

---

**The Common Curriculum Framework**

for

**Spanish Language and Culture**

**Six-Year Junior/Senior High School Program**

---

**Western and Northern Canadian Protocol for Collaboration  
in Basic Education**

---

**February 2004**

---

**The Common Curriculum Framework**

**for**

**Spanish Language and Culture**

**Six-Year Junior/Senior High School Program**

**Western and Northern Canadian Protocol for Collaboration  
in Basic Education**

**February 2004**

---

## **Manitoba Education, Citizenship and Youth Cataloguing in Publication Data**

468.2421      The common curriculum framework for spanish language  
                    and culture, six-year junior/senior high school program

                    Includes bibliographical references.  
                    ISBN 0-7711-3131-3

                    1. Spanish language—Study and teaching as a second  
                    language (Secondary)—Canada, Western. 2. Spanish language  
                    —Study and teaching as a second language (Secondary)—  
                    Canada, Northern. 3. Spanish language—Study and teaching  
                    (Secondary)—English speakers. I. Western and Northern  
                    Canadian Protocol for Collaboration in Basic Education.

Copyright © 2004, the Crown in Right of the Governments of Alberta, British Columbia,  
Manitoba, Nunavut, Northwest Territories, Saskatchewan, and Yukon Territory, as represented  
by the Minister of Education, Alberta; the Minister of Education, Skills and Training, British  
Columbia; the Minister of Education, Citizenship and Youth, Manitoba; the Minister of  
Education, Culture and Employment, Northwest Territories; Department of Education, Nunavut;  
the Minister of Education, Saskatchewan; the Minister of Education, Yukon Territory.

## Acknowledgements

*The Common Curriculum Framework for Spanish Language and Culture, Six-Year Junior/Senior High School Program* was developed through the cooperative efforts of Manitoba, Saskatchewan, and Alberta under the Western and Northern Canadian Protocol for Collaboration in Basic Education. These jurisdictions acknowledge the following contributors:

### Members of the Spanish Language and Culture Development Teams

#### Alberta

Aline deBourcier                      Consultant for International Languages, Edmonton Public Schools  
John Sokolowski                      Program Manager, Alberta Learning

#### Manitoba

Liliana Ardiles                      Teacher, Collège Louis-Riel, Division Scolaire Franco-Manitobaine  
Gorette Bento                      Teacher, Silver Heights Collegiate, St. James-Assiniboia School Division  
Tess Cordeiro                      Teacher, Oak Park High School, Pembina Trails School Division  
Felipe Flores                      Professor, Department of French, Spanish and Italian, University of Manitoba  
Mandy Freynet                      Teacher, Collège Jeanne-Sauvé, Louis Riel School Division  
Ani Granson                      Web Technologies Consultant, Manitoba Education, Citizenship and Youth  
Rossana McCormack                      Instructor/Teacher, The Collegiate at the University of Winnipeg  
Mara Reich                      Instructor, Collège universitaire de Saint-Boniface  
Antonio Tavares                      Multicultural Education Consultant, Manitoba Education, Citizenship and Youth  
Diana Zozman                      Languages other than English Consultant, River East-Transcona School Division

#### Saskatchewan

Dr. Joan Boyer                      Second Languages Consultant, Saskatchewan Learning

#### Manitoba Education, Citizenship and Youth Staff

Lynn Harrison                      Desktop Publisher, Production Support Unit  
Grant Moore                      Publications Editor, Production Support Unit  
Marjorie Poor                      Publications Editor

# Contents

<b>Introduction</b>	<i>1</i>
<b>General Outcomes</b>	<i>11</i>
Applications	<i>14</i>
Language Competence	<i>24</i>
Global Citizenship	<i>42</i>
Strategies	<i>52</i>
<b>Appendix A: Sample List of Text Forms</b>	<i>65</i>
<b>Appendix B: Glossary</b>	<i>69</i>
<b>References</b>	<i>77</i>

***SPANISH LANGUAGE AND CULTURE  
SIX-YEAR JUNIOR/SENIOR 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, Six-Year High School Program* follows from earlier initiatives to develop common curriculum frameworks for international languages. Thus, this *Framework* was based on three documents:

- *Common Curriculum Framework for International Languages Kindergarten to Grade 12 (June 2000)*, WCP
- *Program of Studies: Spanish Language and Culture Grade 7 to Grade 9*, Alberta Learning, 2001
- *Program of Studies: Spanish Language and Culture 10-20-30*, Alberta Learning, 2002

*The Common Curriculum Framework for Spanish Language and Culture, Six-Year Junior/Senior 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 six-year program at Grade 7 and continuing until Grade 12. *A Framework for Spanish Language and Culture, Four-Year 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

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, Six-Year Junior/Senior High School Program* is intended for students who are beginning their study of Spanish language and culture in junior high school.

---

\* See Appendix B for definitions of terms.



## Assumptions

The following statements are assumptions that have guided the development of *The Common Curriculum Framework for Spanish Language and Culture, Six-Year Junior/Senior 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

---

\* See Appendix B for definitions of terms.

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.

---

\* See Appendix B for definitions of terms.

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.

---

\* See Appendix B for definitions of terms.

## The Conceptual Model

The aim of *The Common Curriculum Framework for Spanish Language and Culture, Six-Year Junior/Senior 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 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	Year 3
People around me <ul style="list-style-type: none"> <li>• greetings</li> <li>• personal information</li> <li>• family</li> <li>• people and their characteristics</li> <li>• the human body</li> <li>• clothing</li> </ul> Activities (daily, favourite, student, leisure) <ul style="list-style-type: none"> <li>• celebrations—personal</li> </ul> School <ul style="list-style-type: none"> <li>• in the classroom</li> <li>• time and calendar</li> <li>• weather</li> </ul> Introduction to the Spanish-speaking world (geography)	Introduction to fashion (shopping) Activities <ul style="list-style-type: none"> <li>• in the home</li> <li>• in the community—places and transportation</li> </ul> Foods and cuisine <ul style="list-style-type: none"> <li>• restaurants</li> <li>• market</li> </ul> Sports and exercise Friendship Introduction to cultural diversity in the Spanish-speaking world	Travel <ul style="list-style-type: none"> <li>• vacations</li> <li>• directions</li> </ul> Social life Health and safety <ul style="list-style-type: none"> <li>• physical states</li> <li>• visits to the doctor</li> </ul> Occupations and professions

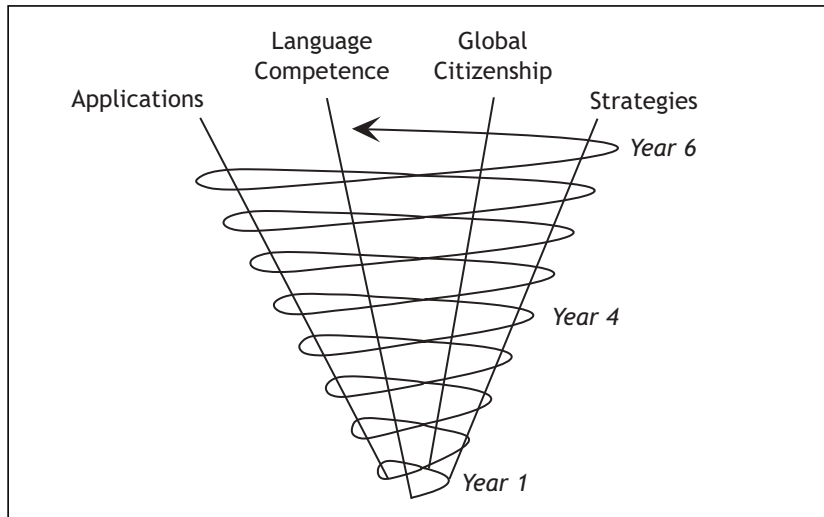
Year 4	Year 5	Year 6
Arts and entertainment—music Relationships—friends, clubs, activities, sports, hobbies Celebrations—cultural Fashions and fads Driving Folk tales/fables Daily routines	Fine arts Legends and myths Communications, technology, and media <ul style="list-style-type: none"> <li>• power and impact of media and advertising</li> </ul> Travel World/current events <ul style="list-style-type: none"> <li>• differences in media coverage of events in different nations</li> </ul>	Literature <ul style="list-style-type: none"> <li>• poetry</li> <li>• contemporary Spanish writers</li> </ul> Future plans Careers Studying/living abroad <ul style="list-style-type: none"> <li>• accommodations—looking for an apartment</li> </ul> History Current issues Globalization/globalism

### A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of 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,<sup>1</sup> 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

<sup>1</sup>For a sample list of text forms, see Appendix A at the end of this program of studies.

slightly higher level of proficiency each time. Learning is extended, reinforced, and broadened with each successive cycle.



## 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, Six-Year Junior/Senior 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  
SIX-YEAR JUNIOR/SENIOR 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:

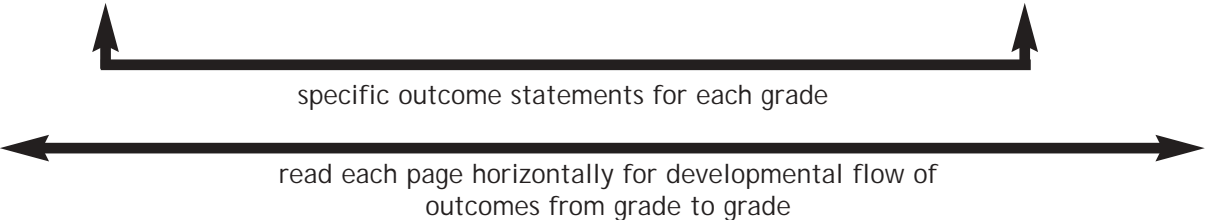
- language learning strategies
- language use strategies
- general learning strategies

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.

