

## Correlation between *¡En español! 1* Unidad 1-3 and the British Columbia Prescribed Learning Outcomes

Communicating	Unidad 1	Unidad 2	Unidad 3
<b>- ask for assistance and precise information about events and locations</b>	- speaking strategy: asking for repetition, TE46 - ask for name, place of origin, and health, TE46	- how to order food, TE129 - interrogative words, TE135-7, WB48	- how to invite, accept, refuse, TE183 - how to use the telephone, TE188-189
<b>- describe and exchange information related to activities, people, and things</b>	- describe photos, TE26-27 - identify illustrated people, TE32-33 - give a personal description, TE51-53 - describe what people are wearing, TE58 - use photo to describe family relationships and Spanish-influenced architecture, TE70-71 - describe one's family, TE71 - describe ownership of objects using <i>de</i> and possessive adjectives, TE80-83, WB30-31	- describe photo, TE100-101 - describe photo, TE122-123 - describe local school, TE125 - describe what goes on in a plaza, TE166 - describe a visit to Mexico City, TE166 - write about their school schedule, TE168-9	- describe photo, TE174-175 - describe photo, TE196-197 - describe photo, TE218-219 - discuss local weather, TE221, 226-228, WB77, CD track
<b>- exchange opinions and preferences related to a variety of personal interests</b>	- discuss likes and dislikes, TE40, WB16 - discuss musical preferences, TE65	- write about favorite class, TE115, 121 - rank free-time activities, TE147 - write about favorite activities and responsibilities, TE155 - describe activities, using <i>-er</i> and <i>-ir</i> verbs, TE155-6, WB54	- discuss free-time activities, TE177 - write a letter describing favorite activities and questioning correspondent, TE194 - discuss baseball, TE196 - discuss preferred sports, TE199 - survey students about sports and write a summary, TE211
<b>- participate in a variety of situations drawn from real life</b>	- meet a new student (introductions, etc.) TE46 - describe others, TE60-61 - dialogues involving possession, TE81	- discuss school routines, using a variety of time adverbs, TE112, WB39 - discuss necessities, using expressions <i>hay que</i> and <i>tener que</i> , TE113-114, WB40 - describe school and activities to a new student, TE120 - survey students and report results on a graph, TE120 - create dialogue about daily school schedule, TE137 - create a conversation based on photo, TE144-145	- create a telephone conversation, including an invitation, TE189 - create a conversation about people one does not know, TE194 - discuss sports using the verb <i>jugar</i> , TE204-205, WB69 - describe daily situations using stem-changing verbs, TE205-206

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*Working Document – Page 1 of 3*

