The Common Curriculum Framework

for

Spanish Language and Culture

Four-Year High School Program

Western and Northern Canadian Protocol for Collaboration in Basic Education

February 2004

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SPANISH LANGUAGE AND CULTURE
FOUR-YEAR HIGH SCHOOL PROGRAM

INTRODUCTION

Introduction

Background

Western and Northern Canadian Protocol (WNCP)

The Common Curriculum Framework for Spanish Language and Culture, Four-Year High School Program is a project of the Western and Northern Canadian Protocol for Collaboration in Basic Education. This *Framework* was developed through the cooperative efforts of the provinces of Manitoba, Saskatchewan, and Alberta. The ministers of education of these provinces have agreed to collaborate in basic education because of the importance they place on four major goals:

- high standards of education
- common educational goals
- removing obstacles to the access of educational opportunities for students, including improving the ease of transfer from jurisdiction to jurisdiction
- optimum use of educational resources.

Description of the Project

The Common Curriculum Framework for Spanish Language and Culture, Four-Year High School Program follows from earlier initiatives to develop common curriculum frameworks for international languages. Thus, this *Framework* was based on two documents:

- *Common Curriculum Framework for International Languages Kindergarten to Grade 12 (June 2000),* WCP
- *Program of Studies: Spanish Language and Culture 10-20-30,* Alberta Learning, 2002

The Common Curriculum Framework for Spanish Language and Culture, Four-Year High School Program provides teachers with student outcomes they can use to develop curricula and implement Spanish language of study courses (also known as core or basic courses). Teachers, educational administrators, parents, and other interested parties will find useful information about what to expect from programming in Spanish language and culture and about effective approaches to Spanish language learning.

This *Framework* provides outcomes for students entering a four-year program at Grade 9 and continuing until Grade 12. A *Framework for Spanish Language and Culture, Six-Year Junior/Senior High School Program* is also available.

The two frameworks are intended to be used for "language of study" programming, where the acquisition of second-language and cultural skills is the primary focus. This is distinct from bilingual or immersion programming, in which the language is not only a subject but is also used as the medium of instruction for other school subjects during a significant part of the day.

Rationale for a Common Curriculum Framework for Spanish Language and Culture

A common Spanish Language and Culture framework of general and specific outcomes will help

- in ensuring that the curriculum development process draws on the experiences and expertise of the participating jurisdictions and beyond
- the development of provincial curricula and facilitate other collaborative interprovincial initiatives in support of Spanish Language education

- program developers plan a coherent program of studies that moves smoothly from one level to the next, especially at the transition points between elementary, junior high, and high school
- post-secondary institutions plan international language courses that articulate well with secondary level courses
- post-secondary institutions determine equivalency between different second language courses, for entrance or assessment purposes
- parents and students transferring from one school jurisdiction to another or one province to another
- employers know what to expect from students in terms of language **proficiency**.*

Rationale for Learning Spanish Language and Culture

Over 300 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States and the Philippines. It is one of the most widely spoken languages in the world.

There are many compelling reasons for a Canadian to study Spanish. Apart from the advantages that come with knowing another language, knowing Spanish permits an insight into the rich and varied cultures developed in the Spanish-speaking world and bestows more opportunity to communicate directly with its people. As well, for some

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* See Appendix B for definitions of terms.

students with a prior knowledge of the language and cultures, it offers an opportunity for renewed contact. It contributes to maintaining and developing literacy for those whose first language is Spanish.

The learning of Spanish, as with any other language, develops awareness of and sensitivity to cultural and linguistic diversity. In addition to preserving cultural identity, learning Spanish is also a means of cultural enrichment and is the best means of fostering understanding and solidarity among peoples and countries. Furthermore, it gives individuals the opportunity to identify, question, and challenge their own cultural assumptions, values, and perspectives and to contribute positively to society.

There is also significant evidence to suggest that learning another language contributes to the development of increased grammatical abilities in the first language and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters greater cognitive flexibility, divergent thinking, creativity, and metalinguistic competence.

Moreover, in today's world, the knowledge of a second language and culture in general is a benefit for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace. Given the important economic role the Spanish-speaking countries are playing in the international market, and given their increasing trading partnership with Canada, the learning of Spanish provides an important economic advantage.

The *Spanish Language and Culture, Four-Year High School Program* is intended for students who are beginning their study of Spanish language and culture in senior high school.

Assumptions

The following statements are assumptions that have guided the development of *The Common Curriculum Framework for Spanish Language and Culture, Four-Year High School Program*.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Spanish as a second language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with some knowledge of Spanish and develop literacy skills in that language. It is also true for students who have no knowledge of Spanish.

Effective Language Learning

The following are some **general principles** of effective language learning that the research on second language learning and acquisition has identified. These principles have guided the development of the conceptual model used in this *Framework*.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful **tasks*** rather than around elements of the Spanish language itself, such as grammatical structures, vocabulary themes, or language functions. The principal focus of classroom activities is on communication in

Spanish while learning about a content area (e.g., the geography of the Spanish-speaking world), or while carrying out a project (e.g., creating a family album). Specific language skills are taught when students have noticed that they need specific vocabulary, structures, or functions to carry out the task they have chosen to do. When Spanish language learning has a purpose, students are more highly motivated.

Focus on Interaction

Students learn languages more effectively when they have ample opportunity to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning—make themselves understood and work to understand others—with their fellow students. In Spanish Language and Culture classrooms structured this way, students have more practice time; they are working on tasks that reflect their interests and are using the language in situations that more closely resemble those outside of school.

Focus on Strategies

Successful Spanish language learners use a number of strategies that help make their learning more effective. These **language learning strategies*** are often categorized as cognitive, metacognitive, and social/affective. Communication or **language use strategies*** are an important component of **communicative competence***. These include strategies used regularly by speakers of any language to enhance communication. They also include repair and compensation strategies, which are particularly important in the early stages of language learning if students are to engage in communicative activities before they have extensive knowledge of the language.

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* See Appendix B for definitions of terms.

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Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction regarding language learning and language use strategies provided alongside instruction in Spanish itself. Once students are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experiences into what we already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the areas of experience of students. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on their knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students will come to their Spanish language learning experience with different prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide them with choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transfer

In addition to knowledge about content, students will come to their Spanish Language and Culture class with a large body of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages they know or are learning to their learning of Spanish. However, their first language may also be a source of interference initially, as students try to apply generalizations that are valid for their dominant language to the new language they are learning. Students benefit from an awareness of differences as well as similarities in relation to any component of the language: the sound system, grammar structures, vocabulary, **discourse*** features. They may also transfer language learning and language use strategies from one language context to another.

Language Learning and Culture*

Intercultural competence* is an essential element of any language learning endeavour. Knowledge of Spanish-speaking cultures alone is not sufficient. Cultures evolve over time. Minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves, and relate to any culture they may come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

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* See Appendix B for definitions of terms.

The Conceptual Model

The aim of *The Common Curriculum Framework for Spanish Language and Culture, Four-Year High School Program* is the development of communicative competence in Spanish.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

- **Applications** deal with what the students will be able to do with the language, the functions they will be able to perform, and the contexts in which they will be able to operate.
- **Language Competence** addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used.
- **Global Citizenship** aims to develop intercultural competence, with a particular focus on cultures of the Spanish-speaking world.
- **Strategies** help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as email where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning, which is helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or is in situations of one-to-many communication (e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker). Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques, or other non-verbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

Areas of Experience

In this *Framework*, the following areas of experience are recommended. Teachers should incorporate other or alternative areas of experience that are of interest to students.

Year 1	Year 2
People Around Me • greetings • personal information • people and description • professions/occupations • clothing • the body • family and friends School • school facilities • in the classroom • time and calendar Activities • in the home • in the community—places, transportation, weather • favourite activities Celebrations—Personal Introduction to Spanish-speaking world (geography)	• foods—restaurants, market • shopping, fashion, and fads • sports and exercise • vacations and travel • social life • health and safety (physical states/visit to the doctor) • daily routine • introduction to cultural diversity in the Spanish-speaking world

Year 3	Year 4
• arts, entertainment, and literature • music • relationships (friends/clubs/activities/sports/hobbies) • celebrations (cultural) • driving • folk tales, legends, and fables • children's games/childhood activities • technology • the world of work • the environment (introduction)	• fine arts • myths • literature (poetry/ contemporary Spanish writers) • issues in communications technology and media (power/impact of media and advertising) • travel—for business and education • world/current events and issues • environmental issues • the future (plans/careers)

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms,[1] contexts, and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies, or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts, or at a slightly higher level of proficiency each time. Learning is extended, reinforced, and broadened with each successive cycle.

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[1]For a sample list of text forms, see Appendix A at the end of this program of studies.
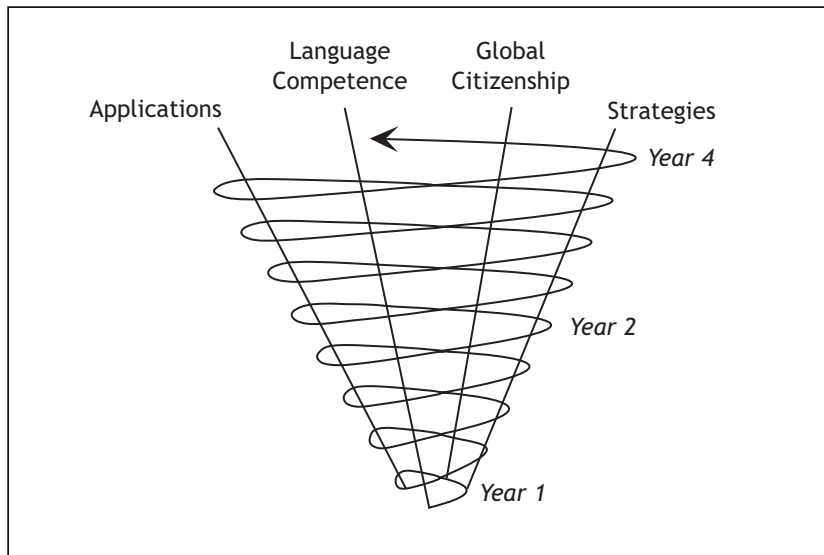
Organization of the Program of Studies

General Outcomes

General outcomes are broad statements identifying the knowledge, skills, and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for *The Common Curriculum Framework for Spanish Language and Culture, Four-Year High School Program* and are based on the conceptual model outlined above.

Applications

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

Language Competence

• Students will use Spanish **effectively** and **competently**.

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.

Strategies

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

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown as bullets in the chart on page 12.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, specific outcomes for a particular grade level will be addressed in that year as well as in successive years. If we understand that language learning progresses in a spiral form, then language acquired in the preceding years will prepare the student for a broadening of applications and language acquisition in the following years.