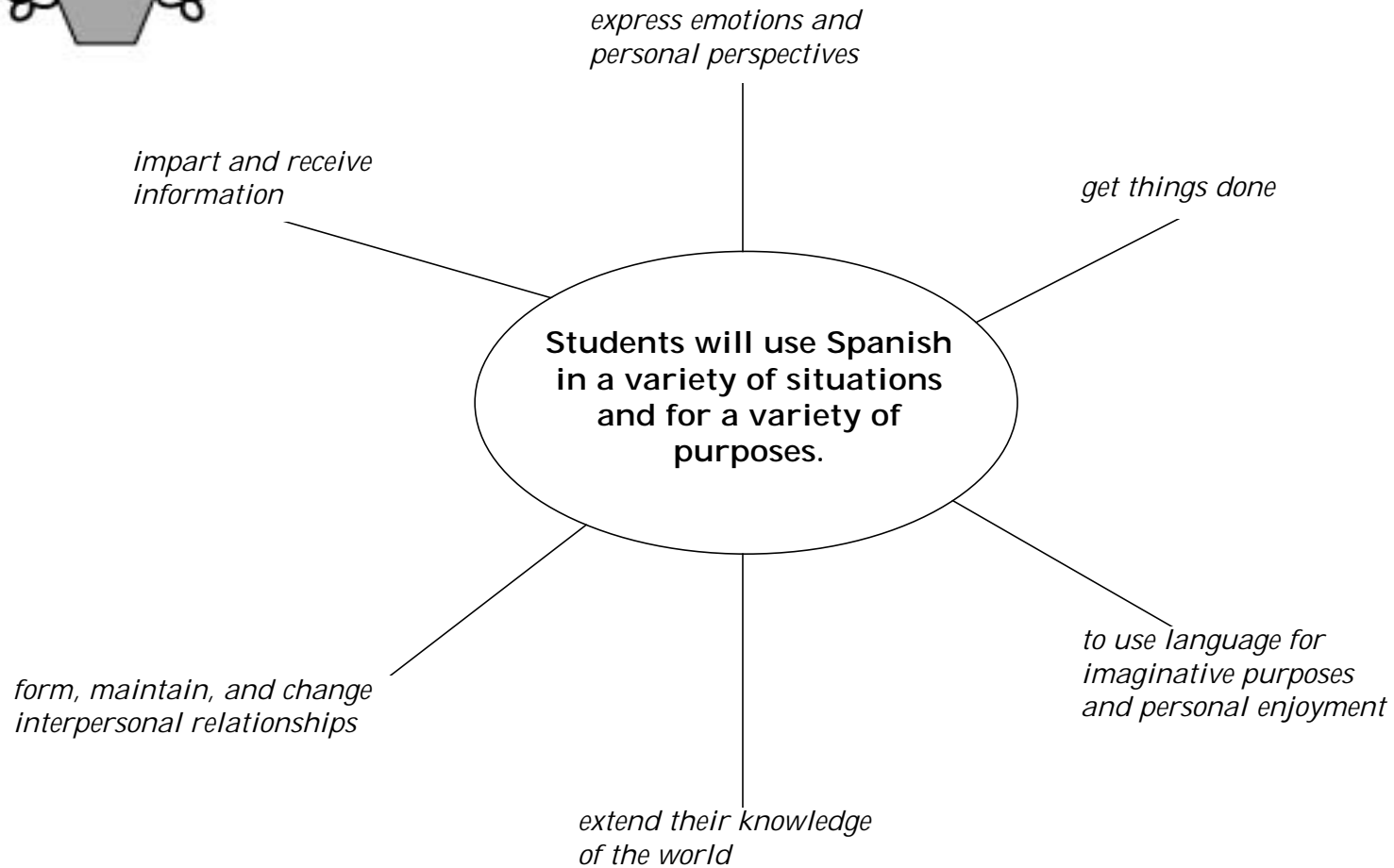
	YEAR 1	YEAR 2	YEAR 3
<p>cluster heading for specific outcomes</p> <p>strand heading for specific outcomes</p>	<p><b>to impart and receive information (1.1)</b></p>		
	<p><b>Share Factual Information (1.1.1)</b></p> <ul style="list-style-type: none"> <li>share basic information (e.g., their name)</li> <li>identify concrete people, places, things</li> </ul>	<p><b>Share Factual Information (1.1.1)</b></p> <ul style="list-style-type: none"> <li>ask for and provide information</li> <li>respond to simple, predictable questions</li> <li>describe people, places, things</li> </ul>	<p><b>Share Factual Information (1.1.1)</b></p> <ul style="list-style-type: none"> <li>ask for and provide information on a range of familiar topics</li> <li>describe people, places, things, and series or sequences of events or actions</li> </ul>
	<p><b>to express emotions and personal perspectives (1.2)</b></p>		
	<p><b>Share Ideas, Thoughts, Opinions, Preferences (1.2.1)</b></p> <ul style="list-style-type: none"> <li>express simple preferences (e.g., <i>Me gusta la clase de español. No me gusta la clase de matemáticas</i>)</li> <li>express a personal response (e.g., respond to a song or story)</li> </ul> <p><b>Share Emotions, Feelings (1.2.2)</b></p> <ul style="list-style-type: none"> <li>respond to and express emotions and feelings (e.g., pleasure, happiness, <i>estar</i> + adjective)</li> </ul>	<p><b>Share Ideas, Thoughts, Opinions, Preferences (1.2.1)</b></p> <ul style="list-style-type: none"> <li>identify favourite people, places, or things</li> <li>express a personal response to a variety of situations</li> </ul> <p><b>Share Emotions, Feelings (1.2.2)</b></p> <ul style="list-style-type: none"> <li>identify, express, and respond to a variety of emotions and feelings (e.g., love, sadness, surprise, fear)</li> </ul>	<p><b>Share Ideas, Thoughts, Opinions, Preferences (1.2.1)</b></p> <ul style="list-style-type: none"> <li>inquire about and express likes and dislikes (e.g., <i>prefiero leche</i>)</li> <li>record and share thoughts and ideas with others (e.g., keep a journal of ideas for stories)</li> </ul> <p><b>Share Emotions, Feelings (1.2.2)</b></p> <ul style="list-style-type: none"> <li>inquire about and express emotions and feelings (e.g., <i>no me siento bien</i>)</li> <li>record and share personal experiences involving an emotion or feeling (e.g., happiness, anger, embarrassment)</li> </ul>
	<p><b>to get things done (1.3)</b></p>		
	<p><b>Guide Actions of Others (1.3.1)</b></p> <ul style="list-style-type: none"> <li>indicate basic needs and wants</li> <li>give and respond to simple oral instructions or commands (e.g., <i>¿Tienes un lápiz?</i>)</li> <li>ask for permission</li> </ul>	<p><b>Guide Actions of Others (1.3.1)</b></p> <ul style="list-style-type: none"> <li>suggest a course of action, and respond to a suggestion</li> <li>make and respond to a variety of simple requests</li> <li>seek, grant, or withhold permission</li> </ul>	<p><b>Guide Actions of Others (1.3.1)</b></p> <ul style="list-style-type: none"> <li>relay simple messages</li> <li>encourage or discourage others from a course of action</li> <li>give and follow a simple sequence of instructions</li> </ul>







# Applications



## Introduction

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Spanish language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence<sup>1</sup>, 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 that 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, such as sharing 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 Spanish language skills 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 learning outcomes.

---

<sup>1</sup> 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**.

**YEAR 1**

**YEAR 2**

**YEAR 3**

**to impart and receive information (1.1)**

**Share Factual Information (1.1.1)**

- share basic information (e.g., their name)
- identify concrete people, places, things

**Share Factual Information (1.1.1)**

- ask for and provide information
- respond to simple, predictable questions
- describe people, places, things

**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 simple preferences (e.g., *Me gusta la clase de español. No me gusta la clase de matemáticas*)
- express a personal response (e.g., respond to a song or story)

**Share Ideas, Thoughts, Opinions, Preferences (1.2.1)**

- identify favourite people, places, or things
- express a personal response to a variety of situations

**Share Ideas, Thoughts, Opinions, Preferences (1.2.1)**

- inquire about and express likes and dislikes (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 (e.g., pleasure, happiness, *estar* + adjective)

**Share Emotions, Feelings (1.2.2)**

- identify, express, and respond to a variety of emotions and feelings (e.g., love, sadness, surprise, fear)

**Share Emotions, Feelings (1.2.2)**

- inquire about and express emotions and feelings (e.g., *no me siento bien*)
- 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
- give and respond to simple oral instructions or commands (e.g., *¿Tienes un lápiz?*)
- ask for permission

**Guide Actions of Others (1.3.1)**

- suggest a course of action, and respond to a suggestion
- make and respond to a variety of simple requests
- seek, grant, or withhold permission

**Guide Actions of Others (1.3.1)**

- relay simple messages
- encourage or discourage others from a course of action
- give and follow a simple sequence of instructions



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

**YEAR 4**

**YEAR 5**

**YEAR 6**

**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, examples

***Share Factual Information (1.1.1)***

- share facts about events that took place in the past or that may take place in the future

***Share Factual Information (1.1.1)***

- share detailed information on a specific topic (e.g., a report or biography)

**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, satisfaction and dissatisfaction, interest and lack of interest

***Share Ideas, Thoughts, Opinions, Preferences (1.2.1)***

- inquire about and express probability and certainty

***Share Ideas, Thoughts, Opinions, Preferences (1.2.1)***

- express opinions
- support their own opinions

***Share Emotions, Feelings (1.2.2)***

- inquire about and express emotions and feelings in a variety of familiar contexts
- compare the expression of emotions and feelings in a variety of informal situations

