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 interview community members who speak Spanish, write about what they learned from the interview, and then introduce the community members to the class.
30-3Y level • exploring the use of language for imagination, humour and fun	• Students play a variety of traditional sports or games in Spanish.	• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Spanish.

Alternative Learning Activities/Units

Alternative activities challenge students who have already mastered the learning outcomes in the 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 B
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. 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.

Sample 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	PLAN	INTERVIEW
In Spanish, demonstrate the preparation of a nutritious snack for the class and then share the results!	Plan a menu for a class party. Write a grocery list in Spanish for your party supplies.	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 community during major holidays.	**YOUR IDEA**	**SURVEY** Develop a survey in Spanish 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** Create a rubric in Spanish to evaluate your performance in one of the other activities on 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 from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a focus, develop a plan of action, follow it through and monitor their process. 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 B
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. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

1.

Category	Definition	Activities	Sample Products
Knowledge	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

lower to higher

Illustrative Example
- Recite the names of family members (e.g., mother, grandfather, sister) in Spanish.

Caution
Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.

2.

Category	Definition	Activities	Sample Products
Comprehension	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, in Spanish, how to play a game.
- Demonstrate, in Spanish, how something works.

3.

Category	Definition	Activities	Sample Products
Application	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 your partner describes.

Taxonomy of Thinking: 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. 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.

4.

Category	Definition	Activities	Sample Products
Analysis	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 English and Spanish.

5.

Category	Definition	Activities	Sample Products
Evaluation	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 ad, and then rate the effectiveness of three ads from a Spanish language magazine.

6.

Category	Definition	Activities	Sample Products
Synthesis	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 on Spain, and plan activities for a seven-day vacation with your family.

Mentorships

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. Alternatively, students can 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

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.

→ For more information …

Appendix B
Sample Text Forms

In addition, students who are gifted will often benefit from access to a wide variety of print and multimedia 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 as a Second Language Learners

Chapter Summary

English as a Second Language (ESL) Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students 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 ESL Students

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 people of other religious groups	• attend school within their communities and learn English to access 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 ESL Students

Recently arrived immigrants	• make up a large group of ESL students 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 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, social and community agencies for several years

Challenges for ESL Students

• 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 ever 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

Each ESL student's cultural and life experiences will differ from those of other ESL students and those of other 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 learning a new culture. By the time a child is 5 years old, the first culture is already deeply rooted. The first culture of ESL students 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, it 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 ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students 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 the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, ESL students 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 making 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. ESL students 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.

ESL students 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 ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students 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 ESL students 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 may prefer activities that yield more tangible and evident results.

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 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 such cultures, 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 ESL students 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 ESL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

An ESL student 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 ESL students 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 ESL learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that ESL 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. Students for whom English is a second language, including those who are learning two languages 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. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third 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.

ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL students 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 ESL student understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the ESL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students 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 ESL Students

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.**
   ESL students 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 ESL students understand.**
   ESL students 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 ESL students.

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 native language of your ESL student, 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 ESL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of ESL Students: 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

As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

ESL students 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 make 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 classroom 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 ESL Students

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

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
10-3Y level	Develop reading skills in Spanish.	Class reads grade-level story and discusses.	ESL learner will highlight words understood. ESL learner will sit with a buddy and follow the text.
20-3Y level	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	ESL learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
30-3Y level	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in Spanish.	ESL learner may display prior knowledge of a game and teach the game to classmates.

Choosing Instructional Strategies

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

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 ESL students 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 ESL students 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 ESL students carefully, assign roles in each group and monitor group interactions.

Group Discussions

Similar to cooperative learning, group discussions allow ESL students 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 using group discussions are that ESL students may have insufficient listening comprehension skills, may misinterpret body language and may feel anxiety over the expression of their personal opinion, especially if such expression was not encouraged in their previous educational setting.

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

Technology

➔ **For more information …**

Chapter 3

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

Some suggestions for using technology include:
- 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 presenting information in a new way, e.g., providing oral presentation of written text, and by allowing students to work independently at their own pace. Interacting through technology may also be less threatening and intimidating for ESL students than interacting in person.

The challenges of using technology include providing instruction on how to use the technology and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. ESL students 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 D
Assessment
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

Modifying Assessment for ESL Students

Novice Students
(up to six months in an English-speaking classroom with ESL support)

- Have student point to the picture of a correct answer (limit choices).
- Have student circle a correct answer (limit choices).
- Instruct student to draw a picture illustrating a concept.
- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test student orally in English or in the native language.

Beginning Students
(up to two years in an English-speaking classroom with ESL support)

- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Give open-book tests.
- Ask student to retell/restate (orally and in writing).
- Instruct student to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.

Modifying Assessment for ESL Students: 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.

Intermediate Students (up to five years in an English-speaking classroom with ESL support)	• Have student explain how an answer was achieved (orally and in writing). • Have student complete fill-in-the-blank exercises. • Ask student to retell/restate (orally and in writing). • Have student define/explain/summarize (orally and in writing). • Have student compare and contrast (orally and in writing). • Use cloze procedures with outlines, charts, time lines and other graphic organizers. • Have student analyze and explain data (orally and in writing). • Instruct student to express opinions and judgements (orally and in writing).

Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards that reflect the needs of all students and that have the capacity to include learner outcomes developed specifically for ESL students. 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
Evaluation
Assessment for Learning (Formative) and Assessment of Learning (Summative)
Determining the Assessment Purpose
Principles of Effective Classroom Assessment
Assessment Accommodations for Students with Special Education Needs
Student-directed Assessment
Teacher-directed Assessment
Assessment and Evaluation Resources

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.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and 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
- be communicated to students so that they understand expectations related to learning outcomes and can plan for success.

Also, assessment practices should help and encourage students to:
- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- 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.

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

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 D

Assessment for learning is characterized by the ongoing exchange of information about learning among students, peers, teachers and parents. It provides information about student progress, allowing a 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 or guardians and bring a photograph or drawing of their family to class. They take turns introducing their family members or guardians 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 Friends," students prepare a personal collage by using pictures of themselves; their friends; their favourite activities, foods and books; and their 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.

- 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 Spanish vocabulary words with the corresponding words in English. These tests are marked and contribute 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 administrators, parents, school board, Alberta Education, post-secondary institutions) in addition to students and teachers.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or 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).

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 logs.

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.
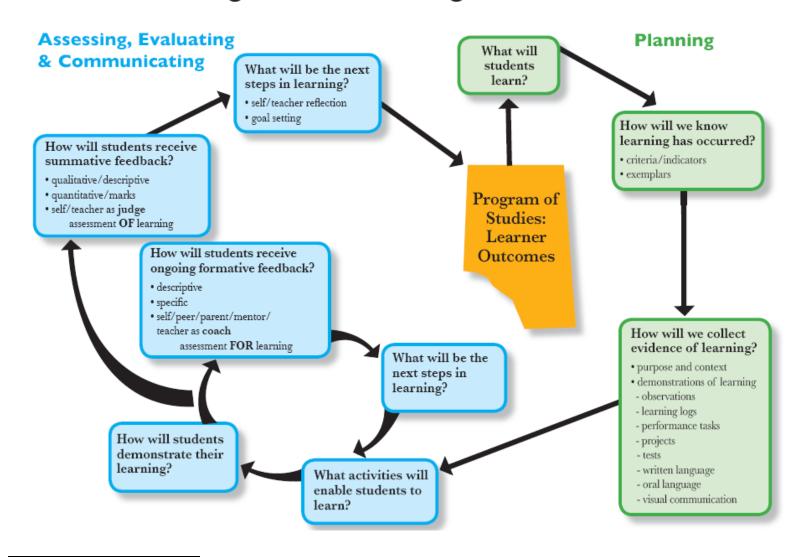
Meaningful Assessment

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?

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

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

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

Program of Studies: Learner Outcomes

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

What will be the next steps in learning?

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

How will students demonstrate their learning?

What activities will enable students to learn?

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:
- 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. 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.

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 impacts 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.

➔ **For more information …**

Chapter 6
Modifying Assessment for ESL Students

Chapter 7
Assessment Accommodations for Students with Special Education Needs

Appendix B
Examples of Assessment Accommodations

Accommodations to programming and assessment, including those for ESL students 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.

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, what they need to learn and 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
- take place 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.

By integrating self-assessment activities and providing time for goal setting and peer assessment in 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 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 to 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 purpose of conferences and 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. Conference 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.

16. 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 to record anecdotal notes.

Personal Reflection and Self-assessment

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 probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes 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 the following:
- 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 can be selected and placed in a portfolio, including stories, tests and projects.

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 D
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.

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.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need 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 performance, 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 recognizing areas in which they need to improve.

Peer Assessment

➔ **For blackline master …**

Appendix D
Peer-assessment
Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and 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 D
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 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 to which various descriptors can be added quickly to reflect the outcome(s) being assessed.

8. Provide guidance to students to 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 for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

Rubrics use a set of 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.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

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 language and culture 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.

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.
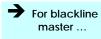
Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- 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

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master …

Appendix D
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.

Anecdotal notes:
- 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 D
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 under what conditions success is most likely, 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. These tools 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 outcome.

3. Ensure that 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 they demonstrate or promote 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 course level samples assessment sections of this resource. 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 to elicit specific use of the second language.

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 progress 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.

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.

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.

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
Course Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Reading the Course Level Samples
Course Level Samples for 10-3Y, 20-3Y, 30-3Y
- Applications
- Language Competence
- Global Citizenship
- Strategies

Introduction

The course level samples section provides sample teaching and learning activities with corresponding assessment strategies for each specific outcome in the Spanish Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. The prescribed general and specific outcomes for each level appear in the same order as in the program of studies.

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.

Integrate for Efficiency and Motivation

In the time allotted for each level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. 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.

Reading the Course Level Samples

The component label, general outcome, cluster heading, course label, strand and specific outcome are presented first.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**10-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. identify concrete people, places and things

Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

SAMPLE TEACHING AND LEARNING ACTIVITIES

My Favourite Things Collage
Have students design personal collages using pictures of themselves; their families, extended families and friends; and their favourite places and things. Each picture is labelled in Spanish. The collages are then presented orally to the class. Provide students with model phrases to assist them in their presentation. For example:
– *mi papá/mi padre* (my dad/my father)
– *mi mamá/mi madre* (my mom/my mother)
– *mi hermano* (my brother)
– *mi hermana* (my sister)
– *mi casa* (my house)
– *la tienda de musica* (the music store).

Coat of Arms

Have each student prepare a personal coat of arms that includes his or her name, birthdate, place of birth, family members. Have students use drawings within their coats of arms. Display finished work in the classroom.

Suggestions for assessment follow the sample teaching and learning activities and appear under the heading Sample Assessment Strategies.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– identify concrete people, places and things?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to identify concrete people, places and things (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify concrete people, places and things (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Course Level Samples for 10-3Y

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications	Language Competence
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	Students will use Spanish **effectively** and **competently**.
A–1 to receive and impart information A–2 to express emotions and personal perspectives A–3 to get things done A–4 to extend their knowledge of the world A–5 for imaginative purposes and personal enjoyment A–6 to form, maintain and change interpersonal relationships	LC–1 attend to form LC–2 interpret and produce oral texts LC–3 interpret and produce written texts LC–4 apply knowledge of the sociocultural context LC–5 apply knowledge of how text is organized, structured and sequenced in Spanish
Global Citizenship	**Strategies**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.
GC–1 historical and contemporary elements of Spanish-speaking cultures GC–2 affirming diversity GC–3 personal and career opportunities	S–1 language learning S–2 language use S–3 general learning

Applications

	General Outcome	**Cluster Heading**	
Applications	Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**A–1** to receive and impart information	**10-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. identify concrete people, places and things

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SAMPLE TEACHING AND LEARNING ACTIVITIES

My Favourite Things Collage
Have students design personal collages using pictures of themselves; their families, extended families and friends; and their favourite places and things. Each picture is labelled in Spanish. The collages are then presented orally to the class. Provide students with model phrases to assist them in their presentation. For example:
- *mi papá/mi padre* (my dad/my father)
- *mi mamá/mi madre* (my mom/my mother)
- *mi hermano* (my brother)
- *mi hermana* (my sister)
- *mi casa* (my house)
- *la tienda de música* (the music store).

Coat of Arms
Have each student prepare a personal coat of arms that includes his or her name, birthdate, place of birth, family members. Have students use drawings within their coats of arms. Display finished work in the classroom.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- identify concrete people, places and things?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to identify concrete people, places and things (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify concrete people, places and things (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**10-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. ask for and provide basic information

SAMPLE TEACHING AND LEARNING ACTIVITIES

Inside–Outside Circle

Have students form two circles, one inside the other. With music playing, ask one circle to walk in one direction and the other to walk in the opposite direction. When the music stops, have students interview the classmate opposite them, using familiar patterns such as:

− *Yo me llamo _____ . ¿Cómo te llamas?* (My name is _____ . What's your name?)
− *Tengo _____ años. ¿Cuántos años tienes?* (I'm ___ years old. How old are you?)
− *Estoy _____ . ¿Cómo estás?* (I am ___ . How are you?)

The Border

Have students, in pairs, dramatize situations in which they need to provide specific information, real or fictitious. For example, ask students to imagine that they are arriving at a border crossing where they must provide information required to have their passports stamped.

Interview

Invite students to conduct interviews in pairs, using simple questions; e.g., *¿Cómo te llamas?* (What's your name?), *¿Qué número de teléfono tienes?* (What's your telephone number?), *¿Qué dirección tienes?* (What's your address?) Interviewees may choose to play the part of an imaginary or famous person.

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. ask for and provide basic information

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– ask for and provide basic information?

Checklist and Comments
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 ask for and provide basic information (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Rating Scale
Create an outcome based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to ask for and provide basic information (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3)

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to ask for and provide basic information. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**10-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. ask for and provide basic information

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Meeting
Ask students to form pairs and role-play making arrangements for meetings with friends. Have partners ask each other questions to elicit information regarding times, places and dates, using the following patterns:
− *¿Cuándo?* (When?)
− *¿A qué hora?* (At what time?)
− *¿Dónde?* (Where?)

My Favourite …
Provide students with five written questions and have them write their responses. For example:
− *¿Cuál es tu color favorito?* (What's your favourite colour?)
− *¿Cuál es tu canción favorita?* (What's your favourite song?)
− *¿Cuál es tu deporte favorito?* (What's your favourite sport?)
Have students form groups. One student from each group reads the response sheets aloud. The other students try to guess which student wrote each set of answers.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− ask for and provide basic information?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to ask for and provide basic information (see sample blackline master in Appendix D: Self-assessment Checklist).

Observation Checklist
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 ask for and provide basic information (see sample blackline master in Appendix D: Observation Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**10-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* c. respond to simple, predictable questions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Information Search

Provide students with questionnaires. Have students ask each other questions and put their signature beside the questions they would answer "yes" to.

Busca a una Persona (Find a Person)   *Firma* (Signature)

– *¿Tienes un hermano?*
  (Do you have a brother?)   _____
– *¿Tienes [una] bicicleta?*
  (Do you have a bicycle?)   _____
– *¿Tienes [una] computadora?*
  (Do you have a computer?)   _____

I Am

Put the name of each student on an index card. Prepare a list of basic questions about personal information; e.g., *¿Cuál es tu apellido?* (What is your last name?), *¿Dónde vives?* (Where do you live?) Each day, ask a few students three to five of these basic questions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– respond to simple, predictable questions?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to respond to simple, predictable questions, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Checklist and Comments

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 respond to simple, predictable questions (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

	General Outcome	**Cluster Heading**	
Applications	Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**A–2** to express emotions and personal perspectives	**10-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* a. express a personal response and simple preferences

SAMPLE TEACHING AND LEARNING ACTIVITIES

I Like/I Don't Like

Using pictures from magazines that depict a variety of activities, ask students which people, places or things they like or don't like. Use the expressions: *¿Te gusta _____?* (Do you like _____ ?) and *¿No te gusta _____?* (Do you not like _____ ?) Introduce intensifiers such as *muchísimo* (very very much) and *mucho* (a lot).

As an extension, have students draw two or three of their own favourite people, places or things and then, working in pairs or small groups, ask each other the question, *¿Te gusta _____ ?* (Do you like _____ ?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

− express a personal response and simple preferences?

Rating Scale

Create an outcome-based rating scale and share with students before they begin the activity. Use the rating scale to assess how well students are able to express a personal response and simple preferences (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**10-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* b. identify favourite people, places or things

SAMPLE TEACHING AND LEARNING ACTIVITIES

Favourite Activities and Interests Survey
As a class, brainstorm activities in which students participate outside of school. Have students form small groups and conduct surveys of their favourite activities and interests, using pre-framed Spanish sentence structure. For example:
−   *¿Cuál es tu _____ favorito? (video, comida, deporte)* (What is your favourite _____ ? [video, food, sport])

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   identify favourite people, places or things?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to identify favourite people, places or things, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**10-3Y**

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* a. respond to and express emotions and feelings in familiar contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Book of Emotions
Have students prepare a picture book using photographs and/or magazine pictures that depict people's emotions in familiar situations. Then, have students share their books in groups or with the class, using simple sentences to describe the various emotions and situations shown.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   respond to and express emotions and feelings in familiar contexts?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to respond to and express emotions and feelings in familiar contexts (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**10-3Y**

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* b. identify emotions and feelings

SAMPLE TEACHING AND LEARNING ACTIVITIES

When I Am
Provide students with sentences that they must complete; e.g., *Cuando estoy feliz/triste, yo* _____. (When I am happy/sad, I _____.) Have students share their results with a friend.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify emotions and feelings?

Checklist and Comments
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 identify emotions and feelings (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. indicate basic needs and wants

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Expressions

Post a list of basic classroom expressions, using sentences and pictures. Invite students to refer to these expressions when making requests or giving instructions. For example:
– *¿Puedo ir al baño?* (Can I go to the bathroom?)
– *¿Puedo coger una hoja?* (Can I have some paper?)
– *Pasa el bolígrafo.* (Pass the pen.)
– *Cierra la puerta.* (Close the door.)
– *Escribe tu nombre.* (Write your name.)
– *Tengo frío. ¿Puedo cerrar la ventana?* (I'm cold. Can I close the window?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– indicate basic needs and wants?

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to indicate basic needs and wants. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* b. ask for permission

SAMPLE TEACHING AND LEARNING ACTIVITIES

Around the School Game

Students play a game called Around the School. In preparation, the teacher labels various places within the school and creates corresponding cards; e.g., *baño*, *oficina*, *biblioteca* (bathroom, office, library). The students then randomly select a card that directs them to a particular place. They come up to the teacher and ask for permission to go there. If permission is requested correctly, they proceed to that location. For example:

– *¿Puedo ir al baño?* (May I go to the bathroom?)
– *¿Puedo ir a la biblioteca?* (May I go to the library?)
– *¿Puedo ir la oficina?* (May I go to the office?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– ask for permission?

Observation Checklist

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 ask for permission (see sample blackline master in Appendix D: Observation Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* c. give and respond to simple oral instructions or commands

SAMPLE TEACHING AND LEARNING ACTIVITIES

Simon Says

Involve students in a game of *Simón dice …* (Simon Says …) using simple commands. Once students are familiar with the commands, they can take turns in being Simon. Some sample commands are:
–   *Simón dice toca la nariz.* (Simon says touch your nose.)
–   *Simón dice toca los pies.* (Simon says touch your feet.)
–   *Simón dice tira las orejas.* (Simon says pull your ears.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   give and respond to simple oral instructions or commands?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to give and respond to simple oral instructions or commands (see sample blackline master in Appendix D: Rubric).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* d. suggest a course of action, and respond to a suggestion

SAMPLE TEACHING AND LEARNING ACTIVITIES

New Expressions

Compile a list of simple tasks, for example, identify the best way to the library. Have students work in pairs, select a task and prepare a course of action. Partners must offer one suggestion per course of action and an appropriate response to the suggestions. For example:

– *Camina 20 metros y toma la primera derecha. Sigue por derecho, pasa por las puertas, y la biblioteca está enfrente.* (Walk 20 metres and turn right. Continue straight, pass through the doors, and the library is in front.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

– suggest a course of action, and respond to a suggestion?

Learning Log

Students reflect on their learning and how well they were able to suggest a course of action, and respond to a suggestion.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. respond to offers, invitations and instructions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Come to My Birthday
Students use a template to make birthday invitations, then they hand them out to two or three friends. The receivers answer, *Sí, gracias.* (Yes, thanks.) or *No, no puedo*. (No, I can't.) Students should be aware of intonation and body language.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   respond to offers, invitations and instructions?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to respond to offers, invitations and instructions (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* b. ask or offer to do something

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Chores
Prepare and display a chart listing a number of classroom tasks. Each week, encourage students to review the list, select a task and ask you or offer to perform it. For example, students can ask, *¿Puedo borrar la pizarra?*, *¿Puedo repartir los libros?*, *¿Puedo leer los anuncios diarios?* (Can I erase the board?, Can I hand out the books?, Can I read the daily bulletin?) Encourage all students to perform and alternate tasks.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   ask or offer to do something?

Checklist and Comments
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 ask or offer to do something (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* c. indicate choice from among several options

SAMPLE TEACHING AND LEARNING ACTIVITIES

One-week Agenda Activity
Provide students with a blank one-week agenda. Have them, working in groups, invite each member of the group to participate in an activity during that week. Students respond by accepting or declining the invitations.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   indicate choice from among several options?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to indicate choice from among several options (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. manage turn taking

SAMPLE TEACHING AND LEARNING ACTIVITIES

Taking Turns
Bring a number of simple board games, e.g., Boggle, Yahtzee, to class and divide students into small groups. Review the rules of the games with students.

Teach students various turn-taking expressions; e.g.,
- *¿Es tu turno?/¿Te toca a ti?* (Is it your turn?)
- *¿Quién es el siguiente?* (Who's next?)
- *Tú eres el primero.* (You are first.)

Have the students play the games and encourage them to manage turn taking in Spanish.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- manage turn taking?

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to manage turn taking. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* b. encourage other group members to act appropriately

SAMPLE TEACHING AND LEARNING ACTIVITIES

What Is Appropriate?
Write several expressions on the board, such as:
– *¡Buen trabajo!* (Good work!)
– *Silencio por favor.* (Quiet, please.)
– *¡Fantástico!* (Fantastic!)
– *¡Muy bien!* (Good!)
– *¡Estupendo!* (Outstanding!)
– *¡Maravilloso!* (Marvellous!)

Show pictures or photographs of students involved in group work. Students match each expression with a picture—first as a group and then when called individually.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– encourage other group members to act appropriately?

Learning Log
Students reflect on their learning and how well they were able to encourage other group members to act appropriately.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* c. ask for help or clarification of what is being said or done in the group

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reading a Simple Text within a Group
Organize students into groups of four and provide them with a very simple text to read. After reading, one person in each group asks prepared questions about the text. The second person answers the questions, the third person represents the answers visually and the fourth person makes corrections or additions to the answers. Rotate until all students have had the chance to perform each role. Emphasize that students need to be clear in their answers and that group members should ask the necessary questions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– ask for help or clarification of what is being said or done in the group?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to ask for help or clarification of what is being said or done in the group (see sample blackline master in
Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* a. investigate the immediate environment

SAMPLE TEACHING AND LEARNING ACTIVITIES

I Spy
Have students play the game *Veo, veo* (I Spy), in which one student describes an object in the classroom and the others try to identify the object being described.

Classroom and School
Have students work in pairs to prepare simple questions about the classroom and the school and then find the answers. For example:
– *¿Cuántas sillas hay en la clase?* (How many chairs are there in the school?)
– *¿Cuántos pisos hay en la escuela?* (How many floors are there in the school?)
– *¿Cuántos profesores trabajan en la escuela?* (How many teachers work in the school?)

Compile groups' questions and answers, divide the class into two teams and ask them questions about their immediate environment.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– investigate the immediate environment?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to investigate the immediate environment, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Observation Checklist
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 investigate the immediate environment (see sample blackline master in Appendix D: Observation Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* a. gather simple information

SAMPLE TEACHING AND LEARNING ACTIVITIES

What Makes a Home?
Working in pairs, have students obtain an image of a house from a magazine, the Internet or a digital camera. Have them label the parts of the house in Spanish. To access the vocabulary needed, students consult a variety of reference materials; e.g., dictionaries, Internet, textbooks.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   gather simple information?

Learning Log
Students reflect on their learning and how well they were able to gather simple information.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* b. organize items in different ways

SAMPLE TEACHING AND LEARNING ACTIVITIES

How Do These Strips Relate?
Students, working in groups, are given small strips of paper with theme-related vocabulary—body, clothing, foods, feelings, animals, weather, classroom objects, school subjects. Students work collaboratively to organize the vocabulary into appropriate categories. Each group creates a poster to reflect one of the categories by gluing the vocabulary strips onto poster paper in a creative manner. Groups share their posters with the class and then display them in the classroom.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   organize items in different ways?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to organize items in different ways (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* c. sequence items in different ways

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sequencing Main Events of a Story
Ask students to examine a comic strip with the panels scrambled out of order. Then have them work in pairs or small groups to put the main events of the story into correct sequence. Encourage students to think of alternate ways to order the comic strip.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   sequence items in different ways?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to sequence items in different ways. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* a. experience problem-solving situations in the classroom

SAMPLE TEACHING AND LEARNING ACTIVITIES

Problem Solvers
Compile a list of problems ranging in degree of seriousness; e.g., there are more students than textbooks in the class, the bus always arrives late, my boyfriend/girlfriend calls me too much. Select a problem from the list and model ways to solve it. Have students form groups and attempt to solve the rest of the problems on the list. Have groups compare their solutions with one another and lead a summary discussion of the different ways to solve problems.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− experience problem-solving situations in the classroom?

Checklist and Comments
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 experience problem-solving situations in the classroom (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* b. choose between alternative solutions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Solutions

Brainstorm with students scenarios of simple school problems; e.g., insufficient time between classes, poor selection of vending machine food. Then lead a brainstorming session, in Spanish, of possible solutions. Record general solutions on the board. Divide the class into small groups and assign a solution to each group. Have each group examine the solution, provide details and record the responses on chart paper. Display student responses in the classroom and lead a discussion on which solution would be the best one to choose for a particular problem.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− choose between alternative solutions?

Checklist and Comments

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 choose between alternative solutions (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* a. listen attentively to the opinions expressed

SAMPLE TEACHING AND LEARNING ACTIVITIES

How Well Do I Listen?

Select a topic and ask students to think about what they like or dislike about it. For example:

−   *¿Qué te gusta comer?* (What do you like to eat?)
−   *¿Qué no te gusta comer?* (What don't you like to eat?)

Instruct students to prepare a survey template on which they will record the opinions of the classmates. Have students circulate and interview three to five classmates about their opinions on a topic. Students are to listen attentively and correctly record the answers. Lead a summary of students' opinions and tabulate the responses in a chart or graph.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

−   listen attentively to the opinions expressed?

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to listen attentively to the opinions expressed. Offer feedback, encouragement and praise as needed.

	General Outcome	**Cluster Heading**	
Applications	Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. respond sensitively to the ideas and products of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Show Respect and Offer Encouragement

Invite students to bring in objects of personal importance to them; e.g., an award or medal, a craft, a poem. Discuss with the students the importance of respecting the ideas and creations of other students. Make it clear that laughing at or ridiculing other students' ideas or creations is not acceptable. List and practise vocabulary and expressions of respect with students. Have students share their important objects with classmates and strongly encourage sensitive responses.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− respond sensitively to the ideas and products of others?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to respond sensitively to the ideas and products of others, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* c. make connections between behaviour and values

SAMPLE TEACHING AND LEARNING ACTIVITIES

Behaviours
Lead a brief discussion on what values are and how they link with behaviour. Place various posters on the wall, each depicting a particular behaviour. Give students strips of paper with a value written on each one. Students examine the posters and paste each value paper strip onto a behaviour poster that best depicts that value. As a class, have students provide the reasons for their decisions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– make connections between behaviour and values?

Learning Log
Students reflect on their learning and how well they were able to make connections between behaviour and values.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** for imaginative purposes and personal enjoyment	**10-3Y**

Strand	A–5.1 humour/fun
Specific Outcome	*Students will be able to:* a. use the language for fun; e.g., learn simple riddles, jingles and humorous songs

SAMPLE TEACHING AND LEARNING ACTIVITIES

Tongue Twisters
Provide students with tongue twisters in Spanish. After they have had time to practise the tongue twisters in pairs or in groups, ask students to present them to the class.

Humorous Nicknames
Present students with Spanish names and nicknames; e.g., Ignacio→Nacho; Francisco→Pancho; Estefania→Fani. Encourage students to select a name for themselves that they feel matches their personality and make name cards. Students can conduct an Internet search for additional Spanish nicknames.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use the language for fun?

Checklist and Comments
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 the language for fun (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Learning Log
Students reflect on their learning and how well they were able to use the language for fun.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** for imaginative purposes and personal enjoyment	**10-3Y**

Strand	A–5.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use the language creatively

SAMPLE TEACHING AND LEARNING ACTIVITIES

Create a Poem Using Your Name
Invite each student to compose a poem based on his or her own name or a Spanish name. Explain that each line should be a word or phrase describing a favourite activity or personal quality and should include a letter from the name. For example, using the name Pepe:

simPático	(nice)
genEroso	(generous)
me gusta Patinar	(I like to skate)
fuErte	(strong)

Create a Song
Have students replace parts of the lyrics of a popular Spanish song with their own words; e.g., *Para bailar la Bamba.* (To dance la Bamba.)/*Para comer la manzana.* (To eat the apple.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use the language creatively?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use the language creatively (see sample blackline master in Appendix D: Peer-assessment Checklist).

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use the language creatively, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** for imaginative purposes and personal enjoyment	**10-3Y**

Strand	A–5.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use the language for personal enjoyment; e.g., listen to favourite music

SAMPLE TEACHING AND LEARNING ACTIVITIES

Game Time
Teach students to play common board games, such as bingo or Snakes and Ladders, or memory games related to the theme being studied in Spanish. Have them form small groups and play the games, using proper vocabulary for taking turns, rolling dice. Ensure that the needed vocabulary is posted and available for student reference to optimize the use of Spanish during game-playing activities.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use the language for personal enjoyment?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use the language for personal enjoyment, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes)

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** to form, maintain and change interpersonal relationships	**10-3Y**

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* a. exchange greetings and farewells

SAMPLE TEACHING AND LEARNING ACTIVITIES

Let's Say Hello!
Invite pairs of students to role-play exchanging greetings and farewells.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− exchange greetings and farewells?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to exchange greetings and farewells (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** to form, maintain and change interpersonal relationships	**10-3Y**

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. address a new acquaintance and introduce themselves

SAMPLE TEACHING AND LEARNING ACTIVITIES

Greet a Classmate
Teach students how to greet a new acquaintance and introduce themselves. If possible, arrange to pair up with another Spanish class in the school. When the students meet, have them greet each other and introduce themselves. Once everyone has done so, students pair up and introduce their partners to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− address a new acquaintance and introduce themselves?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to address a new acquaintance and introduce themselves, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** to form, maintain and change interpersonal relationships	**10-3Y**

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* c. exchange some basic personal information—name, age

SAMPLE TEACHING AND LEARNING ACTIVITIES

Getting to Know Someone/First Acquaintance

Invite students to prepare simple skits or dialogues that include greetings, basic information (e.g., age, name) and closing expressions. Provide students with sample dialogues that they can modify to prepare their own skits or dialogues about meeting someone new and making an effort to get to know the person. Have the students present their skits or dialogues to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− exchange some basic personal information—name, age?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to exchange some basic personal information—name, age (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** to form, maintain and change interpersonal relationships	**10-3Y**

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* d. initiate relationships

SAMPLE TEACHING AND LEARNING ACTIVITIES

Making Friends

Lead a brainstorm session and compile a list of questions, in Spanish, that students feel are important to ask when starting a friendship; e.g., musical tastes, favourite sports. Include sample responses to each question. Arrange the classroom so that desks/chairs are facing each other. Divide the class into two teams and have members of team A sit down, leaving the matching chairs empty. Have each member of team B select a free chair and start a conversation using the questions compiled earlier. Emphasize that students should be speaking Spanish. After a short period of time, team B members switch seats and start new conversations.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– initiate relationships?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to initiate relationships (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Language Competence

	General Outcome Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**
Language Competence			

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* a. pronounce some common words and phrases comprehensibly

SAMPLE TEACHING AND LEARNING ACTIVITIES

Words
Prepare or locate flash cards with images depicting common words and phrases; e.g., yes, thank you, pardon me. Review the meaning of depicted images and pronunciation of related words and phrases with the students. Divide the class into two teams. Have one member from each team stand up. Display a flash card. The first student to comprehensibly pronounce the related word or phrase, earns a point for his or her team. Continue until all students have had a turn. Revisit this activity throughout the year and alternate the words and phrases.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– pronounce some common words and phrases comprehensibly?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to pronounce some common words and phrases comprehensibly, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* b. use intonation to express meaning

SAMPLE TEACHING AND LEARNING ACTIVITIES

What Is This?

