

Correlation between *¡En español! 2* Unidad 1-3 and the British Columbia Prescribed Learning Outcomes

Communicating	Unidad 1	Unidad 2	Unidad 3
-describe or narrate events, situations, or experiences	<ul style="list-style-type: none"> - describe photo, TE30-31 - describe photo, TE52-53 - describe Francisco’s trip to Chicago, TE59 - describe photo, TE74-75 	<ul style="list-style-type: none"> - describe photo, TE104-105 - describe photo, TE126-127 - describe photo, TE 148-149 	<ul style="list-style-type: none"> - describe photo, TE178-179 - describe photo and play “I spy” game, TE200-201 - describe photo, TE222-223 - discuss personal experiences with illness and injuries, TE225
-exchange opinions on topics of general interest	<ul style="list-style-type: none"> - discuss travel, TE33, 37 - discuss personal experiences with museums, TE55 - discuss food preferences, TE55 - discuss their school cafeteria, TE59 - describe activities, using adverbs, TE65 - describe a painting, TE66, 67 - describe a favourite restaurant, TE67 - discuss television and the news, TE77 - react to news headlines, TE89 - discuss social importance of newspapers and other media, TE91 	<ul style="list-style-type: none"> - discuss childhood activities, TE107 - discuss parties, TE129 - discuss restaurant and theatre outings, TE151 - discuss forms of entertainment, TE160 	<ul style="list-style-type: none"> - discuss personal diet and exercise, TE181 - describe desirable visits on a trip to Puerto Rico, TE195 - discuss personal experiences at the beach, TE203 - discuss political future of Puerto Rico, TE239
-exchange information about plans related to future activities and give reasons for preferences			<ul style="list-style-type: none"> - describe daily routine, using immediate future and reflexive verbs, TE187
-interact in a variety of familiar situations drawn from real life	<ul style="list-style-type: none"> - create a morning TV show, TE29A - interview a partner about preferences, TE72 - create a class newspaper, TE90 	<ul style="list-style-type: none"> - describe childhood activities, TE124 - create a scene based on the 1985 Mexico City earthquake, TE143 - create a scene in an elegant restaurant, TE163 - select, prepare, and present a Mexican dish, TE167 - create a restaurant scene including criticizing and questioning, TE170 	<ul style="list-style-type: none"> - recommend purchases of health materials, using formal commands and object pronouns, TE190-191, WB72 - create an ad for a personal hygiene product, TE193 - create a conversation about daily routine based on illustrations, TE207 - role-play scene in a doctor’s office, TE244 - write description of a medical problem, TE225

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Correlation between *¡En español! 2* Unidad 1-3 and the British Columbia Prescribed Learning Outcomes