***Share Emotions, Feelings (1.2.2)***

- express emotions and feelings in formal situations (e.g., make a complaint in a store, restaurant)

***Share Emotions, Feelings (1.2.2)***

- compare the expression of emotions and feelings in formal and informal 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

***Guide Actions of Others (1.3.1)***

- make and respond to suggestions or requests in formal situations (e.g., in a public library, post office, travel agency)

***Guide Actions of Others (1.3.1)***

- lodge a complaint
- persuade others to take a course of action



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

**YEAR 1**

**YEAR 2**

**YEAR 3**

**to get things done (1.3) (continued)**

***State Personal Actions (1.3.2)***

- respond to offers, invitations, and instructions
- ask or offer to do something

***State Personal Actions (1.3.2)***

- indicate choice from among several options
- express a wish or a desire to do something

***State Personal Actions (1.3.2)***

- 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*)

***Manage Group Actions (1.3.3)***

- manage turn-taking
- encourage other group members to act appropriately

***Manage Group Actions (1.3.3)***

- ask for help or clarification of what is being said or done in the group
- suggest, initiate, or direct action in group activities

***Manage Group Actions (1.3.3)***

- 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)
- ask simple questions

***Discover and Explore (1.4.1)***

- investigate the immediate environment
- make and talk about personal observations

***Discover and Explore (1.4.1)***

- explore alternative 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

***Gather and Organize Information (1.4.2)***

- sequence items in different ways
- record and share personal knowledge of a topic

***Gather and Organize Information (1.4.2)***

- compare and contrast items in simple ways
- compose questions to guide research
- identify sources of information
- record observations

\* See Appendix B for definitions of terms.



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

**YEAR 4**

**YEAR 5**

**YEAR 6**

**to get things done (1.3) (continued)**

***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)***

- accept or decline an offer or invitation with explanations

***State Personal Actions (1.3.2)***

- express possibility in relation to their own actions and plans

***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

***Manage Group Actions (1.3.3)***

- take on a leadership role in small group projects

**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 and express the meaning of what they are doing (e.g., what they will learn from a particular activity)

***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 (e.g., print, human, multimedia)
- organize and manipulate information (e.g., transform information from texts into other forms, such as tables, diagrams, story maps)

***Gather and Organize Information (1.4.2)***

- gather information, using a prepared format (e.g., interview people, using prepared questions)

***Gather and Organize Information (1.4.2)***

- identify key ideas, summarize, and paraphrase



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

**YEAR 1**

**YEAR 2**

**YEAR 3**

**to extend their knowledge of the world (1.4) (continued)**

***Solve Problems (1.4.3)***

- experience problem-solving situations in the classroom (e.g., in stories)

***Solve Problems (1.4.3)***

- choose between alternative solutions
- define a problem, and search for 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

***Explore Opinions and Values (1.4.4)***

- make connections between behaviour and values (e.g., in texts or role play)
- recognize differences of opinion

***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

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

***Humour/Fun (1.5.1)***

- identify words or situations that are personally humorous

***Humour/Fun (1.5.1)***

- manipulate words or phrases to express humour

***Humour/Fun (1.5.1)***

- use the language for fun and to interpret humour (e.g., play a variety of sports and games, both indoors and out)

***Creative/Aesthetic Purposes (1.5.2)***

- participate in creative and aesthetic language activities

***Creative/Aesthetic Purposes (1.5.2)***

- use the language creatively (e.g., create a picture story with captions)

***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 a favourite song in Spanish)

***Personal Enjoyment (1.5.3)***

- use the language for personal enjoyment (e.g., make a collection of pictures or artifacts related to the target culture)

***Personal Enjoyment (1.5.3)***

- use the language for personal enjoyment (e.g., listen to favourite songs in the target language, view a music video, view a sports telecast in Spanish)



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

**YEAR 4**

**YEAR 5**

**YEAR 6**

**to extend their knowledge of the world (1.4) (continued)**

***Solve Problems (1.4.3)***

- describe and analyze a problem, then propose solutions
- 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

***Solve Problems (1.4.3)***

- use information collected from various sources to solve problems

***Explore Opinions and Values (1.4.4)***

- distinguish fact from opinion

***Solve Problems (1.4.3)***

- apply problem-solving skills to the resolution of a real-life problem

***Explore Opinions and Values (1.4.4)***

- understand the concept of stereotype, and recognize stereotyping in a variety of situations

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

***Humour/Fun (1.5.1)***

- participate in class excursions, field trips, or twinning projects
- interpret songs and stories

***Creative/Aesthetic Purposes (1.5.2)***

- use the language creatively and for aesthetic purposes (e.g., experiment with the sounds and rhythms of the language)

***Personal Enjoyment (1.5.3)***

- use the language for personal enjoyment (e.g., find a personal pen pal and exchange letters)

***Humour/Fun (1.5.1)***

- use the language for fun and to interpret and express humour (e.g., learn and perform songs, dances, short plays)

***Creative/Aesthetic Purposes (1.5.2)***

- use the language creatively and for aesthetic purposes (e.g., create a multimedia presentation on a familiar topic)

***Personal Enjoyment (1.5.3)***

- use the language for personal enjoyment (e.g., use the Internet to explore the culture being studied)

***Humour/Fun (1.5.1)***

- use language for fun and to interpret and express humour (e.g., humorous or editorial cartoons, stories, poems)

***Creative/Aesthetic Purposes (1.5.2)***

- use the language creatively and for aesthetic purposes (e.g., write new words to a known melody or create a rap)

***Personal Enjoyment (1.5.3)***

- use the language for personal enjoyment (e.g., keep a personal journal)





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

**YEAR 1**

**YEAR 2**

**YEAR 3**

**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

***Manage Personal Relationships (1.6.1)***

- initiate relationships (e.g., invite others to play)
- apologize and refuse politely

***Manage Personal Relationships (1.6.1)***

- talk about themselves, and respond to the talk of others by showing attention or 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 4**

**YEAR 5**

**YEAR 6**

**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)

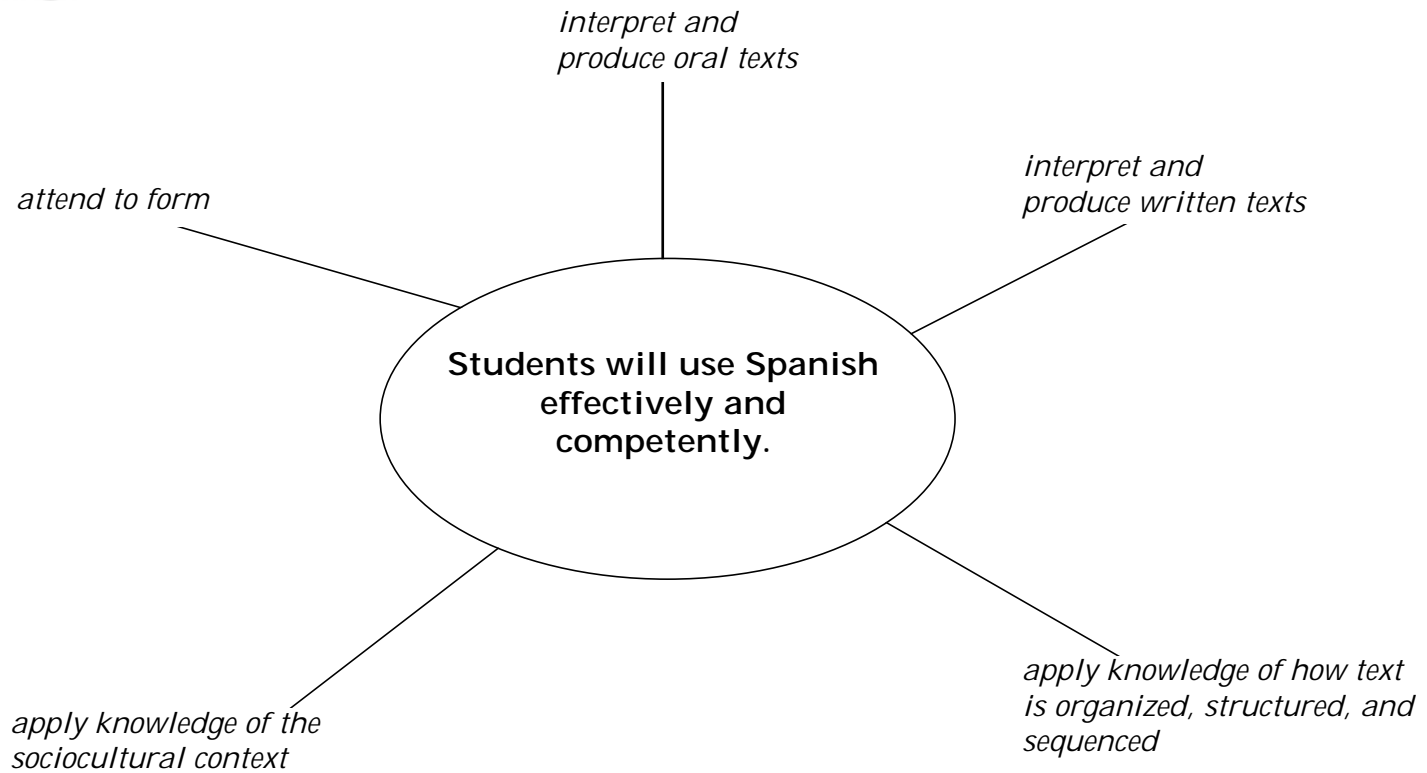
***Manage Personal Relationships (1.6.1)***

- give and respond to compliments, and explain actions

***Manage Personal Relationships (1.6.1)***

- offer and respond to congratulations, and express sympathy or regret

# Language Competence



## 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 gaining knowledge of the Spanish language and using that knowledge to interpret and produce meaningful texts appropriate to a situation. 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 four 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 learning activities that focus on meaningful uses of the Spanish language and on **language in context**. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task will be taught, practised, and assessed as students are involved in various aspects of the task itself, **not in isolation**.

