
ACHIEVING THE OUTCOMES

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Contents

The *Spanish Language and Culture Implementation Manual* identifies the prescribed general and specific outcomes by grade from the first to the sixth year. In addition, it provides suggestions for instruction, assessment, and the selection of learning resources to assist educators as they work with students to achieve the prescribed outcomes.

Guide to Reading the Columns

The General Outcome, which is the same from the first to the sixth year, is listed at the top of the first page.

Column one on each page cites the heading for a cluster of specific outcomes in bold print, and the heading for the specific outcome in italics. The specific outcome is highlighted by an asterisk.

Column two includes examples of teaching and learning activities that help to illustrate the intent of the specific outcome, under the heading **Suggestions for Instruction**. Spanish language samples of student materials related to the specific outcome may be included.

Column three includes suggestions for classroom assessment under the heading **Suggestions for Assessment**.

Column four provides suggestions for resources that Spanish Language and Culture program teachers have used or reviewed in the development of this document and in their classrooms. These resources are listed under the heading **Suggested Learning Resources**. All resources listed can be found in either the References section of this document or in Appendix C found on page Appendices – 13. Further information on some of these resources can be found in the annotated bibliography of learning resources found at <<http://www.edu.gov.mb.ca/ks4/learnres/spanish/sp7-S4com2000-2003.pdf>>.

Applications • YEAR 1 SPANISH LANGUAGE AND CULTURE (SIX-YEAR PROGRAM)		YEAR 1 SPANISH LANGUAGE AND CULTURE (SIX-YEAR PROGRAM) • Applications	
PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION	SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>1.2 express emotions and personal perspectives (continued)</p> <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none"> ✦ respond to and express emotions and feelings (e.g., pleasure, happiness [estar + adjective]) <p>1.3 get things done</p> <p>1.3.1 <i>Guide Actions of Others</i></p> <ul style="list-style-type: none"> ✦ indicate basic needs and wants ✦ give and respond to simple oral instructions or commands (e.g., ¿Tienes un lápiz?) ✦ ask for permission <p>1.3.2 <i>State Personal Actions</i></p> <ul style="list-style-type: none"> ✦ respond to offers, invitations, and instructions ✦ ask or offer to do something 	<p>► Provide students with charts of faces and emotions written below. Organize students into teams. A student must act out the emotion in the form of a charade and the members of his or her team must guess the emotion being portrayed (e.g., <i>triste, feliz</i>, etc.).</p> <p>Provide students with sentences which they must complete.</p> <ul style="list-style-type: none"> • Cuando estoy triste, yo _____. • Cuando estoy feliz, yo _____. <p>Have students share their results with a partner.</p> <p>► Post basic classroom expressions up in the classroom, using sentences and pictures. Invite students to refer to these expressions when making requests or giving instructions:</p> <ul style="list-style-type: none"> • ¿Puedo ir al baño? • ¿Puedo tener un papel? • Pasa el bolígrafo. • Cierra la puerta. • Escribe tu nombre. <p>► Prepare cards with one simple action related to class activities (verb) written on each card. One student mimes the action for the other members of the class. The class members must guess the action. The student who has mimed the action must then conjugate the verb (e.g., <i>La profesora habla español. Yo voy al baño. Tu escribes en el papel.</i>).</p>	<p>► As students mime emotions, observe their ability to</p> <ul style="list-style-type: none"> • dramatize the emotion • correctly identify the emotion associated with a particular mime <p>Prepare a checklist using observation criteria above.</p> <p>► Observe students and look for evidence that they are able to make appropriate requests in the classroom, school, etc.</p> <p>► As students mime actions, look for evidence that they are able to</p> <ul style="list-style-type: none"> • dramatize the verbs • describe the action in Spanish 	<p>Poster Pals <www.posterpals.ca></p> <p>¡Dimel Uno Unidad 4, Lección 1</p> <p>¡Dimel Uno Unidad 1, Lección 2</p> <p>¡Buen Viaje! 1A Capítulo 1</p> <p>¡En español! Etapa preliminar Frases útiles</p> <p>VERBingo Interactive Kit</p> <p>¡Viva el Español!: ¡Hola! Resource and Activity Book Vocabulary Cards Masters 34-96</p>