SPANISH LANGUAGE AND CULTURE
FOUR-YEAR HIGH SCHOOL PROGRAM

GENERAL OUTCOMES

General Outcomes

Applications

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

- 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

Language Competence

Students will use Spanish **effectively** and **competently** to

- 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

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 to

- study historical and contemporary elements of Spanish-speaking cultures
- affirm diversity
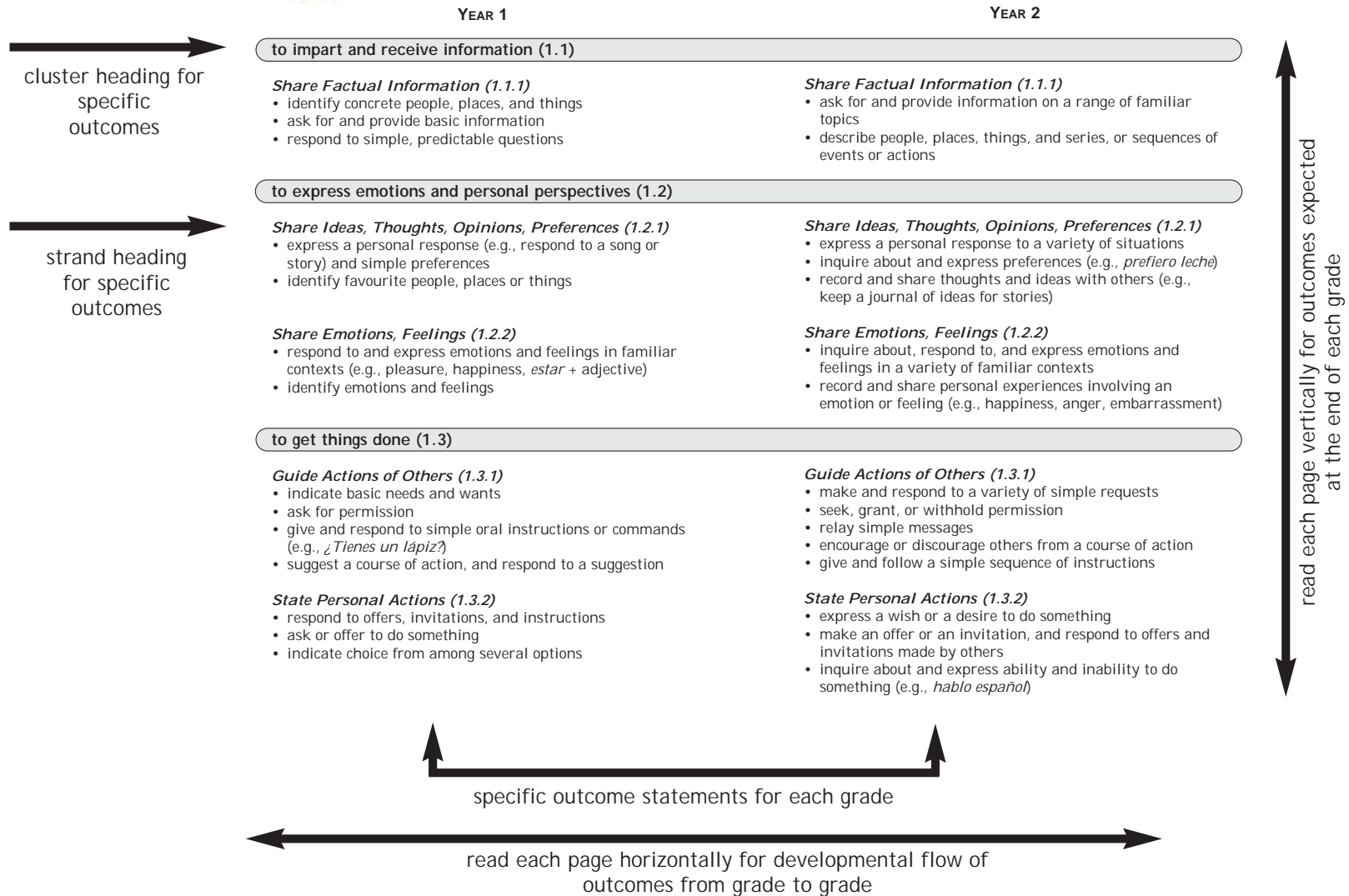- explore personal and career opportunities

Strategies

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

- language learning strategies
- language use strategies
- general learning strategies
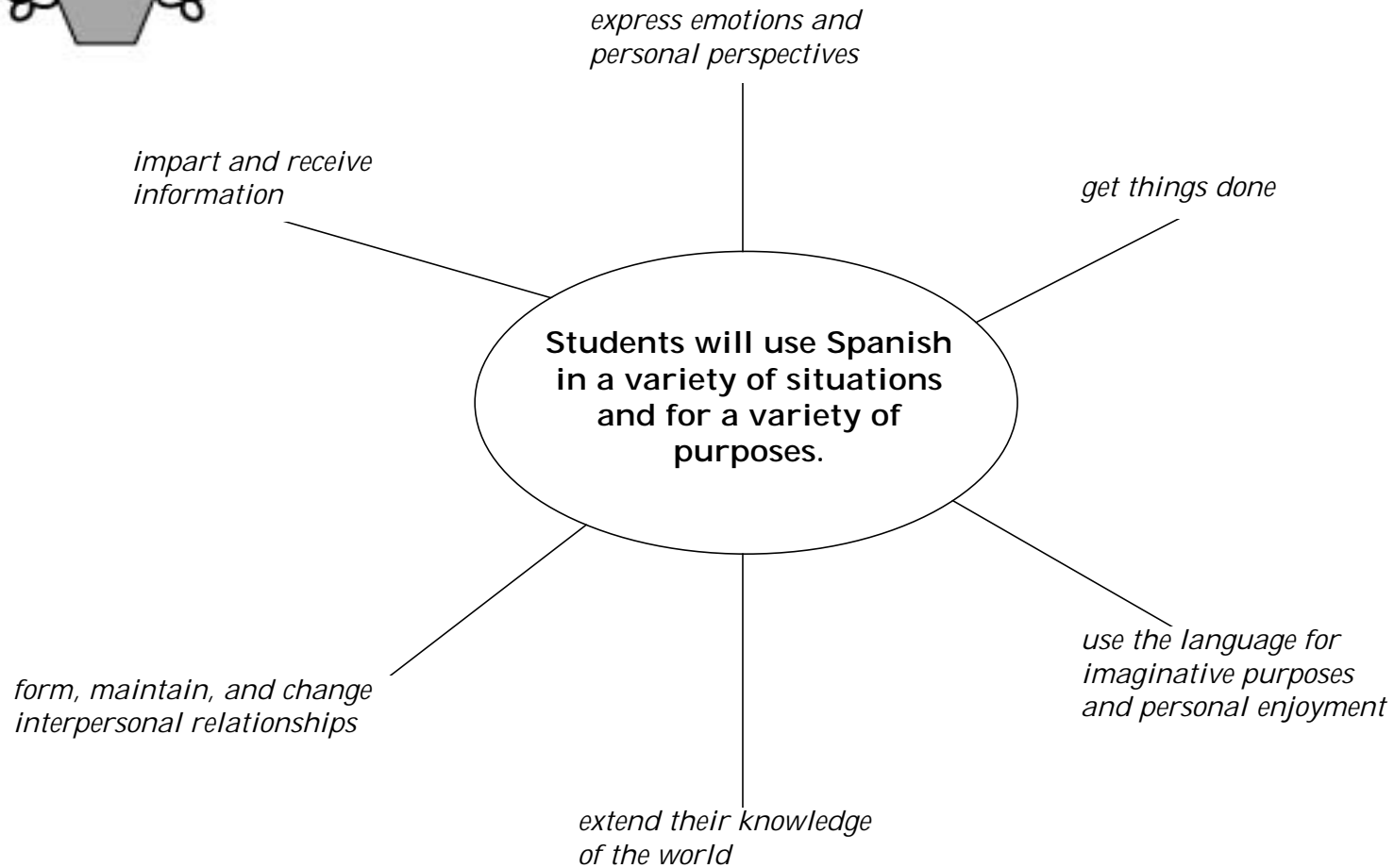
Guide to Reading the Program of Studies

General Outcome 1: Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

YEAR 1	YEAR 2
to impart and receive information (1.1)	
Share Factual Information (1.1.1) • identify concrete people, places, and things • ask for and provide basic information • respond to simple, predictable questions	*Share Factual Information (1.1.1)* • ask for and provide information on a range of familiar topics • describe people, places, things, and series, or sequences of events or actions
to express emotions and personal perspectives (1.2)	
Share Ideas, Thoughts, Opinions, Preferences (1.2.1) • express a personal response (e.g., respond to a song or story) and simple preferences • identify favourite people, places or things	*Share Ideas, Thoughts, Opinions, Preferences (1.2.1)* • express a personal response to a variety of situations • inquire about and express preferences (e.g., *prefiero leche*) • record and share thoughts and ideas with others (e.g., keep a journal of ideas for stories)
Share Emotions, Feelings (1.2.2) • respond to and express emotions and feelings in familiar contexts (e.g., pleasure, happiness, *estar* + adjective) • identify emotions and feelings	*Share Emotions, Feelings (1.2.2)* • inquire about, respond to, and express emotions and feelings in a variety of familiar contexts • record and share personal experiences involving an emotion or feeling (e.g., happiness, anger, embarrassment)
to get things done (1.3)	
Guide Actions of Others (1.3.1) • indicate basic needs and wants • ask for permission • give and respond to simple oral instructions or commands (e.g., *¿Tienes un lápiz?*) • suggest a course of action, and respond to a suggestion	*Guide Actions of Others (1.3.1)* • make and respond to a variety of simple requests • seek, grant, or withhold permission • relay simple messages • encourage or discourage others from a course of action • give and follow a simple sequence of instructions
State Personal Actions (1.3.2) • respond to offers, invitations, and instructions • ask or offer to do something • indicate choice from among several options	*State Personal Actions (1.3.2)* • express a wish or a desire to do something • make an offer or an invitation, and respond to offers and invitations made by others • inquire about and express ability and inability to do something (e.g., *hablo español*)

cluster heading for specific outcomes

strand heading for specific outcomes

read each page vertically for outcomes expected at the end of each grade

specific outcome statements for each grade

read each page horizontally for developmental flow of outcomes from grade to grade

Applications

express emotions and personal perspectives

impart and receive information

get things done

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

use the language for imaginative purposes and personal enjoyment

form, maintain, and change interpersonal relationships

extend their knowledge of the world

Introduction

The specific outcomes under the heading Applications deal with **what** the students will be able to do with Spanish, 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,[1] is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands, which show the developmental flow of learning from grade level to grade level. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function (e.g., share factual information). Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways (e.g., "This is my dog."). As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

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 grade level. 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.

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[1] Marianne Celce-Murcia, Zoltán Dörnyei, and Sarah Thurrell. "Communicative Competence: A Pedagogically Motivated Model with Content Specifications." *Issues in Applied Linguistics* 6.2 (1995): 5–35.

