

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

HONORS SPANISH IV

GRADES 11 - 12

Date of Board Approval: January 18, 2007

Date of Board Reapproval: October 17, 2013

Begins in 2014-2015 School Year

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

Title of Course: Honors Spanish IV Subject Area: World Language Grade Level: 11-12
Course Length: (Semester/Year): Year Duration: 51 minutes Frequency: 5 periods per week
Prerequisites: Spanish I, II, and III Credit: 1 Level: IV

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. The study of world languages can foster the ability of students to: communicate and interact with people in the target language; improve their understanding and sensitivity to cultural similarities and differences; develop an appreciation of cultural differences; succeed in an ever-changing and competitive global community; enter into a diverse workplace and/or continued education; improve critical thinking and problem solving skills; engage in life-long learning; and participate in local, national and world communities.

Major Text(s)/Resources:

Galeria de arte y vida; Glenco

Curriculum Writing Committee:

Tina Trozzo

Strand or Unit: 2.1 Communication in a Target Language		Subject Area: Spanish	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
A. Know and compare the distinct regional accents of the sound system of the target language.	<ul style="list-style-type: none"> Listen to, model, interpret, and discuss distinct regional accents as heard in conversation by native speakers. 	<ul style="list-style-type: none"> Listen to and repeat new vocabulary peculiar to specific Spanish-speaking countries and regions. 	<ul style="list-style-type: none"> Oral questions Oral quiz Essay discussing differences Dialogues
A. Know and compare the distinct regional accents of the sound system of the target language.	<ul style="list-style-type: none"> Listen to, model, interpret, and discuss distinct regional accents as heard in conversation by native speakers. 	<ul style="list-style-type: none"> Hear examples of native speakers in recordings, films and music. Listen to native guest speakers 	
B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communication.	<ul style="list-style-type: none"> Speak, and write using enhanced vocabulary and idiomatic expressions for complex oral and written communication. 	<ul style="list-style-type: none"> Use advanced vocab in dialogues, essays, compositions, and role-plays. 	<ul style="list-style-type: none"> Compositions Essay tests Vocabulary quizzes Oral quizzes Dialogues- creation and performance Research projects
B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communication.	<ul style="list-style-type: none"> Discuss and write about social customs and personal relationships in Spanish. 	<ul style="list-style-type: none"> Create and perform a dialogue in which students have to “ragatear” (bargain) as in the story <i>El Gato de Sevres</i>. 	
B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communication.	<ul style="list-style-type: none"> Discuss and write about current and past events in Spanish-speaking countries. 	<ul style="list-style-type: none"> Write and share an opinion essay about the 1973 coup d’etat in Chile. 	

Strand or Unit: 2.1 Communication in a Target Language		Subject Area: Spanish	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communication.	<ul style="list-style-type: none"> • Read, discuss and create poems, dramas and stories in Spanish. 	<ul style="list-style-type: none"> • Read aloud the poems of Pablo Neruda. • Listen to, discuss and repeat the songs of Victor Jara. 	<ul style="list-style-type: none"> • Power points
C. Recognize enhanced vocabulary used in complex listening and reading selections.	<ul style="list-style-type: none"> • Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers, and short stories. 	<ul style="list-style-type: none"> • Read and discuss short stories such as: Una Carta a Dios, EL Gato de Sevres, La Camisa de Margarita, La Lechuza, Una Esperanza La Cilindra, La Lechuza, EL Abanico 	<ul style="list-style-type: none"> • Class discussion • Compositions • Essay tests • Vocabulary quizzes • Oral quizzes • Dialogues- creation and performance • Research projects
C. Recognize enhanced vocabulary used in complex listening and reading selections.	<ul style="list-style-type: none"> • Discuss politics of Spanish-speaking countries. 	<ul style="list-style-type: none"> • Discuss the effects of the political situation in Latin America and its effects on magical realism. 	
C. Recognize enhanced vocabulary used in complex listening and reading selections.	<ul style="list-style-type: none"> • Read, discuss and write a composition about or report orally on the environment. 	<ul style="list-style-type: none"> • Read and discuss excerpts of <i>Cien Años de Soledad</i>. 	
C. Recognize enhanced vocabulary used in complex listening and reading selections.	<ul style="list-style-type: none"> • Comprehend, discuss and make a presentation about Spanish art from the masters to modern artists in Spanish-speaking countries. 	<ul style="list-style-type: none"> • Make a Power point of works of Spanish and Latin American artists. 	