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Acquiring Information	Unidad 1	Unidad 2	Unidad 3
<p><b>- process information from age-appropriate Spanish-language resources to complete authentic tasks</b></p>	<ul style="list-style-type: none"> <li>- read, listen to, and view <i>¡Bienvenido!</i> And demonstrate comprehension, TE28-31, CD, video</li> <li>- listen to and view <i>Con los amigos</i> and complete activities, TE52-54, CD, video</li> <li>- listen to and view <i>Con la familia</i> and complete activities, TE74-76, CD, video</li> </ul>	<ul style="list-style-type: none"> <li>- listen to and view <i>A la escuela</i> and demonstrate comprehension, TE102-106, CD, video</li> <li>- read <i>Una encuesta escolar</i> and demonstrate comprehension, TE116-117</li> <li>- listen to and view <i>Horas y horarios</i> and demonstrate comprehension, TE126-128, CD, video</li> <li>- listen to and view <i>En el parque</i> and complete activities, TE146-151, CD, video</li> <li>- read <i>México y sus jóvenes</i> and demonstrate comprehension; compare with one's own life, TE160-161</li> </ul>	<ul style="list-style-type: none"> <li>- listen to, view, and read <i>La llamada</i> and complete activities, TE178-180, CD, video</li> <li>- read <i>Bomba y plena</i> and complete activities, TE191</li> <li>- listen to, view, and read <i>El campo de béisbol</i>, TE198-202, CD, video</li> <li>- read <i>Béisbol, el pasatiempo nacional</i> and complete activities, TE212-213</li> <li>- listen to, view, and read <i>¡Qué tiempo!</i> And complete activities, TE220-224, CD, video</li> <li>- read <i>El coquí</i> and complete activities, TE234-235</li> <li>- view and read <i>Una excursión por la isla</i> and complete activities, TE236-237, video</li> </ul>
<p><b>- convey acquired information through oral and written language, using visual support</b></p>	<ul style="list-style-type: none"> <li>- greetings, TE34, WB13</li> <li>- use verb <i>ser</i> to identify people and to express origin, TE38, WB14-15</li> <li>- perform introductions, TE44-46</li> <li>- describe community members in a letter, TE46</li> <li>- use adjectives to describe people, TE59-61, WB24</li> <li>- write a description of a friend, TE63</li> <li>- describe a well-known person, TE68</li> <li>- tell age, using the verb <i>tener</i>, TE78-79, WB29</li> <li>- describe a family member, TE85</li> <li>- create and describe a family tree, TE92</li> <li>- write a poem about a family member, TE92</li> <li>- write a personal description for an exchange program, TE94-95</li> </ul>	<ul style="list-style-type: none"> <li>- describe activities using present tense of <i>-ar</i> verbs, TE109-111, WB37-38, CD track</li> <li>- create dialogues in cafeteria, TE129</li> <li>- describe destinations using the verb <i>ir</i>, TE130-131, WB45</li> <li>- describe locations, using the verb <i>estar</i>, TE134-135, WB47</li> <li>- create dialogues using the expressions <i>tener hambre</i> and <i>tener sed</i>, TE152</li> <li>- describe future actions using the expression <i>ir a</i>, TE153-154, WB53</li> <li>- write a letter describing daily routine, TE159</li> </ul>	<ul style="list-style-type: none"> <li>- describe how people feel, using the verb <i>estar</i>, TE181-182, 185, WB61</li> <li>- describe what has just happened, using the expression <i>acabar de</i>, TE184-185, WB62</li> <li>- describe where people are coming from, using the verb <i>venir</i>, TE185-186, WB63</li> <li>- compare people, things, and activities, TE208-210, WB72</li> <li>- discuss attitudes towards sports, TE216</li> <li>- describe a sports club and answer questions, TE216</li> <li>- write a promotion for a sports club, TE216</li> <li>- describe people, using a variety of expressions with the verb <i>tener</i>, TE229-230, WB78</li> <li>- discuss purchases, necessities, etc., using object pronouns, TE230-232, WB79, CD track</li> <li>- describe situations, using the present progressive tense, B232-233, WB80</li> <li>- create a poster for a Puerto Rican festival, TE242-243</li> </ul>

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*Working Document – Page 2 of 3*

## Correlation between *¡En español! 1* Unidad 1-3 and the British Columbia Prescribed Learning Outcomes

Experiencing Creative Works	Unidad 1	Unidad 2	Unidad 3
- view, listen to, and read creative works, and respond to them in various ways	- read and view <i>El conjunto tejano</i> and complete activities, TE65, video	- read <i>México y sus jóvenes</i> and compare with one's own life, TE160-161 - view and read <i>El Zócalo: centro de México</i> and complete activities, TE162-163, video	- view and read <i>Una excursión por la isla</i> and complete activities, TE236-237, video

## Correlation between *¡En español! 1* (first half) and the British Columbia Prescribed Learning Outcomes

Understanding Culture and Society	Unidad 1	Unidad 2	Unidad 3
- explore contemporary and traditional cultural characteristics of various regions, including Central America and South America	- describe photos to reach conclusions about community, TE26-27 - discuss dominos and other games, TE27 - greetings, TE28-31, CD, video; TE34, WB13 - research and describe noted athletes from Spanish-speaking countries, TE37 - Spanish-speaking population data in US, TE43 - Spanish-influenced architecture in US, TE70-71 - read <i>Las celebraciones del año</i> and demonstrate comprehension, TE86-87 - read and view <i>La quinceañera</i> and complete activities, TE88-89, video; compare <i>la quinceañera</i> with local "rites of passage"	- regional vocabulary variations, throughout - compare schools in Mexico with those in local community, TE116-117 and throughout unit - compare Mexican and local snack foods, TE129, 133 - hours of classes in Mexico, TE133, 136, CD track - read <i>¿Quieres comer una merienda mexicana?</i> and complete activities, TE138-139 - compare after-school activities in Mexico with local customs, throughout unit - meal times in Mexico, TE156	- compare local leisure activities with Puerto Rico, throughout unit - sports in Puerto Rico, throughout etapa 2 - answering the telephone, TE189 - baseball in Latin America: <i>Béisbol, el pasatiempo nacional</i> , TE212-213 - environmental protection in Puerto Rico, TE234-235 - create a poster for a Puerto Rican festival, TE242-243
- identify ways in which Spanish and English languages have influenced each other	- identify cognates as a pre-reading strategy: throughout	- borrowed words, e.g., un jeans, un mouse, throughout as appropriate - difference between <i>una torta</i> and <i>un sándwich</i> , TE123	- names of many sports, TE198-199 - use of brief interjections to start speech, TE200

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Working Document – Page 3 of 3

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