General Outcome 1: Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

<table>
<tr><td align="center">YEAR 1</td><td align="center">YEAR 2</td></tr>
</table>

to impart and receive information (1.1)

Share Factual Information (1.1.1)
- identify concrete people, places, and things
- ask for and provide basic information
- respond to simple, predictable questions

Share Factual Information (1.1.1)
- ask for and provide information on a range of familiar topics
- describe people, places, things, and series, or sequences of events or actions

to express emotions and personal perspectives (1.2)

Share Ideas, Thoughts, Opinions, Preferences (1.2.1)
- express a personal response (e.g., respond to a song or story) and simple preferences
- identify favourite people, places, or things

Share Ideas, Thoughts, Opinions, Preferences (1.2.1)
- express a personal response to a variety of situations
- inquire about and express preferences (e.g., *prefiero leche*)
- record and share thoughts and ideas with others (e.g., keep a journal of ideas for stories)

Share Emotions, Feelings (1.2.2)
- respond to and express emotions and feelings in familiar contexts (e.g., pleasure, happiness, *estar* + adjective)
- identify emotions and feelings

Share Emotions, Feelings (1.2.2)
- inquire about, respond to, and express emotions and feelings in a variety of familiar contexts
- record and share personal experiences involving an emotion or feeling (e.g., happiness, anger, embarrassment)

to get things done (1.3)

Guide Actions of Others (1.3.1)
- indicate basic needs and wants
- ask for permission
- give and respond to simple oral instructions or commands (e.g., *¿Tienes un lápiz?*)
- suggest a course of action, and respond to a suggestion

Guide Actions of Others (1.3.1)
- make and respond to a variety of simple requests
- seek, grant, or withhold permission
- relay simple messages
- encourage or discourage others from a course of action
- give and follow a simple sequence of instructions

State Personal Actions (1.3.2)
- respond to offers, invitations, and instructions
- ask or offer to do something
- indicate choice from among several options

State Personal Actions (1.3.2)
- express a wish or a desire to do something
- make an offer or an invitation, and respond to offers and invitations made by others
- inquire about and express ability and inability to do something (e.g., *hablo español*)

General Outcome 1: Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

YEAR 3	YEAR 4

to impart and receive information (1.1)

Share Factual Information (1.1.1)
- provide information on several aspects of a topic (e.g., give a simple report)
- understand and use definitions, comparisons, and examples

Share Factual Information (1.1.1)
- ask and answer questions about an informative text—oral or written

to express emotions and personal perspectives (1.2)

Share Ideas, Thoughts, Opinions, Preferences (1.2.1)
- inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction
- state and support a point of view

Share Ideas, Thoughts, Opinions, Preferences (1.2.1)
- inquire about and express probability and certainty
- express and support opinions

Share Emotions, Feelings (1.2.2)
- inquire about, express, and respond to a variety of emotions and feelings
- compare the expression of emotions and feelings in a variety of informal situations

Share Emotions, Feelings (1.2.2)
- inquire about and express emotions and feelings in a variety of situations

to get things done (1.3)

Guide Actions of Others (1.3.1)
- make and respond to suggestions in a variety of situations
- give and respond to advice and warnings
- express and respond to offers, invitations, promises, and desires

Guide Actions of Others (1.3.1)
- make and respond to requests in formal situations, and persuade others (e.g., in a public library, travel agency)

State Personal Actions (1.3.2)
- state personal actions in the past, present, or future
- make a promise and express intention in a variety of situations

State Personal Actions (1.3.2)
- express personal expectations, hopes, plans, goals, and aspirations

General Outcome 1: Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

<table>
<tr><td align="center">YEAR 1</td><td align="center">YEAR 2</td></tr>
</table>

to get things done (continued) (1.3)

Manage Group Actions (1.3.3)
- manage turn-taking
- encourage other group members to act appropriately
- ask for help or clarification of what is being said or done in the group

Manage Group Actions (1.3.3)
- suggest, initiate, or direct action in group activities
- encourage other group members to participate
- assume a variety of roles and responsibilities as group members
- negotiate in a simple way with peers in small-group tasks
- offer to explain or clarify

to extend their knowledge of the world (1.4)

Discover and Explore (1.4.1)
- investigate the immediate environment (e.g., use **kinaesthetic**,* **spatial**,* musical abilities)

Discover and Explore (1.4.1)
- make and talk about personal observations
- explore classification systems and criteria for categories
- discover relationships and patterns

Gather and Organize Information (1.4.2)
- gather simple information
- organize items in different ways
- sequence items in different ways

Gather and Organize Information (1.4.2)
- record and share personal knowledge of a topic
- compare and contrast items in simple ways
- compose questions to guide research
- identify sources of information
- record observations

Solve Problems (1.4.3)
- experience problem-solving situations in the classroom (e.g., in stories)
- choose between alternative solutions

Solve Problems (1.4.3)
- recognize and describe a problem, then propose solutions
- understand and use the steps in the problem-solving process

Explore Opinions and Values (1.4.4)
- listen attentively to the opinions expressed
- respond sensitively to the ideas and products of others
- make connections between behaviour and values (e.g., in texts or role play)

Explore Opinions and Values (1.4.4)
- express their views on a variety of topics within their direct experience
- gather opinions on a topic within their direct experience
- recognize differences of opinion

* See Appendix B for definitions of terms.

General Outcome1: Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

YEAR 3 | YEAR 4

to get things done (continued) (1.3)

Manage Group Actions (1.3.3)
- check for agreement and understanding
- express disagreement in an appropriate way
- express appreciation, enthusiasm, support, and respect for contributions of others

Manage Group Actions (1.3.3)
- paraphrase, elaborate on, and clarify another member's contribution

to extend their knowledge of the world (1.4)

Discover and Explore (1.4.1)
- ask questions to gain knowledge and clarify understanding
- explore meaning in a variety of ways (e.g., by drawing a diagram, making a model, rephrasing)

Discover and Explore (1.4.1)
- explore connections and gain new insights into familiar topics (e.g., using analogy, brainstorming)

Gather and Organize Information (1.4.2)
- gather information from a variety of resources
- organize and manipulate information (e.g., transform information from texts into other forms, such as tables, diagrams, story maps, and flow charts)

Gather and Organize Information (1.4.2)
- gather and summarize information

Solve Problems (1.4.3)
- describe and analyze a problem, then propose solutions

Solve Problems (1.4.3)
- generate and evaluate alternative solutions to problems

Explore Opinions and Values (1.4.4)
- explore how values influence behaviour (e.g., describe characters and their motivations in a story)
- provide reasons for their position on an issue

Explore Opinions and Values (1.4.4)
- explore underlying values in mass media, and distinguish fact from opinion
- compare their own insights and understandings with those of classmates

General Outcome 1: Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

to use language for imaginative purposes and personal enjoyment (1.5)

Humour/Fun (1.5.1)
• use the language for fun (e.g., learn simple riddles, jingles, and humorous songs)

Humour/Fun (1.5.1)
• use the language for fun and to interpret humour (e.g., simple amusing texts)

Creative/Aesthetic Purposes (1.5.2)
• use the language creatively

Creative/Aesthetic Purposes (1.5.2)
• use the language creatively and for aesthetic purposes (e.g., write poems based on simple, repetitive, and modelled language)

Personal Enjoyment (1.5.3)
• use the language for personal enjoyment (e.g., listen to favourite music)

Personal Enjoyment (1.5.3)
• use the language for personal enjoyment (e.g., listen to favourite songs in Spanish, play games alone or with friends)

to form, maintain, and change interpersonal relationships (1.6)

Manage Personal Relationships (1.6.1)
• exchange greetings and farewells
• address a new acquaintance, and introduce themselves
• exchange some basic personal information—name, age
• initiate relationships (e.g., invite others to join)

Manage Personal Relationships (1.6.1)
• apologize and refuse politely
• talk about themselves, and respond to the talk of others by showing attention and interest
• make and break social engagements

General Outcome 1: Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

YEAR 3   YEAR 4

to use language for imaginative purposes and personal enjoyment (1.5)

Humour/Fun (1.5.1)
• use the language for fun and to interpret and express humour (e.g., interpret figures of speech literally, using illustrations or short skits; interpret humorous cartoons, songs, stories, poems)

Humour/Fun (1.5.1)
• use language for fun and to interpret and express humour (e.g., plan and participate in an immersion experience, an exchange, or a language camp)

Creative/Aesthetic Purposes (1.5.2)
• use the language creatively and for aesthetic purposes

Creative/Aesthetic Purposes (1.5.2)
• use language creatively and for aesthetic purposes (e.g., create a multimedia production on a familiar topic)

Personal Enjoyment (1.5.3)
• use the language for personal enjoyment (e.g., find a personal pen pal and exchange letters, listen to music)

Personal Enjoyment (1.5.3)
• use language for personal enjoyment (e.g., watch films or television programs)

to form, maintain, and change interpersonal relationships (1.6)
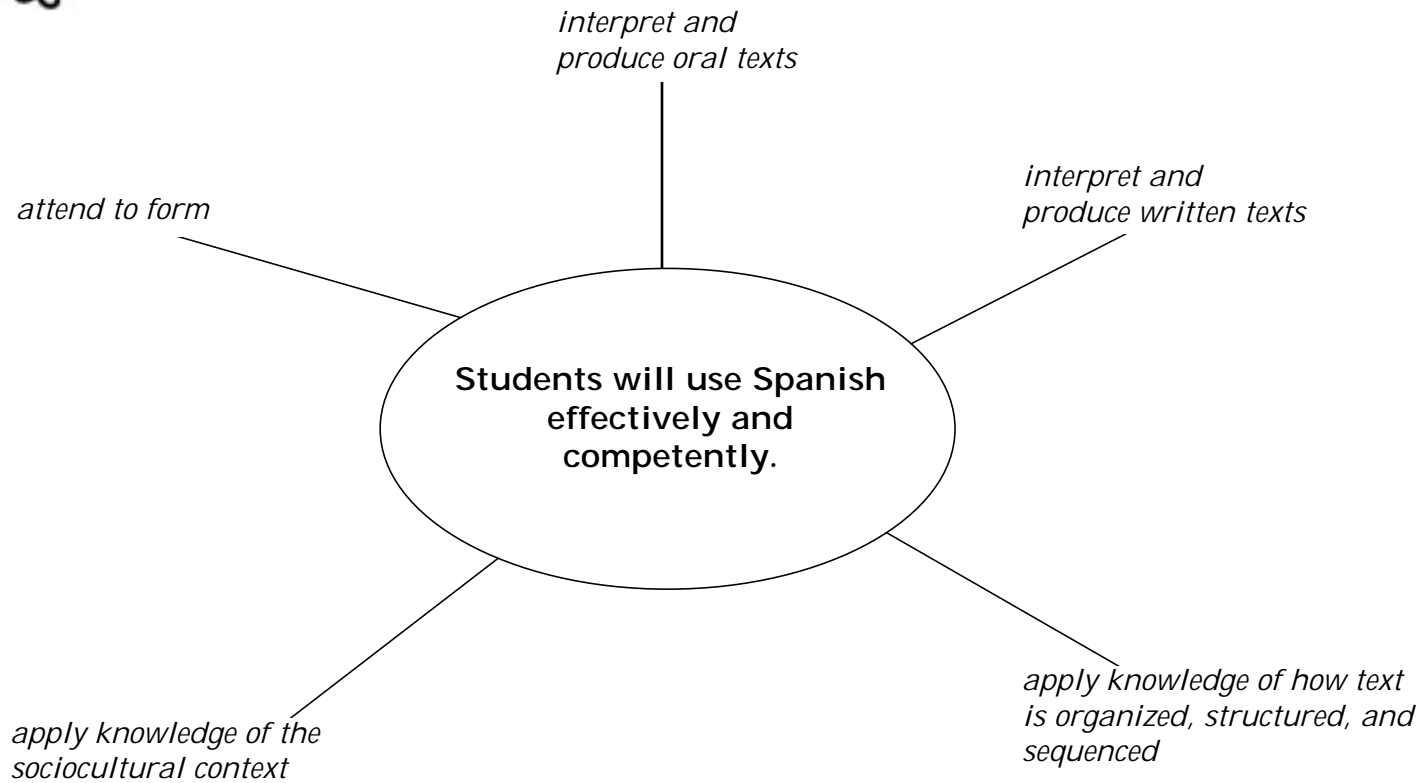
Manage Personal Relationships (1.6.1)
• initiate and participate in casual exchanges with classmates
• use routine means of interpersonal communications (e.g., telephone calls, personal notes, email messages)