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PA Academic Standards	Performance Indicators	Sample Activities	Assessments
C. Recognize enhanced vocabulary used in complex listening and reading selections.	<ul style="list-style-type: none"> Comprehend, discuss and write essays about the history of Spanish – speaking countries and their effects on literature, art, and culture. 	<ul style="list-style-type: none"> Research and make a presentation about the lives of famous artists of Spain and Latin America. 	<ul style="list-style-type: none"> Power points
D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	<ul style="list-style-type: none"> Discuss how speakers and writers use various sentence structures to convey meaning. 	<ul style="list-style-type: none"> Write a composition about what you would have done in a particular historical situation such as the attack on Numancia. 	<ul style="list-style-type: none"> Class discussion Verb tense completion charts Written tests Written and oral quizzes Compositions Essays Dialogues Role-plays
D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	<ul style="list-style-type: none"> Write compositions using complex syntax and grammar, and various tenses. 	<ul style="list-style-type: none"> Role-play the life and death of La Cilindra. 	
D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	<ul style="list-style-type: none"> Discuss and write about past and future events. Create hypothetical statements. 	<ul style="list-style-type: none"> Write a dialogue with a new ending to <i>Una Esperanza</i>. 	
D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	<ul style="list-style-type: none"> Discuss and role play complicated survival tasks. 	<ul style="list-style-type: none"> Discuss the life and death of Salvador Allende and Victor Jara. 	

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D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	<ul style="list-style-type: none"> Listen to and discuss main ideas and details of live and recorded discussions. 	<ul style="list-style-type: none"> Discuss the time-jumping elements in <i>Cien Años de Soledad</i> and <i>Como Agua Para Chocolate</i>. 	<ul style="list-style-type: none"> Class discussion Verb tense completion charts Written tests Written and oral quizzes Compositions Essays Dialogues Role-plays
D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	<ul style="list-style-type: none"> Listen to, discuss and write about lectures and multimedia about current and past events. 	<ul style="list-style-type: none"> Read and discuss newspaper articles about current events in Spain and Latin America. 	
E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.	<ul style="list-style-type: none"> Select a specific historical event that occurred in Spanish language/culture and the English/American culture. Demonstrate comparisons and/or contrasts of how Spanish vocabulary is used in describing the bicultural event. 	<ul style="list-style-type: none"> Discuss the Mexican Revolution and its impact on US immigration in the years surrounding 1910. 	<ul style="list-style-type: none"> Class discussion Compositions Essay tests Vocabulary quizzes Oral quizzes Dialogues- creation and performance Research projects Power points Create a poem in Spanish Create a song in Spanish
E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.	<ul style="list-style-type: none"> Dramatize/role-play an historical event. 	<ul style="list-style-type: none"> Discuss the role of the US in Chile and Argentina in the 1970's. 	
E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.	<ul style="list-style-type: none"> Write an essay or story about an historical event. 	<ul style="list-style-type: none"> Discuss the link between the U.S. and Che Guevara. 	

