

TESOL National Standards

GOAL 3, Standard 1

To use Spanish in socially and culturally appropriate ways. Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

Descriptors

- a. Using the appropriate degree of formality with different audiences and settings
- b. Recognizing and using standard Spanish and vernacular dialects appropriately
- c. Using a variety of writing styles appropriate for different audiences, purposes, and settings
- d. Responding to and using slang appropriately
- e. Responding to and using idioms appropriately
- f. Responding to and using humor appropriately
- g. Determining when it is appropriate to use a language other than Spanish
- h. Determining appropriate topics for interaction

Sample Progress Indicators

- a. Express humor through verbal and nonverbal means
- b. Interact with an adult in a formal and informal setting
- c. Role-play a telephone conversation with an adult
- d. Make polite requests
- e. Use Spanish and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports)
- f. Write a letter or e-mail message to an adult or a peer using appropriate language forms
- g. Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience
- h. Greet and take leave appropriately in a variety of settings

GOAL 3, Standard 2

To use Spanish in socially and culturally appropriate ways. Students will use nonverbal communication appropriate to audience, purpose, and setting.

Descriptors

- a. Interpreting and responding appropriately to nonverbal cues and body language
- c. Demonstrating knowledge of acceptable nonverbal classroom behaviors
- d. Using acceptable tone, volume, stress, and intonation in various social settings
- e. Recognizing and adjusting behavior in response to nonverbal cues

Sample Progress Indicators

- a. Respond appropriately to a teacher's gesture
- b. Obtain a teacher's attention in an appropriate manner
- c. Use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater

TESOL National Standards

GOAL 3, Standard 3

To use Spanish in socially and culturally appropriate ways. Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Descriptors

- a. Observing and modeling how others speak and behave in a particular situation or setting
- b. Experimenting with variations of language in social and academic settings
- c. Seeking information about appropriate language use and behavior
- d. Self-monitoring and self-evaluating language use according to setting and audience
- e. Analyzing the social context to determine appropriate language use
- f. Rehearsing variations for language in different social and academic settings
- g. Deciding when use of slang is appropriate

Sample Progress Indicators

- a. Observe language use and behaviors of peers in different settings
- b. Rehearse different ways of speaking according to the formality of the setting
- c. Test appropriate use of newly acquired gestures and language

Sube/TESOL – Quick Reference Chart

SUBE SPANISH SUGGESTED ALIGNMENT WITH TESOL ESL GOALS/STANDARDS FOR BEGINNING STUDENTS

SUBE PROJECTS		G1			G2			G3		
		S1	S2	S3	S1	S2	S3	S1	S2	S3
1	Memoria #1 and #2, pg. 1			X	X					
2	¡Ay Caramba! Bingo, pg. 2			X	X	X				
3	Food Drawing, pg. 3	X		X	X					
4	¡Péscaló! pg. 3			X	X				X	
5	Draw/Label Home (shapes), pg. 4				X	X				X
6	Encuentros, pg. 4		X	X	X	X				
7	Silverware Placemats, pg. 5		X	X	X	X				
8	Silly Sentence Game, pg. 5		X	X	X	X		X		
9	Diario de palabras, pg. 7				X	X	X			
10	Fun Socializing, pg. 7	X		X		X				
11	Verb Gameboard, pg. 8		X		X		X			
12	Charades, pg. 8				X		X			
13	Body Trace, pg. 9			X	X			X		
14	Notebook Trace, pg. 14				X					
15	Simón dice, pg. 10			X	X					
16	Create-a-Storybook, pg. 11		X	X	X		X	X		
17	¡Vístete! pg. 11			X	X	X			X	
18	Town Mural, pg. 12	X		X					X	
19	Fashion Show, pg. 13			X						
20	Bocaditos, pg. 14		X	X	X					
21	Junior Olympics, pg. 15		X	X	X					
22	*Dream House, pg. 16	X	X	X	X	X	X	X	X	X
23	*Muñecas de maíz, pg. 17,18		X	X	X					
24	*Alrededor del mundo, pg. 19-22	X	X	X	X	X	X	X	X	X
25	†Traditional Holidays/Dress	X	X	X	X	X	X	X	X	X
26	†Class Parties: invitations/menus	X	X	X	X	X	X	X	X	X
27	†Reading and/or role-plays	X	X	X	X	X	X	X	X	X
28	†Learn songs from Sube CD	X	X	X	X	X	X	X	X	X
29	†Guest speakers/field trips	X	X	X	X	X	X	X	X	X

*Special projects †These activities can be found in lesson plan/instructional enhancement and lesson closure.