Manage Personal Relationships (1.6.1)
• use a variety of means of interpersonal communications

Language Competence

interpret and
produce oral texts

interpret and
produce written texts

attend to form

Students will use Spanish
effectively and
competently.

apply knowledge of the
sociocultural context

apply knowledge of how text
is organized, structured, and
sequenced

Introduction

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 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 **practical applications**, that is, in the context of activities or tasks in which the language is used for real purposes.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade level to grade level. Each strand deals with a single aspect of language competence. For example, under the cluster heading **attend to form**, there is a strand for

phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the 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.

General Outcome 2: Students will use Spanish **effectively** and **competently**.

attend to form (2.1)

Phonology (2.1.1)
- pronounce some common words and phrases comprehensibly
- use intonation to express meaning
- distinguish particular sounds of the language

Orthography (2.1.2)
- relate all letters of the alphabet to the sounds they represent
- use spelling patterns and mechanical conventions correctly (e.g., capitalization, punctuation)

Lexicon (2.1.3)
- use a repertoire of words and phrases in familiar contexts, within the following areas of experience:
  — people around me
    ✓ greetings
    ✓ personal information
    ✓ people and description
    ✓ professions/occupations
    ✓ clothing
    ✓ the body
    ✓ family and friends
  — school
    ✓ school facilities
    ✓ in the classroom
    ✓ time and calendar
  — activities
    ✓ in the home
    ✓ in the community—places, transportation, weather
    ✓ favourite activities
  — celebrations—personal
  — introduction to Spanish-speaking world (geography)
  — any other areas that meet the needs and interests of students

Phonology (2.1.1)
- use comprehensible pronunciation, stress, and intonation when producing words or phrases
- recognize some of the effects that intonation and stress have in different situations
- identify and reproduce some critical sound distinctions that are important for meaning (e.g., minimal pairs [e.g., *pero/perro, papal/papa, mina/niña*])

Orthography (2.1.2)
- recognize the role that accentuation plays in the Spanish language

Lexicon (2.1.3)
- use a range of vocabulary and expressions in familiar contexts, within the following areas of experience:
  — foods
    ✓ restaurants
    ✓ market
  — shopping, fashion, and fads
  — sports and exercise
  — vacations and travel
  — social life
  — health and safety
    ✓ physical states
    ✓ visit to the doctor
  — daily routine
  — introduction to cultural diversity in the Spanish-speaking world

General Outcome 2: Students will use Spanish **effectively** and **competently**.

attend to form

Phonology (2.1.1)
- produce the sounds, stress, rhythm, and intonation patterns of the Spanish language consistently and accurately

Phonology (2.1.1)
- produce consistently the essential sounds, stress, rhythm, and intonation patterns of the Spanish language

Orthography (2.1.2)
- apply spelling rules and mechanical conventions consistently and accurately

Orthography (2.1.2)
- apply spelling rules and mechanical conventions consistently and accurately

Lexicon (2.1.3)
- use a range of vocabulary and expressions in a variety of contexts, within the following areas of experience:
  — arts, entertainment, and literature
  — music
  — relationships
    ✓ friends
    ✓ clubs
    ✓ activities
    ✓ sports
    ✓ hobbies
  — celebrations—cultural
  — driving
  — folk tales, legends, and fables
  — children's games/childhood activities
  — technology
  — the world of work
  — the environment (introduction)
- recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea

Lexicon (2.1.3)
- use a range of vocabulary words and expressions in a variety of contexts, within the following areas of experience:
  — fine arts
  — myths
  — literature
    ✓ poetry
    ✓ contemporary Spanish writers
  — communications technology and media
    ✓ power
    ✓ impact of media and advertising
  — travel—for business and education
  — world/current events and issues
  — environmental issues
  — the future
    ✓ plans
    ✓ careers

General Outcome 2: Students will use Spanish **effectively** and **competently**.

attend to form (2.1) (continued)

Grammatical Elements (2.1.4)
- use, in **modelled situations***, the following grammatical elements:
  — *me/te/le*
  — *nos/les/os gusta/n*
  — pronouns after prepositions: *mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes*
  — adverbs ending in *mente*
  — commonly used verbs: *querer, ir, hacer, poder venir, salir, jugar, saber*
  — possessive adjectives: *mi, tu, su, mis, tus, sus nuestro/a(s), vuestro/a(s)*
  — demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as*
  — affirmative commands (*tú* and *ustedes/vosotros* forms, for commonly used verbs)
  — affirmative and negative expressions: *alguien, nadie, algo, nada, tambien*
  — reflexive verbs
  — present progressive (*estar* + gerund)

Grammatical Elements (2.1.4)
- use, in **modelled situations***, the following grammatical elements:
  — irregular verbs in present tense: *conocer, saber, dar, poner, traer, preferir*
  — preterite tense
  — imperfect tense
  — perfect tense
  — simple future
  — direct object pronouns
  — *por/para*
  — *hace*, expressions of time
  — personal *a*
  — impersonal *se*
  — *caer bien/mal*

*Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Examples include
- using sample dialogues that are read to the students by the teacher
- the teacher modelling sentence patterns to the students which they may repeat after the teacher (e.g., greeting-response)
- the student following a written example of a repeated sentence or grammar pattern

attend to form (2.1) (continued)

Grammatical Elements (2.1.4)
- use, in **modelled situations***, the following grammatical elements:
  — possessive pronouns: *mío/mía, tuyo/tuya, suyo/suya, míos/mías, tuyos/tuyas, suyos/suyas*
  — indirect object pronouns
  — comparative, superlative, diminutive
  — impersonal: *se*
  — preterite tense vs. imperfect tense
  — conditional tense
  — subjunctive mood
  — present subjunctive
    ✓ to express persuasion: *aconsejar, decir, sentir*
    ✓ to express emotion: *alegrarse, sentir*
    ✓ to express doubt
    ✓ after impersonal expressions: e*s una lástima que ...*, *es necesario que ...*
    ✓ to express wishes and hope: *Ojalá que, quiero que*
    ✓ after adverbial conjunctions such as *cuando* and *aunque*
  — negative commands
  — irregular commands with *tú*

Grammatical Elements (2.1.4)
- use, in **modelled situations***, the following grammatical elements:
  — pluperfect tense
  — passive voice
  — indicative or subjunctive with adjective and adverbial clauses: *Conozco a alguien que habla español, Busco a alguien que hable español*
  — present + future (*si* clauses)
  — imperfect subjunctive and conditional (*si* clauses)
  — double object pronouns

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General Outcome 2: Students will use Spanish **effectively** and **competently**.

attend to form (2.1) (continued)

Grammatical Elements (2.1.4) (continued)
- use, in **structured situations***, the following grammatical elements:
  — affirmative/negative/interrogative sentences in the present tense
  — regular *–ar, –er, –ir* verbs in the present tense
  — gender and number of nouns, adjectives
  — commonly used verbs: *ser, estar, tener, ser vs. estar*
  — *tener que* + infinitive
  — *ir* + *a* + infinitive (immediate future)
  — definite and indefinite articles: *el, la, los, las, un, una,unas, unos*

Grammatical Elements (2.1.4) (continued)
- use, in **structured situations***, the following grammatical elements:
  — *me/te/le*
  — *nos/les/osgusta/an*
  — commonly used verbs: *querer, ir, hacer, poder, venir, salir, jugar, saber*
  — *tener que* + infinitive
  — *ir* + *a* + infinitive (immediate future)
  — definite and indefinite articles: *el, la, los, las, un, una,unas, unos*
  — possessive adjectives: *mi, tu, su, mis, tus, sus nuestro/a(s), vuestro/a(s)*
  — adverbs ending in *mente*
  — demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la,estos/as, esos/as,aquellos/as*
  — affirmative commands (*tú* and *ustedes* forms, for commonly used verbs)
  — affirmative and negative expressions: *alguien, nadie, algo, nada, tambien*
  — reflexive verbs
  — present progressive: (*estar* + gerund)
  — pronouns after prepositions: *mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes*

*Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Examples include:

- When discussing a familiar topic, the language used for students is known and understood. If there is a guest speaker invited to discuss the topic, the speaker may have an accent with which the students are familiar. The speaker will speak using vocabulary the students know well.
- When reading a story, there are illustrations to help the reader comprehend the meaning of the written text. The topic, vocabulary, and the grammar elements within the story are familiar to the student.
- When teaching a specific grammar element, it is reviewed and practised with teacher guidance and direction.

attend to form (2.1) (continued)

Grammatical Elements (2.1.4) (continued)
- use, in **structured situations***, the following grammatical elements:
  — *caer bien/mal*
  — irregular verbs in present tense: *conocer, saber, dar, poner, traer, preferir*
  — preterite tense
  — imperfect tense
  — perfect tense
  — simple future tense
  — direct object pronouns
  — *por/para*
  — *hace*, expressions of time
  — personal *a*
  — impersonal *se*
  — demonstrative adjectives and pronouns:
    ✓ *este/a, ese/a*
    ✓ *aquel/la, estos/as*
    ✓ *esos/as, aquellos/as*

Grammatical Elements (2.1.4) (continued)
- use, in **structured situations***, the following grammatical elements:
  — possessive pronouns: *mío, tuyo, suyo, míos, tuyos, suyos*
  — indirect object pronouns
  — comparative, superlative, diminutive
  — impersonal: *se*
  — preterite tense vs. imperfect tense
  — conditional tense
  — subjunctive mood
  — present subjunctive
    ✓ to express persuasion: *aconsejar, decir, sentir*
    ✓ to express emotion: *alegrarse, sentir*
    ✓ to express doubt
    ✓ after impersonal expressions: *es una lástima que ..., es necesario que ...*
    ✓ to express wishes and hope: *Ojalá que, quiero que*
    ✓ after adverbial conjunctions such as *cuando* and *aunque*
  — negative commands
  — irregular commands with *tú*

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- When reading a story, there are illustrations to help the reader comprehend the meaning of the written text. The topic, vocabulary, and the grammar elements within the story are familiar to the student.
- When teaching a specific grammar element, it is reviewed and practised with teacher guidance and direction.