Provide students with a list of basic statements, questions and exclamations, and model the appropriate intonation. Have students prepare short skits, using the correct intonation for several of the expressions on the list. For example:

– *Ésta es una pelota.* (This is a ball.)
– *¿Es ésta una pelota?* (Is this a ball?)
– *¡Ésta es una pelota!* (This is a ball!)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

– use intonation to express meaning?

Observation Checklist

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 intonation to express meaning (see sample blackline master in Appendix D: Observation Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* c. distinguish particular sounds of the language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Similar but Different

Have students work in pairs and create a digital recording or podcast of the letter sounds in Spanish. Students will compile lists of words that contrast and highlight the sounds; e.g., *pero* (but) versus *perro* (dog) or *sillón* (armchair) versus *silo* (silo).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− distinguish particular sounds of the language?

Observation Checklist

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 distinguish particular sounds of the language (see sample blackline master in Appendix D: Observation Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.2 orthography
Specific Outcome	*Students will be able to:* a. relate all letters of the alphabet to the sounds they represent

SAMPLE TEACHING AND LEARNING ACTIVITIES

Alphabet Sentence
Lead a brief review of the letters of the Spanish alphabet and then present the following sentence to students:
– *En Washington, la cigüeña gigante bebió ocho copas de agua, más quince jarras llenas de frío jugo de cereza uva, y kiwi, y enseguida huyó en un taxi.* (In Washington, the giant stork drank eight glasses of water, plus fifteen full mugs of cold cherry, grape and kiwi juice, and escaped in a taxi right away.)

The sentence contains all of the letters of the alphabet. Review the pronunciation and ask students to draw a picture of the sentence. Place students into small groups and challenge them to construct their own sentence that incorporates all the letters of the alphabet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– relate all letters of the alphabet to the sounds they represent?

Learning Log
Students reflect on their learning and how well they were able to relate all letters of the alphabet to the sounds they represent.

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–1** attend to form	**10-3Y**

Strand	LC–1.2 orthography
Specific Outcome	*Students will be able to:* b. use spelling patterns and mechanical conventions correctly; e.g., capitalization, punctuation

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dictation
Using a monotone voice, dictate a short, simple paragraph to students. Do not use intonation to indicate questions or pause to indicate commas or periods. Once completed, have students work in pairs to verify spelling and correctly punctuate the paragraph.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use spelling patterns and mechanical conventions correctly?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to use spelling patterns and mechanical conventions correctly (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

	General Outcome Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–1 attend to form	**10-3Y**
Language Competence			

Strand	LC–1.3 lexicon

Specific Outcome	*Students will be able to:*
	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
	   • people around me
	     – greetings
	     – personal information
	     – people and description
	     – professions/occupations
	     – clothing
	     – the body
	     – family and friends
	   • school
	     – school facilities
	     – in the classroom
	     – time and calendar
	   • activities
	     – in the home
	     – in the community—places, transportation, weather
	     – favourite activities
	   • celebrations—personal introduction to Spanish-speaking world (geography)
	   • any other lexical fields that meet their needs and interests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Picture Vocabulary
Put students in groups of three or four and provide each group with a set of pictures pertaining to a lexical field. Have students arrange the pictures into an order and then improvise a short, simple story.

Vocabulary Games with Dice and Markers
Have students play a variety of games in order to develop their vocabulary. For example, use laminated games of Snakes and Ladders, dice and markers. Include pictures of vocabulary studied in themes in certain boxes of the game.

The first player rolls the dice and moves the marker the correct number of spaces. He or she must identify, in Spanish, the word the marker is covering. The next player then rolls the dice. Students move up the ladder or down the snake. The winner is the person who is able to complete the board and land on the last square first. The player must roll the exact number necessary to reach the last square.

I Spy
Play a game of *Veo, veo* (I Spy). For example:
– *Veo, veo.* (I see, I see.)
– *¿Qué ves?* (What do you see?)
– *Una casa.* (A house.)
– *¿De qué color?* (What colour?)

Have students play the game completely in Spanish.

Strand	LC–1.3 lexicon

Specific Outcome	*Students will be able to:*
	
	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
	  • people around me
	    – greetings
	    – personal information
	    – people and description
	    – professions/occupations
	    – clothing
	    – the body
	    – family and friends
	  • school
	    – school facilities
	    – in the classroom
	    – time and calendar
	  • activities
	    – in the home
	    – in the community—places, transportation, weather
	    – favourite activities
	  • celebrations—personal introduction to Spanish-speaking world (geography)
	  • any other lexical fields that meet their needs and interests

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* a. use, in modelled situations,★ the following grammatical elements: • *me/te/le* • *nos/les/os gusta (n)* • pronouns after prepositions: *mí, ti, él, ella, usted, nostros/as, vosotros/as, ellos/as, ustedes* • adverbs ending in *mente* • *caer bien/mal* • commonly used verbs: *querer, ir, hacer, poder, venir, salir, jugar, saber* • possessive adjectives: *mi, tu, su, mis, tus, sus, nuestro/a (s), vuestro/a (s)* • demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as* • affirmative commands (*tú* and *ustedes/vosotros* forms, for commonly used verbs) • affirmative and negative expressions: *alguien, nadie, algo, nada, también* • reflexive verbs • present progressive (*estar* + gerund)

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Journal of Daily Activities
In preparation for a group project, have students keep a journal of their daily activities for a week.

After their journals are completed, have students practise reflexive verbs, using the sentence patterns provided. Each student asks five classmates about their daily routines, for example, *¿Qué haces tú cada día?* (What do you do every day?) Students answer by saying, *Me levanto a la(s) ...* (I get up at ...). Once they have completed their surveys, students can summarize the results. For example, *Tres estudiantes se levantan a las 6 de la mañana.* (Three students get up at 6 a.m.)

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* a. use, in modelled situations,★ the following grammatical elements: • *me/te/le* • *nos/les/os gusta (n)* • pronouns after prepositions: *mí, ti, él, ella, usted, nostros/as, vosotros/as, ellos/as, ustedes* • adverbs ending in *mente* • *caer bien/mal* • commonly used verbs: *querer, ir, hacer, poder, venir, salir, jugar, saber* • possessive adjectives: *mi, tu, su, mis, tus, sus, nuestro/a (s), vuestro/a (s)* • demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as* • affirmative commands (*tú* and *ustedes/vosotros* forms, for commonly used verbs) • affirmative and negative expressions: *alguien, nadie, algo, nada, también* • reflexive verbs • present progressive (*estar* + gerund)

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− use, in modelled situations, the [given] grammatical elements?

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to use, in modelled situations, the [given] grammatical elements (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,★ the following grammatical elements: • affirmative/negative/interrogative sentences in the present tense • regular *–ar, –ir, –er* verbs in the present tense • gender and number of nouns, adjectives • commonly used verbs: *ser, estar, tener, ser* vs. *estar* • *tener que* + infinitive • *ir + a* + infinitive (immediate future) • definite and indefinite articles: *el, la, los, las, un, una, unas, unos*

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Typical Activities of Spanish-speaking Youth
Using affirmative, negative and interrogative sentences in the present tense, have students prepare a composition describing themselves so that they can be appropriately matched up with Spanish-speaking e-pals. The students' compositions should include physical descriptions and personality traits, brief descriptions of their friends, a summary of their hobbies and a description of any jobs or responsibilities they have. The compositions should end with descriptions of upcoming plans and a few questions for the prospective e-pals.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use, in structured situations, the [given] grammatical elements?

Learning Log
Students reflect on their learning and how well they were able to use, in structured situations, the [given] grammatical elements.

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–1** attend to form	**10-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the following grammatical elements: • subject pronouns: *yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes* • singular pronouns (*yo, tú, él, ella*) with regular verbs • first, second and third person singular forms of regular verbs • affirmative and negative sentences

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Note: Ensure students are aware that *usted* is used throughout Latin America but *vosotros/as* is used in Spain. However, for general classroom practice, choose to use one or the other and do so consistently.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pen Pal Letter
Students send a letter, an e-mail message or a recorded message to a Spanish-speaking pen pal, explaining what they do with friends and family. The first part of the message should describe what the student does (*yo* form), the second part should describe what the student's friends and family do (*él/ella* form) and the third part should inquire what the pen pal does (*tú* form). Encourage students to use a variety of regular verbs.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use, independently and consistently, the [given] grammatical elements?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share with students before they begin the activity. Students use the checklist to determine if they are able to use, independently and consistently, the [given] grammatical elements (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–2 interpret and produce oral texts	**10-3Y**

Strand	LC–2.1 aural interpretation
Specific Outcome	*Students will be able to:* a. understand a series of simple spoken sentences in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Who Is It?

Post several pictures or photographs of different people and number each picture. Describe each person in turn, without indicating the person being described. Students then guess who you are describing by providing the number on the picture of that person.

Variation: In groups, students view a video recording of a news report and then discuss what was reported.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− understand a series of simple spoken sentences in guided situations?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand a series of simple spoken sentences in guided situations, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–2** interpret and produce oral texts	**10-3Y**

Strand	LC–2.2 oral production
Specific Outcome	*Students will be able to:* a. produce simple words and phrases, orally, in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Thematic Collage
Students cut out pictures from magazines and prepare collages related to the theme being taught. Working in small groups, students then take turns describing, in Spanish, one of the pictures in the collage. The other group members must try to guess which picture is being described.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− produce simple words and phrases, orally, in guided situations?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to produce simple words and phrases, orally, in guided situations (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

| Language Competence | **General Outcome** Students will use Spanish **effectively** and **competently**. | **Cluster Heading** LC–2 interpret and produce oral texts | **10-3Y** |

| **Strand** | LC–2.3 interactive fluency |
| **Specific Outcome** | *Students will be able to:*
 a. engage in simple interactions, using short, isolated lexical phrases |

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-plays
Divide the class into two teams and ask for a volunteer from each team to come to the front of the class. Provide the two students with a scenario; e.g., a school dance, waiting at a bus stop. The two students have to work together to improvise a skit by taking turns saying a simple sentence. Provide guidance as needed. The skit ends when a student cannot think of a follow-up sentence and his or her team is unable to help.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− engage in simple interactions, using short, isolated lexical phrases?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to engage in simple interactions, using short, isolated lexical phrases, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–3** interpret and produce written texts	**10-3Y**
Language Competence			

Strand	LC–3.1 written interpretation
Specific Outcome	*Students will be able to:* a. understand a series of simple written sentences in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Jigsaw
Locate or prepare a short, simple text. Divide the text into three or four sections. Each section may be only three or four sentences in length. Have students form groups of three or four. For the first part of the activity, give each member of the group the same section of the text. Groups read their section of the text together and discuss it. Next, students form new groups in which each member of the group has a different part of the text (jigsaw). Students read the text sections together, put them into the correct order and then present the main ideas of the text in an illustration, an oral summary or a written summary.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– understand a series of simple written sentences in guided situations?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to understand a series of simple written sentences in guided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–3 interpret and produce written texts	**10-3Y**

Strand	LC–3.2 written production
Specific Outcome	*Students will be able to:* a. write phrases and short, simple sentences in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Letter or E-mail
Provide students with a sample note or e-mail on a topic the class has studied, such as clothing. Have them develop their own notes or e-mails and send them to Spanish-speaking peers, pen pals or e-pals.

Written Description of a Picture
Post a variety of pictures related to a theme the class has studied; e.g., professions, transportation, geography. Have students prepare a written description of the pictures.

Collage of an Extra-terrestrial
Have students work in pairs. One student draws a picture of an extra-terrestrial and describes the creature to his or her partner without showing the picture. The partner must draw the extra-terrestrial, based on the description and by asking questions to clarify the description. Students then prepare collages of their extra-terrestrials accompanied by written paragraphs that describe their creations. They then present both their written paragraphs and collages to the class.

Strand	LC–3.2 written production
Specific Outcome	*Students will be able to:* a. write phrases and short, simple sentences in guided situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– write phrases and short, simple sentences in guided situations?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to write phrases and short, simple sentences in guided situations (see sample blackline master in Appendix D: Peer-assessment Checklist).

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to write phrases and short, simple sentences in guided situations. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to write phrases and short, simple sentences in guided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–3** interpret and produce written texts	**10-3Y**

Strand	LC–3.3 viewing
Specific Outcome	*Students will be able to:* a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Clothing
Provide students with a variety of clothing advertisements from Spanish catalogues or magazines. Have students consider in which situations the clothing would be worn. Provide context.

Creating a Story
Provide students with pictures that accompany a simple story. Allow students to create their own simple stories, individually or in groups, based on the pictures provided. Provide students with a story map to help them organize their ideas. After they have completed their own versions of the story, read them the actual story that accompanies the pictures.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations. Offer feedback, encouragement and praise as needed.

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–3** interpret and produce written texts	**10-3Y**

Strand	LC–3.4 representing
Specific Outcome	*Students will be able to:* a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comic Strip
Have students create a comic strip. They can then present their story as a play or digital slide show presentation.

Pictionary or Charades
Have students play Pictionary or charades with vocabulary related to themes they have studied.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**10-3Y**

Strand	LC–4.1 register
Specific Outcome	*Students will be able to:* a. distinguish between formal and informal situations, and use simple forms in formal and informal situations with guidance; e.g., *usted, tú*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Distinguishing between *Tú* and *Usted*

In order to help students distinguish between the use of *tú* (informal "you") and *usted* (formal "you"), provide them with pictures of different people engaged in conversation; e.g., two young people, a child and an older person. Have students draw in cartoon bubbles above the people in the pictures and write simple dialogues using either *tú* or *usted*. Students should then create a list of situations in which they would use *tú* or *usted.*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− distinguish between formal and informal situations, and use simple forms in formal and informal situations with guidance?

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to distinguish between formal and informal situations, and use simple forms in formal and informal situations with guidance. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**10-3Y**

Strand	LC–4.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. understand and use some simple idiomatic expressions as set phrases

SAMPLE TEACHING AND LEARNING ACTIVITIES

Idiomatic Expressions and Social Conventions

Provide students with some simple idiomatic expressions; e.g., *A buen hambre no hay pan duro.* (For good hunger there is no hard bread.) Explain to the students that the direct translation will not make much sense, but that it really means "Anything tastes good when you are hungry." Have students form groups, choose one or two expressions and prepare skits that incorporate these expressions as well as basic social conventions and nonverbal communication commonly used in Spanish-speaking countries.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   understand and use some simple idiomatic expressions as set phrases?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to understand and use some simple idiomatic expressions as set phrases (see sample blackline master in Appendix D: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**10-3Y**

Strand	LC–4.3 variations in language
Specific Outcome	*Students will be able to:* a. identify variations in language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Regional Differences
Have students interview native Spanish speakers and ask them if they are aware of regional variations in language. Examples could include:
- Come here, please.
  - *Ven aquí, por favor.* (common)
  - *Veni aqui.* (Argentina)
- You are
  - *Tú eres* (common)
  - *Vos sos* (Argentina)
- You have
  - *Tú tienes* (common)
  - *Vos tenés* (Paraguay, Argentina)

Have the class create a chart of regional differences. Update the chart with new examples during the year.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- identify variations in language?

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to identify variations in language. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**10-3Y**

Strand	LC–4.3 variations in language
Specific Outcome	*Students will be able to:* b. experience a variety of voices

SAMPLE TEACHING AND LEARNING ACTIVITIES

Different Voices
Invite Spanish speakers from different regions into the class to demonstrate various accents/dialects. Have students mimic variations in the language.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– experience a variety of voices?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to experience a variety of voices, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**10-3Y**

Strand	LC–4.3 variations in language
Specific Outcome	*Students will be able to:* c. acknowledge individual differences in speech

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Differences in Language and Speech
Have students listen to audio recordings that demonstrate a variety of speakers of different ages and from different regions of the Spanish-speaking world. Have students focus on the voices and individual differences in speech.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   acknowledge individual differences in speech?

Learning Log
Students reflect on their learning and how well they were able to acknowledge individual differences in speech.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**10-3Y**

Strand	LC–4.4 social conventions
Specific Outcome	*Students will be able to:* a. imitate simple, routine social interactions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Greetings
Have students greet and say farewell to the teacher when entering and exiting the classroom; e.g.,
–   *Buenos días.* (Good morning.)
–   *Buenas tardes.* (Good afternoon.)
–   *Buenas noche.* (Good evening.)
–   *Hola!* (Hello!)
–   *Adiós.* (Goodbye.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   imitate simple, routine social interactions?

Informal Observation
Observe students as they greet and say farewell when entering and exiting the classroom. Make mental notes of the extent to which students are able to imitate simple, routine social interactions. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**10-3Y**

Strand	LC–4.4 social conventions
Specific Outcome	*Students will be able to:* b. use basic social expressions appropriate to the classroom

SAMPLE TEACHING AND LEARNING ACTIVITIES

Social Situation Scenarios
Prepare picture cards of different social situations. Have pairs of students act out the different scenarios, using the appropriate social conventions. Possible scenarios could include meeting a new student, getting a book from the librarian, asking to leave the classroom or meeting with the principal.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use basic social expressions appropriate to the classroom?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**10-3Y**

Strand	LC–4.4 social conventions
Specific Outcome	*Students will be able to:* c. use basic politeness conventions

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Polite Conversation

Before students begin to play board games, provide them with basic expressions of politeness appropriate to the classroom; e.g., *perdón* (pardon), *me toca a mi* (it's my turn), *lo siento* (I'm sorry), *te toca a ti* (it's your turn). Have students use these expressions throughout the games.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use basic politeness conventions?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to use basic politeness conventions (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

	General Outcome Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**10-3Y**
Language Competence			

Strand	LC–4.5 nonverbal communication
Specific Outcome	*Students will be able to:* a. understand the meaning of and imitate some common nonverbal behaviours used in the Spanish-speaking world; e.g., nodding and shaking head

SAMPLE TEACHING AND LEARNING ACTIVITIES

Mime
In groups, have students mime various words or phrases; e.g., *sí* (yes), *no* (no), *alegría* (joy), *tristeza* (sadness), *preocupación* (concern).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− understand the meaning of and imitate some common nonverbal behaviours used in the Spanish-speaking world?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to understand the meaning of and imitate some common nonverbal behaviours (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**10-3Y**

Strand	LC–4.5 nonverbal communication
Specific Outcome	*Students will be able to:* b. experiment with using some simple nonverbal means of communication

SAMPLE TEACHING AND LEARNING ACTIVITIES

Nonverbal Questions
With a partner, have students attempt to ask classmates what time it is without speaking. Students then present their best effort to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   experiment with using some simple nonverbal means of communication?

Learning Log
Students reflect on their learning and how well they were able to experiment with using some simple nonverbal means of communication.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**10-3Y**

Strand	LC–5.1 cohesion/coherence
Specific Outcome	*Students will be able to:* a. link words or groups of words in simple ways; e.g., *y, pero, también*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Long Sentences
Have students create a few simple sentences on individual index cards; e.g.,
– *Me gusta el helado.* (I like ice cream.)
– *Me gustan los gatos.* (I like cats.)

Put all the cards on the table and have students randomly choose three to five cards. Students then create longer sentences using *y* (and), *pero* (but) or *también* (also). For example, *Me gusta el helado*, <u>*pero no me gustan los gatos.*</u> (I like ice cream <u>but</u> I don't like cats.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– link words or groups of words in simple ways?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to link words or groups of words in simple ways (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**10-3Y**

Strand	LC–5.1 cohesion/coherence
Specific Outcome	*Students will be able to:* b. link a sequence of sentences in an organized fashion

SAMPLE TEACHING AND LEARNING ACTIVITIES

Linking Words
Provide students with three or four pictures of activities and ask them to organize the pictures in the most logical sequence, using *primero* (first), *después* (after), *luego* (then), *al final* (finally). Have students punctuate properly when writing out a description of the activities.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   link a sequence of sentences in an organized fashion?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to link a sequence of sentences in an organized fashion (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**10-3Y**

Strand	LC–5.2 text forms
Specific Outcome	*Students will be able to:* a. experience a variety of text forms

SAMPLE TEACHING AND LEARNING ACTIVITIES

Clothing and Favourite Activities for Different Seasons
Present students with clothing vocabulary in a variety of forms; e.g., a shopping list, a brochure, a flyer, a magazine. Discuss with students the differences in presentation, the effectiveness and purpose of the text form, etc.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− experience a variety of text forms?

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to experience a variety of text forms. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**10-3Y**

Strand	LC–5.2 text forms
Specific Outcome	*Students will be able to:* b. recognize some simple text forms; e.g., lists, letters, stories, songs

SAMPLE TEACHING AND LEARNING ACTIVITIES

Text Form Game
Provide students with vocabulary presented in familiar and unfamiliar text forms; e.g., recipe, blog, brochure, pamphlet, picture book, editorial. Have students identify which forms they recognize and how they recognize them. Explain the unfamiliar forms and where they are commonly used.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize some simple text forms?

Learning Log
Students reflect on their learning and how well they were able to recognize some simple text forms.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**10-3Y**

Strand	LC–5.3 patterns of social interaction
Specific Outcome	*Students will be able to:* a. initiate and respond to social interaction patterns in guided situations; e.g., question–answer

SAMPLE TEACHING AND LEARNING ACTIVITIES

Telephone Conversation
Provide students with a simple telephone conversation in which the fragments are not in the correct order: getting together with a friend, ordering a pizza, leaving a message. In pairs, students reorganize the conversation fragments into the correct order. As an extension, pairs of students can prepare their own telephone conversations and present them to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− initiate and respond to social interaction patterns in guided situations?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to initiate and respond to social interaction patterns in guided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

Global Citizenship

	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**10-3Y**
Global Citizenship			

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Spanish-speaking world
Specific Outcome	*Students will be able to:* a. ask questions and make observations about elements of Spanish-speaking cultures, using their first language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Spanish-speaking Guest Speakers
Invite guests from different Spanish-speaking cultures in the local community to the class. Have students prepare questions for the guests. Later, they can discuss the new information they have gathered about Spanish-speaking cultures of the community.

Poster of a Spanish-speaking Country
Have students prepare a poster about one of the guest speakers; e.g., the person's home country, capital city, place of birth. Ask students to write a short, concise paragraph in basic Spanish about three or four interesting facts they have learned.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- ask questions and make observations about elements of Spanish-speaking cultures, using their first language?

Observation Checklist
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 ask questions and make observations about elements of Spanish-speaking cultures, using their first language (see sample blackline master in Appendix D: Observation Checklist).

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to ask questions and make observations about elements of Spanish-speaking cultures, using their first language (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**10-3Y**

Strand	GC–1.2 knowledge of Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. participate in activities and experiences that reflect elements of Spanish-speaking cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Name Tags
Have students create their own name tags, using a traditional format from the Spanish-speaking world; e.g., first and second names followed by father's surname and mother's maiden name.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   participate in activities and experiences that reflect elements of Spanish-speaking cultures?

Observation Checklist
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 participate in activities and experiences that reflect elements of Spanish-speaking cultures (see sample blackline master in Appendix D: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**10-3Y**

Strand	GC–1.2 knowledge of Spanish-speaking cultures
Specific Outcome	*Students will be able to:* b. identify places in the world where Spanish is spoken

SAMPLE TEACHING AND LEARNING ACTIVITIES

Spanish-speaking Countries
Provide a blank world map and have students label and shade the countries where Spanish is the primary language.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify places in the world where Spanish is spoken?

Learning Log
Students reflect on their learning and how well they were able to identify places in the world where Spanish is spoken.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**10-3Y**

Strand	GC–1.3 applying cultural knowledge
Specific Outcome	*Students will be able to:* a. identify elements of the Spanish-speaking cultures in the local community

SAMPLE TEACHING AND LEARNING ACTIVITIES

Colourful Customs
Using the Internet, newspapers and community flyers, have students identify events and occasions, e.g., Spanish language lessons, celebrations, concerts, that are sponsored by local Spanish-speaking communities.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify elements of the Spanish-speaking cultures in the local community?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to identify elements of the Spanish-speaking cultures in the local community, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–1** historical and contemporary elements of Spanish-speaking cultures	**10-3Y**

Strand	GC–1.3 applying cultural knowledge
Specific Outcome	*Students will be able to:* b. use knowledge of geography to understand some elements of Spanish-speaking cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Regional Cuisine
Have students identify and record a meal or dish that is typical of a Spanish-speaking region. Have them explain what influence geography had on this dish being representative of this region; e.g., near the ocean→fish).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use knowledge of geography to understand some elements of Spanish-speaking cultures?

Learning Log
Students reflect on their learning and how well they were able to use knowledge of geography to understand some elements of Spanish-speaking cultures.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**10-3Y**

Strand	GC–1.4 diversity within Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. experience diverse elements of the Spanish-speaking cultures; e.g., music, clothing, food

SAMPLE TEACHING AND LEARNING ACTIVITIES

Country Research
Divide the class into groups and have each group research one element of a Spanish-speaking culture; e.g., celebrations, family life, clothing, food, pastimes, geography. Have each group prepare an activity, related to its topic, in which the class could participate and that would reflect that culture's traditions or customs; e.g., making a type of food, playing a game.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− experience diverse elements of the Spanish-speaking cultures?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to experience diverse elements of the Spanish-speaking cultures (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–1** historical and contemporary elements of Spanish-speaking cultures	**10-3Y**

Strand	GC–1.4 diversity within Spanish-speaking cultures
Specific Outcome	*Students will be able to:* b. identify some elements that reflect diversity within Spanish-speaking cultures; e.g., rock and folk music

SAMPLE TEACHING AND LEARNING ACTIVITIES

Musical Selections
Play three musical selections from different Spanish-speaking cultures; e.g., Colombia—cumbia, Spain—flamenco, Mexico—mariachi. In groups, have students discuss where they believe the music is from and its characteristics.

Variation: Choose one song from three or four contemporary Spanish-speaking singers or musicians, such as Gloria Estefan, Ricky Martin, Gypsy Kings, and discuss in the students' first language the characteristics of each type of music and where it is from.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify some elements that reflect diversity within Spanish-speaking cultures?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to identify some elements that reflect diversity within Spanish-speaking cultures, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**10-3Y**

Strand	GC–1.5 valuing Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. show a willingness to participate in cultural activities and experiences related to Spanish-speaking cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fiesta
Present students with a plan for a Mexican-style fiesta, including food and entertainment. As you provide details of the event, ask students for their thoughts. Record students' reactions on the board and highlight students' willingness to participate in the fiesta.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− show a willingness to participate in cultural activities and experiences related to Spanish-speaking cultures?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to show a willingness to participate in cultural activities and experiences related to Spanish-speaking cultures (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* a. recognize similarities between their first language and Spanish; e.g., cognates

SAMPLE TEACHING AND LEARNING ACTIVITIES

What I Know
Brainstorm with students all the Spanish words that they know. Post them in the classroom.

Cognates
Using a Spanish–English dictionary, have students find 25 cognates.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize similarities between their first language and Spanish?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize similarities between their first language and Spanish (see sample blackline master in Appendix D: Self-assessment Checklist).

Learning Log
Students reflect on their learning and how well they were able to recognize similarities between their first language and Spanish.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* a. recognize that languages can be grouped into families based on common origins

SAMPLE TEACHING AND LEARNING ACTIVITIES

Language Family Tree
Display and explain to students the Indo-European language family tree. Point out the various "sister" languages and how the languages are related. Have students work in groups and collect the different versions of a simple phrase in one language cluster; e.g., "good morning" in Spanish, French, Romanian, Catalan, Portuguese and Italian.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that languages can be grouped into families based on common origins?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize that languages can be grouped into families based on common origins (see sample blackline master in
Appendix D: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. explore the variety of languages spoken by those around them

SAMPLE TEACHING AND LEARNING ACTIVITIES

Languages Spoken around Me
Brainstorm with students a list of people they are in contact with on a regular basis; e.g., family, friends, coaches, bus drivers, teachers. Have students survey as many of those people as possible and ask what languages they speak. Compile students' results on a large map and display the map in the classroom.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   explore the variety of languages spoken by those around them?

Learning Log
Students reflect on their learning and how well they were able to explore the variety of languages spoken by those around them.

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**10-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* a. explore and recognize similarities between their own culture and other cultures; e.g., celebrations, food, roles of family members

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Celebrations of Our Class

Ask students to brainstorm a list of special events that their families celebrate. Have each student choose an important family celebration and create a poster representing it. Students then present their celebrations to the class, using their posters as prompts. Following the presentations, invite the class to complete a table entitled Celebrations of Our Class. Headings should be in Spanish and might include *Nombre* (Name), *Una ocasión especial* (Special Occasion), *Fecha* (Date), *Cosas interesantes* (Interesting Things).

Next, ask students to choose a Spanish-speaking country, research one important celebration in that country and prepare a poster describing/illustrating the celebration. Students should discuss similarities between their family celebrations and those of the Spanish-speaking world.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− explore and recognize similarities between their own culture and other cultures?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to explore and recognize similarities between their own culture and other cultures (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**10-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* a. recognize that culture is expressed through a variety of forms; e.g., stories, art forms, crafts, music

SAMPLE TEACHING AND LEARNING ACTIVITIES

Finding Artifacts

Have students form groups. Each group chooses a country where Spanish is spoken and develops a short presentation on that country's most famous artifacts (contemporary or historical), music (traditional, classical or contemporary) and typical crafts.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that culture is expressed through a variety of forms?

Learning Log

Students reflect on their learning and how well they were able to recognize that culture is expressed through a variety of forms.

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**10-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* b. recognize that geography, climate and history affect the culture of a particular region

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role of Sports in Culture

Explore the role that soccer plays in the culture of many Spanish-speaking countries and relate it to the geography, climate and history of those countries. Have students also examine the national sports of other countries and suggest reasons why these sports may be popular in those countries; e.g., hockey in Canada, basketball and baseball in USA.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that geography, climate and history affect the culture of a particular region?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize that geography, climate and history affect the culture of a particular region, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* a. demonstrate a willingness to interact and work with others who are different; e.g., in culture, lifestyle, interests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Greetings
Organize a visit to a class or school for newcomers to Alberta; e.g., the Mennonite Centre for Newcomers in Edmonton. Inform students that they will be working with newcomers on a simple task, e.g., a survey or an interview, and that they should be prepared to work with someone who is different; e.g., in culture, lifestyle, interests. Ask students for their thoughts about such a visit and encourage them to be willing to accomplish the task.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   demonstrate a willingness to interact and work with others who are different?

Checklist and Comments
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 demonstrate a willingness to interact and work with others who are different (see sample blackline master in Appendix D: Checklist and Comments 1 or 2.)

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* a. adapt to new situations

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Strange Situation

Prepare descriptions of two imaginary cultures, with each culture being dramatically different; e.g., one being relationship oriented and cooperative, the other very competitive and commerce oriented. Include unfamiliar nonverbal communication characteristics for each group.