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



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

YEAR 1

YEAR 2

YEAR 3

attend to form (2.1)

***Phonology (2.1.1)***

- pronounce some common words and phrases comprehensibly
- use intonation to express meaning
- recognize that stress is important for meaning

***Orthography (2.1.2)***

- recognize and name the Spanish letters of the alphabet or characters
- apply basic punctuation

***Phonology (2.1.1)***

- distinguish particular sounds of the language
- use comprehensible pronunciation, stress, and intonation when producing familiar words or phrases

***Orthography (2.1.2)***

- write familiar words, phrases, and sentences
- recognize and use some basic mechanical conventions (e.g., capitalization, punctuation)

***Phonology (2.1.1)***

- recognize some critical sound distinctions that are important for meaning (e.g., minimal pairs [e.g., *pero/perro, papa/papá, mina/miña*])
- recognize some of the effects that intonation and stress have in different situations
- approximate the pronunciation of unfamiliar words

***Orthography (2.1.2)***

- recognize and use some basic spelling patterns



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

**YEAR 4**

**YEAR 5**

**YEAR 6**

**attend to form (2.1)**

***Phonology (2.1.1)***

- identify and reproduce some critical sound distinctions that are important for meaning

***Phonology (2.1.1)***

- use intonation, stress, and rhythm appropriately in familiar situations

***Phonology (2.1.1)***

- speak clearly and intelligibly in a variety of situations

***Orthography (2.1.2)***

- apply some common spelling rules
- consistently use basic spelling patterns in writing familiar words and phrases

***Orthography (2.1.2)***

- use basic mechanical conventions (e.g., capitalization, punctuation)
- use basic spelling patterns in writing unfamiliar words and phrases

***Orthography (2.1.2)***

- recognize and correctly spell familiar words (e.g., sight words)
- apply basic spelling rules consistently and use mechanical conventions with reasonable accuracy



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

**YEAR 1**

**YEAR 2**

**YEAR 3**

**attend to form (2.1) (continued)**

***Lexicon (2.1.3)***

- use a repertoire of words and phrases in familiar contexts that meet the needs and interests of students, particularly within the following areas of experience:
  - people around me
    - ✓ greetings
    - ✓ personal information
    - ✓ family
    - ✓ people and their characteristics
    - ✓ the human body
    - ✓ clothing
  - activities
    - ✓ daily
    - ✓ favourite
    - ✓ student
    - ✓ leisure
    - ✓ celebrations—personal
  - school
    - ✓ in the classroom
    - ✓ time and calendar
    - ✓ weather
  - introduction to the Spanish-speaking world (geography)

***Lexicon (2.1.3)***

- use a repertoire of words and phrases in familiar contexts that meet the needs and interests of students, particularly within the following areas of experience:
  - introduction to fashion (shopping)
  - activities
    - ✓ in the home
    - ✓ in the community—places and transportation
  - foods and cuisine
    - ✓ restaurants
    - ✓ market
  - sports and exercise
  - friendship
  - introduction to cultural diversity in the Spanish-speaking world

***Lexicon (2.1.3)***

- use a repertoire of words and phrases in familiar contexts that meet the needs and interests of students, particularly within the following areas of experience:
  - travel
    - ✓ vacations
    - ✓ directions
  - social life
  - health and safety
    - ✓ physical states
    - ✓ visits to the doctor
  - occupations and professions
- experiment and use a variety of words and expressions in familiar contexts



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

**YEAR 4**

**YEAR 5**

**YEAR 6**

**attend to form (2.1) (continued)**

***Lexicon (2.1.3)***

- use a repertoire of words and phrases in familiar contexts that meet the needs and interests of students, particularly within the following areas of experience:
  - arts and entertainment
    - ✓ music
  - relationships
    - ✓ friends
    - ✓ clubs
    - ✓ activities
    - ✓ sports
    - ✓ hobbies
  - celebrations
    - ✓ cultural
  - fashions and fads
  - driving
  - folk tales/legends
  - daily routines
- 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 repertoire of words and phrases in familiar contexts that meet the needs and interests of students, particularly within the following areas of experience:
  - fine arts
  - legends and myths
  - communications technology and media
    - ✓ power and impact of media and advertising
  - travel
  - world/current events
    - ✓ differences in media coverage of events in different nations
- use a small range of vocabulary to convey shades of meaning

***Lexicon (2.1.3)***

- use a repertoire of words and phrases in familiar contexts that meet the needs and interests of students, particularly within the following areas of experience:
  - literature
    - ✓ poetry
    - ✓ contemporary Spanish writers
  - future plans
  - careers
  - studying/living abroad
    - ✓ accommodations—looking for an apartment
  - history
  - current issues
  - globalization/globalism
- select vocabulary and expressions from within their repertoire to fulfill a variety of purposes in a variety of contexts





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

YEAR 1

YEAR 2

YEAR 3

attend to form (2.1) (continued)

**Grammatical Elements (2.1.4)**

- use, in **modelled\*** situations, the following grammatical elements:
  - *me/te/le gusta/n*
  - commonly used verbs: *ir, querer*
  - regular *ir* and *er* verbs in the present tense
  - *tener que* + infinitive
  - *ir + a* + infinitive
  - definite and indefinite articles: *el, la, lo, las, los, un, una, unas, unos*
  - possessive adjectives: *mi, tu, su, mis, tus, sus*
  - demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as*

**Grammatical Elements (2.1.4)**

- use, in **modelled\*** situations, the following grammatical elements:
  - *nos/les (os) gusta/an*
  - *caer bien/mal*
  - possessive adjectives and pronouns: *nuestro/a/os/as, vuestro/a/os/as*
  - irregular verbs: *poder, conocer, saber, venir, salir, decir, hacer, preferir*
  - commands—regular verbs (*tú* form)
  - commands for commonly used verbs (*usted, ustedes*)
  - present progressive (*estar* + gerund)

**Grammatical Elements (2.1.4)**

- use, in **modelled\*** situations, the following grammatical elements:
  - commands—negative forms
  - commands—irregular verbs (*tú* form)
  - stem-changing verbs in the present tense
  - irregular verbs: *dar, poner, traer*
  - preterite tense (regular verbs)
  - perfect tense
  - direct object pronouns
  - reflexive verbs

**\*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



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

YEAR 4

YEAR 5

YEAR 6

attend to form (2.1) (continued)

**Grammatical Elements (2.1.4)**

- use, in **modelled\*** situations, the following grammatical elements:
  - possessive pronouns: *mío, tuyo, suyo, míos, tuyos, suyos*
  - indirect object pronouns
  - double object pronouns
  - impersonal verb form with *se*
  - preterite tense (irregular verbs)
  - preterite tense vs. imperfect tense
  - comparative, superlative, and diminutive

**Grammatical Elements (2.1.4)**

- use, in **modelled\*** situations, the following grammatical elements:
  - future tense
  - conditional mood
  - subjunctive mood
  - present subjunctive:
    - ✓ to express wishes and hope: *Ojalá que ..., quiero que*
    - ✓ to express emotion: *alegrarse, sentir ...*
    - ✓ to express persuasion: *aconsejar, decir, desear, pedir*
    - ✓ after impersonal expressions: *es una lástima que ..., es necesario que ...*
    - ✓ after *cuando* and *aunque*
    - ✓ to express doubt
  - gerund with imperfect of *estar*
  - impersonal verb form with *se*

**Grammatical Elements (2.1.4)**

- use, in **modelled\*** situations, the following grammatical elements:
  - pluperfect tense
  - passive voice
  - indicative or subjunctive with relative pronouns, for example:
    - ✓ *Conozco a alguien que habla español.*
    - ✓ *Busca a alguien que hable español.*
  - imperfect subjunctive + conditional (*si* clauses)

**\*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



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

### YEAR 1

### YEAR 2

### YEAR 3

#### attend to form (2.1) (continued)

##### *Grammatical Elements (2.1.4) (continued)*

- use, in **structured\*** situations, the following grammatical elements:
  - subject pronouns: *yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes*
  - affirmative/negative/ interrogative sentences in the present tense
  - regular *-ar* verbs in the present tense
  - gender and number of nouns, adjectives
  - commonly used verbs: *ser, estar, tener*

##### *Grammatical Elements (2.1.4) (continued)*

- use, in **structured\*** situations, the following grammatical elements:
  - *me/te/le gusta/an*
  - commonly used verbs: *ir, querer*
  - regular *ir* and *er* verbs in the present tense
  - *tener que* + infinitive
  - *ir + a* + infinitive
  - definite and indefinite articles: *el, la, lo, las, los, un, una, unas, unos*
  - possessive adjectives: *mi, tu, su, mis, tus, sus*
  - 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:
  - *nos/les (os) gusta/an*
  - *caer bien/mal*
  - possessive adjectives and pronouns: *nuestro/a/os/as, vuestro/a/os/as*
  - irregular verbs: *poder, conocer, saber, venir, salir, decir, hacer, preferir*
  - commands—regular verbs (*tú* form)
  - commands for commonly used verbs (*usted, ustedes*)
  - present progressive (*estar* + gerund)
  - demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as*

**\*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.



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

### YEAR 4

### YEAR 5

### YEAR 6

#### attend to form (2.1) (continued)

##### *Grammatical Elements (2.1.4)* *(continued)*

- use, in **structured\*** situations, the following grammatical elements:
  - commands—negative forms
  - commands—irregular verbs (*tú* form)
  - stem-changing verbs in the present tense
  - irregular verbs: *dar, poner, traer*
  - preterite tense (regular verbs)
  - perfect tense
  - direct object pronouns
  - reflexive verbs