Strand or Unit: 2.1 Communication in a Target Language		Subject Area: Spanish	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.	<ul style="list-style-type: none"> • Write a poem or song about an historical event. 	<ul style="list-style-type: none"> • Compare and contrast the governments Spanish and Latin America with the U.S. 	<ul style="list-style-type: none"> • Class discussion • Compositions • Essay tests • Vocabulary quizzes • Oral quizzes • Dialogues- creation and performance • Research projects • Power points • Create a poem in Spanish • Create a song in Spanish
E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.	<ul style="list-style-type: none"> • Make a presentation/do a research a project of an historical event using for example arts, crafts, videos, dioramas. 	<ul style="list-style-type: none"> • Impersonate a famous Spaniard or Latin American person. 	
F. Research, analyze and describe the target language's influence in different areas of the school curriculum.	<ul style="list-style-type: none"> • Demonstrate mastery of certain Spanish language skills by connecting influences of Spanish in another subject area. 	<ul style="list-style-type: none"> • Discuss the environment in Spanish. 	<ul style="list-style-type: none"> • Comparative Essays • Content area vocabulary quizzes • Oral quizzes • Dialogue creation and performance • Research projects • Power points • Presentations
F. Research, analyze and describe the target language's influence in different areas of the school curriculum.	<ul style="list-style-type: none"> • Compare and contrast flamenco or other regional dances and music of Spain and Latin America with those studied in music classes. 	<ul style="list-style-type: none"> • Learn regional dances of Spain and Latin America and compare and contrast with Anglo dances. 	
F. Research, analyze and describe the target language's influence in different areas of the school curriculum.	<ul style="list-style-type: none"> • Compare and contrast stories and poetry in Spanish with English literature. 	<ul style="list-style-type: none"> • Read Spanish poems and compare to English poems. 	

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PA Academic Standards	Performance Indicators	Sample Activities	Assessments
F. Research, analyze and describe the target language's influence in different areas of the school curriculum.	<ul style="list-style-type: none"> • Compare and contrast historical events with American history. 	<ul style="list-style-type: none"> • Read and discuss historical events in Spain and Latin America. 	<ul style="list-style-type: none"> • Comparative Essays • Content area vocabulary quizzes • Oral quizzes • Dialogues- creation and performance
F. Research, analyze and describe the target language's influence in different areas of the school curriculum.	<ul style="list-style-type: none"> • Compare and contrast Spanish artists with American or British artists. 	<ul style="list-style-type: none"> • Discuss the style and content of Spanish and Latin American artists. 	<ul style="list-style-type: none"> • Research projects • Power points • Presentations

Strand or Unit: 12.3 The Role of Culture in World Language Acquisition			Subject Area: Spanish	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments	
A. Analyze unfamiliar products, customs and institutions of the target culture.	<ul style="list-style-type: none"> • Speak, write and read about unfamiliar products, customs and institutions of Spanish culture. 	<ul style="list-style-type: none"> • Read literature that takes place in Spain and Latin America. 	<ul style="list-style-type: none"> • Essay tests • Dialogues • Role-plays • Compositions • Vocabulary quizzes • Oral quizzes • Dialogues- creation and performance • Research projects • Power points. • Demonstrations 	
A. Analyze unfamiliar products, customs and institutions of the target culture.	<ul style="list-style-type: none"> • Contrast and compare the governments of Spain and Latin America with the United States. 	<ul style="list-style-type: none"> • Read about and discuss the colonization and wars of independence in Latin America as compared with the U.S. 		
A. Analyze unfamiliar products, customs and institutions of the target culture.	<ul style="list-style-type: none"> • Compare and contrast history and economic development of Spain and Latin America with the United States. 	<ul style="list-style-type: none"> • Discuss the history of Spain and Latin America as compared to the U.S. within the context of literature. 		
A. Analyze unfamiliar products, customs and institutions of the target culture.	<ul style="list-style-type: none"> • Compare and contrast educational systems of Spain and Latin America with the United States. 	<ul style="list-style-type: none"> • Research unfamiliar products and customs found in Spain and Latin America. 		
B. Analyze the misconceptions that occur in cross-cultural situations.	<ul style="list-style-type: none"> • Interpret, write about and dramatize cross-cultural situations occurring in the US in order to explain varied cultural traditions and customs. 	<ul style="list-style-type: none"> • Research and discuss cultural clashes. 	<ul style="list-style-type: none"> • Compositions 	