Divide the class into three groups. Brief the first group with the description of the first culture, the second group with the second culture and instruct the third group to behave normally. Reunite the groups and instruct the class to work together to accomplish a simple task; e.g., complete a survey. Once the task has been completed, lead a discussion on how students reacted to and dealt with the "new" cultures.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− adapt to new situations?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to adapt to new situations (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* b. listen with attention to the opinions of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Opinion Poll
Lead a brief brainstorming session with students and compile a list of appropriate opinion poll questions; e.g., "Which computer system is more user-friendly?" or "Are winter holidays better than summer holidays?" Arrange desks/chairs so that students will work in pairs and face each other. Divide students into pairs and have them conduct opinion polls of three other students. Responses must be written down by the pollster.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− listen with attention to the opinions of others?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to listen with attention to the opinions of others, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* c. initiate new relationships

SAMPLE TEACHING AND LEARNING ACTIVITIES

E-mails
Collaborate with teachers from different schools to set up activities where students e-mail one another. Discuss with students how they can initiate and maintain their e-mail contacts.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– initiate new relationships?

Learning Log
Students reflect on their learning and how well they were able to initiate new relationships.

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**10-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* d. respect opinions of others, and recognize stereotypical thinking

SAMPLE TEACHING AND LEARNING ACTIVITIES

Stereotypes

Discuss stereotypes and how they can limit people. Provide students with pictures that show stereotypes of Canada; e.g., RCMP in red uniforms, Aboriginal peoples in wildlife settings. Ask students how representative these pictures are of Canadian culture. Then provide students with stereotypical pictures of the Spanish culture; e.g., Mexican men in sombreros, sleeping. Discuss with them how accurate these images might be, and encourage students to share their own opinions and experiences regarding stereotypes.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– respect opinions of others, and recognize stereotypical thinking?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to respect opinions of others, and recognize stereotypical thinking, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* e. reflect on own actions and the impact of these actions on others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Good Deeds
In groups, have students describe an occasion where they volunteered or did a good deed and how this impacted another person.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− reflect on own actions and the impact of these actions on others?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share with students before they begin the activity. Students use the checklist to determine if they are able to reflect on own actions and the impact of these actions on others (see sample blackline master in Appendix D: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**10-3Y**

Strand	GC–3.1 Spanish and Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. identify purposes for learning Spanish

SAMPLE TEACHING AND LEARNING ACTIVITIES

Top 10 Reasons to Study Spanish
Generate, with the students, a list of the top 10 reasons for learning Spanish. (*Las 10 más importantes razones para aprender el español*.)

Beginning and Year-end Interview
Conduct interviews with the students at the beginning and the end of the year or semester. Have them respond to the following questions:
– Why are you learning Spanish?
– Where do you see yourself using Spanish in the future?
– Who do you know that speaks Spanish?
– How has it helped or been useful to them?

Compare the responses from the two interviews.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify purposes for learning Spanish?

Learning Log
Students reflect on their learning and how well they were able to identify purposes for learning Spanish.

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to identify purposes for learning Spanish, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**10-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. identify purposes for learning additional languages and learning about world cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Discovering the Languages of Other Countries
Provide students with maps and atlases. Have them identify at least five countries where a language other than English is spoken. Ask them to name two reasons why knowing each of these languages would be useful.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify purposes for learning additional languages and learning about world cultures?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify purposes for learning additional languages and learning about world cultures. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–3** personal and career opportunities	**10-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* b. suggest some reasons for participating in activities and experiences that reflect elements of different cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cultural Activities
In groups, have the students come up with five ways that participating in a cultural activity can help them in the future; e.g., listening and dancing to music can enhance the experience when attending a fiesta in Mexico.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− suggest some reasons for participating in activities and experiences that reflect elements of different cultures?

Checklist and Comments
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 suggest some reasons for participating in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Strategies

	General Outcome	Cluster Heading	
Strategies	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–1** language learning	**10-3Y**

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by writing and repeating them silently or aloud

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Dictionary
Ask each student to create and maintain a personal dictionary. Review vocabulary related to a previously studied lexical field by calling out words in Spanish and having the students write the English translations in their dictionaries.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use simple cognitive strategies, with guidance, to enhance language learning?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**10-3Y**
Strategies			

Strand	S–1.2 metacognitive
Specific Outcome	*Students will be able to:* a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reflecting on Learning Styles
Encourage students to reflect on their learning styles by generating a list of questions related to a previous activity. Questions might include:
– What part of the activity did you find the most useful?
– What strategies did you use to be successful in this activity?
– What might have improved your language learning?
– What aspects of your group work went well?
– How could you change or improve your contribution to the group in further activities?

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use simple metacognitive strategies, with guidance, to enhance language learning?

Learning Log
Students reflect on their learning and how well they were able to use simple metacognitive strategies, with guidance, to enhance language learning.

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–1** language learning	**10-3Y**

Strand	S–1.3 social/affective
Specific Outcome	*Students will be able to:* a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text, take risks and try unfamiliar tasks and approaches, understand that making mistakes is a natural part of language learning

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reading Comprehension Strategies
Have pairs of students work on reading and understanding a challenging story in Spanish. Ask them to share reading comprehension strategies and encourage each other to not give up. Provide students with examples of positive self-talk phrases they can use while working through the story.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use simple social and affective strategies, with guidance, to enhance language learning?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix D: Peer-assessment Checklist).

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–2** language use	**10-3Y**

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* a. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally

SAMPLE TEACHING AND LEARNING ACTIVITIES

Useful Classroom Expressions
Teach students common phrases for classroom interactions. For example:
– *¿Cómo se dice …?* (How do you say …?)
– *¿Qué quiere decir …?* (What does … mean?)
– *Repita, por favor.* (Can you repeat that, please.)
– *Más despacio, por favor.* (More slowly, please.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use simple interactive strategies with guidance?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use simple interactive strategies with guidance, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–2** language use	**10-3Y**

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. use simple interpretive strategies with guidance; e.g., use illustrations to aid reading comprehension, listen and read selectively, make predictions about what they expect to hear or read, use gestures, use key words

SAMPLE TEACHING AND LEARNING ACTIVITIES

Simple Songs

Find simple songs that deal with the topics covered in class. Prepare a cloze activity with the lyrics of the songs. Play each song two or three times so that students can try to recall the right words when they are asked to fill in the blanks. Have students sing along, and ask them to mime and use gestures to represent and interpret the lyrics.

Find Meaning in Unfamiliar Texts

Have students reflect on strategies they use to find meaning in unfamiliar texts. Provide students with a short written or oral text. Have them read or listen to the text. Put some unfamiliar vocabulary on the board. Have students read or listen to the text again. Ask them to find the meaning of the unfamiliar words, using the text and the surrounding words.

Interpreting Images

Before reading an illustrated text, have students examine the pictures and guess what the text might be about. Ask them to confirm or refute their guesses as they read the text.

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. use simple interpretive strategies with guidance; e.g., use illustrations to aid reading comprehension, listen and read selectively, make predictions about what they expect to hear or read, use gestures, use key words

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use simple interpretive strategies with guidance?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use simple interpretive strategies with guidance (see sample blackline master in Appendix D: Self-assessment Checklist).

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to use simple interpretive strategies with guidance (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Checklist and Comments
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 simple interpretive strategies with guidance (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–2** language use	**10-3Y**
Strategies			

Strand	S–2.3 productive
Specific Outcome	*Students will be able to:* a. use simple productive strategies with guidance; e.g., mimic what the teacher says, use words that are visible in the immediate environment

SAMPLE TEACHING AND LEARNING ACTIVITIES

Useful Classroom Expressions
Throughout the course, have students use Spanish words and expressions that have been posted in the classroom. For example:
– *No entiendo.* (I don't understand.)
– *No comprendo.* (I don't understand.)
– *Puede repetir, por favor.* (Can you repeat, please.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use simple productive strategies with guidance?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use simple productive strategies with guidance (see sample blackline master in Appendix D: Self-assessment Checklist).

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–3** general learning	**10-3Y**

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning, classify objects according to attributes

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word Splash
Provide students with 15 to 20 words on a theme to be studied. Have students identify words they think they understand and those they do not understand. Students then work in pairs, sharing definitions and searching for information on words they do not understand. Once all the words are understood, have students classify them according to their attributes.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use simple cognitive strategies to enhance general learning?

Learning Log
Students reflect on their learning and how well they were able to use simple cognitive strategies to enhance general learning.

	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**10-3Y**
Strategies			

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning, explore and identify different learning styles

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Log
Invite students to maintain a learning log in which they respond to questions such as, *¿Cómo aprendes mejor* (*visualmente, oralmente, escuchando, hablando?*) (How do you learn best; e.g., visually, orally, listening, speaking?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use simple metacognitive strategies to enhance general learning?

Learning Log
Students reflect on their learning and how well they were able to use simple cognitive strategies to enhance general learning.

	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**10-3Y**
Strategies			

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. use simple social and affective strategies to enhance general learning; e.g., seek help from others, participate in cooperative learning

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cooperative Skills
Before students begin to work in groups, have a class discussion about specific cooperative skills. Provide students with examples of Spanish phrases or expressions that would be appropriate for specific skills; e.g., encouraging each other, taking turns. Also encourage students to use positive expressions such as *bueno* (good), *bien hecho* (well done), *fantástico* (fantastic).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use simple social and affective strategies to enhance general learning?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix D: Peer-assessment Checklist).

Course Level Samples for 20-3Y

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications	Language Competence
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	Students will use Spanish **effectively** and **competently**.
A–1 to receive and impart information A–2 to express emotions and personal perspectives A–3 to get things done A–4 to extend their knowledge of the world A–5 for imaginative purposes and personal enjoyment A–6 to form, maintain and change interpersonal relationships	LC–1 attend to form LC–2 interpret and produce oral texts LC–3 interpret and produce written texts LC–4 apply knowledge of the sociocultural context LC–5 apply knowledge of how text is organized, structured and sequenced in Spanish
Global Citizenship	**Strategies**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.
GC–1 historical and contemporary elements of Spanish-speaking cultures GC–2 affirming diversity GC–3 personal and career opportunities	S–1 language learning S–2 language use S–3 general learning

Applications

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**20-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. ask for and provide information on a range of familiar topics

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Train or Bus Journey
Have students form groups. Give each group a brochure describing a tourist destination in a Spanish-speaking country, written in Spanish. Instruct each group to plan a journey to that destination. Then have each group member approach the other groups and ask for and provide information on the different tourist destinations.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   ask for and provide information on a range of familiar topics?

Conferences
Meet with students individually or in groups to discuss the activities in which students ask for and provide information in Spanish. Ask for information and make notes on how students respond. Discuss any difficulties they had and provide strategies for dealing with these difficulties.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**20-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. describe people, places, things and series, or sequences of events or actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Travel Fair
Have each student choose a Spanish-speaking country or region of personal interest from a provided list. Then ask students to form groups according to the regions they chose and conduct research, using a variety of sources; e.g., tourist brochures, books, CD–ROM encyclopedias, magazine and newspaper articles, the Internet. Provide specific instructions about the topics to be researched. Have groups develop oral, written and visual presentations promoting their regions as tourist destinations. Ask groups to present their work at a class travel fair.

As an extension, have students individually select new travel destinations based on the presentations and record reasons for their choices. They could also research and present 10 helpful hints for travelling in that region.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– describe people, places, things and series, or sequences of events or actions?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to describe people, places, things and series, or sequences of events or actions (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* a. express a personal response to a variety of situations

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Top 10 Vacation Activities
Ask students to brainstorm a list of activities they would like to do on a vacation; e.g., fishing, skiing, surfing. With the students, prepare a survey they can use to interview one another. Have each student talk to at least three other classmates. Interviewees will express personal responses to the vacation activities. Encourage students to provide detailed responses.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   express a personal response to a variety of situations?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to express a personal response to a variety of situations, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Applications	Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* b. inquire about and express preferences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Holiday Activities
Present students with a variety of pictures depicting activities that can be done when travelling. In small groups, students ask each other which activities they prefer, using questions such as:
 –   *¿Prefieres _____ o _____ ?* (Do you prefer _____ or _____ ?)
 –   *¿Qué prefieres hacer, _____ o _____ ?* (What do you prefer to do, _____ or _____ ?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
 –   inquire about and express preferences?

Checklist and Comments
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 inquire about and express preferences (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* c. record and share thoughts and ideas with others

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Most Appropriate Travel Companion
Have students conduct a survey to determine which of their fellow classmates would be best suited to go on a trip with, based on preferred activities they have in common. The survey could ask simple questions such as:

–   *¿Te gusta _____ ?* (Do you like _____ ?)
–   *¿Prefieres _____ o _____ ?* (Do you prefer _____ or _____ ?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   record and share thoughts and ideas with others?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to record and share thoughts and ideas with others, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

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Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* a. inquire about, respond to and express emotions and feelings in a variety of familiar contexts

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Charades
Invite students to participate in a game of charades in which they act out emotions; e.g.,
– *feliz* (happy)
– *aburrido* (bored)
– *furioso* (angry)
– *asustado* (afraid, frightened)
– *triste* (sad).

Students must express their guesses in complete sentences; e.g.,
– *¿Estás triste?* (Are you sad?)
– *¿Estás contento?* (Are you happy?)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– inquire about, respond to and express emotions and feelings in a variety of familiar contexts?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to inquire about, respond to and express emotions and feelings in a variety of familiar contexts, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* b. record and share personal experiences involving an emotion or feeling

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Trip to the Doctor's Office

In groups of two or three, have students prepare a skit on a topic such as *Una visita al consultorio médico* (A Trip to the Doctor's Office), using expressions with *tener* (*los estados físicos*). Provide specific instructions on the elements to be included.

Draw Your Feelings

Have students brainstorm the kinds of feelings and emotions they encounter in certain situations; e.g.:
– *Estoy feliz cuando _____.* (I am happy when _____.)
– *Estoy triste cuando _____.* (I am sad when _____.)

Once these have been listed on the board, students create a labelled pictorial representation.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   record and share personal experiences involving an emotion or feeling?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to record and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix D: Self-assessment Checklist).

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to record and share personal experiences involving an emotion or feeling. Offer feedback, encouragement and praise as needed.

	General Outcome	**Cluster Heading**	
Applications	Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. make and respond to a variety of simple requests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Crazy Olympics
In groups, have students create new sports for Crazy Olympics *(Las Olimpiadas Locas)*. Each group is responsible for making a poster, listing the rules of the event, providing as much of the material needed for the sport as possible and demonstrating the sport to the class.

Crazy Olympics sports might include:
– Running across the gymnasium, picking up a jellybean with chopsticks and placing it in a container, then reciting the Spanish alphabet backward.
– Passing an orange from neck to neck while singing a previously learned Spanish song.
– Laying out a maze on the floor with masking tape. One player is blindfolded and then talked through the maze by another player. The blindfolded player must not walk on the tape.
– Running across the gymnasium, blowing up a balloon, tying a knot in it, sitting on it until it breaks and then counting by five to 100 in Spanish.
– Working in teams to put together pieces of a geographical puzzle relating to a Spanish-speaking country, with discussion in Spanish.
– Hopping across the gymnasium with one student's leg tied to another student's leg, pulling a letter out of a fish bowl and reciting six words in Spanish that begin with that letter.

The Winner Is …
Have students in each group prepare a digital recording explaining the rules of their Crazy Olympics sport and demonstrating the activity. Recordings could be presented to parents, school administrators and other classes.

As a later activity, students view the recordings and discuss which sports they found the most exciting, amusing or interesting to watch.

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. make and respond to a variety of simple requests

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   make and respond to a variety of simple requests?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to make and respond to a variety of simple requests (see sample blackline master in Appendix D: Self-assessment Checklist).

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to make and respond to a variety of simple requests, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* b. seek, grant or withhold permission

SAMPLE TEACHING AND LEARNING ACTIVITIES

Permission
Prepare or locate 10 objects that could inspire a permission-seeking dialogue; e.g., a toy car for a dialogue requesting permission to borrow the family car. Invite two students to the front of the class and select an object for them. Have the students improvise a short dialogue with one person seeking permission and the other either granting or withholding permission.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− seek, grant or withhold permission?

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to seek, grant or withhold permission. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* c. relay simple messages

SAMPLE TEACHING AND LEARNING ACTIVITIES

Broken Telephone
Prepare messages of three to five sentences (depending on the time of school year). Have students form lines of five. Give a message to the first student in each line. This student whispers the message to the second student and so on. The last student in each line takes a turn to say the message in front of the class. The first student in line will judge his or her own line.

Move the last student to the front of each line and repeat the activity with a new message.

Ask students to say *Lo conseguí*. (I got it.) if they managed to receive the message being passed down the line. If they do not receive the message, they can shake their heads and the student in front will repeat the message.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   relay simple messages?

Checklist and Comments
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 relay simple messages (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* d. encourage or discourage others from a course of action

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorm
Brainstorm with the students a list of typical new year's resolutions, e.g., go to the gym, read more books, and then review how to encourage and discourage someone from doing something. Prepare a dialogue with students where one person presents a resolution and the other person encourages or discourages the classmate from the course of action. Practise with the class. Have students circulate throughout the class, asking others about their resolutions and then offering words of encouragement or discouragement.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− encourage or discourage others from a course of action?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to encourage or discourage others from a course of action (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* e. give and follow a simple sequence of instructions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Recipe from a Spanish Cookbook
Have pairs of students choose a recipe from a Spanish cookbook. Invite each pair to prepare the dish at home and bring it to class. Have students present to the class, in the format of a television cooking show, the sequence of instructions for making the dish.

Simple Craft
Prepare step-by-step instructions, in Spanish, for making a simple craft; e.g., a paper airplane. Do not tell the students what the craft is. Ask one student to read the instructions, step by step, while the rest of the class follows them. Once completed, have students compare their craft with one another.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   give and follow a simple sequence of instructions?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Observation Checklist
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 give and follow a simple sequence of instructions (see sample blackline master in Appendix D: Observation Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. express a wish or a desire to do something

SAMPLE TEACHING AND LEARNING ACTIVITIES

Plan a Weekend Activity
Brainstorm with students about the types of activities they like to do on the weekend. Then review vocabulary and expressions that are useful when expressing a wish or desire to do something. Select students and ask them what it is they would like to do this upcoming weekend.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   express a wish or a desire to do something?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to express a wish or a desire to do something (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* b. make an offer or an invitation, and respond to offers and invitations made by others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Please Come to My Party
Have students create a digital party invitation in Spanish and send it via e-mail to classmates. Students then respond to the invitation in Spanish.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- make an offer or an invitation, and respond to offers and invitations made by others?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to make an offer or an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* c. inquire about and express ability and inability to do something

SAMPLE TEACHING AND LEARNING ACTIVITIES

Declining an Invitation
Have the students decline an invitation. For example:
– *¿Puedes ir al cine a las tres de la tarde?* (Can you go to the movies at 3 p.m.?)
– *No, no puedo. Tengo que ir a clase de piano.* (No, I can't. I have to go to piano class.)
– *¿Y a las siete de la tarde?* (And at 7 at night?)
– *Sí, si puedo.* (Yes, if I'm allowed.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– inquire about and express ability and inability to do something?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. suggest, initiate or direct action in group activities

SAMPLE TEACHING AND LEARNING ACTIVITIES

Getting around a Spanish-speaking City
Provide students with a map of a Spanish-speaking city, and a starting point and an end point in the city. In groups, have students find the best route to get from point A to point B. The groups then present their chosen routes to the rest of the class and defend their choice of routes.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− suggest, initiate to direct action in group activities?

Observation Checklist
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 suggest, initiate or direct action in group activities (see sample blackline master in Appendix D: Observation Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* b. encourage other group members to participate

SAMPLE TEACHING AND LEARNING ACTIVITIES

Encouraging and Cheering in a Sports Day Activity
Students learn encouraging phrases such as *¡Sigue!/¡Continua!* (Keep going!), *¡Bien hecho!/¡Buen trabajo!* (Good job!)

Facilitate a simple game activity or an event like a sports day and ask students to use the phrases during the game.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   encourage other group members to participate?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to encourage other group members to participate (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* c. assume a variety of roles and responsibilities as group members

SAMPLE TEACHING AND LEARNING ACTIVITIES

New Country
Form groups for a cooperative learning lesson; e.g., have each group invent a new country and design a flag for it. Assign roles in each group; e.g., facilitator, writer, encourager, task master. Explain each role. Have students work on their task and on fulfilling their roles in the group.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   assume a variety of roles and responsibilities as group members?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* d. negotiate in a simple way with peers in small-group tasks

SAMPLE TEACHING AND LEARNING ACTIVITIES

Trade It Up

Have groups of students trade objects for other objects, starting with a paper clip. By using appropriate vocabulary, students attempt to acquire an object of greater value; e.g., *¿Cuánto me das por mi clip?* (What will you give me for my paper clip?), *No es bastante.* (That is not enough.) or *Sí, es un buen cambio.* (Yes, that is a good trade.)

Have the class keep track of the progression of trades.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− negotiate in a simple way with peers in small-group tasks?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to negotiate in a simple way with peers in small-group tasks (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* e. offer to explain or clarify

SAMPLE TEACHING AND LEARNING ACTIVITIES

My Portfolio
Ask students to select a piece of work from their portfolio that they would like to share with a classmate. Brainstorm or review a list of words and expressions that students can use when explaining or clarifying their piece of work; e.g., *Pasa la página. Éste va primero.* (Turn the page. This comes first.) Have the students partner up with a classmate and explain or clarify their selected piece of work in Spanish.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− offer to explain or clarify?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to offer to explain or clarify (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* a. make and talk about personal observations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Observations
Locate and display posters of travel and vacation destinations. Point to one and make an observation; e.g., *La playa es bella y hace mucho sol.* (The beach is beautiful and it's very sunny.)

Divide students into pairs and have them circulate throughout the class, stopping at each poster. Give students time to make observations and discuss them with their partners. Lead a brief summary of the observations at the end of the activity.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   make and talk about personal observations?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to make and talk about personal observations (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* b. explore classification systems and criteria for categories

SAMPLE TEACHING AND LEARNING ACTIVITIES

Identify and Write It Down
Gather a variety of items and place them on a table. Students identify each item and write down its characteristics. Students then group the items according to common attributes. Lead a summary with the students on the different ways they could have categorized the objects and what kinds of characteristics they recorded.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− explore classification systems and criteria for categories?

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to explore classification systems and criteria for categories (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* c. discover relationships and patterns

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Compare Boxes
Bring to class a variety of boxes one would find at a food market or grocery store; e.g., paper tissue boxes, cereal boxes, pasta boxes. Ask students to compare the boxes, using words such as *grande* (big), *mayor que* (bigger than), *pequeño* (small), *menor que* (smaller than).

Students share their comparisons of boxes with the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− discover relationships and patterns

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to discover relationships and patterns (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* a. record and share personal knowledge of a topic

SAMPLE TEACHING AND LEARNING ACTIVITIES

What I Already Know
Before beginning research on a group project, have students think about and record what they know about the topic on a KWL chart. Have students share their notes with group members before conducting the research.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− record and share personal knowledge of a topic

Observation Checklist
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 record and share personal knowledge of a topic (see sample blackline master in Appendix D: Observation Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* b. compare and contrast items in simple ways

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Clothing
Have every student bring in a favourite piece of clothing; e.g., a ball cap or sweater. Divide the class into groups of five and have each member present his or her piece of clothing to the group. Guide students as they organize information by comparing and contrasting the items in simple ways; e.g., *Mi gorra es roja y tu gorra es azul.* (My cap is red and your cap is blue.) or *Llevo este suéter cuando hace frío pero tú llevas tu suéter cuando visitas tus abuelos.* (I wear this sweater when it's cold and you wear your sweater when you visit your grandparents.) Students then create categories with which to organize the items; e.g., *ropa roja* (red clothing) or *ropa de invierno* (winter clothing).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− compare and contrast items in simple ways?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to compare and contrast items in simple ways (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* c. compose questions to guide research

SAMPLE TEACHING AND LEARNING ACTIVITIES

Biographies
Read a brief biography of a famous Spanish-speaking person to students. Ask students to listen carefully and record key points. Review with students what information could have been included and list this information in question form; e.g., *¿Cómo es la ciudad natal de Rafael Nadal?* (What is Rafael Nadal's home town like?) Then, have students form groups and use the questions to guide research on the famous person.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− compose questions to guide research?

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to compose questions to guide research (see sample blackline master in Appendix D: Self-assessment Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* d. identify sources of information

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cities of the Spanish-speaking World
Give each student a picture of a city in the Spanish-speaking world and have them create a poster of that city. Students research the city, and identify and describe historical and cultural events. Students collect this information from a variety of sources, e.g.:
– Internet
– library research
– travel agencies
– Spanish-speaking family or community members.

Record and post these sources of information on poster paper.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify sources of information?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to identify sources of information (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* e. record observations

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Video Review: Daily Life in a Spanish-speaking Country
Students watch a video on student life in a Spanish-speaking country and record their observations. Have pairs of students analyze their observations and organize them into categories. Then have them write a summary of their observations in their learning logs.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− record observations?

Learning Log
Students reflect on their learning and how well they were able to record observations.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* a. recognize and describe a problem, then propose solutions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Solving Problems
Create or locate visuals depicting problematic situations; e.g., a cancelled flight at an airport, a sold out movie at a cinema. Working individually, students select one visual and identify and describe the problem in Spanish. Then, students propose a solution and present their visual and the solution to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize and describe a problem, then propose solutions?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize and describe a problem, then propose solutions (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* b. understand and use the steps in the problem-solving process

SAMPLE TEACHING AND LEARNING ACTIVITIES

Game Challenges
Present or review the generally accepted steps in the problem-solving process. Provide students with problems facing sports teams, such as a losing streak. As a class, brainstorm possible solutions in Spanish. Assign individuals to record student responses on chart paper. At the end of the activity, students work in groups. Each group selects one of the brainstormed solutions and analyzes it. Have the students break down the solution into the steps needed to solve the problem. For example, if a solution is to practise more, steps could be to practise three times a week, for two hours per practice and then list activities for each practice. They may illustrate their work using a web map or flow chart.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   understand and use the steps in the problem-solving process?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to understand and use the steps in the problem-solving process (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* a. express their views on a variety of topics within their direct experience

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sports and Exercise

As part of a discussion on sports and exercise, have students individually choose a sport or form of exercise that they would like to try; e.g., swimming, yoga, karate, pilates. Students then formulate three reasons why they have chosen that particular activity. Working in partners or in groups of three or four, students share their views on the chosen activity and why they would like to try it.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   express their views on a variety of topics within their direct experience?

Learning Log

Students reflect on their learning and how well they were able to express their views on a variety of topics within their direct experience.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. gather opinions on a topic within their direct experience

SAMPLE TEACHING AND LEARNING ACTIVITIES

What Is Your Opinion?
Review vocabulary and expressions used to express opinions with students and then have students help you create a survey sheet.

Have students form groups. Provide each group with a number of topics that involve differences of opinion or taste. These could include:
−   curfews
−   family vacations
−   tattoos and body piercing
−   dress codes in school.

Have students survey one another and gather opinions on the topics. Lastly, lead a brief summary of the survey and have students present some of the opinions gathered.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   gather opinions on a topic within their direct experience?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* c. recognize differences of opinion

SAMPLE TEACHING AND LEARNING ACTIVITIES

Differences
Place posters depicting various opinions on the wall. For example, *El fumar es malo para la salud.* (Smoking is bad for your health.) Assign a cooperative learning activity. Group students and have them reflect on the opinions using a T-chart. Each group presents their chart to the class.

Opiniones (Opinions)	*Estoy de acuerdo* (I agree)	*No estoy de acuerdo* (I disagree)
1.		
2.		
3.		

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize differences of opinion?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to recognize differences of opinion (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** for imaginative purposes and personal enjoyment	**20-3Y**

Strand	A–5.1 humour/fun
Specific Outcome	*Students will be able to:* a. use the language for fun and to interpret humour; e.g., simple amusing texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Humorous Expressions
Provide students with several humorous expressions; e.g., *Anda a freír espárragos.* (Go and fry asparagus.), meaning Go jump in the lake. Have them illustrate these expressions (or use them in a role-play). Display the illustrations and have students guess which expression corresponds with each illustration.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use the language for fun and to interpret humour?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use the language for fun and to interpret humour (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** for imaginative purposes and personal enjoyment	**20-3Y**

Strand	A–5.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Rap Song
Locate and play a Spanish-language song that has simple, repetitive lyrics. Review the lyrics with students.

Have students form pairs and write a line of song lyrics. Then ask each pair to contribute its line of lyrics to the class song. The class then learns and performs the song.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use the language creatively and for aesthetic purposes?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** for imaginative purposes and personal enjoyment	**20-3Y**

Strand	A–5.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use the language for personal enjoyment; e.g., listen to favourite songs in Spanish, play games alone or with friends

SAMPLE TEACHING AND LEARNING ACTIVITIES

Playlist
Students choose five to eight favourite Spanish songs. In groups, they prepare an introduction to these songs and then produce a podcast.

Have the groups present their podcasts for the class to hear.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use the language for personal enjoyment?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use the language for personal enjoyment, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* a. apologize and refuse politely

SAMPLE TEACHING AND LEARNING ACTIVITIES

Apologetic Expressions

Provide students with expressions that are used to apologize and refuse politely; e.g., *Lo siento.* (I'm sorry.), *No gracias.* (No, thank you.), *No puedo comer …* (I can't eat …), *Tengo alergia a …* (I am allergic to …) Have students prepare role-plays in which one of them has a food allergy or is a vegetarian and has to politely refuse to eat certain foods.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− apologize and refuse politely?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to apologize and refuse politely, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. talk about themselves, and respond to the talk of others by showing attention and interest

SAMPLE TEACHING AND LEARNING ACTIVITIES

Inner–Outer Circle
Have students form two circles—an inner circle and an outer circle. Students begin by talking with the person opposite them. Discussion could be focused on a variety of topics; e.g., weekend activities, daily routines, vacation plans.

After students have spoken for two or three minutes, have the outer circle rotate clockwise. Students then begin a new discussion with a different partner.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– talk about themselves, and respond to the talk of others by showing attention and interest?

Observation Checklist
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 talk about themselves, and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix D: Observation Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* c. make and break social engagements

SAMPLE TEACHING AND LEARNING ACTIVITIES

Decline an Invitation
Have students, in pairs, prepare text message scripts in which one of them invites the other to an outing. At first, the student accepts, then, after checking his or her agenda, finds out about a previous engagement and must decline.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– make and break social engagements?

Observation Checklist
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 make and break social engagements (see sample blackline master in Appendix D: Observation Checklist)

Language Competence

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* a. use comprehensible pronunciation, stress and intonation when producing words or phrases

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pronunciation, Stress and Intonation
Provide students with a list of familiar words or phrases and have them read them aloud, focusing on correct pronunciation, stress and intonation; e.g., ***plá***tano, *jam**ón***, *café*. Have students create sentences using these words and read them to each other in groups.

Extension
Have students compile a list of cognates that use different kinds of intonation; e.g., *papá* (dad), *mamá* (mom), *intelectuál* (intellectual).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use comprehensible pronunciation, stress and intonation when producing words or phrases?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to use comprehensible pronunciation, stress and intonation when producing words or phrases (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* b. recognize some of the effects that intonation and stress have in different situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Intonation Game
Using simple Spanish phrases, students work in pairs to modify the intonation to make each phrase into an interrogative, imperative or simple statement. For example:
– *Esto es un libro.* (This is a book.)
– *¿Es esto es un libro?* (Is this a book?)
– *¡Esto es un libro!* (This is a book!!!)
The pairs perform their conversations in front of the class.

Brainstorm
Present students with examples of words and expressions whose meanings change depending on stress and intonation; e.g., *papá* versus *Papa* (daddy versus Pope), *Es un perro.* versus *¿Es un perro?* (It's a dog. versus It's a dog?)

Students brainstorm English and Spanish examples of how intonation and stress can change meaning.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize some of the effects that intonation and stress have in different situations?

Observation Checklist
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 recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix D: Observation Checklist).