 General Outcome 2: Students will use Spanish **effectively** and **competently**.

attend to form (2.1) (continued)

Grammatical Elements (2.1.4) (continued)
• use, in **independent situations***, the following grammatical elements:
 — subject pronouns: *yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes*
 — singular pronouns (*yo, tú, él, ella*) with regular verbs
 — first, second, and third person singular with regular verbs
 — affirmative and negative sentences

Grammatical Elements (2.1.4) (continued)
• use, in **independent situations***, the following grammatical elements:
 — interrogative sentences in the present tense
 — regular verbs in all persons in the present tense
 — gender and number of nouns, adjectives
 — commonly used verbs: *ser, estar, tener*

*Independent Situations: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Examples include:

• Grade 12 (Senior 4) students should be able to describe their favourite friends and their pastimes freely and with a high level of language proficiency with other students.
• Grade 9 (Senior 1) students in a six-year Spanish program should be able to use *me/te/le gusta* correctly, freely, and with confidence in written and oral contexts.

YEAR 3   **YEAR 4**

attend to form (2.1) (continued)

Grammatical Elements (2.1.4) (continued)
- use, in **independent situations***, the following grammatical elements:
  — *me/te/le/nos/les/os*
  — *gusta/an*
  — commonly used verbs in present: *querer, ir, hacer, poder, conocer, saber, venir, salir, decir, preferir*
  — *tener que* + infinitive
  — *ir* + *a* + infinitive
  — possessive adjectives:
    ✓ *mi, tu, su, mis, tus, sus*
    ✓ *nuestros/as, vuestros/as*
  — adverbs ending in *mente*
  — reflexive verbs in first and third person singular forms
  — present progressive (*estar* + gerund)
  — commands (*tú* form—regular verbs)
  — commands (e.g., *usted, ustedes*) for commonly used verbs
  — pronouns after prepositions: *mí, ti, él, ella, usted, nostros/as, vosotros/as, ellos/as, ustedes*

Grammatical Elements (2.1.4) (continued)
- use, in **independent situations***, the following grammatical elements:
  — stem changing verbs in the present tense
  — irregular verbs: *dar, poner, traer*
  — preterite tense
  — imperfect tense
  — preterite vs. imperfect
  — comparative, superlative, and diminutive
  — perfect tense
  — direct object pronouns
  — possessive pronouns: *mío/mía, tuyo/tuya, suyo/suya, míos/mías, tuyos/tuyas, suyos/suyas*
  — impersonal *se*

*Independent Situations: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Examples include:
- Grade 12 (Senior 4) students should be able to describe their favourite friends and their pastimes freely and with a high level of language proficiency with other students.
- Grade 9 (Senior 1) students in a six-year Spanish program should be able to use *me/te/le gusta* correctly, freely, and with confidence in written and oral contexts.

General Outcome 2: Students will use Spanish **effectively** and **competently**.

<table>
<tr><td align="center">**YEAR 1**</td><td align="center">**YEAR 2**</td></tr>
</table>

interpret and produce oral texts (2.2)

Aural Interpretation (2.2.1)
• understand a series of simple sentences in **guided***
  situations

Aural Interpretation (2.2.1)
• understand short, simple texts in **guided*** and
  unguided* situations

Oral Production (2.2.2)
• produce simple words and phrases in **guided** situations

Oral Production (2.2.2)
• produce short, simple texts in **guided** situations

Interactive Fluency (2.2.3)
• engage in simple interactions, using short, isolated **lexical
  phrases***

Interactive Fluency (2.2.3)
• engage in simple interactions, using a combination of
  sentences

interpret and produce written texts (2.3)

Written Interpretation (2.3.1)
• understand a series of simple sentences in **guided**
  situations

Written Interpretation (2.3.1)
• understand the main point and some supporting details of
  texts on familiar topics in **guided** situations

Written Production (2.3.2)
• produce phrases and short, simple sentences in **guided**
  situations

Written Production (2.3.2)
• produce short, simple texts in **guided** situations

Visual Interpretation (2.3.3)
• derive meaning from a variety of visuals and other forms
  of non-verbal communication in **guided** situations

Visual Interpretation (2.3.3)
• derive meaning from the visual elements of a variety of
  media in **guided** and **unguided** situations

* See Appendix B for definitions of terms.

General Outcome 2: Students will use Spanish **effectively** and **competently**.

interpret and produce oral texts (2.2)

Aural Interpretation (2.2.1)
- understand short texts on unfamiliar topics in **guided*** situations and short texts on variety of topics in **unguided** situations

Aural Interpretation (2.2.1)
- understand, in **guided*** situations, the main point and specific details of oral texts on variety of topics

Oral Production (2.2.2)
- produce short texts on variety of topics providing some details to support the main point, in **guided** situations

Oral Production (2.2.2)
- produce short texts on variety of topics providing a variety of details to support the main point in **guided** and **unguided*** situations

Interactive Fluency (2.2.3)
- manage short interactions easily, with pauses for planning and repair

Interactive Fluency (2.2.3)
- manage short routine interactions without undue difficulty

interpret and produce written texts (2.3)

Written Interpretation (2.3.1)
- understand the main point and specific details of texts on variety of topics in **guided** and **unguided** situations

Written Interpretation (2.3.1)
- understand, in **guided** situations, the main point and specific details of written texts on variety of topics

Written Production (2.3.2)
- produce short, simple texts on variety of topics providing some details to support the main point

Written Production (2.3.2)
- produce written texts on variety of topics providing a variety of details to support the main point in **guided** and **unguided** situations

Visual Interpretation (2.3.3)
- identify the purposes, intended audience, messages, and points of view in a variety of visual media, in **guided** and **unguided** situations

Visual Interpretation (2.3.3)
- identify the purposes, intended audiences, messages, and points of view in a variety of visual media in **guided** and **unguided** situations
- identify some techniques and conventions used in a variety of visual media, in **guided** and **unguided** situations

* See Appendix B for definitions of terms.

interpret and produce written texts (2.3) (continued)

Representation (2.3.4)
- use a variety of visuals and other forms of non-verbal communication to express meaning in **guided*** situations

Representation (2.3.4)
- express meaning through the use of visual elements in a variety of media in **guided*** and **unguided** situations

apply knowledge of the sociocultural context (2.4)

Register (2.4.1)
- distinguish between formal and informal situations, and use simple forms in formal and informal situations with guidance (e.g., *usted, tú*)

Register (2.4.1)
- identify differences between formal and informal registers in a variety of situations
- use formal and informal language in familiar situations

Idiomatic Expressions (2.4.2)
- understand and use some simple idiomatic expressions as set phrases

Idiomatic Expressions (2.4.2)
- use learned idiomatic expressions to enhance communication

Variations in Language (2.4.3)
- identify variations in language
- experience a variety of voices
- acknowledge individual differences in speech

Variations in Language (2.4.3)
- experience a variety of accents, variations in speech, and regional variations in language

Social Conventions (2.4.4)
- imitate simple, routine social interactions
- use basic social expressions appropriate to the classroom
- use basic politeness conventions

Social Conventions (2.4.4)
- use appropriate oral forms of address for people frequently encountered
- recognize verbal behaviours that are considered impolite
- recognize important social conventions in everyday interactions (e.g., shaking hands, hugging, kissing)

Non-verbal Communication (2.4.5)
- understand the meaning of and imitate some common non-verbal behaviours used in the Spanish-speaking world (e.g., nodding and shaking head)
- experiment with using some simple non-verbal means of communication

Non-verbal Communication (2.4.5)
- recognize appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact, interpersonal space, physical contact)
- recognize that some non-verbal behaviours may be inappropriate in certain contexts (e.g., wearing a baseball cap indoors)

General Outcome 2: Students will use Spanish **effectively** and **competently**.

interpret and produce written texts (2.3) (continued)

Representation (2.3.4)
- express meaning through the use of multiple visual elements in a variety of media in **guided*** situations

Representation (2.3.4)
- express meaning through the use of multiple visual elements in a variety of media in **guided*** and **unguided** situations

apply knowledge of the sociocultural context (2.4)

Register (2.4.1)
- explore formal and informal uses of language in a variety of contexts
- adjust language to suit audience and purpose

Register (2.4.1)
- use suitable, simple formal language in a variety of contexts
- explore the differences in register between spoken and written language

Idiomatic Expressions (2.4.2)
- use learned idiomatic expressions in a variety of contexts

Idiomatic Expressions (2.4.2)
- explore and interpret idiomatic expressions in popular and contemporary culture

Variations in Language (2.4.3)
- recognize other influences resulting in variations in language (e.g., age, gender, social class)

Variations in Language (2.4.3)
- experiment with some variations in language

Social Conventions (2.4.4)
- interpret the use of common social conventions in oral and written texts, in **guided** situations
- explore and identify variations in social conventions (e.g., regional, situational)

Social Conventions (2.4.4)
- interpret and use a variety of formal and informal social conventions, with guidance

Non-verbal Communication (2.4.5)
- interpret and use a variety of forms of non-verbal communication with guidance (e.g., gestures)

Non-verbal Communication (2.4.5)
- interpret and use a variety of forms of non-verbal communication, with guidance

General Outcome 2: Students will use Spanish **effectively** and **competently**.