Strand or Unit: 12.3 The Role of Culture in World Language Acquisition			Subject Area: Spanish	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments	
B. Analyze the misconceptions that occur in cross-cultural situations.	<ul style="list-style-type: none"> • Role-play social and/or business situations between Hispanics and North Americans. 	<ul style="list-style-type: none"> • Read stories based on cultural clashes. 	<ul style="list-style-type: none"> • Essay tests • Vocabulary quizzes • Oral quizzes • Dialogues- creation and performance • Research project • Video creation • Role-plays 	
B. Analyze the misconceptions that occur in cross-cultural situations.	<ul style="list-style-type: none"> • Compare and contrast home and family customs and traditions of US families and Latin American and Spanish families. 	<ul style="list-style-type: none"> • Read stories based on cultural clashes. 		
B. Analyze the misconceptions that occur in cross-cultural situations.	<ul style="list-style-type: none"> • Compare and contrast home and family customs and traditions of US families and Latin American and Spanish families. 	<ul style="list-style-type: none"> • Find cultural differences in films, stories, and songs. 		
B. Analyze the misconceptions that occur in cross-cultural situations.	<ul style="list-style-type: none"> • Make a video representing cross cultural situations with representatives of both cultures. 	<ul style="list-style-type: none"> • Act out cross cultural situations. 		
C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.	<ul style="list-style-type: none"> • Read, discuss, write about and make a presentation about Spanish and Latin American traditions, customs and lifestyles that represent its perspectives, beliefs, and assumptions. 	<ul style="list-style-type: none"> • Prepare and act out a dialogue representing a Spanish or Latin American Family in a particular situation. • Write a composition about the role of women in Spain and Latin America. 	<ul style="list-style-type: none"> • Essay tests 	

Strand or Unit: 12.3 The Role of Culture in World Language Acquisition			Subject Area: Spanish	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments	
C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.	<ul style="list-style-type: none"> • Role-play family relationships in Spain and Latin America. 	<ul style="list-style-type: none"> • Do a research project/prepare a Power point about the belief system of the Incas. 	<ul style="list-style-type: none"> • Dialogues • Role-plays • Compositions • Vocabulary quizzes • Oral quizzes • Dialogues- creation and performance • Research projects • Power points 	
C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.	<ul style="list-style-type: none"> • Discuss, role-play and write an essay about gender issues/the role of the Latina woman in Spain and Latin America. 	<ul style="list-style-type: none"> • Read stories and hear songs about the occurrences of <i>los golpes del estado</i> in Latin American countries. 		
C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.	<ul style="list-style-type: none"> • Discuss and write about customs surrounding police, health and government in Spain and Latin America. 	<ul style="list-style-type: none"> • Discuss the influence of religion on government in Spain and Latin America throughout history and in the present day. 		
D. Synthesize cultural information acquired in the target language for use in other subject areas.	<ul style="list-style-type: none"> • Use Spanish to synthesize topics and events from other subject areas such as civic, government, English literature, history, environment and ecology, art and music. 	<ul style="list-style-type: none"> • Read about and discuss the geographic role of the Sephardic Jewish population through history. • Discuss the reign of Isabel and Fernando as it relates to events in the rest of Europe and the Americas. 	<ul style="list-style-type: none"> • Compositions • Essay tests • Vocabulary quizzes • Oral quizzes 	
D. Synthesize cultural information acquired in the target language for use in other subject areas.	<ul style="list-style-type: none"> • Write a comparative essay on the U.S. government and the government of a Latin American country. 	<ul style="list-style-type: none"> • Discuss the influence of eight hundred years of Moorish rule on language and culture of Spain and Europe. 		

Strand or Unit: 12.3 The Role of Culture in World Language Acquisition			Subject Area: Spanish	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments	
D. Synthesize cultural information acquired in the target language for use in other subject areas.	<ul style="list-style-type: none"> Compare and contrast American literature with the literature of Spain and Latin America. 	<ul style="list-style-type: none"> Read about and discuss the role of Rome in Spain and its effects on language, literature, architecture and culture as in the story <i>Numancia</i>. 	<ul style="list-style-type: none"> Dialogue creation and performance Research projects Power points 	
D. Synthesize cultural information acquired in the target language for use in other subject areas.	<ul style="list-style-type: none"> Compare and contrast American artists, poets, and musicians with artists, poets and musicians of Spain and Latin America. 	<ul style="list-style-type: none"> Discuss the influence of current Spanish magazines, programs and films on world culture. 		