Learning Log
Students reflect on their learning and how well they were able to recognize some of the effects that intonation and stress have in different situations.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* c. identify and reproduce some critical sound distinctions that are important for meaning

SAMPLE TEACHING AND LEARNING ACTIVITIES

Close, but …
Demonstrate to students the difference in pronunciation between *pero* (but) and *perro* (dog), as well as the difference in meaning. Have students practise the different sounds and present other examples of words that sound similar but mean different things; e.g., *gimnasia* (gymnastics) and *gimnasio* (gymnasium).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   identify and reproduce some critical sound distinctions that are important for meaning?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify and reproduce some critical sound distinctions that are important for meaning (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–1 attend to form	**20-3Y**

Strand	LC–1.2 orthography
Specific Outcome	*Students will be able to:* a. recognize the role that accentuation plays in the Spanish language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pronunciation Practice
Provide students with basic accentuation rules and have them identify where the accents go as you read a list of words. Have students practise pronunciation of those words.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   recognize the role that accentuation plays in the Spanish language?

Observation Checklist
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 recognize the role that accentuation plays in the Spanish language (see sample blackline master in Appendix D: Observation Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–1 attend to form	**20-3Y**

Strand	LC–1.3 lexicon
Specific Outcome	*Students will be able to:* a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – foods— restaurants, market – shopping, fashion and fads – sports and exercise – vacations and travel – social life – health and safety (physical states/visit to the doctor) – daily routine – introduction to cultural diversity in the Spanish-speaking world – any other lexical fields that meet their needs and interests

SAMPLE TEACHING AND LEARNING ACTIVITIES

What a Memory!
Form two teams by dividing the class in half. Have each student say his or her name and one thing from his or her daily routine. For example, a student might say, *Yo me llamo Marta, y me baño por la mañana.* (My name is Martha, and I bathe in the morning.) Then a student from the other team would continue by saying, *Marta se baña por la mañana.* (Matha bathes in the morning.), *Me llamo Chris, y me visto la ropa todos las días.* (My name is Chris, and I get dressed every day.) As the teams take turns, each new player repeats what has already been said and adds an item from his or her daily routine. To avoid confusion, nominate one student to keep a list of students' names and daily activities.

Make a List
In groups of four or five, have students write as many words as possible from a predetermined category; e.g., foods, shopping, sports. Set a short time period—not more than one minute per category. Provide each group with an image or object, e.g., a baseball, and have the group improvise a story using the words from the brainstorming activity.

Strand	LC–1.3 lexicon

Specific Outcome	*Students will be able to:*
	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
	  – foods— restaurants, market
	  – shopping, fashion and fads
	  – sports and exercise
	  – vacations and travel
	  – social life
	  – health and safety (physical states/visit to the doctor)
	  – daily routine
	  – introduction to cultural diversity in the Spanish-speaking world
	  – any other lexical fields that meet their needs and interests

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Checklist and Comments
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 a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* a. use, in modelled situations,★ the following grammatical elements: • irregular verbs in present tense: *conocer, saber, dar, poner, traer, preferir* • preterite • imperfect • perfect tense • simple future • direct object pronouns • *por/para* • *hace*, expressions of time • personal *a* • impersonal *se*

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

When I Was Young
To prepare students for writing about an activity they enjoyed in their childhood, have them practise using the imperfect tense to talk about age and habitual actions, based on the following model: *Cuando tenía _____ años, tocaba el piano.* (When I was _____ years old, I used to play the piano.) Using pictures of childhood activities, students write sentences based on the grammar pattern provided.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use, in modelled situations, the [given] grammatical elements?

Checklist and Comments
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, in modelled situations, the [given] grammatical elements (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

	General Outcome Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,★ the following grammatical elements: • *me/te/le* • *nos/les/os gusta(n)* • *caer bien/mal* • commonly used verbs: *querer, ir, hacer, poder, venir, salir, jugar, saber* • *tener que* + infinitive • *ir + a* + infinitive (immediate future) • definite and indefinite articles: *el, la, los, las, un, una, unas, unos* • possessive adjectives: *mi, tu, su, mis, tus, sus, nuestro/a (s), vuestro/a (s)* • adverbs ending in *mente* • demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as* • affirmative commands (*tú* and *ustedes* forms, for commonly used verbs) • affirmative and negative expressions: *alguien, nadie, algo, nada, también* • reflexive verbs • present progressive (*estar* + gerund) • pronouns after prepositions: *mí, ti, él, ella, usted, nostros/as, vosotros/as, ellos/as, ustedes*

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Baseball in Puerto Rico
In preparation for a role-play related to sports, have students read a text about baseball in Puerto Rico and other Caribbean countries. The familiar topic, illustrations and well-known proper names will help them understand the text, which should include commonly used verbs like *jugar* (to play) and definite and indefinite articles.

Next, have individual students come to the front of the class. As you say a vocabulary word, the student acts it out.

Variation: Point to pictures and ask yes/no questions. For example:
– *¿Es un bate?* (Is it a bat?)
– *¿Es un uniforme?* (Is it a uniform?)
– *¿Es un lanzador?* (Is he a pitcher?)
– *¿Son unos guantes?* (Are those some gloves?)

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,★ the following grammatical elements: • *me/te/le* • *nos/les/os gusta(n)* • *caer bien/mal* • commonly used verbs: *querer, ir, hacer, poder, venir, salir, jugar, saber* • *tener que* + infinitive • *ir + a* + infinitive (immediate future) • definite and indefinite articles: *el, la, los, las, un, una, unas, unos* • possessive adjectives: *mi, tu, su, mis, tus, sus, nuestro/a (s), vuestro/a (s)* • adverbs ending in *mente* • demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as* • affirmative commands (*tú* and *ustedes* forms, for commonly used verbs) • affirmative and negative expressions: *alguien, nadie, algo, nada, también* • reflexive verbs • present progressive (*estar* + gerund) • pronouns after prepositions: *mí, ti, él, ella, usted, nostros/as, vosotros/as, ellos/as, ustedes*

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− use, in structured situations, the [given] grammatical elements?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use, in structured situations, the [given] grammatical elements, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the following grammatical elements: • interrogative sentences in the present tense • regular verbs in all persons in the present tense • gender and number of nouns, adjectives • commonly used verbs: *ser, estar, tener*

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

New Friends
Have students pretend that two new students have joined their class this year. Have classmates introduce themselves and ask the new students some questions, such as:
– *¿Cómo te llamas?* (What's your name?)
– *¿Cuántos años tienes?* (How old are you?)
– *¿De dónde eres?* (Where are you from?)
– *¿Cuál es tu actividad preferida?* (What's your favourite activity?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use, independently and consistently, the [given] grammatical elements?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to use, independently and consistently, the [given] grammatical elements (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–2 interpret and produce oral texts	**20-3Y**

Strand	LC–2.1 aural interpretation
Specific Outcome	*Students will be able to:* a. understand short, simple oral texts in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interpretation of a Story

Read a simple short story to the students. After listening to the story, ask students to write a sentence or draw a picture that interprets what they have understood. In groups or as a class, discuss the interpretations. Read the story aloud again and have students respond to comprehension questions in written form.

As an extension to this activity, have students read the story to another class of Spanish-language learners.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   understand short, simple oral texts in guided and unguided situations?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand short, simple oral texts in guided and unguided situations, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–2 interpret and produce oral texts	**20-3Y**

Strand	LC–2.2 oral production
Specific Outcome	*Students will be able to:* a. produce short, simple oral texts in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Simple Storybook
Provide students with several situations related to themes that have been studied in class; e.g., going to a restaurant or meeting a friend. Have them create a simple storybook using one of the scenarios. Students must illustrate the book and prepare an audio recording in which they read the story to accompany the book. Students then present the storybook, with accompanying audio recording, to the class.

Weather Report
Have students write and present to the class a three-day weather report for their city, based on a sample found in a Spanish online newspaper.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   produce short, simple oral texts in guided situations?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix D: Peer-assessment Checklist).

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–2** interpret and produce oral texts	**20-3Y**

Strand	LC–2.3 interactive fluency
Specific Outcome	*Students will be able to:* a. engage in simple interactions, using a combination of sentences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Telephone Conversation
Students work in pairs to role-play telephone conversations in which they plan weekend activities. The students select activities that they both would enjoy. Plans could include where they will go, who will go with them, when they will leave and what they will take along.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– engage in simple interactions, using a combination of sentences?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to engage in simple interactions, using a combination of sentences (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–3** interpret and produce written texts	**20-3Y**

Strand	LC–3.1 written interpretation
Specific Outcome	*Students will be able to:* a. understand the main point and some supporting details of written texts on familiar topics in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Postcards from Spanish-speaking Countries
Have students form groups of three or four. Provide each group a postcard written by someone who is travelling in a Spanish-speaking country. Have students read the text together and try to determine the country, based on the information given. Provide a list of countries/places or maps of the Spanish-speaking world.

Cartoon Captions
White out the speech bubbles of short cartoon strips. Write the phrases from each bubble, in scrambled order, at the bottom of the page and have students rewrite them in proper order in the bubbles.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   understand the main point and some supporting details of written texts on familiar topics in guided situations?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to understand the main point and some supporting details of written texts on familiar topics in guided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to understand the main point and supporting details of written texts on familiar topics in guided situations, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–3** interpret and produce written texts	**20-3Y**

Strand	LC–3.2 written production
Specific Outcome	*Students will be able to:* a. write short, simple texts in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Recap of a Vacation
Have students write a postcard, a letter or an e-mail from a real or an imaginary vacation destination.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   write short, simple texts in guided situations?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to write short, simple texts in guided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–3** interpret and produce written texts	**20-3Y**

Strand	LC–3.3 viewing
Specific Outcome	*Students will be able to:* a. derive meaning from the visual elements of a variety of media in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Vacation Destinations and Activities
Provide students with videos of vacation destinations and popular vacation activities. Have students choose one video, describe what they see in the video and explain why they chose that particular video. This could be done orally or in written form.

Storyboard
Provide students with pictures that accompany a simple story. Allow students to create their own simple stories, individually or in groups, based on the pictures provided. Provide them with a story map to help them organize their ideas.

After the students complete their stories, read them the actual story that accompanies the pictures.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   derive meaning from the visual elements of a variety of media in guided and unguided situations?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to derive meaning from the visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to derive meaning from the visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–3** interpret and produce written texts	**20-3Y**

Strand	LC–3.4 representing
Specific Outcome	*Students will be able to:* a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Disease Poster
Have students create a poster that provides information about a particular disease. Information could include symptoms, remedies and treatments, and preventative measures. Have students use the imperative tense to describe preventative measures. The following terminology may be useful:
– *el síntoma* (symptom)
– *la fiebre* (fever)
– *la tos* (cough)
– *el dolor de garganta* (sore throat)
– *el dolor de cabeza* (headache)
– *las náuseas* (nausea)
– *vomitar* (vomiting)
– *la deshidratación* (dehydration)
– *la fatiga* (fatigue)
– *el remedio* (remedy)
– *el ejercicio* (exercise)
– *la dieta* (diet)
– *medicación* (medication)
– *perder peso, adelgazar* (lose weight).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− express meaning through the use of visual elements in a variety of media in guided and unguided situations?

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to express meaning through the use of visual elements in a variety of media in guided and unguided situations (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–4 apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–4.1 register
Specific Outcome	*Students will be able to:* a. identify differences between formal and informal registers in a variety of situations

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Hey, You!

Show the students various ways of using the word "you"; e.g.:
– singular informal: *tú*
– singular formal: *usted*
– plural informal: *vosotros*
– plural formal: *ustedes.*

Have the students create situations where they would use the formal and informal "you." For example:
– *Jocelyn, ¿quieres (tú) cantar?* (Jocelyn, do **you** want to sing?)
– *Señora Engel, ¿quiere usted cantar?* (Mrs. Engel, do **you** want to sing?)
– *Jocelyn y Greg, ¿queréis (vosotros) cantar?* (Jocelyn and Greg, do **you** want to sing?)
– *Señora Engel y Señor Bishop, ¿quieren ustedes cantar?* (Mrs. Engel and Mr. Bishop, do **you** want to sing?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify differences between formal and informal registers in a variety of situations?

Learning Log

Students reflect on their learning and how well they were able to identify differences between formal and informal registers in a variety of situations.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–4.1 register
Specific Outcome	*Students will be able to:* b. use formal and informal language in familiar situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Simple Spanish Scenarios
As students prepare various role-plays, e.g., at the doctor's office, planning an activity with a friend, review with them the appropriate level of formality for different situations. Provide students with expressions that would be appropriate in formal and informal situations.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use formal and informal language in familiar situations?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use formal and informal language in familiar situations (see sample blackline master in Appendix D: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–4.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. use learned idiomatic expressions to enhance communication

SAMPLE TEACHING AND LEARNING ACTIVITIES

Idiomatic Expressions
Divide students into groups and provide each group with an idiomatic expression. Have students prepare a skit that illustrates the correct use of the expression. For example:
–   *¡No me tomes el pelo!* (Don't pull my leg!)
–   *¡Es un plato!* (She's a scream, a riot!)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use learned idiomatic expressions to enhance communication?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix D: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–4.3 variations in language
Specific Outcome	*Students will be able to:* a. experience a variety of accents, variations in speech and regional variations in language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Variations in Language
Give students a series of different words, on small cards or pieces of paper, that are used in different Spanish-speaking countries to name the same foods. In groups, have students categorize the words according to the food they think the words represent; e.g., *durazno* (peach) = *melocotón*; *pomelo* (grapefruit) = *toronja*. Provide students with the correct categories, allowing them to reorganize their words if necessary.

Different Expressions Used in Different Countries
As students research different Spanish-speaking countries as vacation destinations, discuss different expressions that are used in various countries to identify modes of transportation; e.g., *autobús*, *guagua*, *camión*, *colectivo* (bus).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   experience a variety of accents, variations in speech and regional variations in language?

Observation Checklist
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 experience a variety of accents, variations in speech and regional variations in language (see sample blackline master in Appendix D: Observation Checklist).

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to experience a variety of accents, variations in speech and regional variations in language, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–4** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–4.4 social conventions
Specific Outcome	*Students will be able to:* a. use appropriate oral forms of address for people frequently encountered

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play—Greetings
Students review terms like *Señor* (Mr.), *Señora* (Mrs.), *don* (Mister) and *doña* (Mrs.), which are used as courtesy titles with a person's first name. Students also review formal and informal ways of greeting someone, introducing oneself and saying goodbye; e.g.,
– formal: *Señora, ¿cómo se llama?* (What's your name?)
– informal: *¿Cómo te llamas?* (What's your name?)
– formal and informal: *Adiós.* and *Chau.* (Goodbye.)

Students select an identity of a Spanish-speaking person, either famous and real or fictitious, and then role-play situations that would require formal or informal language and behaviour.

As an extension, the teacher can circulate through role-plays, using the wrong forms of address and language, and assess if students notice the differences.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use appropriate oral forms of address for people frequently encountered?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix D: Peer-assessment Checklist).

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–4** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–4.4 social conventions
Specific Outcome	*Students will be able to:* b. recognize verbal behaviours that are considered impolite

SAMPLE TEACHING AND LEARNING ACTIVITIES

Videos

Locate and play for students age-appropriate scenes from a Spanish-language soap opera. As students watch the video, have them identify dialogue that they feel is impolite or rude. Play the scenes a second time and explain any unfamiliar vocabulary or behaviours. Ask students for their reactions to the scenes and clarify any outstanding questions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize verbal behaviours are that considered impolite?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

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	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–4** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–4.4 social conventions
Specific Outcome	*Students will be able to:* c. recognize important social conventions in everyday interactions; e.g., shaking hands, hugging, kissing

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play—Social Interactions
Have students role-play how friends, family members and acquaintances greet each other in Spanish-speaking countries and in Canada.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   recognize important social conventions in everyday interactions?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to recognize important social conventions in everyday interactions, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–4.5 nonverbal communication
Specific Outcome	*Students will be able to:* a. recognize appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact, interpersonal space, physical contact

SAMPLE TEACHING AND LEARNING ACTIVITIES

Nonverbal Communication
Have students watch an excerpt or a movie of a text-related video. First play the video without sound and ask students to observe carefully the actions and body movements of the characters. Play the video a second time with sound and have students attempt to identify how nonverbal communication is a factor in understanding the segment. Invite students to discuss differences with regard to nonverbal communication among cultures.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   recognize appropriate nonverbal behaviours in a variety of familiar contexts?

Checklist and Comments
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 recognize appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–4.5 nonverbal communication
Specific Outcome	*Students will be able to:* b. recognize that some nonverbal behaviours may be inappropriate in certain contexts; e.g., wearing a baseball cap indoors

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Inappropriate Nonverbal Behaviours
Brainstorm with students some nonverbal behaviours that may be inappropriate in certain contexts; e.g., not looking at people when talking to them. The class then creates a list of these behaviours. Students try to identify in which situations a behaviour may be acceptable, and in which situations that behaviour would be inappropriate.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that some nonverbal behaviours may be inappropriate in certain contexts?

Learning Log
Students reflect on their learning and how well they were able to recognize that some nonverbal behaviours may be inappropriate in certain contexts.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**20-3Y**

Strand	LC–5.1 cohesion/coherence
Specific Outcome	*Students will be able to:* a. link sentences with simple cohesion markers; e.g., *además, primero, por último*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sequencing

Provide students with three or four pictures of activities. Have students organize the pictures in the most logical sequence, using *primero* (first), *después* (after), *luego* (later), *al final* (at the end). Remind them to punctuate properly when writing out the sequence of events in the story.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− link sentences with simple cohesion markers?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to link sentences with simple cohesion markers (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**20-3Y**

Strand	LC–5.1 cohesion/coherence
Specific Outcome	*Students will be able to:* b. link several sentences coherently; e.g., on a single theme

SAMPLE TEACHING AND LEARNING ACTIVITIES

Recipe
Provide students with only the pictures that represent the steps involved in the preparation of a recipe. Have them put the pictures in the correct order and then prepare the written instructions for each picture, using linking words, as needed.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   link several sentences coherently?

Checklist and Comments
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 link several sentences coherently (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**20-3Y**

Strand	LC–5.1 cohesion/coherence
Specific Outcome	*Students will be able to:* c. use common conventions to structure texts; e.g., titles, paragraphs

SAMPLE TEACHING AND LEARNING ACTIVITIES

Common Textbook Conventions
Students look at Spanish-language textbooks and observe common structuring of such elements as titles, paragraphs and quotations. The class then creates a common list of conventions for creating documents.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use common conventions to structure texts?

Checklist and Comments
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 common conventions to structure texts (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

	General Outcome Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**20-3Y**
Language Competence			

Strand	LC–5.2 text forms
Specific Outcome	*Students will be able to:* a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals

SAMPLE TEACHING AND LEARNING ACTIVITIES

Friendly Letter
Provide students with a friendly letter that has been divided into different sections and jumbled. Have students organize the sections into an appropriate sequence. Discuss the usual parts of a friendly letter and standard terms. Using the letter provided by the teacher as a model, students prepare a letter that they can send to another member of the class or to a pen pal in a Spanish-speaking country.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize a variety of text forms delivered through a variety of media?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to recognize a variety of text forms delivered through a variety of media (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**20-3Y**

Strand	LC–5.2 text forms
Specific Outcome	*Students will be able to:* b. use some simple text forms in their own productions; e.g., maps, questionnaires

SAMPLE TEACHING AND LEARNING ACTIVITIES

Create Own Text Form
Provide students with a model of a haiku poem with 17 syllables or a cinquain poem. Then have them create their own haiku or cinquain poem about a favourite social activity, a daily activity or an interesting profession.

Haiku: 5 syllables

          7 syllables

          5 syllables.

Cinquain: Line 1 – one word (noun); tells what poem is about

           Line 2 – two words (adjectives); describes the word in line 1

           Line 3 – three words (verbs); gives action words associated with line 1

           Line 4 – four words; expresses feelings or thoughts about line 1

           Line 5 – one word (noun); gives a synonym of the word in line 1.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use some simple text forms in their own productions?

Checklist and Comments
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 some simple text forms in their own productions (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**20-3Y**

Strand	LC–5.3 patterns of social interaction
Specific Outcome	*Students will be able to:* a. use simple conventions to open and close conversations and manage turn taking

SAMPLE TEACHING AND LEARNING ACTIVITIES

Telephone Conversation
Provide students with the following vocabulary list. In groups, students prepare a telephone conversation, using as many of these phrases as possible.

¡Hola! (Hello!, Hi!)
Hola, Aló, Bueno, Diga (Hello, on the telephone)
Adiós. (Goodbye.)
¿Cómo te va? Cómo está? (How are you?)
Muy bien, gracias. (Very well, thank you.)
Buenos días. (Good day./Good morning.)
Buenas tardes. (Good afternoon.)
Buenas noches. (Good evening.)
¿Cómo te va? ¿Cómo le va? ¿Qué tal? ¿Qué hay? (How's it going? What's happening?)
¿Qué pasa? (What's happening?)
¿Qué hubo? ¿Qué onda? (How is it going? What's happening?) [less common—only in some countries]
¿Cómo te llamas? ¿Cómo se llama usted? (What's your name?)
Me llamo Chris. (My name is Chris.)
Mucho gusto, Encantado. (It's a pleasure to meet you.)
Bienvenido, bienvenida, bienvenidos, bienvenidas (Welcome).

As an extension, students can prepare their own conversations in groups and present them to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use simple conventions to open and close conversations and manage turn taking?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use simple conventions to open and close conversations and manage turn taking (see sample blackline master in Appendix D: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**20-3Y**

Strand	LC–5.3 patterns of social interaction
Specific Outcome	*Students will be able to:* b. initiate and respond using a variety of social interaction patterns; e.g., question–answer, request–acceptance or nonacceptance

SAMPLE TEACHING AND LEARNING ACTIVITIES

Invitations
Have students find online examples of invitations used in Spanish-speaking countries by entering such search terms as "free Spanish e-cards." Students then work in pairs to prepare an invitation to a special event, which could be sent via e-mail. If possible, have one pair of students send the message to another pair of students in the class, who must then respond to the invitation.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   inititate and respond using a variety of social interaction patterns?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to initiate and respond using a variety of social interaction patterns (see sample blackline master in Appendix D: Self-assessment Checklist).

Global Citizenship

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**20-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Spanish-speaking world
Specific Outcome	*Students will be able to:* a. use basic research skills to find out about Spanish-speaking cultures; e.g., formulate questions about patterns of behaviour or interactions typical of their peers in Spanish-speaking cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pen Pal
Brainstorm with students about the types of questions they would like to ask Spanish-speaking young people; e.g., questions about their social life, friends, school, daily routine and opportunities for future careers. Give students the opportunity to pair up with a pen pal, either through the Internet or through regular mail. Have students write to Spanish-speaking youth to find the answers to their questions, or bring in a guest speaker from a Spanish-speaking country to answer the students' questions.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use basic research skills to find out about Spanish-speaking cultures?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use basic research skills to find out about Spanish-speaking cultures, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–1** historical and contemporary elements of Spanish-speaking cultures	**20-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Spanish-speaking world
Specific Outcome	*Students will be able to:* b. compare and make connections between some elements of the Spanish-speaking cultures being studied and their own

SAMPLE TEACHING AND LEARNING ACTIVITIES

Christmas Celebration
Present information on, or have students research how Christmas is celebrated in a Spanish-speaking country. Using a graphic organizer like a Venn diagram, or a Web 2.0 tool like Blogster, have students prepare a visual representation that compares Christmas activities in a Spanish-speaking country and in Canada.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− compare and make connections between some elements of the Spanish-speaking cultures being studied and their own?

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to compare and make connections between some elements of the Spanish-speaking cultures being studied and their own (see sample blackline master in Appendix D: Self-assessment Rating Scale).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–1** historical and contemporary elements of Spanish-speaking cultures	**20-3Y**

Strand	GC–1.2 knowledge of Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. identify some things they have in common with people their own age who live in Spanish-speaking cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Clothing, Food and Customs
Using the Internet, library and/or interviews, students, in pairs, conduct research on contemporary and fashionable clothing, food and interesting customs of a particular Spanish-speaking country. Assign each pair a country and indicate its location on a world map. Students then create a poster of their findings and use it in an oral presentation to the class.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify some things they have in common with people their own age who live in Spanish-speaking cultures?

Checklist and Comments
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 identify some things they have in common with people their own age who live in Spanish-speaking cultures (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**20-3Y**

Strand	GC–1.2 knowledge of Spanish-speaking cultures
Specific Outcome	*Students will be able to:* b. explore some elements of Spanish-speaking cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Collages
Bring to class a variety of Spanish magazines. Have students cut out pictures and make collages on a given topic; e.g., a wedding celebration in a Spanish-speaking country. Ask students to write individual editorials to be included with the collages.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   explore some elements of Spanish-speaking cultures?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to explore some elements of Spanish-speaking cultures (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–1** historical and contemporary elements of Spanish-speaking cultures	**20-3Y**

Strand	GC–1.3 applying cultural knowledge
Specific Outcome	*Students will be able to:* a. identify commonalities and differences between the Spanish-speaking cultures and their own; and apply knowledge of the cultures to interpret these commonalities and differences

SAMPLE TEACHING AND LEARNING ACTIVITIES

View the Video and Compare
Using videos, the Internet and magazines, have students research ways in which Spanish-speaking people of their own age are similar to and different from them. For example, ask them to research the "Top 10" lists at popular radio stations in each country.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify commonalities and differences between the Spanish-speaking cultures and their own; and apply knowledge of the cultures to interpret these commonalities and differences?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to identify commonalities and differences between the Spanish-speaking cultures and their own; and apply knowledge of the cultures to interpret these commonalities and differences, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–1** historical and contemporary elements of Spanish-speaking cultures	**20-3Y**

Strand	GC–1.4 diversity within Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. identify and explore commonalities and differences between diverse groups within Spanish-speaking cultures; e.g., differences between urban and rural ways of life, ethnic backgrounds

SAMPLE TEACHING AND LEARNING ACTIVITIES

Spanish Regions
Show a map of Spain on the overhead projector and discuss areas of interest. Follow the activity by showing a film about various regions of Spain. After discussing the film, have students form groups of four. Each group creates a T-chart identifying commonalities and differences between two of the regions of Spain. Groups post and share their T-charts.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and explore commonalities and differences between diverse groups within Spanish-speaking cultures?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify and explore commonalities and differences between diverse groups within Spanish-speaking cultures (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**20-3Y**

Strand	GC–1.5 valuing Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. express an interest in finding out about people their own age who speak Spanish

SAMPLE TEACHING AND LEARNING ACTIVITIES

What It's Like to Be a Youth in a Spanish-speaking Country

Have the students find Spanish-language magazine covers on the Internet. Compare the "hot topics" with events and interests in Canada.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− express an interest in finding out about people their own age who speak Spanish?

Checklist and Comments

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 express an interest in finding out about people their own age who speak Spanish (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* a. identify similarities and differences between their first language and Spanish; e.g., basic word order, social conventions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Words in English/Words in Spanish
Provide students with a list of words that includes both English and Spanish. Have students match each English word with its Spanish cognate; e.g., *invitación* (invitation), *biografía* (biography), *accidente* (accident), *capitán* (captain), *comité* (committee), *dólar* (dollar). Have students explain the similarities and differences between the English and Spanish words; e.g., fewer letters, accent marks.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify similarities and differences between their first language and Spanish?

Learning Log
Students reflect on their learning and how well they were able to identify similarities and differences between their first language and Spanish.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* a. know that within a linguistic group, people can have different words for the same thing

SAMPLE TEACHING AND LEARNING ACTIVITIES

It's Also Said …
Provide students with expressions/vocabulary from a variety of Spanish-speaking countries; e.g., *¡Qué chévere!* (How awesome!) There are many ways to say it:
−   *¡Qué bárbaro!* (Argentina)
−   *¡Qué buena nota!* (Ecuador)
−   *¡Qué guay!* (Spain)
−   *¡Qué padre!* (Mexico)
−   *¡Qué bien! ¡Estupendo!* (commonly used in all the Spanish-speaking countries).

Have students create a list of words or expressions in English that mean the same thing.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   know that within a linguistic group, people can have different words for the same thing?

Learning Log
Students reflect on their learning and how well they were able to know that within a linguistic group, people can have different words for the same thing.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. recognize that languages may have regional differences in such things as pronunciation, vocabulary and structure

SAMPLE TEACHING AND LEARNING ACTIVITIES

Regional Differences
Locate and play for students recordings of Spanish speakers from different countries or regions in a country. After viewing or listening for the first time, have students work in pairs to identify the differences, e.g., pronunciation and vocabulary, that they were able to note. Have them listen a second time, then ask them to add to their original list. Discuss with the whole class which differences were noted.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize that languages may have regional differences in such things as pronunciation, vocabulary and structure?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to recognize that languages may have regional differences in such things as pronunciation, vocabulary and structure, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* a. make connections between individuals or situations in texts and their own personal experiences

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Typical Sports
As a class, brainstorm typical sports played in Canada. Then suggest that students read magazines and watch videos or television programs about sports that are typical in regions of the Spanish-speaking world, especially baseball and soccer. Ask students to discuss the importance of these sports in Spanish-speaking regions. Invite students to play some of these sports or role-play a sports-related event such as an awards night or a sports commentary.

Family Menus
Students compare a family menu for a festive occasion in a Spanish-speaking country with a festive menu a student's own family might prepare. Compare the menus using a Venn diagram.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– make connections between individuals or situations in texts and their own personal experiences?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to make connections between individuals or situations in texts and their own personal experiences (see sample blackline master in Appendix D: Self-assessment Checklist).

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to make connections between individuals or situations in texts and their own personal experiences (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* b. recognize and identify similarities and differences between their own culture and other cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interview
Have students generate questions they would use if they interviewed Spanish-speaking people in the community about similarities and differences between their own and the respondents' cultures.

Have students research the answers and display the information on a chart.

Holiday Comparisons
Have each student create a mind map of his or her family's holiday customs; e.g., food, decorations, music, songs, activities, church services, gifts. Students then research Christmas customs in a Spanish-speaking country and prepare a comparison chart; e.g., a Venn diagram or a poster.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize and identify similarities and differences between their own culture and other cultures?

Checklist and Comments
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 recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Learning Log
Students reflect on their learning and how well they were able to recognize and identify similarities and differences between their own culture and other cultures.

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**20-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* a. recognize that speakers of the same language may come from different cultural backgrounds

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interviews with Spanish Speakers
Have students interview Spanish-speaking students in their school and ask questions such as:
- Where are you from?
- How do you celebrate Christmas?
- What is your family's most important celebration?
- What is your favourite sport?

Have students compile this information and compare the results with those of other students.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- recognize that speakers of the same language may come from different cultural backgrounds?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to recognize that speakers of the same language may come from different cultural backgrounds, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* a. engage in activities that reflect other cultural practices

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cultural Activities
Have students engage in cultural activities, such as making a *piñata* or Spanish food, participating in a dance class or going to a Spanish restaurant. These cultural activities may be coordinated with other language and culture classes in the school.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   engage in activities that reflect other cultural practices?

Learning Log
Students reflect on their learning and how well they were able to engage in activities that reflect other cultural practices.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* b. recognize advantages of entertaining different perspectives

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Reflection
Have students reflect on and write a short piece in their learning log about how their perceptions regarding Spanish language and culture have changed as a result of their participation in the course/class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize advantages of entertaining different perspectives?

Learning Log
Students reflect on their learning and how well they were able to recognize advantages of entertaining different perspectives.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* a. explore how their perspective is shaped by a variety of factors

SAMPLE TEACHING AND LEARNING ACTIVITIES

Perspectives on Studying Spanish
Have students reflect on what they imagined studying Spanish would be like before they started, as well as their current perspective on Spanish language and culture. How has their perspective changed? Guide students through the variety of factors that may have influenced their perspective; e.g., parents, peers, a book, a song.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– explore how their perspective is shaped by a variety of factors?

Observation Checklist
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 explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix D: Observation Checklist).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–3** personal and career opportunities	**20-3Y**

Strand	GC–3.1 Spanish and Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. explore personal reasons for learning Spanish; e.g., travel, friends, family

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Reasons for Learning Spanish

At the beginning of the course, brainstorm with students and create a list of personal reasons for learning Spanish. At different points throughout the school year, have students review the list and add, edit or delete as necessary. Encourage students to identify a personal purpose for learning Spanish.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   explore personal reasons for learning Spanish?