---

apply knowledge of how text is organized, structured, and sequenced in Spanish (2.5)

Cohesion/Coherence (2.5.1)
- link words or groups of words in simple ways (e.g., *y, pero, también*)
- link a sequence of sentences in an organized fashion

Cohesion/Coherence (2.5.1)
- link sentences with simple cohesion markers (e.g., *además, primero, por último*)
- link several sentences coherently (e.g., on a single theme)
- use common conventions to structure texts (e.g., titles, paragraphs)

Text Forms (2.5.2)
- experience a variety of text forms
- recognize some simple text forms (e.g., lists, letters, stories, songs)

Text Forms (2.5.2)
- recognize a variety of text forms delivered through a variety of media (e.g., videotaped instructions, reports with visuals)
- use some simple text forms in their own productions (e.g., maps, questionnaires)

Patterns of Social Interaction (2.5.3)
- initiate and respond to social interaction patterns in **guided*** situations (e.g., question-answer)

Patterns of Social Interaction (2.5.3)
- use simple conventions to open and close conversations and manage turn-taking
- initiate interactions and respond using a variety of simple interaction patterns (e.g., question-answer, invitation-accept/decline, request-agree/disagree)

* See Appendix B for definitions of terms.

apply knowledge of how text is organized, structured, and sequenced in Spanish (2.5)

Cohesion/Coherence (2.5.1)
- organize texts, using common patterns (e.g., cause and effect, straightforward time sequencing)
- interpret simple references within texts (e.g., pronouns, demonstratives)
- organize texts to indicate steps in a procedure or directions to follow

Text Forms (2.5.2)
- identify the organizational structure of a variety of text forms (e.g., folk tales, newspaper articles, instructions for a game)
- apply knowledge of a variety of text forms to own productions

Patterns of Social Interaction (2.5.3)
- combine simple social interaction patterns to initiate and perform transactions and interactions (e.g., accept/decline invitations and give explanations)

Cohesion/Coherence (2.5.1)
- use patterns involving time or chronological sequencing to produce and interpret text
- use appropriate words and phrases to show a variety of relationships within texts

Text Forms (2.5.2)
- analyze the way different media and purposes lead to differences in the way texts are organized and presented, and apply understanding to own production

Patterns of Social Interaction (2.5.3)
- combine simple social interaction patterns to perform complex transactions and interactions (e.g., accept or reject a suggestion, using persuasion and negotiation)

Global Citizenship

study historical and contemporary elements of Spanish-speaking cultures

affirm diversity

Students will acquire the knowledge, skills, and attitudes to be effective global citizens, through the exploration of the cultures of the Spanish-speaking world.

explore personal and career opportunities

Introduction

The outcomes for Global Citizenship deal with the development of **intercultural competence***, encompassing some of the knowledge, skills, and attitudes needed to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade level to grade level. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading **study historical and contemporary elements of Spanish-speaking cultures**, there are strands for the processes and methods of acquiring knowledge about Spanish-speaking cultures, the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward Spanish-speaking cultures as well as knowledge of the diversity within those cultures.

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 a bank of knowledge about the Spanish-speaking cultures, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture 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 by 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. It will also provide students with an understanding of diversity within both a global and a Canadian context.

* See Appendix B for definitions of terms.

General Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

<table>
<tr><td align="center">**YEAR 1**</td><td align="center">**YEAR 2**</td></tr>
</table>

study historical and contemporary elements of Spanish-speaking cultures (3.1)

Access/Analyze Cultural Knowledge of the Spanish-Speaking World (3.1.1) • ask questions and make observations about elements of Spanish-speaking cultures using their first language	*Access/Analyze Cultural Knowledge of the Spanish-Speaking World (3.1.1)* • use basic research skills to find out about Spanish-speaking cultures (e.g., formulate questions about patterns of behaviour or interaction typical of their peers in Spanish-speaking cultures) • compare and make connections between some elements of the Spanish-speaking cultures studied and their own
Knowledge of Spanish-Speaking Cultures (3.1.2) • participate in activities and experiences that reflect elements of Spanish-speaking cultures • identify places in the world where Spanish is spoken	*Knowledge of Spanish-Speaking Cultures (3.1.2)* • identify some things they have in common with people their own age who live in Spanish-speaking cultures • explore some elements of Spanish-speaking cultures (e.g., influence of the geography and climate on their way of life)
Apply Cultural Knowledge (3.1.3) • identify elements of Spanish-speaking cultures in the local community	*Apply Cultural Knowledge (3.1.3)* • identify commonalities and differences between Spanish-speaking cultures and their own, and apply knowledge of the cultures to interpret these commonalities and differences • use knowledge of geography to understand some elements of Spanish-speaking cultures
Diversity within Spanish-Speaking Cultures (3.1.4) • experience diverse elements of the Spanish-speaking cultures (e.g., music, clothing, food) • identify some elements that reflect diversity within Spanish-speaking cultures like rock and folk music	*Diversity within Spanish-Speaking Cultures (3.1.4)* • identify and explore commonalities and differences between diverse groups within Spanish-speaking cultures (e.g., the differences between urban and rural ways of life, ethnic backgrounds)

General Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

YEAR 3   YEAR 4

study historical and contemporary elements of Spanish-speaking cultures (3.1)

Access/Analyze Cultural Knowledge of the Spanish-Speaking World (3.1.1)
- seek out, organize, and analyze information about Spanish-speaking cultures from a variety of sources (e.g., individuals, **texts***, and media)

Access/Analyze Cultural Knowledge of the Spanish-Speaking World (3.1.1)
- evaluate information from a variety of sources including personal experiences where possible, about elements of Spanish-speaking cultures (e.g., lifestyles, celebrations, and relationships)

Knowledge of Spanish-Speaking Cultures (3.1.2)
- explore and identify some elements of Spanish-speaking cultures (e.g., historical events and their influence on contemporary ways of life and cultural values)
- identify and analyze the impact of Spanish-speaking cultures on global society

Knowledge of Spanish-Speaking Cultures (3.1.2)
- identify and analyze historical and contemporary elements of Spanish-speaking cultures

Apply Cultural Knowledge (3.1.3)
- apply knowledge of the role of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts

Apply Cultural Knowledge (3.1.3)
- apply knowledge of elements of Spanish-speaking cultures to enhance interpersonal relations in a variety of contexts and to interpret texts (e.g., the meaning of culturally significant terms in authentic text(s)

Diversity within Spanish-Speaking Cultures (3.1.4)
- understand major factors that influence the diversity of Spanish-speaking cultures
- apply knowledge of the role of different elements of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts

Diversity within Spanish-Speaking Cultures (3.1.4)
- apply knowledge of diverse elements of Spanish-speaking cultures to enhance interpersonal relations in a variety of contexts and to interpret texts (e.g., the role of cultural minorities)

* See Appendix B for definitions of terms.

General Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

<table>
<tr><td>YEAR 1</td><td>YEAR 2</td></tr>
</table>

study historical and contemporary elements of Spanish-speaking cultures (3.1)

Value Spanish-Speaking Cultures (3.1.5) • show a willingness to participate in cultural activities and experiences related to Spanish-speaking cultures	*Value Spanish-Speaking Cultures (3.1.5)* • express an interest in finding out about people their own age who speak Spanish

affirm diversity (3.2)

Awareness of First Language (3.2.1) • recognize similarities between Spanish and their first language (e.g., cognates)	*Awareness of First Language (3.2.1)* • identify similarities and differences between their first language and Spanish (e.g., basic word order, similar words, cognates, social conventions)
General Language Knowledge (3.2.2) • recognize that languages can be grouped into families based on common origins • explore the variety of languages spoken by those around them	*General Language Knowledge (3.2.2)* • know that within a linguistic group, people can have different words for the same thing • recognize that languages may have regional differences in such things as pronunciation, vocabulary, and structure
Awareness of Own Culture (3.2.3) • explore and recognize similarities between their own culture and other cultures (e.g., celebrations, food, roles of family members)	*Awareness of Own Culture (3.2.3)* • make connections between individuals or situations in texts and their own personal experiences • recognize and identify similarities and differences between their own culture and other cultures (e.g., occupations, seasonal activities)
General Cultural Knowledge (3.2.4) • recognize that culture is expressed through a variety of forms, such as stories, art forms, crafts, music • recognize that geography, climate, and history affect the culture of a particular region	*General Cultural Knowledge (3.2.4)* • recognize that speakers of the same language may have different cultural backgrounds

General Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

<table>
<tr><td colspan="2" align="center">**YEAR 3**</td><td colspan="2" align="center">**YEAR 4**</td></tr>
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study historical and contemporary elements of Spanish-speaking cultures (3.1)

YEAR 3	**YEAR 4**
Value Spanish-Speaking Cultures (3.1.5) • choose to participate in and contribute to activities and experiences that reflect Spanish-speaking cultures (e.g., see a Spanish-language movie, attend a cultural event related to Spanish-speaking cultures)	*Value Spanish-Speaking Cultures (3.1.5)* • seek out opportunities to interact with a range of people of Spanish-speaking origins (e.g., exchange letters with a pen pal) • describe and evaluate the change in their perceptions concerning Spanish-speaking peoples and cultures

affirm diversity (3.2)

YEAR 3	**YEAR 4**
Awareness of First Language (3.2.1) • compare oral and written aspects of their first language and Spanish • identify some words in their first language that have been borrowed from Spanish	*Awareness of First Language (3.2.1)* • analyze similarities and differences between their first language and Spanish (e.g., text forms and grammatical structures)
General Language Knowledge (3.2.2) • identify how and why languages borrow from one another • make generalizations about the systematic nature of language • recognize that languages evolve over time	*General Language Knowledge (3.2.2)* • make generalizations about the systematic nature of language • recognize factors that influence the status of languages • describe how languages evolve over time and provide reasons for their evolution
Awareness of Own Culture (3.2.3) • recognize some influences on the development of their personal identity • identify shared references and the different connotations attached to them in their own and other cultures	*Awareness of Own Culture (3.2.3)* • identify elements of ethnocentrism in their own culture
General Cultural Knowledge (3.2.4) • recognize that within any culture there are important differences in the way people interact • recognize that diversity exists within any culture	*General Cultural Knowledge (3.2.4)* • explore various ways individuals acquire a cultural identity

General Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

affirm diversity (3.2) (continued)

Value Diversity (3.2.5)
- demonstrate a willingness to interact and work with others who are different (e.g., in culture, lifestyle, and interests)

Value Diversity (3.2.5)
- engage in activities that reflect other cultural practices
- recognize advantages of entertaining different perspectives

Intercultural Skills (3.2.6)
- adapt to new situations
- listen with attention to the opinions of others
- initiate new relationships (e.g., make a new classmate feel welcome)
- respect opinions of others and recognize stereotypical thinking
- reflect on own actions and the impact of these actions on others

Intercultural Skills (3.2.6)
- explore how their perspective is shaped by a variety of factors

explore personal and career opportunities (3.3)

Spanish and Spanish-Speaking Cultures (3.3.1)
- identify purposes for learning Spanish

Spanish and Spanish-Speaking Cultures (3.3.1)
- explore personal reasons for learning Spanish (e.g., for travel, friends, family)
- explore opportunities for further education and/or careers related to Spanish

Cultural and Linguistic Diversity (3.3.2)
- identify purposes for learning additional languages and learning about world cultures
- suggest some reasons for participating in activities and experiences that reflect elements of different cultures

Cultural and Linguistic Diversity (3.3.2)
- explore personal reasons for learning additional languages and experiencing other cultures
- explore opportunities for further education or careers related to languages and culture
- identify some countries where there is significant linguistic and cultural diversity

General Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

affirm diversity (3.2) (continued)

YEAR 3	YEAR 4
Value Diversity (3.2.5) • seek out opportunities to interact with people of other cultures with an interest in the Spanish language and cultures • recognize and acknowledge different perspectives	*Value Diversity (3.2.5)* • recognize contributions to global society made by people from a variety of cultures • recognize and describe how people throughout the world are interdependent and face similar challenges
Intercultural Skills (3.2.6) • explore representations of their own culture as seen from the outside • identify and make use of media that facilitates contact with other countries and cultures • explore various strategies for enhancing relations with people from different cultures	*Intercultural Skills (3.2.6)* • identify and use a variety of strategies for enhancing relations with people from different cultures • recognize the implications of an ethnocentric perspective

explore personal and career opportunities (3.3)

YEAR 3	YEAR 4
Spanish and Spanish-Speaking Cultures (3.3.1) • identify aspects of the history, literature, arts, and crafts of the Spanish-speaking world that are of personal interest (e.g., history, literature, the Arts, sports) • identify some careers where knowledge of Spanish language and cultures would be valuable	*Spanish and Spanish-Speaking Cultures (3.3.1)* • explore applications of Spanish and knowledge of Spanish-speaking cultures in the global workplace and marketplace • undertake a project to pursue an aspect of the Spanish-speaking world that is of personal interest
Cultural and Linguistic Diversity (3.3.2) • identify aspects of the history, literature, arts, and crafts of different cultures that are of personal interest • identify some careers where knowledge of international languages and cultures would be valuable	*Cultural and Linguistic Diversity (3.3.2)* • explore applications of language and cultural learning in the global workplace and marketplace

Strategies

language learning strategies

language use strategies

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

general learning strategies

Introduction

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, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. The outcomes that follow deal with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade level to grade level. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/ affective. The language use strategies are organized by communicative mode: interactive, interpretive, and productive.

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. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **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.

Comprehensive List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story, or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics

- identify similarities and differences between aspects of the Spanish language and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Spanish or in own language
- find information, using reference materials like dictionaries, textbooks, and grammars
- use available technological aids to support language learning (e.g., cassette recorders, computers)
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task

- reflect on the listening, reading, and writing processes
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more they consider particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning

- experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers

- participate actively in brainstorming and conferencing as prewriting and postwriting exercises

- use self-talk to feel competent to do the task

- be willing to take risks and try unfamiliar tasks and approaches

- repeat new words and expressions occurring in own conversations, and make use of the new words as soon as appropriate

- reduce anxiety by using mental techniques, such as positive self-talk or humour

- work with others to solve problems, and get feedback on tasks

- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across (e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language)

- acknowledge being spoken to

- interpret and use a variety of non-verbal clues to communicate (e.g., mime, pointing, gestures, drawing pictures)

- indicate lack of understanding verbally or non-verbally (e.g., *¿Cómo? Disculpe, No entiendo, No comprendo*)

- ask for clarification or repetition when you do not understand (e.g., *¿Qué quiere decir ...? ¿Puede repetir, por favor?*)

- use the other speakers' words in subsequent conversation

- assess feedback from a conversation partner to recognize if a message has been understood (e.g., puzzled look)

- start again, using a different tactic, when communication breaks down (e.g., *Quiero decir que ...*)

- use a simple word similar to the concept to convey, and invite correction (e.g., *fruta* for *naranja*)

- invite others into the discussion (e.g., *¿no?, ¿verdad?*)

- ask for guidance when new vocabulary and expressions are needed (e.g., *¿Cómo se dice ... en español?*)

- ask for confirmation that a form used is correct (e.g., *¿se puede decir ...?*)

- use a range of fillers, hesitation devices, and gambits to sustain conversations (e.g., *Pues ..., a ver ..., bueno ..., ¿qué más ...?*)

- use circumlocution to compensate for lack of vocabulary (e.g., *la máquina que se usa para lavar la ropa for lavadora*)

- repeat part of what someone has said to confirm mutual understanding (e.g., *quieres decir que ..., es decir que ...*)

- summarize the point reached in a discussion to help focus the talk (e.g.,, *Es decir ..., o sea ...*)

- ask follow-up questions to check for understanding (e.g., *¿Me entiende?, ¿me sigue?, ¿está claro?*)

- use suitable phrases to intervene in a discussion (e.g., *Por cierto, hablando de ...*)

- self-correct if errors lead to misunderstandings (e.g., *Mejor dicho, lo que quiero decir es ...*)

Interpretive

- use gestures, intonation, and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing, or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment

- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes, or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammars)
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes (e.g., animals that eat meat and animals that eat plants)
- use models
- connect what is already known with what is being learned

- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic, or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals, and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- reflect upon own thinking processes and learning approach
- choose from learning options
- discover how own efforts can affect learning
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests

- manage own physical work environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas)
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary (e.g., deep breathing, laughter)
- use social interaction skills to enhance group learning activities

General Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

<table>
<tr><td align="center">YEAR 1</td><td align="center">YEAR 2</td></tr>
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language learning strategies (4.1)

Cognitive (4.1.1) • use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by writing and repeating them silently or aloud)	*Cognitive (4.1.1)* • identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things—vocabulary, structures—with similar characteristics; identify similarities and differences between aspects of the language being learned and their own language)
Metacognitive (4.1.2) • use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language)	*Metacognitive (4.1.2)* • identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the listening, reading, and writing processes; listen or read for key words)
Social/Affective (4.1.3) • use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text, take risks and try unfamiliar tasks and approaches, and understand that making mistakes is a natural part of language learning)	*Social/Affective (4.1.3)* • identify and use a variety of social and affective strategies to enhance language learning (e.g., work with others to solve problems, get feedback on tasks)

General Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

<table>
<tr><td align="center">**YEAR 3**</td><td align="center">**YEAR 4**</td></tr>
</table>

language learning strategies (4.1)

Cognitive (4.1.1)	*Cognitive (4.1.1.)*
• select and use a variety of cognitive strategies to enhance language learning (e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language)	• evaluate the success of their use of a variety of cognitive strategies to enhance language learning
Metacognitive (4.1.2)	*Metacognitive (4.1.2)*
• select and use a variety of metacognitive strategies to enhance language learning (e.g., evaluate their own performance of comprehension at the end of a task, keep a learning log)	• evaluate the success of their use of a variety of metacognitive strategies to enhance language learning
Social/Affective (4.1.3)	*Social/Affective (4.1.3)*
• select and use a variety of social and affective strategies to enhance language learning (e.g., repeat new words or expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate, use self-talk to make themselves feel competent to do the task)	• evaluate the success of their use of a variety of social and affective strategies to enhance language learning

Further examples of language learning strategies are available on pages 47–49.

General Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

<table>
<tr><td align="center">**YEAR 1**</td><td align="center">**YEAR 2**</td></tr>
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language use strategies (4.2)

Interactive (4.2.1)
- use simple interactive strategies with guidance (e.g., indicate lack of understanding verbally or non-verbally)

Interpretive (4.2.2.)
- use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension, listen and read selectively, make predictions about what they expect to hear or read, use gestures, use key words)

Productive (4.2.3)
- use simple productive strategies with guidance (e.g., mimic what the teacher says, use words that are visible in the immediate environment)

Interactive (4.2.1)
- identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction)

Interpretive (4.2.2)
- identify and use a variety of interpretive strategies (e.g., prepare questions or a guide to note down information found in the text)

Productive (4.2.3)
- identify and use a variety of productive strategies (e.g., use various techniques to explore ideas, use illustrations to provide details, use the steps of the writing process)

Further examples of language use strategies are available on pages 49–50.

General Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

language use strategies (4.2)

Interactive (4.2.1)
- select and use a variety of interactive strategies (e.g., use a range of fillers, hesitation devices, and gambits to sustain conversations; use circumlocution to compensate for lack of vocabulary; invite others into the discussion; ask for confirmation that a form is correct)

Interpretive (4.2.2)
- select and use a variety of interpretive strategies (e.g., infer the probable meaning of unknown words or expressions from contextual clues, reread several times to understand complex texts, prepare questions or a guide to note down information found in a text)

Productive (4.2.3)
- select and use a variety of productive strategies (e.g., use resources to increase vocabulary)

Interactive (4.2.1)
- evaluate the success of their use of a variety of interactive strategies to deal with specific communicative situations (e.g., use a range of fillers, hesitation devices, and gambits to sustain conversations; use circumlocution to compensate for lack of vocabulary)

Interpretive (4.2.2)
- evaluate the success of their use of a variety of interpretive strategies to deal with specific communicative situations (e.g., use key content words or discourse markers to follow an extended text)

Productive (4.2.3)
- evaluate the success of their use of a variety of productive strategies to deal with specific communicative situations (e.g., take notes when reading or listening to assist in producing personal texts)

Further examples of language use strategies are available on pages 49–50.

General Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

general learning strategies (4.3)

Cognitive (4.3.1)
- use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning, classify objects according to attributes)

Metacognitive (4.3.2)
- use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning, explore and identify different learning styles)

Social/Affective (4.3.3)
- use simple social and affective strategies to enhance general learning (e.g., seek help from others, participate in cooperative learning)

Cognitive (4.3.1)
- identify and use a variety of cognitive strategies to enhance general learning (e.g., record key words and concepts in abbreviated form—verbal, graphic, or numerical—to assist with performance of a learning task; use mental images to remember new information; focus on and complete learning tasks)

Metacognitive (4.3.2)
- identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan in advance about how to approach a task, keep a learning journal such as a diary or log)

Social/Affective (4.3.3)
- identify and use a variety of social and affective strategies to enhance general learning (e.g., encourage themselves to try even though they might make mistakes, participate actively in conferencing and brainstorming, and take part in group decision-making processes)

Further examples of general learning strategies are available on pages 50–51.

General Outcome 4: Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

<table>
<tr><td align="center">**YEAR 3**</td><td align="center">**YEAR 4**</td></tr>
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general learning strategies (4.3)

Cognitive (4.3.1)
- select and use a variety of cognitive strategies to enhance general learning (e.g., make inferences, and identify and justify the evidence on which their inferences are based; distinguish between fact and opinion when using a variety of sources of information; use mental images to remember new information)

Metacognitive (4.3.2)
- select and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests, manage physical environment in which they have to work)

Social/Affective (4.3.3)
- select and use a variety of social and affective strategies to enhance general learning (e.g., use support strategies to help peers persevere at learning tasks, participate actively in conferencing and brainstorming)

Cognitive (4.3.1)
- evaluate the success of their use of a variety of cognitive strategies to enhance general learning in specific situations (e.g., formulate key questions to guide research)

Metacognitive (4.3.2)
- evaluate the success of their use of a variety of metacognitive strategies to enhance general learning in specific situations (e.g., keep a learning journal such as a diary or log)

Social/Affective (4.3.3)
- evaluate the success of their use of a variety of social and affective strategies to enhance general learning in specific situations (e.g., take part in group problem-solving processes)

Further examples of general learning strategies are available on pages 50–51.