Strand or Unit: 12.5 World Languages in the Community		Subject Area: Spanish	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> Research, select and use local authentic materials to determine career opportunities, enrichment activities, and personal enjoyment. 	<ul style="list-style-type: none"> Visit a local Hispanic restaurant. Research available services at Hispanic center in Harrisburg. 	<ul style="list-style-type: none"> Research project Essay Presentation of job search Prepare and ask questions of native speakers
A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> Visit local historical sites or business establishments of Latino heritage and/or products. 	<ul style="list-style-type: none"> Invite Hispanic guest speakers to share their culture. 	
A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> Participate in or attend local Latino/Hispanic celebrations and festivals. 	<ul style="list-style-type: none"> Learn Hispanic dances. 	
A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> Listen to Latino/Hispanic guest speakers and discuss their point of view. 	<ul style="list-style-type: none"> Attend Hispanic festival in Harrisburg. 	
B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> Research, select and use national authentic materials to determine career opportunities, enrichment activities, and personal enjoyment. 	<ul style="list-style-type: none"> Invite guest speakers from Spanish-speaking areas of the US to talk to class. 	<ul style="list-style-type: none"> Research project

Strand or Unit: 12.5 World Languages in the Community		Subject Area: Spanish	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> Research and report on job opportunities using Spanish language within the US Research where Latino/Hispanic festivals and celebrations are held in the US. 	<ul style="list-style-type: none"> Research national job opportunities on the internet. 	<ul style="list-style-type: none"> Presentation of job search Prepare and ask questions of native speakers
B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> Research and report on customs and traditions of Latinos/Hispanics and their influence on our society in the U.S. 	<ul style="list-style-type: none"> Research Spanish-speaking vacation destinations within the US. 	
C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> Research, select and use global authentic materials to determine career opportunities, enrichment activities, and personal enjoyment. 	<ul style="list-style-type: none"> Watch portions of foreign films of literature and history studied in class. 	<ul style="list-style-type: none"> Research project Presentation of job search Prepare and ask questions of native speakers Travel diary
C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> Research and report on job opportunities using Spanish language through out the world. 	<ul style="list-style-type: none"> Invite guest speakers from Spanish-speaking countries to talk to class. 	
C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> Research and report on travel to Spanish-speaking countries. 	<ul style="list-style-type: none"> Research international job opportunities on the internet. Research international Spanish-speaking vacation destinations. 	

Strand or Unit: 12.5 World Languages in the Community		Subject Area: Spanish	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
D. Assess comparisons and connections of available opportunities in the local, national, and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Use speaking, reading, and writing to compare and connect available opportunities in the local, national, and global English speaking communities with Spanish language opportunities to continue involvement for lifelong learning and personal enjoyment. 	<ul style="list-style-type: none"> • Watch portions of award-winning Spanish films. • Prepare authentic Spanish and Hispanic foods. • Listen to popular Spanish music. 	<ul style="list-style-type: none"> • Research Projects • Film critiques • Successful preparation of authentic foods • Oral discussion of articles and music
D. Assess comparisons and connections of available opportunities in the local, national, and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Watch, discuss and write about films from Spain and Latin America. 	<ul style="list-style-type: none"> • Read and discuss magazine and newspaper articles from Spanish publications. 	
D. Assess comparisons and connections of available opportunities in the local, national, and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Read about and discuss sports in Spain and Latin America. 	<ul style="list-style-type: none"> • View art exhibits at Trout Gallery pertaining to Spanish or Hispanic artists. 	
D. Assess comparisons and connections of available opportunities in the local, national, and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Take virtual tours of museums in Spain and Latin America. 	<ul style="list-style-type: none"> • Visit web museums to view artwork. 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)