##### *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
  - double object pronouns
  - preterite tense (irregular verbs)
  - imperfect tense
  - preterite tense vs. imperfect tense
  - comparative, superlative, and diminutive

##### *Grammatical Elements (2.1.4)* *(continued)*

- use, in **structured\*** situations, the following grammatical elements:
  - future tense
  - conditional mood
  - subjunctive mood
  - present subjunctive
    - ✓ to express wishes and hope: *Ojalá que ..., quiero que*
    - ✓ to express emotion: *alegrarse, sentir ...*
    - ✓ to express persuasion: *aconsejar, decir, desear, pedir*
    - ✓ after impersonal expressions: *es una lástima que ..., es necesario que ...*
    - ✓ to express doubt
    - ✓ after *cuando* and *aunque*
  - impersonal verb form with *se*

**\*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.



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

YEAR 1

YEAR 2

YEAR 3

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*
  - affirmative/negative/ interrogative sentences in the present tense
  - regular *-ar* verbs in the present tense
  - gender and number of nouns, adjectives
  - commonly used verbs: *ser, estar, tener*

**Grammatical Elements (2.1.4)  
(continued)**

- use, in **independent situations\***, the following grammatical elements:
  - *me/te/le-gusta/an*
  - commonly used verbs: *ir, querer*
  - regular *ir* and *er* verbs in the present tense
  - *tener que* + infinitive
  - *ir + a* + infinitive
  - definite and indefinite articles: *el, la, lo, las, los, un, una, unas, unos*
  - possessive adjectives: *mi, tu, su, mis, tus, sus*

**\*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**.

YEAR 4

YEAR 5

YEAR 6

attend to form (2.1) (continued)

**Grammatical Elements (2.1.4)**  
*(continued)*

- use, in **independent situations\***, the following grammatical elements:
  - *nos/les (os), gusta/gustan*
  - possessive adjectives and pronouns: *nuestro/a/os/as, vuestro/a/os/as*
  - irregular verbs: *poder, conocer, saber, venir, salir, decir, hacer, preferir*
  - commands—regular verbs (*tú* form)
  - commands for commonly used verbs (e.g., *usted, ustedes*)
  - present progressive (*estar* + gerund)

**Grammatical Elements (2.1.4)**  
*(continued)*

- use, in **independent situations\***, the following grammatical elements:
  - commands—negative forms
  - commands—irregular verbs (*tú* form)
  - stem-changing verbs in the present tense
  - irregular verbs: *dar, poner, traer*
  - preterite tense (regular verbs)
  - perfect tense
  - direct object pronouns
  - reflexive verbs

**Grammatical Elements (2.1.4)**  
*(continued)*

- use, in **independent situations\***, the following grammatical elements:
  - possessive pronouns: *mío, tuyo, suyo, míos, tuyos, suyos*
  - indirect object pronouns
  - double object pronouns
  - preterite tense (irregular verbs)
  - imperfect tense
  - preterite tense vs. imperfect tense
  - comparative, superlative, and diminutive

**\*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.

### YEAR 1

### YEAR 2

### YEAR 3

#### interpret and produce oral texts (2.2)

##### *Aural Interpretation (2.2.1)*

- understand simple sentences in **guided\*** situations

##### *Aural Interpretation (2.2.1)*

- understand short, simple texts 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 simple sentences 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 simple sentences

##### *Interactive Fluency (2.2.3)*

- engage in simple interactions

#### interpret and produce written texts (2.3)

##### *Written Interpretation (2.3.1)*

- understand simple sentences in **guided** situations

##### *Written Interpretation (2.3.1)*

- understand short, simple texts in **guided** situations

##### *Written Interpretation (2.3.1)*

- understand short, simple texts in **guided** and **unguided** situations

##### *Written Production (2.3.2)*

- produce simple words and phrases in **guided** situations

##### *Written Production (2.3.2)*

- produce 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 visuals and other forms of non-verbal communication 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**.

**YEAR 4**

**YEAR 5**

**YEAR 6**

**interpret and produce oral texts (2.2)**

***Aural Interpretation (2.2.1)***

- understand short texts on unfamiliar topics in **guided\*** situations

***Aural Interpretation (2.2.1)***

- understand a variety of short texts on unfamiliar topics in **guided\*** situations

***Aural Interpretation (2.2.1)***

- understand the main point and some supporting details of lengthy texts on familiar topics in **guided\*** situations

***Oral Production (2.2.2)***

- produce short texts in **guided** and **unguided** situations

***Oral Production (2.2.2)***

- produce a variety of short, simple texts in **guided** and **unguided** situations

***Oral Production (2.2.2)***

- produce short texts on unfamiliar topics in **guided** situations

***Interactive Fluency (2.2.3)***

- manage short interactions with ease, with pauses for planning and repair

***Interactive Fluency (2.2.3)***

- manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

***Interactive Fluency (2.2.3)***

- manage simple, routine interactions without undue difficulty

**interpret and produce written texts (2.3)**

***Written Interpretation (2.3.1)***

- understand short texts on unfamiliar topics in **guided** situations

***Written Interpretation (2.3.1)***

- understand a variety of short texts on unfamiliar topics in **guided** situations

***Written Interpretation (2.3.1)***

- understand the main point and some supporting details of lengthy texts on familiar topics in **guided** situations

***Written Production (2.3.2)***

- produce short, simple texts in **guided** and **unguided** situations

***Written Production (2.3.2)***

- produce a variety of short, simple texts in **guided** and **unguided** situations

***Written Production (2.3.2)***

- produce short texts on unfamiliar topics in **guided** situations

***Visual Interpretation (2.3.3)***

- derive meaning from multiple visual elements in a variety of media in **guided** situations

***Visual Interpretation (2.3.3)***

- derive meaning from multiple visual elements in a variety of media in **guided** and **unguided** situations

***Visual Interpretation (2.3.3)***

- propose several interpretations of the visual elements of a variety of media in **guided** situations

\* See Appendix B for definitions of terms.





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

### YEAR 1

### YEAR 2

### YEAR 3

#### interpret and produce written texts (2.3) (continued)

##### **Representation (2.3.4)**

- use visuals and other forms of non-verbal communication to express meaning in **guided** situations

##### **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
- respond to tone of voice

##### **Register (2.4.1)**

- use simple forms of formal and informal register with guidance (e.g., *usted/tú*)
- recognize that some topics, words, or intonations are inappropriate in certain contexts

##### **Register (2.4.1)**

- experiment with and use formal and informal language in familiar situations

##### **Idiomatic Expressions (2.4.2)**

- imitate age-appropriate idiomatic expressions

##### **Idiomatic Expressions (2.4.2)**

- understand and use a variety of simple idiomatic expressions as set phrases

##### **Idiomatic Expressions (2.4.2)**

- use learned idiomatic expressions in new contexts to enhance communication

##### **Variations in Language (2.4.3)**

- identify variations in language (regional, age-related)
- experience a variety of voices

##### **Variations in Language (2.4.3)**

- identify some major geographical variations in language (e.g., Spain, Latin America)
- acknowledge and accept individual differences in speech

##### **Variations in Language (2.4.3)**

- identify some specific regional variations in language
- experience a variety of accents and variations in speech

##### **Social Conventions (2.4.4)**

- use basic forms of politeness and social conventions (e.g., *por favor, gracias*)

##### **Social Conventions (2.4.4)**

- identify important conventions in various social interactions (e.g., shaking hands, kissing cheeks)

##### **Social Conventions (2.4.4)**

- interpret and use important conventions in various social interactions



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

**YEAR 4**

**YEAR 5**

**YEAR 6**

**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

***Representation (2.3.4)***

- explore a variety of ways that meaning can be expressed through the visual elements of a variety of media in **guided** situations

**apply knowledge of the sociocultural context (2.4)**

***Register (2.4.1)***

- identify socially appropriate language in specific situations
- explore formal and informal uses of language in a variety of contexts

***Register (2.4.1)***

- use suitable, simple formal language in a variety of contexts

***Register (2.4.1)***

- explore the differences in register between spoken and written texts

***Idiomatic Expressions (2.4.2)***

- use learned idiomatic expressions in a variety of contexts

***Idiomatic Expressions (2.4.2)***

- examine the role of idiomatic expressions in culture

***Idiomatic Expressions (2.4.2)***

- identify influences on idiomatic expressions (e.g., region, age, occupation)

***Variations in Language (2.4.3)***

- recognize influences resulting in variations in language (e.g., age, social class, geographical region)

***Variations in Language (2.4.3)***

- experiment with some variations in language

***Variations in Language (2.4.3)***

- experiment with and adapt to some variations in language

***Social Conventions (2.4.4)***

- 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

***Social Conventions (2.4.4)***

- use politeness conventions in a variety of contexts



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

### YEAR 1

### YEAR 2

### YEAR 3

#### apply knowledge of the sociocultural context (2.4) (continued)

##### *Non-Verbal Communication (2.4.5)*

- understand the meaning of and imitate some common non-verbal behaviours used in Spanish-speaking cultures

##### *Non-Verbal Communication (2.4.5)*

- experiment with using some simple non-verbal means of communication (e.g., nodding or shaking the head “no”)
- recognize that some non-verbal behaviours may be inappropriate in certain contexts

##### *Non-Verbal Communication (2.4.5)*

- recognize and use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact, waving)
- recognize and avoid using non-verbal behaviours that are considered impolite

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

##### *Cohesion/Coherence (2.5.1)*

- follow and imitate speech that uses simple link words (e.g., *pero, porque*)

##### *Cohesion/Coherence (2.5.1)*

- sequence elements of a simple story, process, or series of events
- link words or groups of words in simple ways (e.g., using words like *y, e, and despues*)