Learning Log

Students reflect on their learning and how well they were able to explore personal reasons for learning Spanish.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**20-3Y**

Strand	GC–3.1 Spanish and Spanish-speaking cultures
Specific Outcome	*Students will be able to:* b. explore opportunities for further education and/or careers related to Spanish

SAMPLE TEACHING AND LEARNING ACTIVITIES

Careers and Spanish: What's in It for You?

Brainstorm with students the answers to the question, "What careers require knowledge of Spanish?"
Have students work in pairs or small groups to prepare a poster and a small informational brochure called "Careers and Spanish: What's in It for You?"

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– explore opportunities for further education and/or careers related to Spanish?

Checklist and Comments

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 explore opportunities for further education and/or careers related to Spanish (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**20-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. explore personal reasons for learning additional languages and experiencing other cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Window of Opportunity When Learning Additional Languages
During a brainstorming activity at the beginning of the course, have students identify personal reasons for learning additional languages and experiencing other cultures. Refer back to these reasons during the year and see if they have changed. Keep a record of any changes.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– explore personal reasons for learning additional languages and experiencing other cultures?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to explore personal reasons for learning additional languages and experiencing other cultures, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	
Global Citizenship			**20-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* b. explore opportunities for further education or careers related to languages and culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Occupations/Professions That Require Knowledge of Another Language

As students research professions that are of interest to them, have them also research one occupation/profession that requires knowledge of another language and culture. Have students then create a classified ad for the job they researched. The ad should include such information as a job description, education and experience requirements, salary, starting date and hours of work.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   explore opportunities for further education or careers related to languages and culture?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to explore opportunities for further education or careers related to languages and culture (see sample blackline master in Appendix D: Peer-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**20-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* c. identify some countries where there is significant linguistic and cultural diversity

SAMPLE TEACHING AND LEARNING ACTIVITIES

Official Languages
In groups, have students identify which countries have more than one official language. Have each group list the countries and languages they have identified and compare the results with other groups. For example:
– Canada—English and French
– Switzerland—German, French, Italian and Romansh
– Belgium—Dutch, French, German.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   identify some countries where there is significant linguistic and cultural diversity?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify some countries where there is significant linguistic and cultural diversity (see sample blackline master in Appendix D: Self-assessment Checklist).

Strategies

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**20-3Y**

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Think Fast
Review vocabulary related to a previously studied lexical field. Allow students time to memorize the words and create mental images to help remember the terms. Organize students into small groups. Each group is given a mini chalkboard or whiteboard (if not available, students can use paper). Call out a word in Spanish and one student per group quickly writes down the corresponding word in English or draws a picture to represent the word. The first student to show the correct answer scores a point. Continue playing for several rounds so that each student has a chance to write out the word in English.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of cognitive strategies to enhance language learning?

Checklist and Comments
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 identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**20-3Y**

Strand	S–1.2 metacognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, listen or read for key words

SAMPLE TEACHING AND LEARNING ACTIVITIES

Posted Text
Post a simple text at the front of the room. Have students work in teams. Students take turns going to the front and reading a portion of the text, then returning to their team and reciting what they have read. A different team member records what has been recited after each turn. At the end of the text, a reporter is chosen to read what was recited and recorded by the group. Next, provide students with the original text from the front of the room and have them compare it with their versions. Afterward, discuss with students the different strategies they used to remember the text.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and use a variety of metacognitive strategies to enhance language learning?

Learning Log
Students reflect on their learning and how well they were able to identify and use a variety of metacognitive strategies to enhance language learning.

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**20-3Y**

Strand	S–1.3 social/affective
Specific Outcome	*Students will be able to:* a. identify and use a variety of social and affective strategies to enhance language learning; e.g., work with others to solve problems, get feedback on tasks

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Rewards
Lead a brief discussion about social and affective strategies with students and focus on the strategy of providing personal motivation by arranging one's own rewards when successful. Brainstorm examples of what these rewards could look like. Have students form pairs and create a short list of rewards they would enjoy that would also provide personal motivation.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of social and affective strategies to enhance language learning?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance language learning (see sample blackline master in Appendix D: Peer-assessment Checklist).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** S–2 language use	**20-3Y**

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* 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 they want to convey and invite correction

SAMPLE TEACHING AND LEARNING ACTIVITIES

Building Communication

Brainstorm with students ways in which they can maintain interaction in a conversation. Teach students some interactive strategies; e.g., gestures, common verbal expressions, facial expressions, intonation, pointing to or drawing a desired object, mime.

Organize students into teams. Provide a scenario; e.g., at a shopping mall, at a restaurant, at home with the family. One team begins a conversation, based on the scenario that has been set. As many students as possible from the team should contribute to the conversation. Each student builds on the line provided by the preceding student. At the end of the allotted time, clap hands or ring a bell and provide another scenario for the next team.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and use a variety of interactive strategies?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of interactive strategies (see sample blackline master in Appendix D: Peer-assessment Checklist).

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–2** language use	**20-3Y**

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. identify and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in the text

SAMPLE TEACHING AND LEARNING ACTIVITIES

Strategies Used to Understand a Song
Have students listen to a song and take note of any repeated words or phrases. Students determine what the message of the song is, based on the repeated words or phrases.

Provide students with strategies and behaviours that help promote active listening. For example, have students predict what they might hear in a text, listen for key words or consider body language.

Instruct students to follow this procedure when they encounter unknown words:
1. Read sentences before and after the unknown word.
2. Find words or phrases that give clues to the word's meaning.
3. Look at word parts; e.g., prefixes, suffixes.
4. Think about words that are similar.
5. Use a dictionary or glossary to verify meaning.
6. Create a mental or visual picture to retain meaning.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of interpretive strategies?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify and use a variety of interpretive strategies (see sample blackline master in Appendix D: Self-assessment Checklist).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–2** language use	**20-3Y**

Strand	S–2.3 productive
Specific Outcome	*Students will be able to:* a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Create Your Own Flash Cards
In groups of two or three, have students create flash cards related to vocabulary or expressions learned. Then have the groups present a short poem or rhyme, using the flash cards as a way to add detail.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and use a variety of productive strategies?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**20-3Y**

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task

SAMPLE TEACHING AND LEARNING ACTIVITIES

No Sound
When using audiovisual resources, show students the resource with no sound the first time. Ask them to concentrate on what they see and to talk about one image that is dominant for them. After the activity, talk about how they remember things. Do they see a picture in their mind (visual), hear words or sounds (auditory) or feel physical sensations or movement (kinesthetic)?

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   identify and use a variety of cognitive strategies to enhance general learning?

Learning Log
Students reflect on their learning and how well they were able to identify and use a variety of cognitive strategies to enhance general learning.

	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**20-3Y**
Strategies			

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task, keep a learning journal such as a diary or log

SAMPLE TEACHING AND LEARNING ACTIVITIES

Best Organizational Practices
When introducing a research project, e.g., Mayas, Incas, Aztecs, have students brainstorm where they might find information. Provide students with a plan to help them organize their research and how they will divide the work. After the project, ask students to reflect on how effective their planning was.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and use a variety of metacognitive strategies to enhance general learning?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance general learning (see sample blackline master in Appendix D: Self-assessment Checklist).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**20-3Y**

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes, take part in group decision-making processes

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Problem Solving
Provide students with a procedure to support them in a group decision-making/problem-solving process.
A sample set of steps to follow might be:

1. define problem or task
2. brainstorm
3. clarify ideas
4. confirm ideas
5. elaborate ideas
6. evaluate ideas
7. organize information
8. find solutions

In groups, have students identify a task, e.g., create a poster on the topic "Why Learning a Second Language Is Beneficial," and follow these steps to complete the project.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   identify and use a variety of social and affective strategies to enhance general learning?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix D: Peer-assessment Checklist).

Course Level Samples for 30-3Y

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications	Language Competence
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	Students will use Spanish **effectively** and **competently**.
A–1 to receive and impart information A–2 to express emotions and personal perspectives A–3 to get things done A–4 to extend their knowledge of the world A–5 for imaginative purposes and personal enjoyment A–6 to form, maintain and change interpersonal relationships	LC–1 attend to form LC–2 interpret and produce oral texts LC–3 interpret and produce written texts LC–4 apply knowledge of the sociocultural context LC–5 apply knowledge of how text is organized, structured and sequenced in Spanish
Global Citizenship	**Strategies**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.
GC–1 historical and contemporary elements of Spanish-speaking cultures GC–2 affirming diversity GC–3 personal and career opportunities	S–1 language learning S–2 language use S–3 general learning

Applications

Applications	General Outcome Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–1** to receive and impart information	**30-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. provide information on several aspects of a topic; e.g., give a simple report

SAMPLE TEACHING AND LEARNING ACTIVITIES

Research the Life of a Celebrity, Artist or Musician

Have students research the life of a celebrity, artist or musician, either traditional or contemporary, from a Spanish-speaking country. Ask them to present their findings to the class in the form of a simple profile, without giving the name of the famous person. Classmates must guess who the person is. Provide students with a biographical map to help them research and plan this presentation.

Acontecimientos importantes
(Timelines or milestones)

Logros
(Achievements)

Biografía
(Biography)

Cualidades personales
(Personal qualities)

Gente importante en su vida
(Important people in his or her life)

As an extension or alternative activity, pair students and have them interview each other and learn about each other's lives. Have each student present a profile of his or her partner.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   provide information on several aspects of a topic?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to provide information on several aspects of a topic (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**30-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. understand and use definitions, comparisons and examples

SAMPLE TEACHING AND LEARNING ACTIVITIES

Television or Movie Review
Have students prepare a television program or movie review, including the following information:
– name of the movie or television program (title)
– names of the characters (cast)
– what kind of show it is (genre)
– some interesting, funny or exciting things that happened (trivia)
– what you liked or did not like about it (opinion)
– how you would rate it from 1 to 5 (5 being the top rating) and why (rating)
– who you think would enjoy the movie or television program and why (recommendation).

Have students share their reviews with the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– understand and use definitions, comparisons and examples?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to understand and use definitions, comparisons and examples (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**30-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* a. inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fortune Cookie Activity
Prepare slips of paper with a variety of fortunes written on them (in the style of fortune cookies), put them into a hat or box and have each student draw a fortune. Invite students to think about their fortunes and then formulate a response about them. As an extension, students could ask their classmates for their responses to the fortunes they have drawn.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**30-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* b. state and support a point of view

SAMPLE TEACHING AND LEARNING ACTIVITIES

Musical Genres
Ask students to select a musical genre they feel is the best and prepare a few sentences supporting that point of view. Then have students circulate and ask others for their points of view and reasons why, until they find partners who have a similar perspective. Once students have formed groups, have each group present a summary of its point of view and the reasons supporting it.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   state and support a point of view?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to state and support a point of view, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

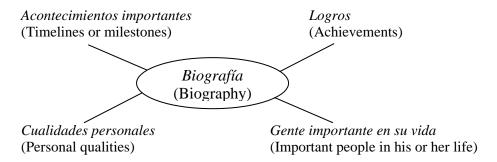| Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**30-3Y**

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* a. inquire about, express and respond to a variety of emotions and feelings

SAMPLE TEACHING AND LEARNING ACTIVITIES

Poem
Have students write a poem about something of importance to them, e.g., a friend or a hobby, using a chart of emotions and corresponding faces a guide. Each stanza of the poem should have one picture to represent it. Have students form small groups and share their poems. Display poems in the classroom.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− inquire about, express and respond to a variety of emotions and feelings?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to inquire about, express and respond to a variety of emotions and feelings (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**30-3Y**

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* b. compare the expression of emotions and feelings in a variety of informal situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Driving

In pairs, have students prepare a number of role-plays based on situations related to driving. For example:
–   getting a driver's licence
–   being stopped by a policeman
–   getting permission to use the family car
–   getting into an accident.

Preparation of the role-plays should focus on the emotions and feelings involved and the level of formality of each situation.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   compare the expression of emotions and feelings in a variety of informal situations?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to compare the expression of emotions and feelings in a variety of informal situations, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. make and respond to suggestions in a variety of situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Blog
Set up a blog that only students in the class can access. Present a situation to students, e.g., a job interview, and ask students to contribute suggestions on how to prepare for it properly. Encourage students to add other situations requiring suggestions and recommendations.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- make and respond to suggestions in a variety of situations?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to make and respond to suggestions in a variety of situations (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* b. give and respond to advice and warnings

SAMPLE TEACHING AND LEARNING ACTIVITIES

Driver's Education Class
Have students role-play a driver's education class where experienced drivers give advice to new drivers.

Have pairs of students sit side by side and have the person on the left pretend that he or she is driving. The student on the right gives advice and warnings regarding the driving; e.g., *¡Ten cuidado!* (Be careful!) or *¡No manejes tan rápido!* (Don't drive so fast!)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− give and respond to advice and warnings?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to give and respond to advice and warnings, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. state personal actions in the past, present or future

SAMPLE TEACHING AND LEARNING ACTIVITIES

Three Parts of a Story
Divide the class into three groups and provide each group with a random set of visuals. Inform the class that the three groups are going to collaborate and compose a story. One group will use the visuals as prompts for the beginning of the story, which is to be in the past tense. Another group will work in the present tense, and the last group in the future tense. Encourage spontaneity and improvisation as the groups form the story.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− state personal actions in the past, present or future?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to state personal actions in the past, present or future (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* b. make a promise and express intention in a variety of situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Seven-day Agenda
When students are making plans and completing a seven-day agenda, have them make promises and express intention; e.g., *Te prometo que voy al cine contigo el jueves.* (I promise that I'll go to the movies with you on Thursday.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– make a promise and express intention in a variety of situations?

Learning Log
Students reflect on their learning and how well they were able to make a promise and express intention in a variety of situations.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. check for agreement and understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

Trivia Game
Prepare an entertainment trivia game. Divide the students into small groups. Ask the groups a question and give them time to confer with group members. Encourage group members to work cooperatively and agree on one answer for the group. Encourage teammates to take turns, act appropriately and ask for clarification when necessary.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   check for agreement and understanding?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to check for agreement and understanding, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* b. express disagreement in an appropriate way

SAMPLE TEACHING AND LEARNING ACTIVITIES

I Do Not Agree …
Organize students into groups of four. Each group is given cards containing statements about an issue. Students take turns reading the cards and decide if they agree or disagree with the statements; e.g., *Lo siento pero no estoy de acuerdo con …* (I am sorry, but I do not agree with …)

Students record their opinions in a chart.

Oraciones (Statements)	*Estoy de acuerdo* (I agree)	*No estoy de acuerdo* (I do not agree)	*Razón* (Reason)

Students share their agreement and disagreement charts with their classmates.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– express disagreement in an appropriate way?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to express disagreement in an appropriate way, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* c. express appreciation, enthusiasm, support and respect for contributions of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ads

In groups, have students come up with a product that helps the environment and design a digital advertisement for it. Assign group members roles and explain the roles to the class.

Review vocabulary and expressions that show respect and enthusiasm for the contributions of others and encourage students to use them while working in groups.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   express appreciation, enthusiasm, support and respect for contributions of others?

Observation Checklist

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 express appreciation, enthusiasm, support and respect for contributions of others (see sample blackline master in Appendix D: Observation Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**30-3Y**

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* a. ask questions to gain knowledge and clarify understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

Music and Art Posters
Locate and present a variety of contemporary and traditional music and visual art from the Spanish-speaking world. Inform students that they will be creating a digital poster, collage or magazine cover that represents three different songs, musicians or artists they particularly enjoyed. Before they begin their project, have students prepare and ask questions about the piece of music or art that they find most interesting. Provide answers as needed.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− ask questions to gain knowledge and clarify understanding?

Checklist and Comments
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 ask questions to gain knowledge and clarify understanding (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**30-3Y**

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* b. explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing

SAMPLE TEACHING AND LEARNING ACTIVITIES

Items
Present students with examples of renewable energy sources; e.g., solar panels or wind turbines. Have students draw a simple diagram of a particular source and label the drawing in Spanish. For example, *un panel solar* (solar panel).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– explore meaning in a variety of ways?

Checklist and Comments
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 explore meaning in a variety of ways (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**30-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* a. gather information from a variety of resources

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fairy Tales
Brainstorm with students what they know about fairy tales and have them put this information into a web. Have students read a fairy tale and then complete a chart with the following headings:
– Setting
– Characters
– Problem
– Magic
– Events
– Ending.

Extension
Have students write their own versions of the original fairy tale studied. Have students then compare the original version with their classmates' versions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– gather information from a variety of resources?

Checklist and Comments
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 gather information from a variety of resources (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**30-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps and flow charts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Survey Time
Have students create a survey to collect information about classmates according to height, eye colour, hair colour, length of hair, etc. Students create a graph to represent this information. Have students sequence the information in an interesting way and present their findings to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– organize and manipulate information?

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to organize and manipulate information (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**30-3Y**

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* a. describe and analyze a problem, then propose solutions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Lend Me the Car
In groups of four, students discuss borrowing the family car from a reluctant parent. In their groups, the students are to identify the problem and generate and assess solutions to the problem.

Students present a short skit to their classmates based on their discussion.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– describe and analyze a problem, then propose solutions?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to describe and analyze a problem, then propose solutions (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**30-3Y**

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* b. generate and evaluate alternative solutions to problems

SAMPLE TEACHING AND LEARNING ACTIVITIES

Curfew

Present students with problematic scenarios requiring a solution; e.g., determining the curfew for a senior high school sports team during an out-of-town tournament. Using Spanish, lead a class brainstorming session of possible solutions. Divide students into groups and have each group select one of the solutions, evaluate it and compile a list of pros and cons. Lead a class summary of the evaluations and illustrate student work using a web map or flow chart. For example:

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- generate and evaluate alternative solutions to problems?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to generate and evaluate alternative solutions to problems (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

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Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**30-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* a. explore how values influence behaviour; e.g., describe characters and their motivations in a story

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Character's Point of View
Have students choose a character from a folk tale, legend or fable, e.g., the wolf from *Little Red Riding Hood*, and examine why the character acted the way he or she did, or said the things he or she said.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− explore how values influence behaviour?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to explore how values influence behaviour (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**30-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. provide reasons for their position on an issue

SAMPLE TEACHING AND LEARNING ACTIVITIES

Review Professions
Model an example of a profession. As part of a discussion about professions, have each student choose one profession that he or she feels would be ideal. Invite students to write three reasons why they have chosen that particular profession. Students work in pairs or in groups of three or four to share the chosen professions and reasons for the choices. Have groups put their choices and main reasons on poster paper and display them in class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− provide reasons for their position on an issue?
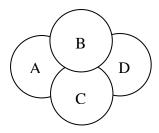
Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to provide reasons for their position on an issue (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** for imaginative purposes and personal enjoyment	**30-3Y**

Strand	A–5.1 humour/fun
Specific Outcome	*Students will be able to:* a. use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comic Strip
Provide students with comic strips, with the conversation in the bubbles removed. Students complete the comic strips with their own versions of the conversation.

Variation: Provide students with a complete comic strip. Pairs of students collaborate to create the next scene in the comic strip, or the scene that happened right before the opening panel.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use the language for fun and to interpret and express humour?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use the language for fun and to interpret and express humour, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** for imaginative purposes and personal enjoyment	**30-3Y**

Strand	A–5.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use the language creatively and for aesthetic purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

Calligrams and Shape Poems
Either in pairs or individually, have students choose a word from a lexical field, e.g., *la computadora* (computer), *el teclado* (keyboard), and try to personify it. Students should consider what the object might say or do. Then have students write a poem in the shape of the object. As they write their poem, ensure that the words of the poem make the distinct contour and shape of the object.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use the language creatively and for aesthetic purposes?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use the language creatively and for aesthetic purposes. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** for imaginative purposes and personal enjoyment	**30-3Y**

Strand	A–5.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use the language for personal enjoyment; e.g., find a personal pen pal and exchange letters

SAMPLE TEACHING AND LEARNING ACTIVITIES

Music Awards Ceremony
Invite students to from groups and choose their favourite selections from a variety of CDs in Spanish. They then put together a music awards ceremony for the class. Ask groups to select categories, e.g., best male singer, best group, and present nominations and winners in Spanish, giving as much background information as possible.

Personal Interest
Have each student undertake one individual project of his or her choice during the term. Use a learning contract to outline what the student will do, the timelines, the criteria for assessment and how the project will be monitored. Encourage students to select projects that are of personal interest to them.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use the language for personal enjoyment?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use the language for personal enjoyment, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Learning Log
Students reflect on their learning and how well they were able to use the language for personal enjoyment.

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** to form, maintain and change interpersonal relationships	**30-3Y**

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* a. initiate and participate in casual exchanges with classmates

SAMPLE TEACHING AND LEARNING ACTIVITIES

Let's Make Arrangements
Brainstorm a short list of typical places your students might go for fun on the weekend. Place students into pairs and have them sit back to back. Have students choose a place from the list and then role-play a telephone conversation during which they make arrangements to meet at the chosen destination.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– initiate and participate in casual exchanges with classmates?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to initiate and participate in casual exchanges with classmates (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Spanish in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** to form, maintain and change interpersonal relationships	**30-3Y**

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages

SAMPLE TEACHING AND LEARNING ACTIVITIES

Communication
Demonstrate to students how to use a computer's communicator tool as a means of interpersonal communication. Allow students some time to practise and then encourage them to use the tool as a way of practising Spanish.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use routine means of interpersonal communications?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use routine means of interpersonal communications (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence

	General Outcome Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	
Language Competence			**30-3Y**

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* a. produce the sounds, stress, rhythm and intonation patterns of the Spanish language consistently and accurately

SAMPLE TEACHING AND LEARNING ACTIVITIES

Correct Pronunciation
Provide students with opportunities to model correct pronunciation. Have students read a short poem or story and encourage them to focus on producing the sounds and rhythm of the language consistently and accurately.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– produce the sounds, stress, rhythm and intonation patterns of the Spanish language consistently and accurately?

Observation Checklist
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 produce the sounds, stress, rhythm and intonation patterns of the Spanish language consistently and accurately (see sample blackline master in Appendix D: Observation Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–1 attend to form	**30-3Y**

Strand	LC–1.2 orthography
Specific Outcome	*Students will be able to:* a. apply spelling rules and mechanical conventions consistently and accurately

SAMPLE TEACHING AND LEARNING ACTIVITIES

Editing Written Work
Provide students with opportunities to edit their own and their classmates' written work in order to verify basic rules and mechanical conventions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− apply spelling rules and mechanical conventions consistently and accurately?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to apply spelling rules and mechanical conventions consistently and accurately (see sample blackline master in Appendix D: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**30-3Y**

Strand	LC–1.3 lexicon
Specific Outcome	*Students will be able to:* a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – arts, entertainment and literature – music – relationships (friends/clubs/activities/sports/hobbies) – celebrations (cultural) – driving – folk tales, legends and fables – children's games/childhood activities – technology – the world of work – the environment – any other lexical fields that meet their needs and interests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guessing Game
Invite a student to the front of the class and have him or her sit in a chair facing away from the board. Write a theme on the board, e.g., technology, and ask the rest of the students to provide words and phrases related to the theme. Once the student in the chair guesses the theme correctly, another student switches places and another theme is chosen.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**30-3Y**

Strand	LC–1.3 lexicon
Specific Outcome	*Students will be able to:* b. recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea

SAMPLE TEACHING AND LEARNING ACTIVITIES

Short List of Words

Provide students with a short list of words that have multiple meanings, e.g., *como* = verb, to eat (first person), *cómo* = question word, *como* = comparative; *almuerzo* = noun, *almuerzo* = verb (first person); *peso* = currency, *peso* = noun or verb related to weight; *traje* = suit, *traje* = past tense of *traer* = to bring. Have students use each of these words, with their multiple meanings, in a short paragraph.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea?

Learning Log

Students reflect on their learning and how well they were able to recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea.

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–1** attend to form	**30-3Y**

Strand	LC–1.4 grammatical elements

Specific Outcome	*Students will be able to:*
	a. use, in modelled situations,⋆ the following grammatical elements:
	 – possessive pronouns: *mío/mía, tuyo/tuya, suyo/suya, míos/mías, tuyos/tuyas, suyos/suyas*
	 – indirect object pronouns
	 – comparative, superlative, diminutive
	 – impersonal *se*
	 – preterite vs. imperfect
	 – conditional
	 – subjunctive mood
	 – present subjunctive:
	  • to express persuasion: *aconsejar, decir, sentir*
	  • to express emotion: *alegrarse, sentir*
	  • to express doubt
	  • after impersonal expressions: *es una lástima que ..., es necesario que ...*
	  • to express wishes and hope: *Ojalá que ..., Quiero que ...*
	  • after adverbial conjunctions such as *cuando* and *aunque*
	 – negative commands
	 – irregular commands with *tú*

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Grammatical Problem Solving
Use problem-solving skills to help students discover the rules for when to use the present subjunctive.
Provide examples that focus on a particular use; e.g., after main clause verbs expressing emotion:
– *Me alegro de que ustedes conozcan los lagos de Canadá.* (I'm happy that you are familiar with Canadian lakes.)
– *Siento que termine la celebración.* (I think we should end the celebration.)

Contrast with examples using the indicative:
– *Creo que ustedes conocen los lagos de Canadá.* (I think you are familiar with Canadian lakes.)
– *Marta dijo que termina la celebración.* (Martha told me to end the celebration.)

Strand	LC–1.4 grammatical elements

Specific Outcome	*Students will be able to:*
	 a. use, in modelled situations,⋆ the following grammatical elements:
	   – possessive pronouns: *mío/mía, tuyo/tuya, suyo/suya, míos/mías, tuyos/tuyas, suyos/suyas*
	   – indirect object pronouns
	   – comparative, superlative, diminutive
	   – impersonal *se*
	   – preterite vs. imperfect
	   – conditional
	   – subjunctive mood
	   – present subjunctive:
	     • to express persuasion: *aconsejar, decir, sentir*
	     • to express emotion: *alegrarse, sentir*
	     • to express doubt
	     • after impersonal expressions: *es una lástima que ..., es necesario que ...*
	     • to express wishes and hope: *Ojalá que ..., Quiero que ...*
	     • after adverbial conjunctions such as *cuando* and *aunque*
	   – negative commands
	   – irregular commands with *tú*

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– use, in modelled situations, the [given] grammatical elements?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled situations, the [given] grammatical elements, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**30-3Y**

Strand	LC–1.4 grammatical elements

Specific Outcome	*Students will be able to:*
	 b. use, in structured situations,★ the following grammatical elements:
	   – irregular verbs in present tense: *conocer, saber, dar, poner, traer, preferir*
	   – preterite
	   – imperfect
	   – perfect tense
	   – simple future
	   – direct object pronouns
	   – *por/para*
	   – *hace*, expressions of time
	   – personal *a*
	   – impersonal *se*

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Cloze Activity
Using a text related to the area of experience that is the focus of the unit, have the students do an activity in groups of two or three. Have students rewrite the paragraph in a different tense; i.e., transpose the text into the preterite, imperfect or simple future. Guide the students as needed and remind them to change time indicators as well; e.g., *la semana próxima* (next week) change to *la semana pasada* (last week).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use, in structured situations, the [given] grammatical elements?

Checklist and Comments
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, in structured situations, the [given] grammatical elements (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–1** attend to form	**30-3Y**

Strand	LC–1.4 grammatical elements

Specific Outcome	*Students will be able to:*
	 c. use, independently and consistently,★ the following grammatical elements:
	   – *me/te/le*
	   – *nos/les/os gusta (n)*
	   – commonly used verbs in present tense: *querer, ir, hacer, poder, conocer, saber, venir, salir, decir, preferir*
	   – *tener que* + infinitive
	   – *ir + a* + infinitive (immediate future)
	   – possessive adjectives: *mi, tu, su, mis, tus, sus, nuestros/as, vuestros/as*
	   – demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as*
	   – adverbs ending in *mente*
	   – reflexive verbs
	   – present progressive (*estar* + gerund)
	   – commands (*tú* form—regular verbs)
	   – commands (*usted, ustedes*) for commonly used verbs
	   – pronouns after prepositions: *mí, ti, él, ella, usted, nostros/as, vosotros/as, ellos/as, ustedes*
	   – affirmative and negative expressions: *alguien, nadie, algo, nada, también*

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Write Your Own Tale
Ask students to write a modern version of a traditional fairy tale, folk tale, legend or fable. Provide a list of grammar points that they are expected to use correctly during this process.

Refer to the specific outcomes sidebar and choose a few grammatical elements for the students to concentrate on.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use, independently and consistently, the [given] grammatical elements?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to use, independently and consistently, the [given] grammatical elements (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–2 interpret and produce oral texts	**30-3Y**

Strand	LC–2.1 aural interpretation
Specific Outcome	*Students will be able to:* a. understand short oral texts on unfamiliar topics in guided situations and short oral texts on familiar topics in unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

View/Listen to a Program
Students view or listen to short segments of Spanish-language newscasts or children's programs. Students individually note the main information provided in each segment of the program.

Alternatively, divide the class into groups and have each group record the important details for one segment. Then discuss with the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− understand short oral texts on unfamiliar topics in guided situations and short oral texts on familiar topics in unguided situations?

Observation Checklist
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 understand short oral texts on unfamiliar topics in guided situations and short oral texts on familiar topics in unguided situations (see sample blackline master in Appendix D: Observation Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–2** interpret and produce oral texts	**30-3Y**

Strand	LC–2.2 oral production
Specific Outcome	*Students will be able to:* a. produce short oral texts on a variety of topics, providing some details to support the main point, in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Create a Fable
Divide the class into groups. Provide each group with a set of sentences from a familiar fable. Randomly ask groups to select and contribute sentences to create a fable. Continue until the fable reaches a natural conclusion.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– produce short oral texts on a variety of topics, providing some details to support the main point, in guided situations?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to produce short oral texts on a variety of topics, providing some details to support the main point, in guided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–2** interpret and produce oral texts	**30-3Y**

Strand	LC–2.3 interactive fluency
Specific Outcome	*Students will be able to:* a. manage short interactions easily, with pauses for planning and repair

SAMPLE TEACHING AND LEARNING ACTIVITIES

Show and Tell
Invite students to bring in items that have sentimental value for them. In pairs, have them present the items to each other and provide a brief explanation of what the item is and why it is valuable. Encourage partners to ask questions. After both partners have presented, ask students to switch partners and present again.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− manage short interactions easily, with pauses for planning and repair?

Observation Checklist
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 manage short interactions easily, with pauses for planning and repair (see sample blackline master in Appendix D: Observation Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–3** interpret and produce written texts	**30-3Y**

Strand	LC–3.1 written interpretation
Specific Outcome	*Students will be able to:* a. understand the main point and specific details of written texts on a variety of topics in guided situations

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SAMPLE TEACHING AND LEARNING ACTIVITIES

A Web

Have students read a Spanish folk tale, fable or legend. Ask them to develop a semantic map or web to identify the story's main point and supporting details.

Reading Log of First Impressions

Have students keep a log in which they record their first impressions about what they are reading, as well as new and interesting words and expressions they discover. If students have little experience with reading logs, provide them with some reflective questions to guide their journal writing. For example:
– *¿Qué es lo que más te ha gustado de este libro?* (What did you like best about this book?)
– *¿Te ha sucedido algo similar alguna vez?* (Has something similar ever happened to you?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– understand the main point and specific details of written texts on a variety of topics in guided situations?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand the main point and specific details of written texts on a variety of topics in guided situations, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Learning Log

Students reflect on their learning and how well they were able to understand the main point and specific details of written texts on a variety of topics in guided situations.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–3 interpret and produce written texts	**30-3Y**

Strand	LC–3.2 written production
Specific Outcome	*Students will be able to:* a. write short, simple texts on a variety of topics, providing some details to support the main point, in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Write Your Own Movie Review

Have students write a review of a recently seen movie. Provide students with a writing planner or samples of Spanish-language movie reviews to help organize their ideas. An Author's Chair activity can also be used in small groups as a way of eliciting peer feedback on student writing. Model appropriate language for asking for and providing feedback.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   write short, simple texts on a variety of topics, providing some details to support the main point, in guided situations?