Acquiring Information	Unidad 1	Unidad 2	Unidad 3
-research and use relevant information from a variety of age-appropriate Spanish-language resources to complete authentic tasks	<ul style="list-style-type: none"> - view, listen to, and read <i>En Los Ángeles...</i> and complete activities, TE32-36, CD, video - read <i>¿Cuánto sabes?</i> and complete activities, TE46-47 - view, listen to, and read <i>En Chicago...</i> and complete activities, TE54-58, CD, video - read and view <i>El arte latino de Chicago</i> and complete activities, TE68-69, video - create questions about Spanish-language TV Guide, TE75 - view, listen to, and read <i>En Miami...</i> and complete activities, TE76-80, CD, video - read <i>¿Leíste el periódico hoy?</i> and complete activities, TE90-91 - read <i>Miami, puerta de las Américas</i> and complete activities, TE92-93 	<ul style="list-style-type: none"> - view, listen to, and read <i>Buenas noticias</i> and complete activities, TE106-110, CD, video - read <i>El monte de nuestro alimento</i> and complete activities, TE120-121 - view, listen to, and read <i>En la casa...</i> and complete activities, TE128-132, CD, video - read <i>¡Temblor!</i> and complete activities, TE142-143 - view, listen to, and read <i>En un restaurante</i> and complete activities, TE150-154, CD, video - read and view <i>Teotihuacán: Ciudad misteriosa</i> and complete activities, TE164-165, video 	<ul style="list-style-type: none"> - view, listen to, and read <i>En San Juan...</i> and complete activities, TE180-184, CD, video - read <i>Puerto Rico: Lugar maravilloso</i> and complete activities, TE194-195 - view, listen to, and read <i>La casa de los tíos</i> and complete activities, TE202-206, CD, video - read <i>El manatí</i>, TE214 - view and read <i>El Yunque, bosque nacional</i> and complete activities, TE216-217, video - view, listen to, and read <i>El día del show</i> and complete activities, TE224-228, CD, video - read <i>El estatus político de Puerto Rico</i> and complete activities, TE238-239 - read <i>Una voz de la tierra</i> and complete activities, TE240-241
-convey acquired information in a variety of formats	<ul style="list-style-type: none"> - describe past activities, using the preterite, TE38-45, WB15-20, CD track - listen to holiday description and give an oral report, TE40, CD track - write a paragraph about a trip, TE50 - describe a favourite restaurant, TE67 - write a description of an arts festival, TE72 - describe people, using adjectives of nationality, TE82-83 - describe people and things, using demonstrative adjectives and pronouns, TE84-85, WB37-38 - write about a school break activity, TE98-99 	<ul style="list-style-type: none"> - describe people, using adjectives of nationality, TE111 - talk about family members, using possessive pronouns, TE112-113 - describe illustration, using reflexive verbs, TE112-113 - describe past actions, using imperfect tense, TE116-119, WB47-48, CD track - describe past events, using expressions with <i>tener</i> in the imperfect tense, TE135-136, 144, WB53-54 - write about a relative's childhood, TE124 - describe past events, using both preterite and imperfect tenses, TE137-138, 145, WB55-56 - write description of a party, TE139, 146 - discuss foods, using object pronouns, TE156-157, WB61 - discuss likes and dislikes, using indirect object pronouns, TE158-159, WB62 - write about a bad restaurant experience, TE163 - write a postcard, TE170 - write a story for children, TE172-173 	<ul style="list-style-type: none"> - create a suggestion list for a healthy lifestyle, using formal command forms, TE197 - write a list of instructions for staying in form, TE198 - describe household tasks in conversational exchanges, using command forms (<i>tú</i>) and object pronouns, TE209, WB77; with negative command forms, TE211, WB78-79 - write a description of Puerto Rico for a friend, TE220 - describe a character in a photo and invite class to guess who is being described, TE221-222 - describe time spent, using the verb <i>hacer</i>, TE230-231, WB85 - react to illnesses and injuries, using an impersonal expression and the present subjunctive, TE232-233, WB86-88 - describe a trip to Puerto Rico, using photos, TE237 - write a letter comparing local community to Puerto Rico, TE246-247

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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 arte latino de Chicago</i> , TE68-69, video -read <i>¿Leíste el periódico hoy?</i> , TE90-91	-read <i>El monte de nuestro alimento</i> , TE120-121 -read <i>¡Temblor!</i> , TE142-143 -read and view <i>Teotihuacán: Ciudad misteriosa</i> , TE164-165, video	- read <i>El estatus político de Puerto Rico</i> , TE238-239

Correlation between *¡En español! 2* (first half) and the British Columbia Prescribed Learning Outcomes

Understanding Culture and Society	Unidad 1	Unidad 2	Unidad 3
-examine the cultural impact of Spanish exploration in various regions of North America	- historical sections of Los Angeles, TE30-31, 39 - compare Hispanic influences in Los Angeles and Miami, TE47 - Spanish-language newspapers in the US, <i>¿Leíste el periódico hoy?</i> , TE90-91	-read <i>El Museo Nacional de Antropología</i> , TE138	- discuss Spanish influences in Puerto Rico, TE176 - read <i>El Viejo San Juan</i> , TE192
-identify characteristics of customs and traditions in the Spanish-speaking world	- foods, TE55, 62 - different forms of addressing others, TE58 - dinner hours in various areas, TE67	- use of <i>don</i> and <i>doña</i> as terms of respect in addressing others, TE109 - <i>El monte de nuestro alimento</i> , Mexican legend describing origin of corn, TE120-121 - <i>la piñata</i> , TE134 - Mexican food, TE148-153, 158, 166-167 - read <i>El baile folklórico</i> , TE155 - <i>las telenovelas</i> , TE161	- read <i>Una voz de la tierra</i> , TE240-241 - read <i>El béisbol</i> , TE186
-identify and demonstrate an understanding of similarities between cultures of the Spanish-speaking world and their own	- compare photo to their own experiences, TE30-31 - leisure activities, TE39 - mural painting, TE44, 68-69, video - compare their school newspaper to <i>La voz mundial</i> from Miami, TE97 - compare local neighbourhoods to description of Miami, TE92-93	- listen to and describe behaviour of children, TE116, CD track - discuss parties, TE126-127, 133, 144 - discuss community assistance during a natural disaster: <i>¡Temblor!</i> , TE142-143 - compare their city with the plan of Teotihuacán, TE164-165, video	-compare local lifestyles with Puerto Rico, TE176 -compare their popular sports with those of Puerto Rico, TE177 - discuss exercise shows on television, TE183 - compare El Yunque to a national park they know, TE217 - compare medical emergency services, TE226-227, video - compare local folklore with the <i>jibaros</i> of Puerto Rico, TE240-241

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