##### *Cohesion/Coherence (2.5.1)*

- link several sentences coherently (e.g., on a single theme)

##### *Text Forms (2.5.2)*

- recognize a variety of oral and written text forms (e.g., recipes, invitations, messages)
- use some simple text forms in their own productions (e.g., maps, questionnaires)

##### *Text Forms (2.5.2)*

- recognize and use a variety of simple text forms in **guided** situations (e.g., menus, advertisements, sports broadcasts)

##### *Text Forms (2.5.2)*

- recognize and use a variety of text forms, in **guided** and **unguided** situations (e.g., travel brochures, personal letters, multimedia presentations)

##### *Patterns of Social Interaction (2.5.3)*

- respond using very simple social interaction patterns (e.g., question-answer, greeting-response, invitation-accept/decline)

##### *Patterns of Social Interaction (2.5.3)*

- initiate interactions, and respond using simple social interaction patterns (e.g., request-acceptance/nonacceptance)

##### *Patterns of Social Interaction (2.5.3)*

- use simple conventions to open and close conversations and to manage turn-taking
- initiate interactions, and respond using a variety of social interaction patterns (e.g., social invitations, ordering food in restaurant)



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

### YEAR 4

### YEAR 5

### YEAR 6

#### apply knowledge of the sociocultural context (2.4) (continued)

##### *Non-Verbal Communication (2.4.5)*

- interpret and use appropriate non-verbal behaviours in a variety of familiar contexts

##### *Non-Verbal Communication (2.4.5)*

- interpret and use a variety of non-verbal behaviours with guidance

##### *Non-Verbal Communication (2.4.5)*

- interpret and use a variety of non-verbal behaviours in a variety of contexts

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

##### *Cohesion/Coherence (2.5.1)*

- organize texts, using common patterns (e.g., cause and effect, straightforward time sequencing, steps in a procedure)
- interpret simple references within texts (e.g., pronouns, demonstratives)

##### *Cohesion/Coherence (2.5.1)*

- use a variety of conventions to structure texts (e.g., titles, paragraphs, letter forms)
- interpret and use references within texts (e.g., pronouns, demonstratives)

##### *Cohesion/Coherence (2.5.1)*

- use appropriate words or phrases to show relationships in texts (e.g., *por tanto, por lo tanto, ademas, pero, de una manera*)

##### *Text Forms (2.5.2)*

- recognize and use a variety of text forms delivered through a variety of media (e.g., videotaped instructions, reports with visuals)
- analyze and identify the organizational structure of a variety of text forms (e.g., folk tales/fables, newspaper articles, instructions for a game)

##### *Text Forms (2.5.2)*

- use a variety of familiar text forms and media in their own productions (e.g., recipes, comic strips, letters, radio or television reports, articles, tickets, time tables, itinerary)

##### *Text Forms (2.5.2)*

- use a variety of familiar text forms and media in their own productions (e.g., poetry, stories, media articles, websites, reports)

##### *Patterns of Social Interaction (2.5.3)*

- initiate interactions, and respond using a variety of social interaction patterns (e.g., routine telephone calls)

##### *Patterns of Social Interaction (2.5.3)*

- combine simple social interaction patterns to perform transactions and interactions (e.g., invitation-acceptance/refusal with explanation)

##### *Patterns of Social Interaction (2.5.3)*

- combine simple social interaction patterns to perform complex transactions and interactions (e.g., request goods/services)



## 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, by exploring 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 of 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 additional cultures. Rather than simply try to develop a bank of knowledge about 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 Spanish-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

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

\*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.

**YEAR 1**

**YEAR 2**

**YEAR 3**

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

***Access/Analyze Cultural Knowledge (3.1.1)***

- ask questions, using their first language, about elements of Spanish-speaking cultures experienced in class

***Knowledge of Spanish-Speaking Cultures (3.1.2)***

- participate in activities and experiences that reflect elements of Spanish-speaking cultures

***Apply Cultural Knowledge (3.1.3)***

- recognize elements of Spanish-speaking cultures in the local community

***Access/Analyze Cultural Knowledge (3.1.1)***

- make observations of Spanish-speaking cultures (e.g., as it is portrayed in **texts\*** and in the community)
- seek out information about Spanish-speaking cultures from authentic sources (e.g., people)

***Knowledge of Spanish-Speaking Cultures (3.1.2)***

- participate in activities and experiences that reflect elements of Spanish-speaking cultures

***Apply Cultural Knowledge (3.1.3)***

- identify elements of Spanish-speaking cultures in the school and community

***Access/Analyze Cultural Knowledge (3.1.1)***

- compare and make connections between some elements of Spanish-speaking cultures being studied and their own (e.g., geography and climate)

***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 nations
- 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 commonalities and differences between the Spanish-speaking cultures being studied and their own
- apply knowledge of Spanish-speaking cultures to interpret similarities and differences between those cultures and their own (e.g., interpret stories, television, or films; interview a visitor)

\*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.

**YEAR 4**

**YEAR 5**

**YEAR 6**

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

***Access/Analyze Cultural Knowledge (3.1.1)***

- formulate questions about elements of Spanish-speaking cultures (e.g., patterns of behaviour or interaction typical of people their own age)
- use basic research skills to find out about Spanish-speaking cultures

***Knowledge of Spanish-Speaking Cultures (3.1.2)***

- explore and identify some elements of Spanish-speaking cultures (e.g., key historical events and their influence on contemporary ways of life and cultural values)

***Apply Cultural Knowledge (3.1.3)***

- apply knowledge of elements of Spanish-speaking cultures to interpret cultural behaviour that is different from their own
- apply knowledge of elements of Spanish-speaking cultures in interactions with people and texts (e.g., interpret historical references)

***Access/Analyze Cultural Knowledge (3.1.1)***

- make and test hypotheses about Spanish-speaking cultures
- identify and use a variety of sources of information to find out about Spanish-speaking cultures

***Knowledge of Spanish-Speaking Cultures (3.1.2)***

- explore and identify some elements of Spanish-speaking cultures (e.g., cultural values, attitudes, and interests of people their own age from Spanish-speaking cultures)

***Apply Cultural Knowledge (3.1.3)***

- identify different perspectives on Spanish-speaking cultures and speculate on their origins (e.g., stereotypes of Spanish-speaking cultures present in their own community)

***Access/Analyze Cultural Knowledge (3.1.1)***

- organize and represent information about elements of Spanish-speaking cultures in a variety of ways

***Knowledge of Spanish-Speaking Cultures (3.1.2)***

- explore and identify some elements of Spanish-speaking cultures (e.g., major current events as a reflection of contemporary ways of life and cultural values)

***Apply Cultural Knowledge (3.1.3)***

- apply knowledge of elements of Spanish-speaking cultures derived from a variety of sources to interpret behaviours and texts





**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 1**

**YEAR 2**

**YEAR 3**

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

***Diversity of Spanish-Speaking Cultures (3.1.4)***

- experience diverse elements of Spanish-speaking cultures

***Diversity of Spanish-Speaking Cultures (3.1.4)***

- identify some elements that reflect diversity within Spanish-speaking cultures

***Diversity of Spanish-Speaking Cultures (3.1.4)***

- identify commonalities and differences among diverse Spanish-speaking groups
- apply knowledge of Spanish-speaking cultures to interpret similarities and differences among diverse groups

***Value Spanish-Speaking Cultures (3.1.5)***

- participate in cultural activities and experiences

***Value Spanish-Speaking Cultures (3.1.5)***

- participate in cultural activities and experiences

***Value Spanish-Speaking Cultures (3.1.5)***

- identify similarities between themselves and people of Spanish-speaking cultures being studied
- 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)***

- identify similarities between their first language and Spanish (e.g., basic word order)

***Awareness of First Language (3.2.1)***

- identify similarities and differences between their first language and Spanish (e.g., different social conventions, cognates)

***Awareness of First Language (3.2.1)***

- compare oral and written aspects of their first language and Spanish (e.g., grammatical structures)
- identify some words in their first language that have been borrowed from other languages

***General Language Knowledge (3.2.2)***

- identify differences and similarities among writing systems from different languages within their personal experience
- describe ways languages can be taught and learned

***General Language Knowledge (3.2.2)***

- recognize that, within any linguistic group, individuals use language in personal ways
- recognize that in any language there are different words for the same thing

***General Language Knowledge (3.2.2)***

- recognize that languages can be grouped into families based on common origins
- identify how and why languages borrow from one another



**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 4**

**YEAR 5**

**YEAR 6**

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

***Diversity of Spanish-Speaking Cultures (3.1.4)***

- apply knowledge of diverse elements of Spanish-speaking cultures in interactions with people and text (e.g., ethnic or religious minorities)

***Value Spanish-Speaking Cultures (3.1.5)***

- express empathy for those whose cultural behaviour is different from their own
- choose to participate in and contribute to activities and experiences that reflect Spanish-speaking cultures

***Diversity of Spanish-Speaking Cultures (3.1.4)***

- identify different perspectives on diverse elements of Spanish-speaking cultures, and speculate on their origins (e.g., stereotypes within Spanish-speaking cultures)

***Value Spanish-Speaking Cultures (3.1.5)***

- examine their own perception of the language and culture, including stereotypes

***Diversity of Spanish-Speaking Cultures (3.1.4)***

- apply knowledge of diverse elements of Spanish-speaking cultures derived from a variety of sources to interpret behaviours and texts

***Value Spanish-Speaking Cultures (3.1.5)***

- seek out and use opportunities to enter into contact with members of Spanish-speaking cultures (e.g., exchange letters with a pen pal)

**affirm diversity (3.2)**

***Awareness of First Language (3.2.1)***

- identify some regional variations in their first language

***General Language Knowledge (3.2.2)***

- recognize that languages may have regional differences in pronunciation, vocabulary, or structure