Checklist and Comments

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 write short, simple texts on a variety of topics, providing some details to support the main point, in guided situations (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–3 interpret and produce written texts	**30-3Y**

Strand	LC–3.3 viewing
Specific Outcome	*Students will be able to:* a. identify the purposes, intended audience, messages and points of view in a variety of visual media, in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Promotional Music Video
Show students several music videos from Spanish-speaking countries and ask them to note titles of songs, names of artists, personal preferences and other relevant information. Lead a discussion with students and have them identify the purpose, intended audience, message and point of view of each video.

Music Video without Sound
Have students watch a Spanish music video without the sound. Then ask them to read the lyrics of two different songs. Students try to determine which lyrics would best match the scene presented in the video. Watch the music video again, this time with the sound. Discuss which are the correct lyrics and whether they feel the scene for the music video is appropriate for the lyrics.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify the purposes, intended audience, messages and points of view in a variety of visual media, in guided situations?

Checklist and Comments
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 identify the purposes, intended audience, messages and points of view in a variety of visual media, in guided situations (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to identify the purposes, intended audience, messages and points of view in a variety of visual media, in guided situations, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** LC–3 interpret and produce written texts	**30-3Y**

Strand	LC–3.4 representing
Specific Outcome	*Students will be able to:* a. express meaning through the use of multiple visual elements in a variety of media in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Create a CD Cover or Video Case
Present a Spanish song or video to students and discuss the lyrics. Discuss the meaning of the song and any other possible interpretations. Invite each student to create a CD cover or video case that promotes the song. Display students' work in class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− express meaning through the use of multiple visual elements in a variety of media in guided situations?

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to express meaning through the use of multiple visual elements in a variety of media in guided situations (see sample blackline master in Appendix D: Peer-assessment Checklist).

	General Outcome Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**30-3Y**
Language Competence			

Strand	LC–4.1 register
Specific Outcome	*Students will be able to:* a. explore formal and informal uses of language in a variety of contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play

Have students role-play a situation in which a police officer stops a driver for speeding, and focus on the use of the formal register. Then have students develop a role-play in which they are telling a friend about the experience of being stopped by the police. Have students focus on either the formal or informal register in their role-plays.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− explore formal and informal uses of language in a variety of contexts?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to explore formal and informal uses of language in a variety of contexts. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**30-3Y**

Strand	LC–4.1 register
Specific Outcome	*Students will be able to:* b. adjust language to suit audience and purpose

SAMPLE TEACHING AND LEARNING ACTIVITIES

Language-use Situations

Discuss different situations where formal and informal language is used. Students work in pairs to create dialogues for formal and informal situations; e.g., a citizen is speaking with the mayor, two friends discuss a concert they plan to see. In their dialogues, students consider the appropriate register, e.g.,
– you (singular informal): *tú*
– you (singular formal): *usted*
– you (plural informal): *vosotros*
– you (plural formal): *ustedes*.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– adjust language to suit audience and purpose?

Checklist and Comments

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 adjust language to suit audience and purpose (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**30-3Y**

Strand	LC–4.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. use learned idiomatic expressions in a variety of contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Idiomatic Expressions

Provide students with idiomatic expressions in context. Have them guess what they think the expressions might mean, and then provide the actual meanings. For example, "*A cada pájaro le gusta su vida*" translates to "Every bird likes his nest," but it actually means "To each his own."

Have students choose one or two idiomatic expressions and represent them visually.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use learned idiomatic expressions in a variety of contexts?

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use learned idiomatic expressions in a variety of contexts. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–4** apply knowledge of the sociocultural context	**30-3Y**

Strand	LC–4.3 variations in language
Specific Outcome	*Students will be able to:* a. recognize other influences resulting in variations in language; e.g., age, gender, social class

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teenage Slang in a Dialogue
Provide students with a list of Spanish teenage slang expressions. Have them use the expressions in a dialogue related to a theme they have studied; e.g., relationships, entertainment. Alternatively, have students view a segment of a television show or movie and take note of slang expressions.

For example:
–   In Mexico, *Bárbaro* means " bad teenager" but it can also mean "Cool!"
–   In Chile, *¡Plop!* means "No comment."

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   recognize other influences resulting in variations in language?

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to recognize other influences resulting in variations in language. Offer feedback, encouragement and praise as needed.

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Spanish **effectively** and **competently**.	**LC–4** apply knowledge of the sociocultural context	**30-3Y**

Strand	LC–4.4 social conventions
Specific Outcome	*Students will be able to:* a. interpret the use of common social conventions in oral and written texts, in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Writing a Profile of Yourself for a Pen Pal
Have students prepare profiles of themselves and send them to Spanish-speaking pen pals or e-pals. Invite students to read the replies to the class as they receive them. Ask groups of students to interpret the use of common social conventions, such as ways of greeting and saying goodbye or the use of formal or informal language, based on the replies. Each group presents its findings to the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   interpret the use of common social conventions in oral and written texts, in guided situations?

Observation Checklist
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 interpret the use of common social conventions in oral and written texts, in guided situations (see sample blackline master in Appendix D: Observation Checklist).

| Language Competence | **General Outcome**
Students will use Spanish **effectively** and **competently**. | **Cluster Heading**
LC–4 apply knowledge of the sociocultural context | **30-3Y** |

Strand	LC–4.5 nonverbal communication
Specific Outcome	*Students will be able to:* a. interpret and use a variety of forms of nonverbal communication with guidance; e.g., gestures

SAMPLE TEACHING AND LEARNING ACTIVITIES

How Do We Communicate Nonverbally?
Brainstorm with students several ways in which we communicate nonverbally in North America. Then present students with common gestures from Spanish-speaking countries, or ask a guest from a Spanish-speaking country to come to class and demonstrate such gestures, using drawings as support.

Extension: Students work in groups to prepare a scenario in which one or more of the gestures would be used.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− interpret and use a variety of forms of nonverbal communication with guidance?

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to interpret and use a variety of forms of nonverbal communication with guidance. Offer feedback, encouragement and praise as needed.

	General Outcome Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**30-3Y**
Language Competence			

Strand	LC–5.1 cohesion/coherence
Specific Outcome	*Students will be able to:* a. organize texts, using common patterns; e.g., cause and effect, straightforward time sequencing

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Fan Letter

Have the students prepare a fan letter to a musician, an entertainer or an actor. The letter should include paragraphs describing a brief history of how the student learned about the celebrity, organized in a logical pattern.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

– organize texts, using common patterns?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to organize texts, using common patterns (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**30-3Y**

Strand	LC–5.1 cohesion/coherence
Specific Outcome	*Students will be able to:* b. interpret simple references within texts; e.g., pronouns, demonstratives

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Cloze Activity Using a Letter
Explain to the students that in Spanish there are three distinctions of demonstratives:
– proximal (objects near to the speaker) *esta manzana* (this apple)
– medial (objects near to the addressee) *esa manzana* (that apple [near you is understood])
– distal (objects away from both) *aquella manzana* (that apple [over there – away from us]).

Have students create a dialogue with a partner that uses all three forms of demonstratives. Remind students that English has only two forms: proximal (this) and distal (that).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– interpret simple references within texts?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to interpret simple references within texts, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**30-3Y**

Strand	LC–5.1 cohesion/coherence
Specific Outcome	*Students will be able to:* c. organize texts to indicate steps in a procedure or directions to follow

SAMPLE TEACHING AND LEARNING ACTIVITIES

How to Build a Web Site
Locate a text in Spanish that explains how to build a Web site. Cut the text into paragraphs. Divide the students into groups and give each group a paragraph. Have groups read and understand their paragraphs and then collaborate with other groups to determine the correct order of the procedure. Provide a complete version of the text and let students assess their success.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− organize texts to indicate steps in a procedure or directions to follow?

Checklist and Comments
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 organize texts to indicate steps in a procedure or directions to follow (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**30-3Y**

Strand	LC–5.2 text forms
Specific Outcome	*Students will be able to:* a. identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Concept Overview of Fairy Tales and Fables

Have students complete a concept overview to identify the key characteristics of fairy tales and fables.
A sample concept overview could include the following steps:
– identify the key word or concept
– write an explanation or definition in your own words
– draw a figurative representation
– list five facts or characteristics
– write down two questions about the concept.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify the organizational structure of a variety of text forms?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify the organizational structure of a variety of text forms (see sample blackline master in Appendix D: Self-assessment Rating Scale).

	General Outcome Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**30-3Y**
Language Competence			

Strand	LC–5.2 text forms
Specific Outcome	*Students will be able to:* b. apply knowledge of a variety of text forms to own productions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Creating a Greeting Card
Present examples of greeting cards in Spanish. Help students create a T-chart or an analogy map to determine how the Spanish cards are similar to and different from Canadian cards, emphasizing cultural differences.

Have students list real-life occasions that call for sending greeting cards; e.g., birthdays, graduations. Then discuss appropriate expressions for acknowledging each occasion.

Ask students to imagine that they are graphic artists working for the international division of a Canadian card company that will be issuing a new line of cards in Spanish. Students are responsible for producing a complete line of cards that will meet the needs of the Spanish market. Cards are illustrated and contain a greeting on the outside and a poem or short message, which may be serious or comical, on the inside.

Have students vote on the best cards. Display them on a bulletin board with the heading "Say It with a Card" in Spanish.

Extension
As a community service, have students send cards to Spanish-speaking patients in local nursing homes and hospitals.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   apply knowledge of a variety of text forms to own productions?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to apply knowledge of a variety of text forms to own productions. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

Language Competence	**General Outcome** Students will use Spanish **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of how text is organized, structured and sequenced in Spanish	**30-3Y**

Strand	LC–5.3 patterns of social interaction
Specific Outcome	*Students will be able to:* a. combine simple social interaction patterns to initiate and perform transactions and interactions; e.g., accept/decline invitations and give explanations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Social Interaction Patterns
Using situations related to driving, provide students with a social interaction pattern they can use to create role-plays:
- request to use family car
- request denied—repeated requests with reasons, OR
- request granted—thanksgiving
- request denied again—anger or disappointment expressed
- request granted—thanksgiving.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- combine simple social interaction patterns to initiate and perform transactions and interactions?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to combine simple social interaction patterns to initiate and perform transactions and interactions, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**30-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Spanish-speaking world
Specific Outcome	*Students will be able to:* a. seek out, organize and analyze information about Spanish-speaking cultures from a variety of sources; e.g., individuals, texts and media

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cultural Celebrations
Have students view a series of videos about cultural celebrations in Spanish-speaking countries. Students then choose one of the celebrations and prepare a special occasion/celebration web (*Una página web para una ocasión o celebración especial*). The web should consist of the main ideas presented in the video, represented with an illustration that symbolizes an aspect of the celebration.

Carnaval
Discuss with students a text about the celebration of Carnaval in Latin America. In groups of three, have them research Carnaval in a specific Hispanic country. Have students prepare a wiki that depicts the main aspects of the celebration of Carnaval in the country they have chosen.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– seek out, organize and analyze information about Spanish-speaking cultures from a variety of sources?

Checklist and Comments
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 seek out, organize and analyze information about Spanish-speaking cultures from a variety of sources (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to seek out, organize and analyze information about Spanish-speaking cultures from a variety of sources (see sample blackline master in Appendix D: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**30-3Y**

Strand	GC–1.2 knowledge of Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. explore and identify some elements of Spanish-speaking cultures; e.g., historical events and their influence on contemporary ways of life and cultural values

SAMPLE TEACHING AND LEARNING ACTIVITIES

Questions or Hypotheses of Spanish-speaking Cultures

Have students prepare a list of questions or hypotheses about Spanish-speaking cultures. Then have them use a variety of resources, such as the Internet and Hispanic associations, to test their hypotheses; e.g., Are Peruvians more nationalistic than Canadians? Students might examine the way in which Independence Day is celebrated and compare it to the Canadian way of celebrating Canada Day.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

− explore and identify some elements of Spanish-speaking cultures?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to explore and identify some elements of Spanish-speaking cultures (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**30-3Y**

Strand	GC–1.2 knowledge of Spanish-speaking cultures
Specific Outcome	*Students will be able to:* b. identify and analyze the impact of the Spanish-speaking cultures on global society

SAMPLE TEACHING AND LEARNING ACTIVITIES

Spanish Influence in Canada
Have students brainstorm how the Spanish language and culture have impacted them in Canada; e.g., food, holidays, words, music.

Biography of a Music Star
Have students select a Spanish-speaking music star and prepare a digital biography. The biography should include a description of the cultural customs of the star's country, as well as samples of music.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   identify and analyze the impact of the Spanish-speaking cultures on global society?

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to identify and analyze the impact of the Spanish-speaking cultures on global society (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Checklist and Comments
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 identify and analyze the impact of the Spanish-speaking cultures on global society (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**30-3Y**

Strand	GC–1.3 applying cultural knowledge
Specific Outcome	*Students will be able to:* a. apply knowledge of the role of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Class Trip
Plan a hypothetical class trip to a Spanish-speaking country, such as Mexico. Create an itinerary that includes visits to cultural and historical sites. Students research potential points of interest and prepare an explanation of the importance of these points of interest to the local culture. Explanations should provide indications that the students have knowledge of the role of the contemporary culture.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− apply knowledge of the role of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts?

Learning Log
Students reflect on their learning and how well they were able to apply knowledge of the role of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts.

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–1** historical and contemporary elements of Spanish-speaking cultures	**30-3Y**

Strand	GC–1.4 diversity within Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. understand major factors that influence the diversity of Spanish-speaking cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Calendar of Holidays and Important Dates
Provide students with a calendar from Spanish-speaking countries. Have them identify holidays and other important dates in the various countries. Discuss the origins of the holidays and the similarities and differences.

Extension
Have students incorporate discussion of an important holiday into a letter or an e-mail with a pen pal or an e-pal, or have a member of the Spanish-speaking community discuss a particular celebration with the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   understand major factors that influence the diversity of Spanish-speaking cultures?

Observation Checklist
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 understand major factors that influence the diversity of Spanish-speaking cultures (see sample blackline master in Appendix D: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**30-3Y**

Strand	GC–1.4 diversity within Spanish-speaking cultures
Specific Outcome	*Students will be able to:* b. apply knowledge of the role of different elements of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Political Learnings

Divide the class into small groups and assign each group a country in Latin America. Instruct each group to research and briefly summarize the political situation in the country; e.g., name of the leader, name of the governing party, political affiliation, membership in trade groups. Ask groups to share their summaries with one another. With all of the researched information, ask students to explain the term "pink tide of Latin American politics" and the history behind it.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− apply knowledge of the role of different elements of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts?

Learning Log

Students reflect on their learning and how well they were able to apply knowledge of the role of different elements of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Spanish-speaking cultures	**30-3Y**

Strand	GC–1.5 valuing Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. choose to participate in and contribute to activities and experiences that reflect Spanish-speaking cultures; e.g., see a Spanish-language movie, attend a cultural event related to Spanish-speaking cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Field Trip
Have the students plan and carry out a field trip that involves an element of Spanish culture; e.g., see a Spanish play or a movie with English subtitles, have a meal in a restaurant where servers speak Spanish or attend a cultural event put on by a Spanish-speaking cultural association.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− choose to participate in and contribute to activities and experiences that reflect Spanish-speaking cultures?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to choose to participate in and contribute to activities and experiences that reflect Spanish-speaking cultures, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* a. compare oral and written aspects of their first language and Spanish

SAMPLE TEACHING AND LEARNING ACTIVITIES

Gender Roles

Have students examine how gender is reflected in Spanish and in students' first language. In groups, have them discuss similarities and differences between gender roles. Discuss with students how language evolves to reflect changes in people's attitudes, and compare English and Spanish. For example, English tends to look for a gender-neutral term like "police officer" to replace a masculine term like "policeman," while romance languages tend to use both masculine and feminine terms.

Other topics you might wish to discuss include:
– nuances within Miss/Ms./Mrs. vs. Srta./Sra.
– definite/indefinite articles
– certain professions where only the masculine or feminine form is used; e.g., *el ama de casa* (housewife)
– various alphabets: Cyrillic, Arabic script, Chinese characters, etc.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– compare oral and written aspects of their first language and Spanish?

Observation Checklist

Create an outcome-based checklist and share it with students before they participate in the activity. Use the checklist to assess if students are able to compare oral and written aspects of their first language and Spanish (see sample blackline master in Appendix D: Observation Checklist).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**30-3Y**

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* b. identify some words in their first language that have been borrowed from Spanish

SAMPLE TEACHING AND LEARNING ACTIVITIES

Borrowed Words in Music
Have students listen to contemporary Latin/Spanish rock music. Ask them to study the lyrics and identify words that have been borrowed from English, or have them look for Spanish words that English has borrowed; e.g., *fiesta* (party), *adobe* (brick), *burro* (donkey), *salsa* (sauce), taco.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify some words in their first language that have been borrowed from Spanish?

Learning Log
Students reflect on their learning and how well they were able to identify some words in their first language that have been borrowed from Spanish.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* a. identify how and why languages borrow from one another

SAMPLE TEACHING AND LEARNING ACTIVITIES

Borrowed Words from Other Languages

Have students list words that English has borrowed from other languages, or English words that have been borrowed by other languages. Categorize the borrowed words and try to identify reasons why languages borrow from one another; e.g., many English words related to technology have been borrowed by other languages, along with the technology itself.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   identify how and why languages borrow from one another?

Observation Checklist

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 identify how and why languages borrow from one another (see sample blackline master in Appendix D: Observation Checklist).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**30-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. make generalizations about the systematic nature of language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Create a New Language

Explain to the students that all languages have a set of established features that allow them to be understood.

In groups, have students create a new language that could be studied and understood by others. Students are to discuss and list common features/elements that can be found across languages and select features they would include in their new language. Have the groups present their lists to the class.

Possible features could include an alphabet, sound–symbol systems or grammatical rules.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− make generalizations about the systematic nature of language?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to make generalizations about the systematic nature of language (see sample blackline master in Appendix D: Peer-assessment Checklist).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**30-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* c. recognize that languages evolve over time

SAMPLE TEACHING AND LEARNING ACTIVITIES

Differences between Old and Modern Spanish
Distribute two copies of a Spanish-language excerpt from *Don Quixote*, one from the original version and one from a contemporary publication. Have students compare the two versions of text, identify the differences and discuss how the Spanish language has evolved.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that languages evolve over time?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to recognize that languages evolve over time, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* a. recognize some influences on the development of their personal identity

SAMPLE TEACHING AND LEARNING ACTIVITIES

Who I Am
Develop a web on the board and illustrate to students the variety of influences people have on their lives; e.g., parents, teachers, friends, coaches, authors, religious leaders, musicians. Students work individually for a few minutes to develop their own webs. They then choose one aspect of the web and write details on how a specific person or group has influenced the development of their personal identity. Students are encouraged to share their ideas with classmates if they are comfortable in doing so.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize some influences on the development of their personal identity?

Learning Log
Students reflect on their learning and how well they were able to recognize some influences on the development of their personal identity.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**
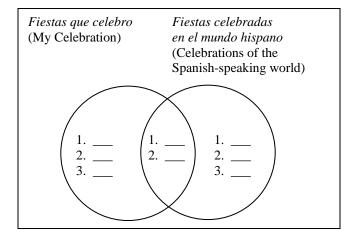
Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* b. identify shared references and the different connotations attached to them in their own culture and other cultures; e.g., Christmas, Easter

SAMPLE TEACHING AND LEARNING ACTIVITIES

Spanish Holidays and Celebrations Using a Venn Diagram

After students have viewed videos about Spanish holidays and celebrations, form groups and have each group complete a Venn diagram showing similarities and differences between these celebrations and Canadian ones.

Fiestas que celebro (My Celebration)

Fiestas celebradas en el mundo hispano (Celebrations of the Spanish-speaking world)

1. ___
2. ___
3. ___

1. ___
2. ___

1. ___
2. ___
3. ___

Extension: Students create illustrated calendars indicating holidays and Santos days significant in the Spanish-speaking world.

Important Celebrations

As a class, discuss important celebrations of the Spanish-speaking world; e.g., *Semana Santa* (Holy Week), *el Diá de los muertos* (the Day of the Dead), *Navidad* (Christmas), Carnaval. Have each student conduct an in-depth study of one of these celebrations and give a presentation to the class, noting how it is similar to or different from one of his or her own cultural celebrations.

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* b. identify shared references and the different connotations attached to them in their own culture and other cultures; e.g., Christmas, Easter

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   identify shared references and the different connotations attached to them in their own culture and other cultures?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to identify shared references and the different connotations attached to them in their own culture and other cultures, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Learning Log
Students reflect on their learning and how well they were able to identify shared references and the different connotations attached to them in their own culture and other cultures.

|	**General Outcome**	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**30-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* a. recognize that within any culture there are important differences in the way people interact

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Brochure about Western Canada and Youth

Have students work in groups. One group designs a brochure for exchange students from Hispanic countries. Information could include what they need to know about western Canada and the young people here. Another group designs a corresponding brochure for the Canadian host families and students. Brochures should include a section highlighting behavioural differences between the two cultures.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that within any culture there are important differences in the way people interact?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize that within any culture there are important differences in the way people interact (see sample blackline master in Appendix D: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* b. recognize that diversity exists within any culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Diversity in Cultures
Students use a variety of sources to research the similarities and differences between urban and rural people in Alberta and in a specific Spanish-speaking country. Invite students to present their findings and compare the results of their research.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that diversity exists within any culture?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to recognize that diversity exists within any culture, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**30-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* a. seek out opportunities to interact with people of other cultures who have an interest in Spanish-speaking cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pen Pals/E-pals
Have each student send a letter or an e-mail to a student in another Spanish-language program asking why he or she is studying the Spanish language.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– seek out opportunities to interact with people of other cultures who have an interest in Spanish-speaking cultures?

Observation Checklist
Create an outcome-based checklist and share with students before they begin the activity. Use the checklist to assess if students are able to seek out opportunities to interact with people of other cultures who have an interest in Spanish-speaking cultures (see sample blackline master in Appendix D: Observation Checklist).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**30-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* b. recognize and acknowledge different perspectives

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cultural Perspectives
Have students use the Internet, magazines or newspapers to find two articles on a cultural topic; e.g., bullfights, violence in sports, sexism in fashion and advertisements, American influence on music and fashion. (Some of these topics need to be addressed with caution and sensitivity.) Have students identify the main opinions expressed in the articles, then choose the position that they favour and explain their reasons. This could be done in the form of an oral presentation or a written report.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize and acknowledge different perspectives?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to recognize and acknowledge different perspectives, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* a. explore representations of their own culture as seen from the outside

SAMPLE TEACHING AND LEARNING ACTIVITIES

Now and Then
Have students write a list of common misconceptions about Canadian culture; e.g., all Canadians live in igloos. Then, ask them to list common misconceptions about the Spanish culture. Identify and invite people from other countries and have them discuss their initial perceptions of Albertan/Canadian culture.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− explore representations of their own culture as seen from the outside?

Checklist and Comments
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 explore representations of their own culture as seen from the outside (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–2** affirming diversity	**30-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* b. identify and make use of media that facilitates contact with other countries and cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Influence of Technology
Lead a brainstorming session on the number of technologies that facilitate communication with people from other countries and cultures; e.g., social networking sites, Skype, instant messaging systems. Discuss the pros and cons of these technologies and encourage students to take advantage of the ones with which they feel comfortable and safe.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   identify and make use of media that facilitates contact with other countries and cultures?

Observation Checklist
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 identify and make use of media that facilitates contact with other countries and cultures (see sample blackline master in Appendix D: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* c. explore various strategies for enhancing relations with people from different cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Intercultural Awareness
Lead a discussion about the importance of intercultural skills and the ways a lack of intercultural awareness can negatively impact communication and relations; e.g., using informal language inappropriately. Divide students into groups and have them discuss strategies for improving intercultural awareness and skills.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   explore various strategies for enhancing relations with people from different cultures?

Observation Checklist
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 explore various strategies for enhancing relations with people from different cultures (see sample blackline master in Appendix D: Observation Checklist).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**GC–3** personal and career opportunities	**30-3Y**

Strand	GC–3.1 Spanish and Spanish-speaking cultures
Specific Outcome	*Students will be able to:* a. identify aspects of the history, literature, arts and crafts of the Spanish-speaking world that are of personal interest

SAMPLE TEACHING AND LEARNING ACTIVITIES

Show and Tell
Have students identify an aspect of a Spanish-speaking culture that they enjoy; e.g., a work of art, form of entertainment, piece of music. Then, have them research this aspect and present their findings to the class in a show-and-tell fashion.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify aspects of the history, literature, arts and crafts of the Spanish-speaking world that are of personal interest?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to identify aspects of the history, literature, arts and crafts of the Spanish-speaking world that are of personal interest, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**30-3Y**

Strand	GC–3.1 Spanish and Spanish-speaking cultures
Specific Outcome	*Students will be able to:* b. identify some careers where knowledge of the Spanish language and Spanish cultures would be valuable

SAMPLE TEACHING AND LEARNING ACTIVITIES

Choosing a Career

Have students use the Internet and newspapers to research a career that they are interested in. Based on the information they find, ask students to determine whether or not knowledge of the Spanish language and cultures or additional languages would be an asset in that career. Then, in groups or as a class, students list all careers in which the knowledge of Spanish or another language would be useful.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify some careers where knowledge of the Spanish language and Spanish cultures would be valuable?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify some careers where knowledge of the Spanish language and Spanish cultures would be valuable (see sample blackline master in Appendix D: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**30-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest

SAMPLE TEACHING AND LEARNING ACTIVITIES

Show and Tell
Have students identify an aspect of a culture that they enjoy; e.g., a work of art, form of entertainment, piece of music. Then, have them research this aspect and present their findings to the class in a show-and-tell fashion.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest?

Checklist and Comments
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 identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**30-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* b. identify some careers where knowledge of international languages and cultures would be valuable

SAMPLE TEACHING AND LEARNING ACTIVITIES

Job Postings
Using the Internet or other media, have students find want ads for jobs that require Spanish-language skills.

Caution: Students should be monitored when they use the Internet.

Guest Speaker
Invite a guest speaker, e.g., high school counsellor, Spanish-speaking business person, to talk about careers for which Spanish is required, preferred or an asset.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- identify some careers where knowledge of international languages and cultures would be valuable?

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to identify some careers where knowledge of international languages and cultures would be valuable. Offer feedback, encouragement and praise as needed.

Learning Log
Students reflect on their learning and how well they were able to identify some careers where knowledge of international languages and cultures would be valuable.

Strategies

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**30-3Y**

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Understanding a Fable
Divide students into groups and provide each group with a Spanish fable. Ask the groups to write down any words in the fable that they are not familiar with, then look up their meanings and find synonyms for them.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− select and use a variety of cognitive strategies to enhance language learning?

Checklist and Comments
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 select and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**30-3Y**

Strand	S–1.2 metacognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Log

At various stages of a lesson, i.e., before, during or after, have students write about their learning in their learning logs, including such things as:

Before beginning a unit or lesson:
− What do I think I will learn?
− What do I already know about the topic?
− What do I hope we will do during this lesson?

During the lesson:
− What things have I enjoyed the most?
− What things do I have trouble with or need to work on?
− How can I improve?

After the lesson:
− What strategies did I use?
− What things do I still need to work on?
− How have I used what I learned outside of school?

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− select and use a variety of metacognitive strategies to enhance language learning?

Learning Log

Students reflect on their learning and how well they were able to select and use a variety of metacognitive strategies to enhance language learning.

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**30-3Y**

Strand	S–1.3 social/affective
Specific Outcome	*Students will be able to:* a. select and use a variety of social and affective strategies to enhance language learning; e.g., repeat new words or expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate

SAMPLE TEACHING AND LEARNING ACTIVITIES

Work Together to Interpret
Have students work in groups to interpret a short text in Spanish. Have every student take a turn reading and then interpreting a portion of the text. Groups then summarize the text, listing frequently repeated words and phrases.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− select and use a variety of social and affective strategies to enhance language learning?

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to select and use a variety of social and affective strategies to enhance language learning, and record anecdotal notes (see sample blackline master in Appendix D: Anecdotal Notes).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–2** language use	**30-3Y**

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* a. select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary

SAMPLE TEACHING AND LEARNING ACTIVITIES

Games and Activities
In groups, have students organize games and present the rules to the participants. The participants then confirm their understanding of the rules by restating them. When necessary, have students use many words to describe something they do not know in Spanish. Once students have a firm understanding of the rules, allow them some time to play the games.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− select and use a variety of interactive strategies?

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to select and use a variety of interactive strategies. Offer feedback, encouragement and praise as needed.

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–2** language use	**30-3Y**

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. select and use a variety of interpretive strategies; e.g., infer the probable meaning of unknown words or expressions from contextual clues, reread several times to understand complex texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Prediction
Before reading a text, have the students predict what it is about, based on the title and illustrations. Before a guest speaker arrives, have the students make predictions about what they expect to hear, based on what they already know about the topic.

Extension
When reading a story or magazine that students do not understand, encourage them to look at the pictures, the general context, the titles and the subtitles.

Summarizing Text
Divide the students into groups and have them read a text and summarize it. The groups use strategies, such as preparing questions to help them note information found in the text, looking for key words and rereading several times to improve understanding.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− select and use a variety of interpretive strategies?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to select and use a variety of interpretive strategies. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

Observation Checklist
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 select and use a variety of interpretive strategies (see sample blackline master in Appendix D: Observation Checklist).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–2** language use	**30-3Y**

Strand	S–2.3 productive
Specific Outcome	*Students will be able to:* a. select and use a variety of productive strategies; e.g., use resources to increase vocabulary

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Writing Process

After viewing different examples of basic familiar fables or fairy tales, have students create their own texts with illustrations following a chosen pattern. Students are to follow the writing process; i.e., prewriting, writing revisions, correction, publication. Encourage students to apply grammar rules to improve their text by modelling, and to avoid difficult structures by rephrasing.

Review effective productive strategies with students; e.g., use the steps of the writing process: prewriting (gathering ideas, planning the text, organizing the text), writing, revisions (rereading, moving and rewriting pieces of the text), correction (grammar, spelling and punctuation) and publication (reprinting, adding illustrations).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− select and use a variety of productive strategies?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to select and use a variety of productive strategies (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**30-3Y**

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* 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 their inferences are based, distinguish between fact and opinion when using a variety of sources of information

SAMPLE TEACHING AND LEARNING ACTIVITIES

Inquiry Process
Ask students to research a topic and create a presentation. Before beginning their research, have the students write questions to guide their research; e.g., using a KWL chart (Appendix C).

Students access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations, to find the answers to their questions.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− select and use a variety of cognitive strategies to enhance general learning?

Observation Checklist
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 select and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix D: Observation Checklist).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**30-3Y**

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Physical Aspects of a Classroom
Have students consider the management of their physical environment by asking them to think about the role of the following in their learning:
– seating arrangement
– classroom décor
– classroom setting.

Extension
Have students consider their physical environment at home and how it may affect their learning style. Students then compare results.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– select and use a variety of metacognitive strategies to enhance general learning?

Learning Log
Students reflect on their learning and how well they were able to select and use a variety of metacognitive strategies to enhance general learning.

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**30-3Y**

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks, follow own natural curiosity and intrinsic motivation to learn

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pieces of a Puzzle
Have students work in small groups to solve a Sudoku puzzle. Group members discuss what strategies they should use to solve the puzzle.

Strategies
Provide groups with a difficult Spanish text. Have each group compile a list of strategies they will use to interpret this text.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– select and use a variety of social and affective strategies to enhance general learning?

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to select and use a variety of social and affective strategies to enhance general learning. Offer feedback, encouragement and praise as needed.

Learning Log
Students reflect on their learning and how well they were able to select and use a variety of social and affective strategies to enhance general learning.