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APPENDIX A
SAMPLE LIST OF TEXT FORMS

Appendix A: Sample List of Text Forms

The following list is not intended to be prescriptive; it is provided to suggest possibilities for expanding students' experiences with different text forms.

Written Texts

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets, and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other "how to" texts
- Invitations
- Journals, agendas, diaries, and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices, and announcements
- Stories
- Textbook articles
- Tickets, timetables, and schedules

Oral Texts

- Advertisements
- Announcements
- Ceremonies—religious and secular
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Reports and presentations
- Songs and hymns
- Telephone conversations

Multimedia Texts

- Advertisements
- CD-ROMs
- Computer and board games
- Movies and documentaries
- Slide/tape/CD and video/DVD presentations
- Television programs
- Websites

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**APPENDIX B
GLOSSARY**

Appendix B: Glossary

Actional competence: See "communicative competence."

Cohesion and coherence: Cohesion and coherence are two important elements of discourse competence—see below. Cohesion in a discourse sequence is created by many words or phrases that link one part of the text to another. Coherence is more concerned with the large structure of texts: a single theme or topic, the sequencing or ordering of the sentences, and the organizational pattern (e.g., temporal sequencing, cause and effect, condition and result). Texts that are cohesive and coherent are easier to interpret.

Communicative competence: The model of communicative competence adopted in this document is roughly based on the models of Canale and Swain, and Celce-Murcia, Dörnyei, and Thurrell, but it includes insights from a number of other researchers including Byram, Bachman, and Cohen. It includes the following components:

Grammatical competence is defined by Savignon as "mastery of the linguistic code, the ability to recognize the *lexical, morphological, syntactic, and phonological* features of a language and to manipulate these features to form words and sentences" (37). These elements of communicative competence are developed in the Language Competence component under the cluster heading "attend to form." Following Celce-Murcia, Dörnyei, and Thurrell, *orthography* has been added in the *Framework*.

Discourse competence "is the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context" (Savignon 40). It involves understanding and being able to use words and grammatical functions to make connections between elements of a text so that the text forms a meaningful whole.

Some examples of these words and grammatical functions are noun-pronoun references; relative pronouns; conjunctions, such as *but*, *and*, *so*; and words and phrases, such as *therefore*, *afterward*, *on the other hand*, *besides*, *for example*. Discourse competence is developed in the Language Competence component under the cluster heading "apply knowledge of how text is organized, structured and sequenced in Spanish."

Sociolinguistic or sociocultural competence has to do with the appropriateness of language in relation to the context or situation. It includes such elements as sensitivity to differences in register or variations in language, nonverbal communication, and idiomatic expressions. Sociocultural competence is developed in the Language Competence component under the cluster heading "apply knowledge of the sociocultural context."

Functional or **actional competence** covers the purposes of language users, the contexts in which they can operate, and the functions that they can carry out using the language. This competence is defined in the Applications component of the *Framework*.

Intercultural competence is a combination of knowledge, skills, and attitudes that enables individuals to communicate and interact across cultural boundaries. It includes the skills of finding information about a culture; interpreting this information in order to understand the beliefs, meanings and behaviours of members of that culture; relating one's own culture to the target culture; and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of the other culture, a heightened awareness of their own, as well as knowledge of the processes of interaction between two cultures. A precondition for successful intercultural interaction is an attitude of openness and curiosity, as well as a willingness to look at the world from the point of view of the other culture. Intercultural competence is developed in the Global Citizenship component of the *Framework*.

Strategic competence, in early models of communicative competence, was defined as "ways to avoid potential [difficulties], or repair actual difficulties in communication, coping with communication breakdown, using affective devices" (Citizenship and Immigration Canada 13). The concept was later expanded to include any strategies used to enhance communication and language learning. See the entries for "language learning strategies" and "language use strategies" in this glossary. Strategic competence is developed in the Strategies component of the *Framework*.

Content-based language learning: In content-based language learning, students learn a second language while they are learning content from another subject area. This is the approach taken in French immersion and bilingual programming.

Culture: The members of the culture task force of the *National Core French Study* (LeBlanc) have defined culture as "the general context and way of life. It is the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups" (44). An important element of a people's way of life is their means of communicating amongst themselves, that is, their language.

Historical and contemporary elements of the culture may include historical and contemporary events; significant individuals; emblems or markers of national identity (myths, cultural products, significant sites, events in the collective memory); public institutions; geographical space (regions, landmarks, borders, frontiers); social distinctions; conventions of behaviour; and beliefs, taboos, perceptions, and perspectives. Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.

Discourse: Discourse is connected speech or writing that extends beyond a single sentence or utterance.

Discourse competence: See "communicative competence."

Diverse, diversity: Within most cultures, there are groups of people who have cultural beliefs, values, and practices that are different from the majority or mainstream culture. These differences may be based on religion, national, or ethnic origin, social class, race, or colour.

Functional competence: See "communicative competence."

Grammatical competence: See "communicative competence."

Guided situations: This term is used to describe all the methods teachers and other helpful conversational partners use to help language learners understand and produce language.

Oral language is more easily understood if speech is slow and clearly articulated, with pauses to assimilate meaning, and if it is accompanied by gestures, facial expressions, body language, or visuals that help to express the meaning. Language learners will have less difficulty understanding a familiar speaker—one whose voice, accent, and speech habits are well known to them—speaking about a topic that they know well and are interested in.

Written language is more easily understood if, for example, there are illustrations to support the text, there are titles and subtitles to guide the reader, and the topic is a familiar one.

Both **oral and written production** can be guided by providing students with language models (e.g., sample sentence structures, text forms, and patterns of social interaction), and by providing a language-rich environment (e.g., illustrated thematic vocabulary lists on classroom walls, labels on classroom objects, correction guides, illustrated dictionaries).

As students become more proficient, these supports can gradually be removed until the language they are exposed to closely resembles language in authentic situations.

Idiomatic expression: An idiom or an idiomatic expression is a word or group of words that has a commonly accepted meaning that is different from the literal meaning. Some examples include the following: *he passed away* (he died), *happy as a lark* (very happy), *I'm fed up* (I've had enough, I'm disgusted, I'm bored).

Intercultural competence: See "communicative competence."

Kinaesthetic ability: This is the ability to use the body to express ideas and feelings, and to use the hands to produce or transform things.

Language learning strategies: These are actions taken by learners to enhance their language learning.

Cognitive strategies operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language.

Metacognitive strategies are higher order skills that students use to manage their own learning. They include planning for, monitoring, and evaluating the success of language learning.

Social strategies are actions learners take in order to interact with other learners or with speakers of the target language.

Affective strategies are methods learners use to regulate their emotions, motivation, and attitudes to make them more conducive to learning.

Language use strategies: These are actions taken to enhance communication. In early conceptual models of communicative competence (Canale and Swain), strategic competence was one component. It was defined as the strategies used "to compensate for breakdowns in communication due to performance variables or to insufficient competence" (30). Subsequent models have broadened the definition to include non-compensatory strategies. The term "language use strategies" is being used, rather than "communication strategies" to reflect this broader range. The strategies in the *Framework* are organized according to the three communicative modes: interactive, interpretive, and productive.

Language use strategies can be seen as a subcategory of language learning strategies, since any action taken to enhance communication or to avoid communication breakdown can be seen as increasing the chances that language learning will take place. Language use strategies can, however, be used with no intention of trying to improve learning of the language.

Lexical phrase: A group of words that functions like a single word (e.g., *all of a sudden, lie down, well done*).

Lexicon: Lexicon covers all kinds of words, both content words (e.g., *dog, run, happy*) and function words (e.g., *him, from, but*). It also includes lexical phrases, which are groups of words that function like single words (e.g., *all of a sudden*).

Mechanical conventions: These are the conventions used to make written text easier to read. They include such things as capitalization, punctuation, paragraphs, titles, or headings.

Morphology: Morphology is the part of grammar that deals with changes in words that mark their function in the sentence (e.g., changes in verb endings or adjectives to mark agreement).

Non-verbal communication: A large part of what we communicate is done without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, touching, sounds, noises, and silence.

Orthography: Orthography describes the writing system of the language: the correlation between the sounds and the spelling where the writing system is alphabetic, the rules of spelling, as well as mechanical conventions, such as capitalization and punctuation.

Patterns of social interaction: Social interaction often follows fairly predictable patterns. Very simple patterns are made up of two or three exchanges (e.g., greeting–response). More complex patterns may have some compulsory elements and some optional elements that depend on the situation (e.g., express an apology, accept responsibility, offer an explanation, offer repair, promise nonrecurrence). Lengthy interactions and transactions can be carried out by combining simpler ones to suit the situation.

Phonology: Phonology describes the sound system of the language, including pronunciation of vowels and consonants, intonation, rhythm, and stress.

Proficiency: *Canadian Language Benchmarks* (Citizenship and Immigration Canada) defines proficiency as "communicative competence, demonstrated through the ability to communicate and negotiate meaning and through the ability to interact meaningfully with other speakers, discourse, texts and the environment in a variety of situations" (10).

Register: Register is the level of formality of speech or writing, based on the social context in which the language is used. Casual conversation uses an informal register, while situations like a public lecture or a radio broadcast demand a more formal register. The language used in a personal letter to a good friend or a close family member differs considerably from that in a formal letter in the business world.

Social conventions: These are the customs that accompany speech in social situations. They include actions, such as bowing, shaking hands, or kissing; topics that are taboo in conversation; conventions for turn taking, interrupting, or refusing politely; and appropriate amounts of silence before responding.

Sociocultural competence: See "communicative competence."

Sociolinguistic competence: See "communicative competence."

Spatial ability: This is the ability to perceive the visual-spatial world accurately and to work with these perceptions. It includes sensitivity to colour, line, shape, form, space, and the relationships among them.

Strategic competence: See "language use strategies."

Syntax: Syntax is the part of grammar that deals with language at the sentence level (e.g., word order, types of sentences, the way sentences are constructed).

Task: Task is used in the *Framework* to mean "a piece of work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (adapted from Nunan *Designing Tasks).*

Task-based language learning: In task-based language learning, classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes, or language functions.

Text: Any connected piece of language, whether a spoken utterance or a piece of writing, that language users/ learners interpret, produce, or exchange. There cannot, therefore, be an act of communication through language without a text.

Text forms: Different kinds of texts have typical structures. A letter, for example, has a different form or structure than a report or a poem. An oral interview is different from an announcement or an oral presentation. A sample list of text forms can be found in Appendix A.

Variations in language: Within any language, there are variations in the way people speak and write. Language can vary with the age, gender, social class, level of education and occupation of the speaker or writer. It can also vary from region to region within a country. Variations include differences in accent, vocabulary, and sometimes syntax, as well as differences in social conventions.

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