***Awareness of First Language (3.2.1)***

- identify aspects of their personal style in both speech and writing

***General Language Knowledge (3.2.2)***

- describe ways languages evolve over time and the reasons for their evolution

***Awareness of First Language (3.2.1)***

- analyze the ways in which their first language and Spanish are similar and ways that they are different

***General Language Knowledge (3.2.2)***

- describe factors that influence the status of languages



**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 1**

**YEAR 2**

**YEAR 3**

**affirm diversity (3.2) (continued)**

***Awareness of Own Culture (3.2.3)***

- explore similarities between their own culture and other cultures

***General Cultural Knowledge (3.2.4)***

- participate in activities and experiences that reflect elements of different cultures (e.g., stories, art forms, crafts)

***Value Diversity (3.2.5)***

- interact with others who are different

***Intercultural Skills (3.2.6)***

- adapt to new situations

***Awareness of Own Culture (3.2.3)***

- recognize similarities between their own culture and other cultures (e.g., celebrations, foods, roles of family members)
- make connections between individuals or situations in texts and their own personal experiences

***General Cultural Knowledge (3.2.4)***

- recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community
- recognize that culture is expressed through a variety of forms

***Value Diversity (3.2.5)***

- engage in activities that reflect other ways of doing things or other perspectives

***Intercultural Skills (3.2.6)***

- listen with attention to the opinions of others
- initiate and maintain new relationships (e.g., make a new classmate feel welcome)

***Awareness of Own Culture (3.2.3)***

- 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 speakers of the same language may come from different cultural backgrounds
- recognize some of the factors that affect the culture of a particular region (e.g., geography, climate)

***Value Diversity (3.2.5)***

- identify the limitations of adopting a single perspective

***Intercultural Skills (3.2.6)***

- reflect on their actions and the consequences of their actions for others
- explore how their perspective is shaped by a variety of factors



**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 4**

**YEAR 5**

**YEAR 6**

**affirm diversity (3.2) (continued)**

***Awareness of Own Culture (3.2.3)***

- identify some influences on the development of their personal identity
- identify shared references and the different connotations attached to them in their own culture and Spanish-speaking cultures

***General Cultural Knowledge (3.2.4)***

- recognize that within any culture there are important differences in the way people speak and behave
- recognize some of the factors that affect the culture of a particular region

***Value Diversity (3.2.5)***

- demonstrate curiosity about other languages and cultures
- recognize and acknowledge different perspectives

***Intercultural Skills (3.2.6)***

- explore representations of their own culture as seen from the outside
- identify and make use of public and private institutions that facilitate contact with other countries and cultures

***Awareness of Own Culture (3.2.3)***

- identify some of the past and present relationships between Spanish-speaking cultures being studied and their own (e.g., immigration, war)

***General Cultural Knowledge (3.2.4)***

- recognize that different cultures may have different interpretations of texts, cultural practices, or products

***Value Diversity (3.2.5)***

- recognize and acknowledge the value of different perspectives

***Intercultural Skills (3.2.6)***

- recognize stereotypical thinking

***Awareness of Own Culture (3.2.3)***

- identify ethnocentric elements in documents from their own culture

***General Cultural Knowledge (3.2.4)***

- describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture

***Value Diversity (3.2.5)***

- seek out opportunities to interact with people from various cultures that have an interest in the Spanish language and/or Spanish-speaking cultures being studied

***Intercultural Skills (3.2.6)***

- use a variety of strategies for dealing with breakdowns in communication and misunderstandings when encountering an unfamiliar culture
- identify ethnocentric perspectives in a document or event, and explain their origins



**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 1**

**YEAR 2**

**YEAR 3**

**explore personal and career opportunities (3.3)**

***Spanish Language and Spanish-Speaking Cultures (3.3.1)***

- suggest some reasons for learning Spanish

***Spanish Language and Spanish-Speaking Cultures (3.3.1)***

- suggest some reasons for learning Spanish
- identify some personal uses they have made of their knowledge of Spanish and Spanish-speaking cultures

***Spanish Language and Spanish-Speaking Cultures (3.3.1)***

- identify some careers for which knowledge of Spanish is useful
- identify some places that they could visit where Spanish is spoken

***Cultural and Linguistic Diversity (3.3.2)***

- suggest some reasons for learning an additional language
- suggest some reasons for participating in activities and experiences that reflect elements of different cultures

***Cultural and Linguistic Diversity (3.3.2)***

- suggest some reasons for participating in activities and experiences that reflect elements of different cultures
- identify some personal uses they have made of their knowledge of different languages and cultures

***Cultural and Linguistic Diversity (3.3.2)***

- identify some careers for which knowledge of different languages and cultures is useful
- 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.

**YEAR 4**

**YEAR 5**

**YEAR 6**

**explore personal and career opportunities (3.3)**

***Spanish Language and Spanish-Speaking Cultures (3.3.1)***

- identify aspects of the history, literature, arts, and crafts of Spanish-speaking cultures that are of personal interest
- identify some careers that require or would value a knowledge of Spanish and Spanish-speaking cultures

***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 that use knowledge of international languages and cultures, and intercultural skills

***Spanish Language and Spanish-Speaking Cultures (3.3.1)***

- explore personal reasons for learning Spanish

***Cultural and Linguistic Diversity (3.3.2)***

- explore personal reasons for learning additional languages and experiencing other cultures

***Spanish Language and Spanish-Speaking Cultures (3.3.1)***

- explore opportunities for further education related to Spanish and Spanish-speaking cultures

***Cultural and Linguistic Diversity (3.3.2)***

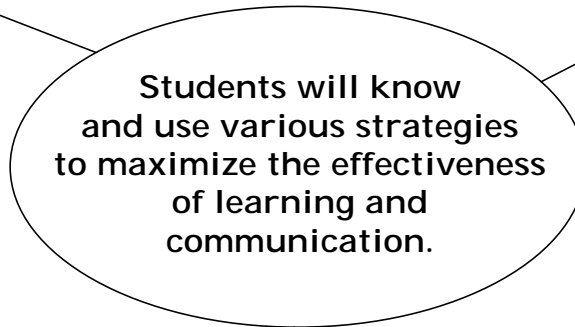
- explore opportunities for further education related to languages and cultures

# Strategies



*language learning strategies*

*language use strategies*



*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. The outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the outcomes deal only with the **conscious use** of strategies.

The strategies 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 at a particular grade level. 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 can choose 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 out opportunities outside of class to practise and observe
- perceive and write down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages
- 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 considered to be 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**

#### **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
- 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 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 Spanish)
- 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 (*Perdón, no comprendo, ¿cómo?, ¿perdón?, no entiendo, shrug shoulders*)
- ask for clarification or repetition when you do not understand (*¿Qué quiere decir ...? ¿Puede repetir, por favor?*)
- use the other speaker's words in subsequent conversation
- assess feedback from a conversation partner to recognize if a message has been understood (e.g., partner may shrug shoulders)
- 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., *pescado* for *pez*)
- invite others into the discussion (e.g., *¿no?, ¿verdad?*)
- ask for confirmation that a form used is correct (e.g., *¿Se puede decir esto? ¿se dice así?*)
- use a range of fillers, hesitation devices, and gambits to sustain conversations (e.g., *Bueno, de hecho ..., pues ..., entonces ...*)
- 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
- ask follow-up questions to check for understanding (e.g., *¿Me entiende?, ¿Está claro?, ¿Me comprende?*)
- use suitable phrases to intervene in a discussion (e.g., *Hablando de .../Perdón, pero ...*)
- self-correct if errors lead to misunderstandings (e.g., *Quiero decir que ..., mejor dicho ..., o sea ...*)

**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., red and blue objects, or 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
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and learning approach
- 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.

**YEAR 1**

**YEAR 2**

**YEAR 3**

**language learning strategies (4.1)**

***Cognitive (4.1.1)***

- use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns)

***Metacognitive (4.1.2)***

- use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn)

***Social/Affective (4.1.3)***

- use simple social and affective strategies, with guidance, to enhance language learning (e.g., participate in shared reading experiences)

***Cognitive (4.1.1)***

- use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language)

***Metacognitive (4.1.2)***

- use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role play language)

***Social/Affective (4.1.3)***

- use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment)

***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 Spanish and their own 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; check copied writing for accuracy)

***Social/Affective (4.1.3)***

- identify and use a variety of social and affective strategies to enhance language learning (e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or nonacceptance by more experienced speakers)

Further examples of language learning strategies are available on pages 53–55.



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

**YEAR 4**

**YEAR 5**

**YEAR 6**

**language learning strategies (4.1)**

***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 Spanish or in their own language)

***Metacognitive (4.1.2)***

- select and use a variety of metacognitive strategies to enhance language learning (e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log)

***Social/Affective (4.1.3)***

- select and use a variety of social and affective strategies to enhance language learning (e.g., use self-talk to make themselves feel competent to do the task)

***Cognitive (4.1.1)***

- select and use appropriate cognitive strategies to enhance language learning in a variety of situations (e.g., use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember)

***Metacognitive (4.1.2)***

- select and use appropriate metacognitive strategies to enhance language learning in a variety of situations (e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements)

***Social/Affective (4.1.3)***

- select and use appropriate social and affective strategies to enhance language learning in a variety of situations (e.g., repeat new words and expressions that occur in conversations in which they participate, make use of them as soon as appropriate)

***Cognitive (4.1.1)***

- evaluate the success of their use of a variety of cognitive strategies to enhance language learning

***Metacognitive (4.1.2)***

- evaluate the success of their use of a variety of metacognitive strategies to enhance language learning

***Social/Affective (4.1.3)***

- 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 53–55.