Appendices

Appendix A: Specific Outcomes Chart

10-3Y

A–1 to receive and impart information		10-3Y LEVEL
A–1.1 share factual information	a. identify concrete people, places and things b. ask for and provide basic information c. respond to simple, predictable questions	**NOTES:**

A–2 to express emotions and personal perspectives		10-3Y LEVEL
A–2.1 share ideas, thoughts, opinions, preferences	a. express a personal response and simple preferences b. identify favourite people, places or things	**NOTES:**
A–2.2 share emotions, feelings	a. respond to and express emotions and feelings in familiar contexts b. identify emotions and feelings	

A–3 to get things done		10-3Y LEVEL
A–3.1 guide actions of others	a. indicate basic needs and wants b. ask for permission c. give and respond to simple oral instructions or commands d. suggest a course of action, and respond to a suggestion	**NOTES:**
A–3.2 state personal actions	a. respond to offers, invitations and instructions b. ask or offer to do something c. indicate choice from among several options	

A–3	to get things done (continued)		10-3Y LEVEL
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to act appropriately c. ask for help or clarification of what is being said or done in the group	**NOTES:**	

A–4	to extend their knowledge of the world		10-3Y LEVEL
A–4.1 discover and explore	a. investigate the immediate environment	**NOTES:**	
A–4.2 gather and organize information	a. gather simple information b. organize items in different ways c. sequence items in different ways		
A–4.3 solve problems	a. experience problem-solving situations in the classroom b. choose between alternative solutions		
A–4.4 explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and products of others c. make connections between behaviour and values		

A–5	for imaginative purposes and personal enjoyment		10-3Y LEVEL
A–5.1 humour/fun	a. use the language for fun; e.g., learn simple riddles, jingles and humorous songs	**NOTES:**	

A–5	for imaginative purposes and personal enjoyment (continued)	10-3Y LEVEL
A–5.2 creative/aesthetic purposes	a. use the language creatively	**NOTES:**
A–5.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to favourite music	

A–6	to form, maintain and change interpersonal relationships	10-3Y LEVEL
A–6.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information—name, age d. initiate relationships	**NOTES:**

LC–1	attend to form	10-3Y LEVEL
LC–1.1 phonology	a. pronounce some common words and phrases comprehensibly b. use intonation to express meaning c. distinguish particular sounds of the language	**NOTES:**
LC–1.2 orthography	a. relate all letters of the alphabet to the sounds they represent b. use spelling patterns and mechanical conventions correctly; e.g., capitalization, punctuation	

LC–1 attend to form (continued)		10-3Y LEVEL

LC–1.3
lexicon
	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
	• people around me
	  – greetings
	  – personal information
	  – people and description
	  – professions/occupations
	  – clothing
	  – the body
	  – family and friends
	• school
	  – school facilities
	  – in the classroom
	  – time and calendar
	• activities
	  – in the home
	  – in the community—places, transportation, weather
	  – favourite activities
	• celebrations—personal introduction to Spanish-speaking world (geography)
	• 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: • *me/te/le* • *nos/les/os gusta (n)* • pronouns after prepositions: *mí, ti, él, ella, usted, nostros/as, vosotros/as, ellos/as, ustedes* • adverbs ending in *mente* • *caer bien/mal* • commonly used verbs: *querer, ir, hacer, poder, venir, salir, jugar, saber* • possessive adjectives: *mi, tu, su, mis, tus, sus, nuestro/a (s), vuestro/a (s)* • demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as* • affirmative commands (*tú* and *ustedes /vosotros* forms, for commonly used verbs) • affirmative and negative expressions: *alguien, nadie, algo, nada, también* • reflexive verbs • present progressive (*estar* + gerund)	**NOTES:**

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.

		NOTES:
LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: • affirmative/negative/interrogative sentences in the present tense • regular *–ar, –ir, –er* verbs in the present tense • gender and number of nouns, adjectives • commonly used verbs: *ser, estar, tener, ser* vs. *estar* • *tener que* + infinitive • *ir + a* + infinitive (immediate future) • definite and indefinite articles: *el, la, los, las, un, una, unas, unos* •	
LC–1.4 grammatical elements	c. use, independently and consistently,[3] the following grammatical elements • subject pronouns: *yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes* • singular pronouns (*yo, tú, él, ella*) with regular verbs • first, second and third person singular forms of regular verbs • affirmative and negative sentences	

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.

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

LC–2	interpret and produce oral texts	10-3Y LEVEL
LC–2.1 aural interpretation	a. understand a series of simple spoken sentences in guided situations	**NOTES:**
LC–2.2 oral production	a. produce simple words and phrases, orally, in guided situations	
LC–2.3 interactive fluency	a. engage in simple interactions, using short, isolated lexical phrases	

LC–3	interpret and produce written texts	10-3Y LEVEL
LC–3.1 written interpretation	a. understand a series of simple written sentences in guided situations	**NOTES:**
LC–3.2 written production	a. write phrases and short, simple sentences in guided situations	
LC–3.3 viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	
LC–3.4 representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	

LC–4	apply knowledge of the sociocultural context	10-3Y LEVEL
LC-4.1 register	a. distinguish between formal and informal situations, and use simple forms in formal and informal situations with guidance; e.g., *usted, tú*	**NOTES:**
LC-4.2 idiomatic expressions	a. understand and use some simple idiomatic expressions as set phrases	
LC-4.3 variations in language	a. identify variations in language b. experience a variety of voices c. acknowledge individual differences in speech	
LC-4.4 social conventions	a. imitate simple, routine social interactions b. use basic social expressions appropriate to the classroom c. use basic politeness conventions	
LC-4.5 nonverbal communication	a. understand the meaning of and imitate some common nonverbal behaviours used in the Spanish-speaking world; e.g., nodding and shaking head b. experiment with using some simple nonverbal means of communication	

LC–5	apply knowledge of how text is organized, structured and sequenced in Spanish	10-3Y LEVEL
LC-5.1 cohesion/ coherence	a. link words or groups of words in simple ways; e.g., *y, pero, también* b. link a sequence of sentences in an organized fashion	**NOTES:**
LC-5.2 text forms	a. experience a variety of text forms b. recognize some simple text forms; e.g., lists, letters, stories, songs	
LC-5.3 patterns of social interaction	a. initiate and respond to social interaction patterns in guided situations; e.g., question–answer	

GC–1 historical and contemporary elements of Spanish-speaking cultures		10-3Y LEVEL
GC–1.1 accessing/analyzing cultural knowledge of the Spanish-speaking world	a. ask questions and make observations about elements of Spanish-speaking cultures, using their first language	**NOTES:**
GC–1.2 knowledge of Spanish-speaking cultures	a. participate in activities and experiences that reflect elements of Spanish-speaking cultures b. identify places in the world where Spanish is spoken	
GC–1.3 applying cultural knowledge	a. identify elements of the Spanish-speaking cultures in the local community b. use knowledge of geography to understand some elements of Spanish-speaking cultures	
GC–1.4 diversity within Spanish-speaking cultures	a. experience diverse elements of the Spanish-speaking cultures; e.g., music, clothing, food b. identify some elements that reflect diversity within Spanish-speaking cultures; e.g., rock and folk music	
GC–1.5 valuing Spanish-speaking cultures	a. show a willingness to participate in cultural activities and experiences related to Spanish-speaking cultures	

GC–2 affirming diversity		10-3Y LEVEL
GC–2.1 awareness of first language	a. recognize similarities between their first language and Spanish; e.g., cognates	**NOTES:**
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins b. explore the variety of languages spoken by those around them	
GC–2.3 awareness of own culture	a. explore and recognize similarities between their own culture and other cultures; e.g., celebrations, food, roles of family members	
GC–2.4 general cultural knowledge	a. recognize that culture is expressed through a variety of forms; e.g., stories, art forms, crafts, music b. recognize that geography, climate and history affect the culture of a particular region	
GC–2.5 valuing diversity	a. demonstrate a willingness to interact and work with others who are different; e.g., in culture, lifestyle, interests	
GC–2.6 intercultural skills	a. adapt to new situations b. listen with attention to the opinions of others c. initiate new relationships d. respect opinions of others, and recognize stereotypical thinking e. reflect on own actions and the impact of these actions on others	

GC–3 personal and career opportunities		10-3Y LEVEL
GC–3.1 Spanish and Spanish-speaking cultures	a. identify purposes for learning Spanish	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. identify purposes for learning additional languages and learning about world cultures b. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	

S–1 language learning		10-3Y LEVEL
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by writing and repeating them silently or aloud	**NOTES:**
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language	
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text, take risks and try unfamiliar tasks and approaches, understand that making mistakes is a natural part of language learning	

S–2	language use		10-3Y LEVEL
S–2.1 interactive	a. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally	**NOTES:**	
S–2.2 interpretive	a. use simple interpretive strategies with guidance; e.g., use illustrations to aid reading comprehension, listen and read selectively, make predictions about what they expect to hear or read, use gestures, use key words		
S–2.3 productive	a. use simple productive strategies with guidance; e.g., mimic what the teacher says, use words that are visible in the immediate environment		

S–3	general learning		10-3Y LEVEL
S–3.1 cognitive	a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning, classify objects according to attributes	**NOTES:**	
S–3.2 metacognitive	a. use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning, explore and identify different learning styles		
S–3.3 social/affective	a. use simple social and affective strategies to enhance general learning; e.g., seek help from others, participate in cooperative learning		

20-3Y

A–1 to receive and impart information			20-3Y LEVEL
A–1.1 share factual information	a. ask for and provide information on a range of familiar topics b. describe people, places, things and series, or sequences of events or actions	**NOTES:**	

A–2 to express emotions and personal perspectives			20-3Y LEVEL
A–2.1 share ideas, thoughts, opinions, preferences	a. express a personal response to a variety of situations b. inquire about and express preferences c. record and share thoughts and ideas with others	**NOTES:**	
A–2.2 share emotions, feelings	a. inquire about, respond to and express emotions and feelings in a variety of familiar contexts b. record and share personal experiences involving an emotion or feeling		

A–3 to get things done			20-3Y LEVEL
A–3.1 guide actions of others	a. make and respond to a variety of simple requests b. seek, grant or withhold permission c. relay simple messages d. encourage or discourage others from a course of action e. give and follow a simple sequence of instructions	**NOTES:**	
A–3.2 state personal actions	a. express a wish or a desire to do something b. make an offer or an invitation, and respond to offers and invitations made by others c. inquire about and express ability and inability to do something		

A–3 to get things done (continued)			20-3Y LEVEL
A–3.3 manage group actions	a. suggest, initiate or direct action in group activities b. encourage other group members to participate c. assume a variety of roles and responsibilities as group members d. negotiate in a simple way with peers in small-group tasks e. offer to explain or clarify	**NOTES:**	

A–4 to extend their knowledge of the world			20-3Y LEVEL
A–4.1 discover and explore	a. make and talk about personal observations b. explore classification systems and criteria for categories c. discover relationships and patterns	**NOTES:**	
A–4.2 gather and organize information	a. record and share personal knowledge of a topic b. compare and contrast items in simple ways c. compose questions to guide research d. identify sources of information e. record observations		
A–4.3 solve problems	a. recognize and describe a problem, then propose solutions b. understand and use the steps in the problem-solving process		
A–4.4 explore opinions and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience c. recognize differences of opinion		

A–5	for imaginative purposes and personal enjoyment	20-3Y LEVEL
A–5.1 humour/fun	a. use the language for fun and to interpret humour; e.g., simple amusing texts	**NOTES:**
A–5.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language	
A–5.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to favourite songs in Spanish, play games alone or with friends	

A–6	to form, maintain and change interpersonal relationships	20-3Y LEVEL
A–6.1 manage personal relationships	a. apologize and refuse politely b. talk about themselves, and respond to the talk of others by showing attention and interest c. make and break social engagements	**NOTES:**

LC–1	attend to form	20-3Y LEVEL
LC–1.1 phonology	a. use comprehensible pronunciation, stress and intonation when producing words or phrases b. recognize some of the effects that intonation and stress have in different situations c. identify and reproduce some critical sound distinctions that are important for meaning	**NOTES:**
LC–1.2 orthography	a. recognize the role that accentuation plays in the Spanish language	

		NOTES:
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • foods—restaurants, market • shopping, fashion and fads • sports and exercise • vacations and travel • social life • health and safety (physical states/visit to the doctor) • daily routine • introduction to cultural diversity in the Spanish-speaking world • any other lexical fields that meet their needs and interests	
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • irregular verbs in present tense: *conocer, saber, dar, poner, traer, preferir* • preterite • imperfect • perfect tense • simple future • direct object pronouns • *por/para* • *hace*, expressions of time • personal *a* • impersonal *se*	

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		NOTES:
LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: • *me/te/le* • *nos/les/os gusta(n)* • *caer bien/mal* • commonly used verbs: *querer, ir, hacer, poder, venir, salir, jugar, saber* • *tener que* + infinitive • *ir + a* + infinitive (immediate future) • definite and indefinite articles: *el, la, los, las, un, una, unas, unos* • possessive adjectives: *mi, tu, su, mis, tus, sus, nuestro/a (s), vuestro/a (s)* • adverbs ending in *mente* • demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as* • affirmative commands (*tú* and *ustedes* forms, for commonly used verbs) • affirmative and negative expressions: *alguien, nadie, algo, nada, también* • reflexive verbs • present progressive (*estar* + gerund) • pronouns after prepositions: *mí, ti, él, ella, usted, nostros/as, vosotros/as, ellos/as, ustedes*	

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)		20-3Y LEVEL
	c. use, independently and consistently,[3] the following grammatical elements • interrogative sentences in the present tense • regular verbs in all persons in the present tense • gender and number of nouns, adjectives • commonly used verbs: *ser, estar, tener*	**NOTES:**

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

LC–2 interpret and produce oral texts		20-3Y LEVEL
LC–2.1 aural interpretation	a. understand short, simple oral texts in guided and unguided situations	**NOTES:**
LC–2.2 oral production	a. produce short, simple oral texts in guided situations	
LC–2.3 interactive fluency	a. engage in simple interactions, using a combination of sentences	

LC–3 interpret and produce written texts		20-3Y LEVEL
LC–3.1 written interpretation	a. understand the main point and some supporting details of written texts on familiar topics in guided situations	**NOTES:**
LC–3.2 written production	a. write short, simple texts in guided situations	

LC–3	interpret and produce written texts (continued)	20-3Y LEVEL
LC–3.3 visual interpretation	a. derive meaning from the visual elements of a variety of media in guided and unguided situations	**NOTES:**
LC–3.4 representing	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	

LC–4	apply knowledge of the sociocultural context	20-3Y LEVEL
LC–4.1 register	a. identify differences between formal and informal registers in a variety of situations b. use formal and informal language in familiar situations	**NOTES:**
LC–4.2 idiomatic expressions	a. use learned idiomatic expressions to enhance communication	
LC–4.3 variations in language	a. experience a variety of accents, variations in speech and regional variations in language	
LC–4.4 social conventions	a. use appropriate oral forms of address for people frequently encountered b. recognize verbal behaviours that are considered impolite c. recognize important social conventions in everyday interactions; e.g., shaking hands, hugging, kissing	

LC–4	apply knowledge of the sociocultural context (continued)	20-3Y LEVEL

LC–4.5 nonverbal communication	a. recognize appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact, interpersonal space, physical contact b. recognize that some nonverbal behaviours may be inappropriate in certain contexts; e.g., wearing a baseball cap indoors	**NOTES:**

LC–5	apply knowledge of how text is organized, structured and sequenced in Spanish	
		20-3Y LEVEL

LC–5.1 cohesion/coherence	a. link sentences with simple cohesion markers; e.g., *además, primero, por ultimo* b. link several sentences coherently; e.g., on a single theme c. use common conventions to structure texts; e.g., titles, paragraphs	**NOTES:**
LC–5.2 text forms	a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals b. use some simple text forms in their own productions; e.g., maps, questionnaires	
LC–5.3 patterns of social interaction	a. use simple conventions to open and close conversations and manage turn taking b. initiate and respond using a variety of social interaction patterns; e.g., question–answer, request–acceptance or nonacceptance	

GC–1 historical and contemporary elements of Spanish-speaking cultures		20-3Y LEVEL
GC–1.1 accessing/analyzing cultural knowledge of the Spanish-speaking world	a. use basic research skills to find out about Spanish-speaking cultures; e.g., formulate questions about patterns of behaviour or interactions typical of their peers in Spanish-speaking cultures b. compare and make connections between some elements of the Spanish-speaking cultures being studied and their own	**NOTES:**
GC–1.2 knowledge of Spanish-speaking cultures	a. identify some things they have in common with people their own age who live in Spanish-speaking cultures b. explore some elements of Spanish-speaking cultures	
GC–1.3 applying cultural knowledge	a. identify commonalities and differences between the Spanish-speaking cultures and their own; and apply knowledge of the cultures to interpret these commonalities and differences	
GC–1.4 diversity within Spanish-speaking cultures	a. identify and explore commonalities and differences between diverse groups within Spanish-speaking cultures; e.g., differences between urban and rural ways of life, ethnic backgrounds	
GC–1.5 valuing Spanish-speaking cultures	a. express an interest in finding out about people their own age who speak Spanish	

GC–2 affirming diversity			20-3Y LEVEL
GC–2.1 awareness of first language	a.	identify similarities and differences between their first language and Spanish; e.g., basic word order, social conventions	**NOTES:**
GC–2.2 general language knowledge	a. b.	know that within a linguistic group, people can have different words for the same thing recognize that languages may have regional differences in such things as pronunciation, vocabulary and structure	
GC–2.3 awareness of own culture	a. b.	make connections between individuals or situations in texts and their own personal experiences recognize and identify similarities and differences between their own culture and other cultures	
GC–2.4 general cultural knowledge	a.	recognize that speakers of the same language may come from different cultural backgrounds	
GC–2.5 valuing diversity	a. b.	engage in activities that reflect other cultural practices recognize advantages of entertaining different perspectives	
GC–2.6 intercultural skills	a.	explore how their perspective is shaped by a variety of factors	

GC–3 personal and career opportunities			20-3Y LEVEL
GC–3.1 Spanish and Spanish-speaking cultures	a. explore personal reasons for learning Spanish; e.g., travel, friends, family b. explore opportunities for further education and/or careers related to Spanish	**NOTES:**	
GC–3.2 cultural and linguistic diversity	a. explore personal reasons for learning additional languages and experiencing other cultures b. explore opportunities for further education or careers related to languages and culture c. identify some countries where there is significant linguistic and cultural diversity		
S–1 language learning			20-3Y LEVEL
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language	**NOTES:**	
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, listen or read for key words		
S–1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., work with others to solve problems, get feedback on tasks		

S–2	language use		20-3Y LEVEL
S–2.1 interactive	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 they want to convey and invite correction	**NOTES:**	
S–2.2 interpretive	a. identify and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in the text		
S–2.3 productive	a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences		
S–3	general learning		20-3Y LEVEL
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task	**NOTES:**	
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task, keep a learning journal such as a diary or log		
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes, take part in group decision-making processes		

30-3Y

A–1 to receive and impart information		30-3Y LEVEL
A–1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report b. understand and use definitions, comparisons and examples	**NOTES:**

A–2 to express emotions and personal perspectives		30-3Y LEVEL
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction b. state and support a point of view	**NOTES:**
A–2.2 share emotions, feelings	a. inquire about, express and respond to a variety of emotions and feelings b. compare the expression of emotions and feelings in a variety of informal situations	

A–3 to get things done		30-3Y LEVEL
A–3.1 guide actions of others	a. make and respond to suggestions in a variety of situations b. give and respond to advice and warnings	**NOTES:**
A–3.2 state personal actions	a. state personal actions in the past, present or future b. make a promise and express intention in a variety of situations	
A–3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way c. express appreciation, enthusiasm, support and respect for contributions of others	

A–4	**to extend their knowledge of the world**		**30-3Y LEVEL**
A–4.1 discover and explore	a. ask questions to gain knowledge and clarify understanding b. explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	**NOTES:**	
A–4.2 gather and organize information	a. gather information from a variety of resources b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps and flow charts		
A–4.3 solve problems	a. describe and analyze a problem, then propose solutions b. generate and evaluate alternative solutions to problems		
A–4.4 explore opinions and values	a. explore how values influence behaviour; e.g., describe characters and their motivations in a story b. provide reasons for their position on an issue		
A–5	**for imaginative purposes and personal enjoyment**		**30-3Y LEVEL**
A–5.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits	**NOTES:**	
A–5.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes		

A–5	for imaginative purposes and personal enjoyment (continued)	30-3Y LEVEL
A–5.3 personal enjoyment	a. use the language for personal enjoyment; e.g., find a personal pen pal and exchange letters	**NOTES:**

A–6	to form, maintain and change interpersonal relationships	30-3Y LEVEL
A–6.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates b. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages	**NOTES:**

LC–1	attend to form	30-3Y LEVEL
LC–1.1 phonology	a. produce the sounds, stress, rhythm and intonation patterns of the Spanish language consistently and accurately	**NOTES:**
LC–1.2 orthography	a. apply spelling rules and mechanical conventions consistently and accurately	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • arts, entertainment and literature • music • relationships (friends/ clubs/activities/sports/ hobbies) • celebrations (cultural) • driving • folk tales, legends and fables • children's games/ childhood activities • technology • the world of work • the environment • any other lexical fields that meet their needs and interests b. recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea	

		NOTES:

LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements:
	• possessive pronouns: *mío, tuyo, suyo, míos, tuyos, suyos*
	• indirect object pronouns
	• comparative, superlative, diminutive
	• impersonal *se*
	• preterite vs. imperfect
	• conditional
	• subjunctive mood
	• present subjunctive:
	  – to express persuasion: *aconsejar, decir, sentir*
	  – to express emotion: *alegrarse, sentir*
	  – to express doubt
	  – after impersonal expressions: *es una lástima que ..., es necesario que ...*
	  – to express wishes and hope: *Ojalá que ..., Quiero que ...*
	  – after adverbial conjunctions such as *cuando* and *aunque*
	• negative commands
	• irregular commands with *tú*	

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| **LC–1.4** grammatical elements | b. use, in structured situations,[2] the following grammatical elements:
• irregular verbs in present tense: *conocer, saber, dar, poner, traer, preferir*
• preterite
• imperfect
• perfect tense
• simple future
• direct object pronouns
• *por/para*
• *hace*, expressions of time
• personal *a*
• impersonal *se* | **NOTES:** |
| **LC–1.4** grammatical elements | c. use, independently and consistently,[3] the following grammatical elements
• *me/te/le*
• *nos/os/les gusta (n)*
• commonly used verbs in present tense: *querer, ir, hacer, poder, conocer, saber, venir, salir, decir, preferir*
• *tener que* + infinitive
• *ir + a* + infinitive (immediate future)
• possessive adjectives: *mi, tu, su, mis, tus, sus, nuestros/as, vuestros/as*
• demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as*
• adverbs ending in *mente*
• reflexive verbs
• present progressive (*estar* + gerund)
• commands (*tú* form—regular verbs)
• commands (*usted, ustedes*) for commonly used verbs
• pronouns after prepositions: *mí, tí, él, ella, usted, nostros/as, vosotros/as, ellos/as, ustedes*
• affirmative and negative expressions: *alguien, nadie, algo, nada, también* | |

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.

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

LC–2	interpret and produce oral texts		30-3Y LEVEL
LC–2.1 aural interpretation	a. understand short oral texts on unfamiliar topics in guided situations and short oral texts on a variety of topics in unguided situations	**NOTES:**	
LC–2.2 oral production	a. produce short oral texts on a variety of topics, providing some details to support the main point, in guided situations		
LC–2.3 interactive fluency	a. manage short interactions easily, with pauses for planning and repair		

LC–3	interpret and produce written texts		30-3Y LEVEL
LC–3.1 written interpretation	a. understand the main point and specific details of written texts on a variety of topics in guided situations	**NOTES:**	
LC–3.2 written production	a. write short, simple texts on a variety of topics, providing some details to support the main point, in guided situations		
LC–3.3 viewing	a. identify the purposes, intended audience, messages and points of view in a variety of visual media, in guided situations		
LC–3.4 representing	a. express meaning through the use of multiple visual elements in a variety of media in guided situations		

LC–4	apply knowledge of the sociocultural context		30-3Y LEVEL
LC–4.1 register	a. explore formal and informal uses of language in a variety of contexts b. adjust language to suit audience and purpose	**NOTES:**	
LC–4.2 idiomatic expressions	a. use learned idiomatic expressions in a variety of contexts		
LC–4.3 variations in language	a. recognize other influences resulting in variations in language; e.g., age, gender, social class		
LC–4.4 social conventions	a. interpret the use of common social conventions in oral and written texts, in guided situations		
LC–4.5 nonverbal communication	a. interpret and use a variety of forms of nonverbal communication with guidance; e.g., gestures		
LC–5	apply knowledge of how text is organized, structured and sequenced in Spanish		
			30-3Y LEVEL
LC–5.1 cohesion/coherence	a. organize texts, using common patterns; e.g., cause and effect, straightforward time sequencing b. interpret simple references within texts; e.g., pronouns, demonstratives c. organize texts to indicate steps in a procedure or directions to follow	**NOTES:**	
LC–5.2 text forms	a. identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game b. apply knowledge of a variety of text forms to own productions		

LC–5	apply knowledge of how text is organized, structured and sequenced in Spanish (continued)	
		30-3Y LEVEL
LC-5.3 patterns of social interaction	a. combine simple social interaction patterns to initiate and perform transactions and interactions; e.g., accept/decline invitations and give explanations	**NOTES:**

GC–1	historical and contemporary elements of Spanish-speaking cultures	**30-3Y LEVEL**
GC-1.1 accessing/analyzing cultural knowledge of the Spanish-speaking world	a. seek out, organize and analyze information about Spanish-speaking cultures from a variety of sources; e.g., individuals, texts and media	**NOTES:**
GC-1.2 knowledge of Spanish-speaking cultures	a. explore and identify some elements of Spanish-speaking cultures; e.g., historical events and their influence on contemporary ways of life and cultural values b. identify and analyze the impact of the Spanish-speaking cultures on global society	
GC-1.3 applying cultural knowledge	a. apply knowledge of the role of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts	

GC–1	historical and contemporary elements of the cultures of Spanish-speaking world (continued) **30-3Y LEVEL**	
GC–1.4 diversity within Spanish-speaking cultures	a. understand major factors that influence the diversity of Spanish-speaking cultures b. apply knowledge of the role of different elements of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts	**NOTES:**
GC–1.5 valuing Spanish-speaking cultures	a. choose to participate in and contribute to activities and experiences that reflect Spanish-speaking cultures; e.g., see a Spanish-language movie, attend a cultural event related to Spanish-speaking cultures	

GC–2	affirming diversity **30-3Y LEVEL**	
GC–2.1 awareness of first language	a. compare oral and written aspects of their first language and Spanish b. identify some words in their first language that have been borrowed from Spanish	**NOTES:**
GC–2.2 general language knowledge	a. identify how and why languages borrow from one another b. make generalizations about the systematic nature of language c. recognize that languages evolve over time	

GC–2 affirming diversity (continued)			30-3Y LEVEL
GC–2.3 awareness of own culture	a. recognize some influences on the development of their personal identity b. identify shared references and the different connotations attached to them in their own culture and other cultures; e.g., Christmas, Easter	**NOTES:**	
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people interact b. recognize that diversity exists within any culture		
GC–2.5 valuing diversity	a. seek out opportunities to interact with people of other cultures who have an interest in Spanish-speaking cultures b. recognize and acknowledge different perspectives		
GC–2.6 intercultural skills	a. explore representations of their own culture as seen from the outside b. identify and make use of media that facilitates contact with other countries and cultures c. explore various strategies for enhancing relations with people from different cultures		

GC–3	personal and career opportunities		30-3Y LEVEL
GC–3.1 Spanish and Spanish-speaking cultures	a. identify aspects of the history, literature, arts and crafts of the Spanish-speaking world that are of personal interest b. identify some careers where knowledge of the Spanish language and Spanish cultures would be valuable	**NOTES:**	
GC–3.2 cultural and linguistic diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest b. identify some careers where knowledge of international languages and cultures would be valuable		
S–1	language learning		30-3Y LEVEL
S–1.1 cognitive	a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language	**NOTES:**	
S–1.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log		
S–1.3 social/affective	a. select and use a variety of social and affective strategies to enhance language learning; e.g., repeat new words or expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate		

S–2	language use		30-3Y LEVEL
S–2.1 interactive	a. select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary	**NOTES:**	
S–2.2 interpretive	a. select and use a variety of interpretive strategies; e.g., infer the probable meaning of unknown words or expressions from contextual clues, reread several times to understand complex texts		
S–2.3 productive	a. select and use a variety of productive strategies; e.g., use resources to increase vocabulary		

S–3	general learning		30-3Y LEVEL
S–3.1 cognitive	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 their inferences are based, distinguish between fact and opinion when using a variety of sources of information	**NOTES:**	
S–3.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests		
S–3.3 social/affective	a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks, follow own natural curiosity and intrinsic motivation to learn		

Appendix B: 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 course 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 achieve the target outcomes successfully.

❑ 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 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 task understanding 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 to make connections between what the students know and what they are learning.

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, media 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. For example, 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
___ 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 for spelling errors or missing 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 quantity.

Provide opportunities for student self-reflection and self-evaluation.
- ❑ Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- ❑ Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Time line

Record important assignment and test 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 time line to guide student's completion of the assignment. Provide time warnings for task completion.
- ❑ Extend deadlines for those students who require more time to complete assignments.

Year Plan

Course Level(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

Course Level(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

Course Level(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	Lesson Description
✦ Applications	
✦ Language Competence	
✦ Global Citizenship	
✦ Strategies	
Possible Student Learning Strategies:	

Differentiation of Instruction	Assessment	Materials
☐ yes ☐ not necessary If yes, description:		

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 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 nonexamples 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., 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 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 advance 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 slantboard 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.

Reinforcement Systems (cont'd)

- ❑ Complete progress charts.
- ❑ 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, "time-out" spot, 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 a 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 examinations.
			 ❍ 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 use of a scribe or a reader
- 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
- story telling
- 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 straight 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:	Course Level:	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, ©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
- ☐ perform actions to match words of a song, story or rhyme
- ☐ learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- ☐ imitate sounds and intonation 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
- ☐ 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 the Spanish language and own language
- ☐ look for patterns and relationships
- ☐ use previously acquired knowledge to facilitate a learning task
- ☐ associate new words or expressions with familiar ones, either in Spanish or in own language
- ☐ find information, using reference materials like dictionaries, textbooks and grammars
- ☐ use available technological aids to support language learning; e.g., cassette recorders, computers
- ☐ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ☐ 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
- ☐ be aware of cognates whose meanings vary in different languages

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, reading and writing process
- ☐ decide in advance to attend to specific aspects of input

- ☐ listen or read for key words
- ☐ evaluate own performance or comprehension at the end of a task
- ☐ keep a learning log
- ☐ 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 own speech and writing to check for persistent errors
- ☐ be aware of own strengths and weaknesses, identify own 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
- ☐ seek the assistance of a friend to interpret a text
- ☐ 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
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks, and try unfamiliar tasks and approaches
- ☐ repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- ☐ reduce anxiety by using mental techniques, such as positive self-talk or humour
- ☐ work with others to solve problems, and get feedback on tasks

Language Use Strategies

Interactive Language Use Strategies

- ☐ use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- ☐ acknowledge being spoken to
- ☐ interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, drawing pictures
- ☐ indicate lack of understanding verbally or nonverbally; e.g., *¿Cómo? Disculpe, No entiendo, No comprendo*
- ☐ ask for clarification or repetition when something is not understood; e.g., *¿Qué quiere decir ...?, ¿Puede repetir, por favor?*
- ☐ use the other speaker's words in subsequent conversation

- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., *Quiero decir que ...*
- use a simple word similar to the concept to convey, and invite correction; e.g., *fruta* for *naranja*
- invite others into the discussion; e.g., *¿no?, ¿verdad?*
- ask for guidance when new vocabulary and expressions are needed; e.g., *¿Cómo se dice ... en español?*
- ask for confirmation that a form used is correct; e.g., *¿Se puede decir ...?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Pues ..., a ver ..., bueno ..., ¿qué más ...?*
- use circumlocution to compensate for lack of vocabulary; e.g., *la máquina que se usa para lavar la ropa* for *lavadora*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Quieres decir que ..., Es decir que ...*
- summarize the point reached in a discussion to help focus the talk; e.g., *Es decir ..., o sea ...*
- ask follow-up questions to check for understanding; e.g., *¿Me entiende?, ¿Me sigue?, ¿Está claro?*
- use suitable phrases to intervene in a discussion; e.g., *Por cierto, hablando de ...*
- self-correct if errors lead to misunderstandings; e.g., *Mejor dicho, lo que quiero decir es ...*

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 is expected to be heard 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 down 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 own 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 visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing 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), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of 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., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- 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 word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- 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 with the guidance of the teacher
- ☐ reflect upon own thinking processes and how you learn
- ☐ choose from among learning options
- ☐ discover how own efforts can affect learning
- ☐ decide in advance to attend to the learning task
- ☐ divide an overall learning task into a number of subtasks
- ☐ make a plan in advance about how to approach a task
- ☐ identify own needs and interests
- ☐ manage own physical working environment
- ☐ keep a learning journal, such as a diary or a log
- ☐ develop criteria for evaluating own work
- ☐ work with others to monitor own 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 own 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 mistakes might be made
- ☐ take part in group decision-making processes
- ☐ use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- ☐ take part in group problem-solving processes
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks, and try unfamiliar tasks and approaches
- ☐ monitor own level of anxiety about learning tasks and take measures to lower it if necessary; e.g., deep breathing, laughter
- ☐ use social interaction skills to enhance group learning activities

Appendix C: 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 _____ .

