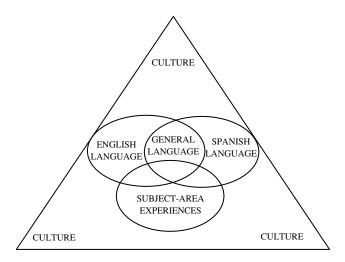
SPANISH LANGUAGE ARTS KINDERGARTEN TO GRADE 6

INTRODUCTION

Spanish language arts is an integral part of Spanish bilingual programming. The Spanish Language Arts Kindergarten to Grade 6 Program of Studies reflects the breadth of Spanish bilingual programming by providing outcomes for learning language and for learning about culture. However, Spanish bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. In addition to Spanish language arts and English language arts, Spanish bilingual programming also includes various other subject-area experiences. The following conceptual map illustrates the relationship among these components.



The achievement of the outcomes in the Spanish Language Arts Kindergarten to Grade 6 Program of Studies is not necessarily the sole responsibility of the Spanish language arts teacher. These outcomes may be achieved through a variety of bilingual programming experiences.

BILINGUAL PROGRAMMING OVERVIEW

Bilingual programming is complex and multifaceted. It provides a rich environment for the learning of languages, cultures and subject-area content. Bilingual education strives to provide intensive language learning environments, with the potential for high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective bilingual learning environments are those where:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the specific heritage and international language is emphasized

Spanish Language Arts (K–6) /1 (2005)

- quality oral, print, visual and multimedia resources are available and applied in a supportive, meaningful and purposeful manner
- sensitivity to, respect for, and appreciation of, other cultures is promoted.

RATIONALE FOR SPANISH BILINGUAL PROGRAMMING AND SPANISH LANGUAGE ARTS

The Spanish language is important in Alberta and the world

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 of America and the Philippines. It is one of the most widely spoken languages in the world.

The value of Spanish bilingual programming for Alberta society as a whole is enormous, given the important economic role the Spanish-speaking countries are playing in the international market and their increasing trading partnership with Alberta and Canada.

Spanish bilingual programming contributes to personal development

Spanish bilingual programming establishes an environment in which both English and Spanish are used and needed constantly for purposes of communication, personal satisfaction and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests and abilities. In bilingual programming, the delivery of subject-area content, language instruction and cultural information often occurs concurrently, promoting effective language acquisition.

Spanish language learning is a lifelong endeavour

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. It develops gradually. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their understanding of language.

Errors are an integral part of the language learning process. By learning, experimenting with and applying new language structures and vocabulary in a variety of contexts, students develop and refine language proficiency.

Spanish bilingual language learning fosters cross-language competence

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to the new language learning context that Spanish bilingual programming provides. Similarly, in acquiring a new language, students develop new language learning skills that can then be used in their first language. The continuous, concurrent development of first and second language skills, or skills in additional languages, is fostered in Spanish bilingual programming. Opportunities for linguistic knowledge and skill development in both languages are maximized.

Spanish bilingual language learning enhances all communication skills

The development of communication skills is essential in effective bilingual programming. Achievement in the six skill areas of listening, speaking, reading, writing, viewing and representing contributes to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The

Spanish Language Arts Kindergarten to Grade 6 Program of Studies is designed to promote the development of language skills for a wide range of purposes, in a wide range of contexts, at increasing levels of fluency.

Spanish bilingual language learning develops through the communicative approach

The communicative approach in second language instruction emphasizes the importance of communicating a message. In the Spanish bilingual program, students require support as they strive to express and understand thoughts, ideas and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, is secondary to communicating the message. The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

Spanish bilingual language learning promotes the acquisition of learning strategies

Spanish language acquisition in bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies, language use strategies and general learning strategies. The Spanish Language Arts Kindergarten to Grade 6 Program of Studies provides a variety of learning outcomes at all levels to promote the acquisition of these strategies.