Integration of Outcomes

The Spanish Language and Culture documents (*Framework and Implementation Manual*) assume that the general and specific outcomes will be delivered in an integrated manner, even though the curriculum document itself is divided into numbered sections. Although the *Spanish Language and Culture, Six-Year Junior/Senior High School Program: Implementation Manual* contains four-column sections, the four-column section treats each specific learning outcome separately to provide suggestions specific to that learning outcome. In the classroom, single outcomes are rarely taught in isolation. Effective integrated Spanish Language and Culture learning experiences typically address many outcomes simultaneously. Teaching vocabulary or grammar points in isolation is not an effective method. Activities designed to develop specific skills related to the form of the language should always be embedded in meaningful contexts where students will see the purpose for learning the skill and will have immediate opportunities to use the particular form in their own productions.





Create a Context for Using Specific Outcomes

The specific outcomes listed in the four columns are not intended to be taught in the order in which they are written. Teachers are encouraged to select specific outcomes, both within a general outcome and across all four general outcomes, and to organize these outcomes into logical sequences for instructional activities. Spanish Language and Culture instruction and assessment should always occur within meaningful literacy contexts. Teachers develop authentic instruction and assessment focused on specific outcomes while developing themes, inquiries, genre studies, projects, tasks, and other learning experiences.

Use Outcomes and Strategies Recursively

Many aspects of language arts are recursive and need to be revisited repeatedly through the use of a variety of materials and strategies. Questioning, for example, can be used repeatedly in many different contexts. Outcomes can be introduced using one strategy, and then revisited and extended, using different strategies or different topics, until students have achieved the particular outcomes.

The Four General Outcomes

<p style="text-align: center;">Applications</p>  <p>Students will use Spanish in a variety of situations and for a variety of purposes to</p> <ul style="list-style-type: none"> • impart and receive information • express emotions and personal perspectives • get things done • extend their knowledge of the world • use the language for imaginative purposes and personal enjoyment • form, maintain, and change interpersonal relationships 	<p style="text-align: center;">Language Competence</p>  <p>Students will use Spanish effectively and competently to</p> <ul style="list-style-type: none"> • attend to form • interpret and produce oral texts • interpret and produce written texts • apply knowledge of the sociocultural context • apply knowledge of how text is organized, structured, and sequenced
<p style="text-align: center;">Global Citizenship</p>  <p>Students will acquire the knowledge, skills, and attitudes to be effective global citizens, through the exploration of the cultures of the Spanish-speaking world to</p> <ul style="list-style-type: none"> • study historical and contemporary elements of Spanish-speaking cultures • affirm diversity • explore personal and career opportunities 	<p style="text-align: center;">Strategies</p>  <p>Students will know and use various strategies to maximize the effectiveness of learning and communication:</p> <ul style="list-style-type: none"> • language learning strategies • language use strategies • general learning strategies

Applications

Students will use Spanish in a variety of situations and for a variety of purposes.

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Spanish language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence, is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks (Celce-Murcia, Dörnyei, and Thurrell).

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled **manage group actions** has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading **to extend their knowledge of the world** will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Spanish language.

The level of linguistic, sociolinguistic, and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

Language Competence

Students will use Spanish effectively and competently.

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Spanish language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical **applications**.

Although the outcomes isolate individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Spanish language and on **language in context**. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task will be taught, practised, and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

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.

The outcomes for Global Citizenship deal with a broad range of knowledge, skills, and attitudes needed to be effective global citizens—in other words, with the development of intercultural competence. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than try to develop an extensive bank of knowledge about the Spanish-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Spanish-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The **affirm diversity** heading covers knowledge, skills, and attitudes

that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

Under the Strategies heading are specific outcomes that will help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. The outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but also with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the outcomes deal only with the conscious use of strategies.

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 this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. The specific strategies provided in the suggested activity are not prescriptive but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.