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, *Health and Life Skills Kindergarten to Grade 9 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 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?

Collecting My Thoughts

Name: _____   Date: _____

Here is everything I know about _____

_____

_____

_____

_____

_____

Here are some 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.**

MS 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**
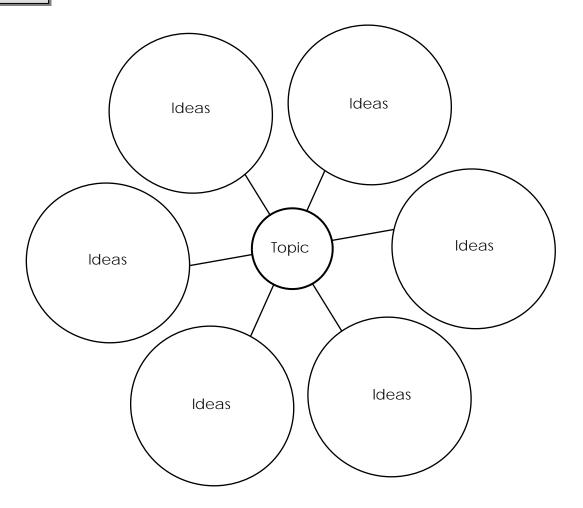
How to Use a Brainstorming Web

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.

Ideas   Ideas

Ideas   Topic   Ideas

Ideas   Ideas
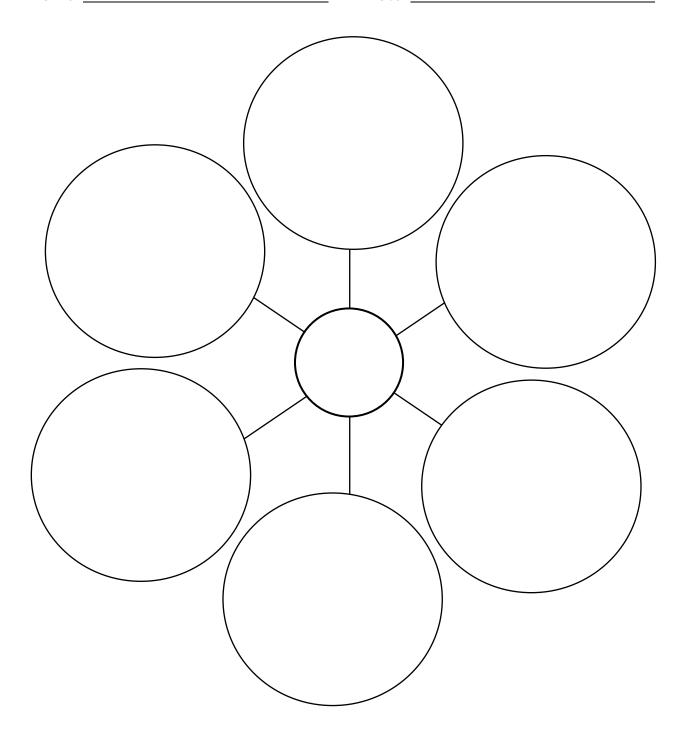
Newer versions of MS Word have a web-building option that lets you create your own web electronically.

Brainstorming Web
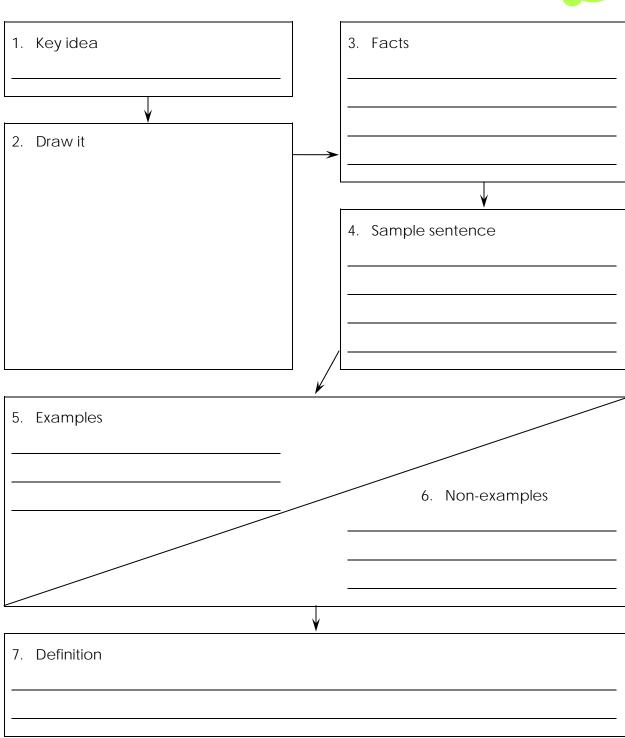
Name: _____   Date: _____

Idea Builder

1. Key idea

    _____

2. Draw it

3. Facts

    _____

    _____

    _____

    _____

4. Sample sentence

    _____

    _____

    _____

    _____

5. Examples

    _____

    _____

    _____

6. Non-examples

    _____

    _____

    _____

7. Definition

    _____

    _____

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.
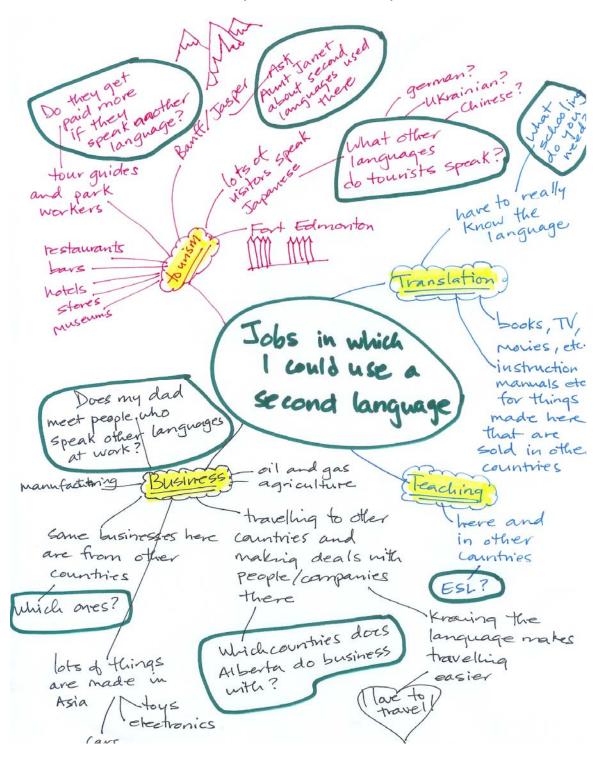
Step 4   Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

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.
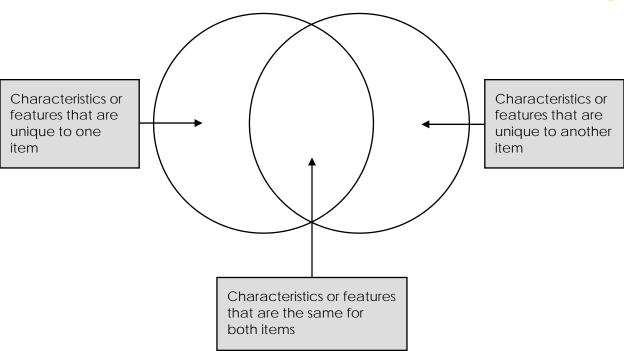
Sample Mind Map

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.

MS Word has a Venn diagram option that lets you create your own Venn diagram electronically.

Venn Diagram
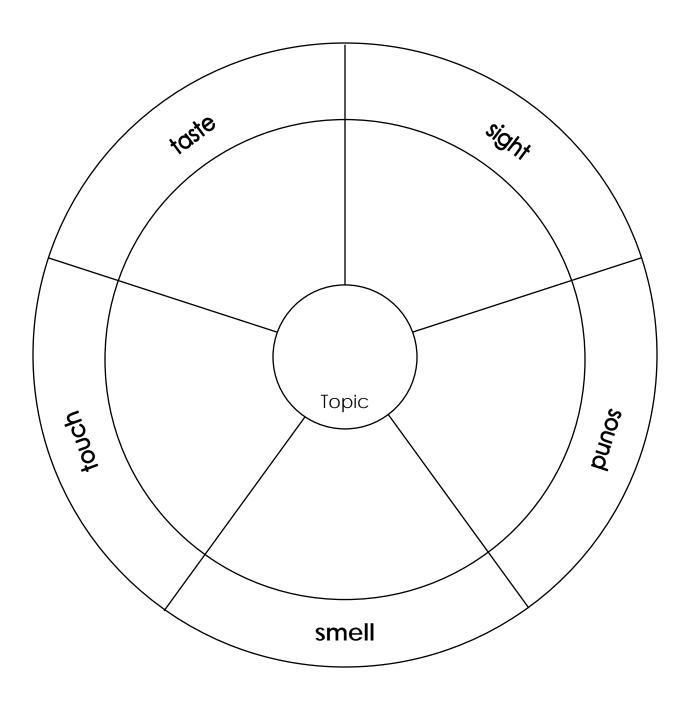
Name: _____   Date: _____

Five Senses Wheel

Name: _____   Date: _____

taste

sight

touch

Topic

sound

smell

Triple T-chart
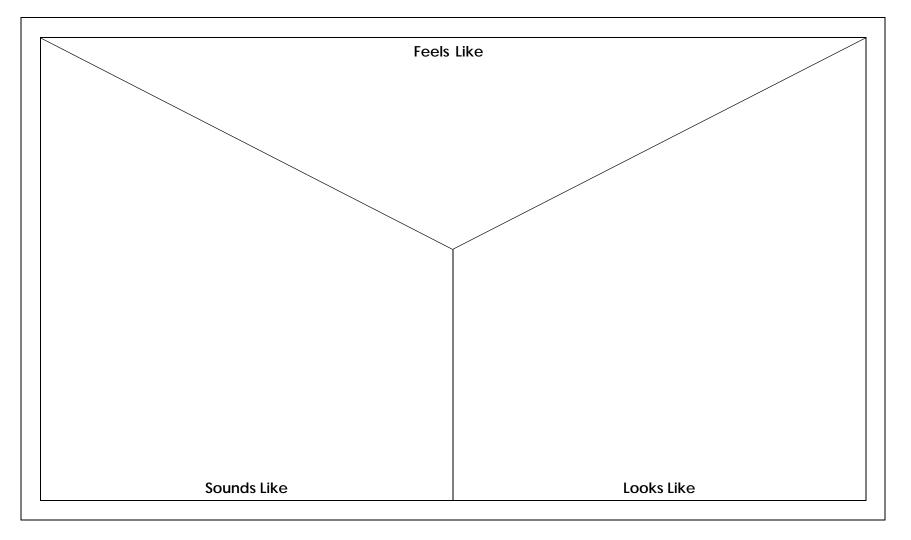
Name: _____   Date: _____

Title/Topic: _____

Looks like:	Sounds like:	Feels like:

Y-chart

Name: _____   Date: _____

Feels Like

Sounds Like   **Looks Like**

Five Ws and HI

Name: _____   Date: _____

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: _____
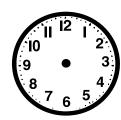
How to Use PMI Charts

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 licenses.

MS Word allows you to create your own chart electronically using the options in the **Table** menu.

PMI Chart
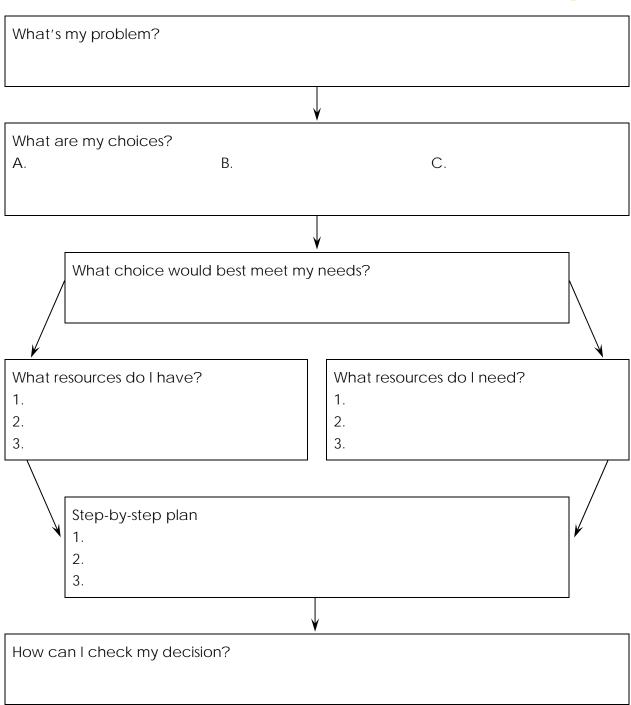
Name: _____   Date: _____

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?	What resources do I need?
1.	1.
2.	2.
3.	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

I dentify the problem

_____

_____

_____

D escribe possible solutions

_____

_____

_____

E valuate the potential consequences of each solution

_____

_____

_____

A ct on the best solution

_____

_____

_____

How did your IDEA work?
(Evaluate your results.)

_____

_____
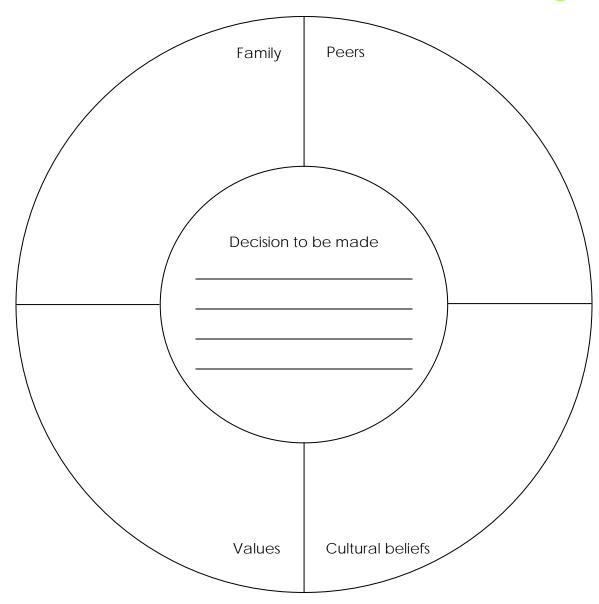
Consider the Alternatives

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

Family   Peers

Decision to be made

_____

_____

_____

_____

Values   Cultural beliefs

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.   Why or why not? _____

Did I reach my goal?   ☐ yes   _____

☐ almost   _____

☐ no   _____

_____

Goal-setting Organizer 2

Name: _____

Date: _____

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
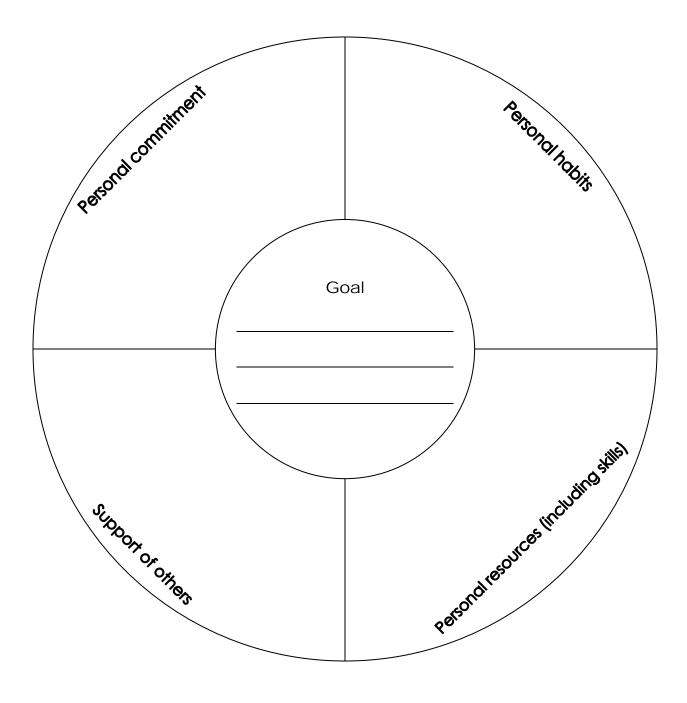
Name: _____   Date: _____

Goal Planning: Start Small

My long-term goal is _____

_____ 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:

- _____
- _____
- _____

by _____

To reach this goal, I will:

- _____
- _____
- _____

by _____

To reach this goal, I will:

- _____
- _____
- _____

by _____

I will know I have reached my long-term goal when _____

_____

Goal-setting Organizer 4

Name: _____   Date: _____

What Can Affect Your Goals?

Personal commitment

Personal habits

Goal

_____

_____

_____

Support of others

Personal resources (including skills)

Appendix D: Assessment Blackline Masters

Self-assessment Checklist

Nombre: Louis	**Nivel:** 10-3Y	**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:		Nivel:	Fecha:	
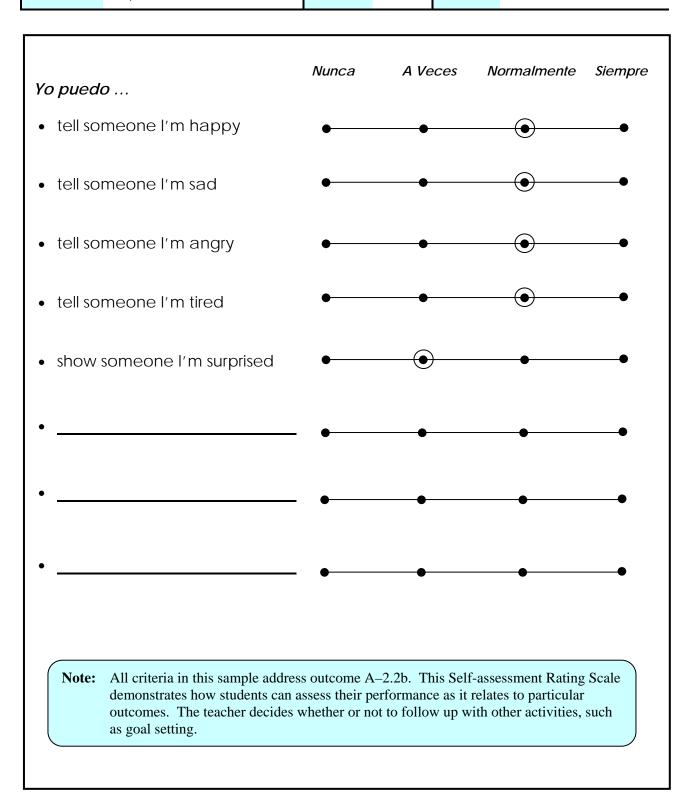
Yo puedo …	Sí	No Todavía

Self-assessment Rating Scale

| **Nombre:** | Sophia | | **Nivel:** | 20-3Y | **Fecha:** | Abril 22 |

	Nunca	A Veces	Normalmente	Siempre
Yo puedo …				
• tell someone I'm happy	●	●	◉	●
• tell someone I'm sad	●	●	◉	●
• tell someone I'm angry	●	●	◉	●
• tell someone I'm tired	●	●	◉	●
• show someone I'm surprised	●	◉	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Note: All criteria in this sample address outcome A–2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

Self-assessment Rating Scale

Nombre:	Nivel:	Fecha:

	Nunca	A Veces	Normalmente	Siempre
Yo puedo …				

- _____
  _____

- _____
  _____

- _____
  _____

- _____
  _____

- _____
  _____

- _____
  _____

- _____
  _____

- _____
  _____

- _____
  _____

Peer-assessment Checklist

Nombre:	Nicole	Nivel:	30-3Y	Fecha:	el 14 de febrero
Nombre del compañero(a):	Janelle	Actividad:		Haz un poema con tu nombre	

Mi compañero(a) puede…	Sí	No Todavía
write a descriptive word in Spanish for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls 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 yourself—some of them were from our new vocabulary list.

Tu 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:		Nivel:	Fecha:
Nombre del compañero(a):		Actividad:	

Mi compañero(a) puede …	Sí	No Todavía

Me gusta: _____

_____

_____

Tu puedes mejorar en: _____

_____

_____

Self-assessment Checklist and Goal Setting

| Nombre: | Tah | | Nivel: | 10-3Y | Fecha: | el 1 de febrero |

Yo puedo …	Sí	No Todavía	What I am going to do next …
say hello and goodbye	✓		Say hello and goodbye in Spanish to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing "*Feliz Cumpleaños*"		✓	Sing "*Feliz Cumpleaños*" to my grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
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 allows students to assess their abilities and set goals to improve.

Self-assessment Checklist and Goal Setting

Nombre:		Nivel:	Fecha:

Yo puedo …	Sí	No Todavía	What I am going to do next …

Long-term Goal Setting

Nombre:	Douglas	*Nivel:*	10-3Y	*Fecha:*	*el 1 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:	Nivel:	Fecha:

Goal #1:

Al final de este trimestre me gustaría: _____

_____

Para lograr esta meta voy a: _____

_____

_____

Mi maestro/a puede ayudarme a: _____

_____

Mis padres pueden ayudarme a: _____

_____

Goal #2:

Al final de este trimestre me gustaría poder: _____

_____

Para lograr esta meta voy a: _____

_____

_____

Mi maestro/a puede ayudarme a: _____

_____

Mis padres pueden ayudarme a: _____

_____

Anecdotal Notes

Student Name	Date	Activity	Outcome (10-3Y)	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC–2.1a understand a series of simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up several body parts.
Josh	Jan. 8	Simon Says	LC–2.1a understand a series of simple spoken sentences in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A–3.3a manage turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small-group discussion	A–3.3a manage turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small-group discussion	A–3.3a manage turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small-group discussion	A–3.3a manage turn taking	✓		New group, much better today. More effort and focus.
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 as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. 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 (10-3Y)	Student demonstrates that he or she has met the outcome.
Leesa	Sept. 23	Singing traditional Mexican songs	A–5.1a use the language for fun	(Yes) Not Yet
Marc	Sept. 23	Singing traditional Mexican songs	A–5.1a use the language for fun	(Yes) Not Yet
Andreas	Sept. 23	Singing traditional Mexican songs	A–5.1a use the language for fun	Yes (Not Yet)
Su Mei	Oct. 1	Singing the alphabet song	LC–1.2a relate all letters of the alphabet to the sounds they represent	Yes (Not Yet)
Jack	Oct. 1	Singing the alphabet song	LC–1.2a relate all letters of the alphabet to the sounds they represent	(Yes) Not Yet
Ali	Oct. 10	Playing the alphabet game	LC–1.2a relate all letters of the alphabet to the sounds they represent	(Yes) Not Yet
Maya	Oct. 10	Playing the alphabet game	LC–1.2a relate all letters of the alphabet to the sounds they represent	(Yes) Not Yet
Philip	Oct. 10	Playing the alphabet game	LC–1.2a relate all letters of the alphabet to the sounds they represent	(Yes) Not Yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	LC–1.2a relate all letters of the alphabet to the sounds they represent	(Yes) Not Yet
Nour	Oct. 27	Creating a personal dictionary organized by the alphabet	LC–1.2a relate all letters of the alphabet to the sounds they represent	(Yes) Not Yet

Note: In cases where the student does not demonstrate a particular criteria, 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

Level: 10-3Y	**Date:** May 3	**Activity:** Individual Q and A

Specific Outcome: S–2.3a use simple productive strategies, with guidance

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

Level:	Date:	Activity:

Specific Outcome: _____

_____

Student Names:	Has met the outcome:	
	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Notes for future planning: _____

_____

_____

_____

_____

_____

Checklist and Comments 2

Level: 10-3Y	**Date:** October 5	**Activity:** Telephone conversations (invitations)
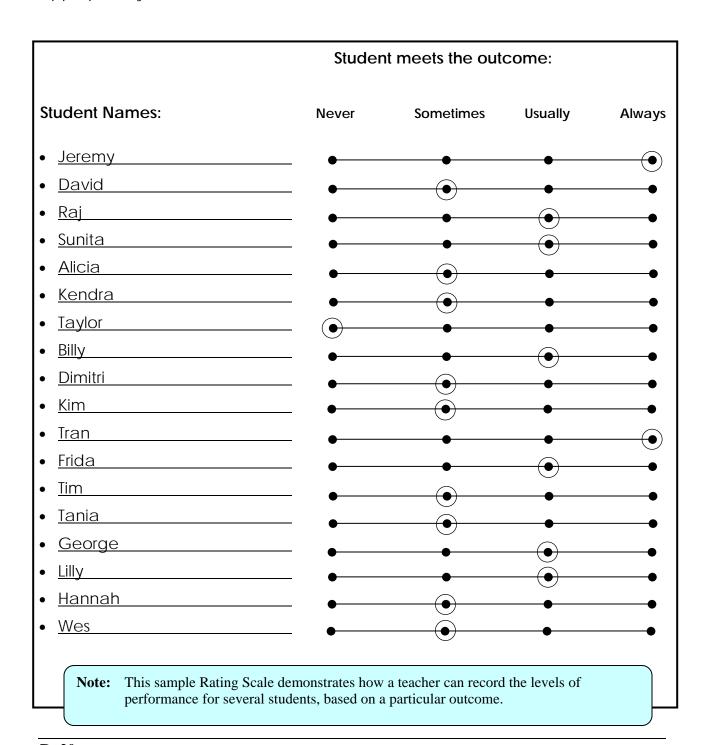
Specific Outcome(s): A–3.2a respond to offers, invitations and instructions;

LC–1.1a pronounce some common words and phrases comprehensibly;

LC–1.1b use intonation to express meaning; LC–1.3a use a repertoire of words

and phrases in familiar contexts, within a variety of lexical fields

---

<u>Lance   </u> **can:**
(Student name)

	Yes	Not Yet
• invite a friend to do something	☑	☐
• accept and reject an invitation	☑	☐
• pronounce words comprehensibly	☑	☐
• use intonation to express inquiry	☐	☑
• use appropriate vocabulary related to hobbies and invitations	☑	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

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. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

Checklist and Comments 2

Level:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____ can:

(Student name)

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: _____

_____

_____

_____

Could improve: _____

_____

_____

Rating Scale 1

Level: 10-3Y	**Date:** March 10	**Activity:** Group classroom scavenger hunt

Specific Outcome: A–3.3b encourage other group members to act appropriately

Student meets the outcome:

Student Names:	Never	Sometimes	Usually	Always
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

Level:	Date:	Activity:

Specific Outcome: _____

_____

_____

	Student meets the outcome:			
Student Names:	**Never**	**Sometimes**	**Usually**	**Always**
• _____	●————————●————————●————————●
• _____	●————————●————————●————————●
• _____	●————————●————————●————————●
• _____	●————————●————————●————————●
• _____	●————————●————————●————————●
• _____	●————————●————————●————————●
• _____	●————————●————————●————————●
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• _____	●————————●————————●————————●
• _____	●————————●————————●————————●
• _____	●————————●————————●————————●
• _____	●————————●————————●————————●
• _____	●————————●————————●————————●
• _____	●————————●————————●————————●

Rating Scale 2
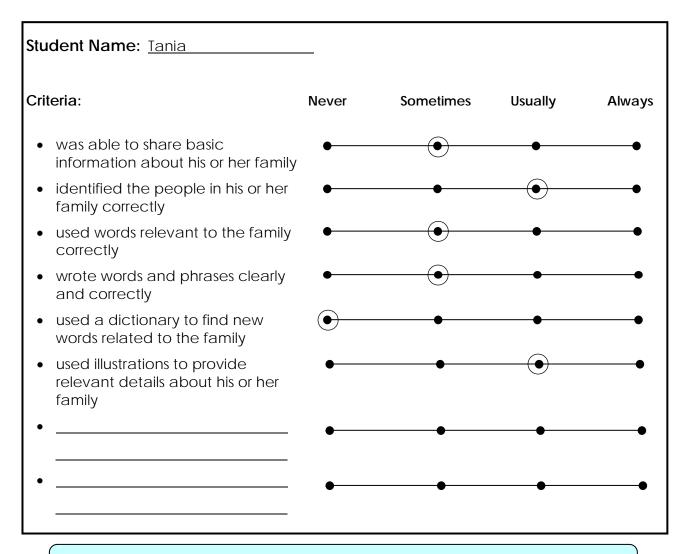
Level:	10-3Y	**Date:**	November 12	**Activity:**	Unit: My Family

Specific Outcome(s): A–1.1a identify concrete people, places and things; LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; LC–2.2a produce simple written words and phrases, orally, in guided situations; S–2.3a use simple productive strategies, with guidance

Student Name: Tania

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family	●	⊙	●	●
• identified the people in his or her family correctly	●	●	⊙	●
• used words relevant to the family correctly	●	⊙	●	●
• wrote words and phrases clearly and correctly	●	⊙	●	●
• used a dictionary to find new words related to the family	⊙	●	●	●
• used illustrations to provide relevant details about his or her family	●	●	⊙	●
• _____	●	●	●	●
• _____	●	●	●	●

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

Level:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Rating Scale 3

Level:	10-3Y	Date:	March 10	Activity:	Reading out some familiar words

Specific Outcome(s): LC–1.1a pronounce some common words and phrases comprehensibly; LC–1.1b use intonation to express meaning

Levels of performance and corresponding criteria:

★★★★   Demonstrated **excellent** pronunciation of all words—**no** errors

★★★   Demonstrated **good** pronunciation of almost all words—a **few** errors

★★   Demonstrated **acceptable** pronunciation of most 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 levels of students' performances as they relate to one outcome.

Rating Scale 3

Level:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

Levels of performance and corresponding criteria:

★★★★ _____

★★★ _____

★★ _____

★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
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	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

Rubric

Name: Jeanne	**Level:** 10-3Y	**Date:** October 17	**Activity:** Conversation—making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–3.2b	**Consistently** asks or offers to do something.	**Frequently** asks or offers to do something. The **occasional** error does not interrupt the message.	**Sometimes** asks or offers to do something; however, the message is **unclear**.	**Rarely** asks or offers to do something. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

Rubric

| Name: | | Level: | | Date: | | Activity: | |

Outcome	Excellent	Very Good	Acceptable	Limited

Rubric and Checklist

Name: Ellen	**Level:** 10-3Y	**Date:** November 14	**Activity:** Telephone Conversation

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–3.2b	**Consistently** asks or offers to do something.	**Frequently** asks or offers to do something. The **occasional** error does not interrupt the message.	**Sometimes** asks or offers to do something; however, the message is **unclear**.	**Rarely** asks or offers to do something. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Work habits

☐ worked independently   ☐ worked with some assistance
☐ worked with minimal 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 checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

Rubric and Checklist

Name:	Level:	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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