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

**YEAR 1**

**YEAR 2**

**YEAR 3**

**language use strategies (4.2)**

***Interactive (4.2.1)***

- use simple interactive strategies, with guidance (e.g., interpret and use a variety of non-verbal clues to communicate)

***Interactive (4.2.1)***

- use a variety of simple interactive strategies, with guidance (e.g., ask for clarification or repetition when they do not understand)

***Interactive (4.2.1)***

- identify and use a variety of interactive strategies (e.g., assess feedback from a conversation partner to recognize when a message has not been understood)

***Interpretive (4.2.2)***

- use simple interpretive strategies, with guidance (e.g., make connections between texts on the one hand, and prior knowledge and personal experience on the other)

***Interpretive (4.2.2)***

- use a variety of simple interpretive strategies, with guidance (e.g., determine the purpose of listening, listen or look for key words)

***Interpretive (4.2.2)***

- identify and use a variety of interpretive strategies (e.g., use knowledge of the sound-symbol system to aid reading comprehension)

***Productive (4.2.3)***

- use simple productive strategies, with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment)

***Productive (4.2.3)***

- use a variety of simple productive strategies, with guidance (e.g., use illustrations to provide detail when producing their own texts)

***Productive (4.2.3)***

- identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences)

Further examples of language use strategies are available on pages 55–56.



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

**YEAR 4**

**YEAR 5**

**YEAR 6**

**language use strategies (4.2)**

***Interactive (4.2.1)***

- select and use a variety of interactive strategies (e.g., invite others into the discussion, ask for confirmation that a form used is correct)

***Interpretive (4.2.2)***

- select and use a variety of interpretive strategies (e.g., 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)***

- select and use appropriate interactive strategies in a variety of situations (e.g., repeat part of what someone has said to confirm mutual understanding)

***Interpretive (4.2.2)***

- select and use appropriate interpretive strategies in a variety of situations (e.g., reread several times to understand complex ideas)

***Productive (4.2.3)***

- select and use appropriate productive strategies in a variety of situations (e.g., use a variety of resources to correct texts)

***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 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 55–56.





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

**YEAR 1**

**YEAR 2**

**YEAR 3**

**general learning strategies (4.3)**

***Cognitive (4.3.1)***

- use simple cognitive strategies to enhance general learning (e.g., use models, classify objects)

***Cognitive (4.3.1)***

- use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time)

***Cognitive (4.3.1)***

- identify and use a variety of cognitive strategies to enhance general learning (e.g., write down key words and concepts in abbreviated form)

***Metacognitive (4.3.2)***

- use simple metacognitive strategies to enhance general learning (e.g., choose from among learning options)

***Metacognitive (4.3.2)***

- use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task)

***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)

***Social/Affective (4.3.3)***

- use simple social and affective strategies to enhance general learning (e.g., seek help from others)

***Social/Affective (4.3.3)***

- use simple social and affective strategies to enhance general learning (e.g., participate in cooperative group learning tasks)

***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)

Further examples of general language strategies are available on pages 56–57.



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

**YEAR 4**

**YEAR 5**

**YEAR 6**

**general learning strategies (4.3)**

***Cognitive (4.3.1)***

- select and use a variety of cognitive strategies to enhance general learning (e.g., 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., manage the 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)

***Cognitive (4.3.1)***

- select and use a variety of cognitive strategies to enhance general learning (e.g., formulate key questions to guide research)

***Metacognitive (4.3.2)***

- select and use a variety of metacognitive strategies to enhance general learning (e.g., keep a learning journal such as a diary or a log)

***Social/Affective (4.3.3)***

- select and use a variety of social and affective strategies to enhance general learning (e.g., take part in group problem-solving processes)

***Cognitive (4.3.1)***

- select and use appropriate cognitive strategies to enhance general learning in a variety of situations (e.g., make inferences, identify and justify the evidence on which their inferences are based)

***Metacognitive (4.3.2)***

- select and use appropriate metacognitive strategies to enhance general learning in a variety of situations (e.g., work with others to monitor their own learning)

***Social/Affective (4.3.3)***

- select and use appropriate social and affective strategies to enhance general learning in a variety of situations (e.g., take risks, try unfamiliar tasks and approaches)

Further examples of general language strategies are available on pages 56–57.

***SPANISH LANGUAGE AND CULTURE  
SIX-YEAR JUNIOR/SENIOR HIGH SCHOOL PROGRAM***

***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
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Raps
- Reports and presentations
- Songs
- Telephone conversations

### Multimedia Texts

- Comic strips
- Computer and board games
- Movies and films
- Slide/tape/CD and video/DVD presentations
- Television programs
- Websites

***SPANISH LANGUAGE AND CULTURE  
SIX-YEAR JUNIOR/SENIOR HIGH SCHOOL PROGRAM***

***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.

***SPANISH LANGUAGE AND CULTURE  
SIX-YEAR JUNIOR/SENIOR HIGH SCHOOL PROGRAM***

***REFERENCES***

## References

- Anderson, Charlotte with Susan K. Nicklas and Agnes R. Crawford. *Global Understandings: A Framework for Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.
- Australian Education Council. *ESL Scales*. Carlton, Australia: Curriculum Corporation, 1994.
- Bachman, Lyle F. *Fundamental Considerations in Language Testing*. Oxford, England: Oxford University Press, 1990.
- British Columbia Ministry of Education, Skills and Training. *Languages Template 5 to 12 Development Package*. Victoria, BC: British Columbia Ministry of Education, Skills and Training, 1997.
- Byram, Michael. *Teaching and Assessing Intercultural Communicative Competence*. Toronto, ON: Multilingual Matters, 1997.
- Byram, Michael, Geneviève Zarate, and Gerhard Neuner. *Sociocultural Competence in Language Learning and Teaching: Studies Towards a Common European Framework of Reference for Language Learning and Teaching*. Strasbourg, France: Council of Europe Publishing, 1997.
- Canale, M., and M. Swain. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing." *Applied Linguistics* 1 (1980): 1–47.
- Celce-Murcia, Marianne, Zoltán Dörnyei, and Sarah Thurrell. "Communicative Competence: A Pedagogically Motivated Model with Content Specifications." *Issues in Applied Linguistics*, 6.2 (1995): 5–35.
- Citizenship and Immigration Canada. *Canadian Language Benchmarks: English as a Second Language for Adults, English as a Second Language for Literacy Learners*. Ottawa, ON: Minister of Supply and Services Canada, 1996.
- Cohen, Andrew D. *Strategies in Learning and Using a Second Language*. London, ON: Addison-Wesley, 1998.
- Council of Europe. *Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference*. Draft 2, 1996. <<http://culture.coe.fr/lang/eng/leedu2.4.html>>. 16 Nov. 1998.
- Edmonton Public Schools. *Impact of Second Language Education on Intellectual Development, Student Achievement, Socialisation and Economic Potential of Student and Province*, 1999. <<http://epsb.edmonton.ab.ca/passport/Impact.htm>>. 8 Dec. 1999.
- Gouvernements de l'Alberta, de la Colombie-Britannique, du Manitoba, de la Saskatchewan, des Territoires du Nord-Ouest, et du Territoire du Yukon. *Cadre commun des résultats d'apprentissage en français langue seconde—immersion (M-12)*, 1996. <<http://www.edu.gov.mb.ca/manetfr/m-s4/pif/mat-scol/fran-fl2/cadre-poc/>>. 26 Feb. 2001.
- Governments of Alberta, British Columbia, Manitoba, Northwest Territories, Saskatchewan, and Yukon Territory. *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*, 2000. <<http://www.wcp.ca>>.

- Governments of Manitoba, Saskatchewan, and Alberta. *The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1999.  
<<http://www.wcp.ca>>.
- Holec, Henri, David Little, and René Richterich. *Strategies in Language Learning and Use*. Strasbourg, France: Council of Europe Publishing, 1996.
- LeBlanc, Raymond. *National Core French Study: A Synthesis*. Ottawa, ON: Canadian Association of Second Language Teachers and M/éditeur, 1990.
- Marcos, Kathleen. *Why, How, and When Should My Child Learn a Second Language?* ACCESS ERIC, 1997.  
<<http://ericps.ed.uiuc.edu/npin/library/1998/n00048/n00048.html>>. 8 Dec. 1999.
- McKay, Penny, and Angela Scarino. *ESL Framework of Stages: An Approach to ESL Learning in Schools K-12*. Carlton, Australia: Curriculum Corporation, 1991.
- National Standards in Foreign Language Education Project. *Standards for Foreign Language Learning: Preparing for the 21st Century*. Yonkers, NY: National Standards in Foreign Language Education Project, 1996.
- North, Brian. *The Development of Descriptors on Scales of Language Proficiency*. Washington, DC: The National Foreign Language Center, 1993.
- Nunan, David. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press, 1989.
- . *Syllabus Design*. Oxford: Oxford University Press, 1988.
- O'Malley, J. Michael, and Anna Uhl Chamot. *Learning Strategies in Second Language Acquisition*. Cambridge, MA: Cambridge University Press, 1990.
- Oxford, Rebecca L. *(Language Learning Strategies: What Every Teacher Should Know*. New York, NY: Newbury House, 1990.
- Savignon, Sandra J. *Communicative Competence: Theory and Classroom Practice. Texts and Contexts in Second Language Learning*. Reading, MA: Addison-Wesley Publishing Company, 1983.
- Vale, David, Angela Scarino, and Penny McKay. *Pocket ALL: A Users' Guide to the Teaching of Languages and ESL*. Melbourne, Australia: Curriculum Corporation, 1991.
- van Ek, J. A., and J. L. M. Trim. *Threshold Level 1990*. Strasbourg, France: Council of Europe Publishing, 1991.



Printed in Canada  
Imprimé au Canada