Spanish bilingual programming promotes intracultural and intercultural awareness

Language and culture are intensely interwoven. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Spanish bilingual programming bring to their program a wide range of cultural backgrounds and experiences. The Spanish Language Arts Kindergarten to Grade 6 Program of Studies provides opportunities and support for students to explore their own cultural backgrounds,

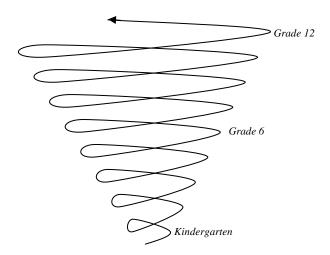
experiences and identities, as well as those of members of the school community, the local community and other communities of the world. The Culture section of this program of studies examines the dynamic nature of culture through the various perspectives of history, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within Spanish-speaking communities around the world.

Spanish bilingual programming develops global citizenship skills

Effective participation in the global marketplace, society workplace and requires communication, interpersonal and team skills, and strong knowledge and understanding of cultures. Spanish bilingual programming provides a rich environment for the development of the essential knowledge, skills and attitudes that promote effective global citizenship and enhance the economic and career potential of students. The Spanish Language Arts Kindergarten to Grade 6 Program of Studies has been developed to support the intellectual, social, emotional, creative, linguistic and cultural development of students in Spanish bilingual programming.

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. Student progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so The spiral also represents how language learning activities are best structured. Particular vocabulary expressions, learning strategies or cultural skills and knowledge, for example, are revisited at different points in the Spanish language arts program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



PURPOSE OF THE PROGRAM OF STUDIES

The Spanish Language Arts Kindergarten to Grade 6 Program of Studies provides a progression of specific outcomes Kindergarten to Grade 6. Most often, the outcomes reflect a progression of development that matches the developmental stages of the students. The specific outcomes for each grade reflect the knowledge, skills and attitudes that students are expected to achieve by the end of the grade. Students are expected to demonstrate the specific outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The outcomes presented are designed to represent the progression of knowledge, skills and attitudes expected of students who have had no prior exposure to Spanish upon entry into Kindergarten. Nevertheless, students with prior exposure to Spanish can equally be challenged within this program.

The general and specific outcomes established in this program of studies are intended to be delivered in an integrated manner.

PROGRAM OVERVIEW

For ease of use, the Spanish Language Arts Kindergarten to Grade 6 Program of Studies is divided into two sections:

- Language Arts
 - General Language Component
 - Specific Language Component
- Culture

These sections are designed to overlap in many areas. It is important that the sections be implemented in an integrated manner.

Language Arts

The Language Arts section of this program of studies is intended to reflect an integrated, interdependent approach to language learning within a bilingual programming context. Language arts in a Spanish bilingual context encompasses both English language arts and Spanish language arts. Spanish language arts includes a General Language Component and a Specific Language Component.

The General Language Component parallels *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education,* 1998. In this manner, both English language instruction and Spanish language instruction support the development of common language knowledge, skills and attitudes. The general outcomes in the General Language Component, with only minor revisions, mirror those in the English Language Arts Framework, but the specific outcomes have been adapted and refined more extensively for delivery in Spanish.

The Specific Language Component provides the detailed linguistic elements of Spanish, descriptors of language competence for each grade, and outcomes to support sociolinguistic/sociocultural and strategic learning.

While the Specific Language Component outlines the linguistic elements that students will need in order to use the Spanish language, the General Language Component provides the context and purpose for using the language, and outlines the knowledge, skills and attitudes that students are to develop. The two components should be

developed concurrently, so that the language being learned is the language that students will need and be able to apply.

Culture

The Culture section fosters the development of essential knowledge, skills and attitudes related to self, the community and the cultures of the Spanish-speaking world.

General Outcomes

The general outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the Spanish Language Arts Kindergarten to Grade 6 learning sequence are expected to achieve.

Spanish bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the Spanish Language Arts Kindergarten to Grade 6 program is built upon the following seven general outcomes.

Language Arts: General Language Component

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Language Arts: Specific Language Component

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Culture

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Specific Outcomes

Each general outcome includes specific outcomes that students are to achieve by the end of each grade. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level. A specific strand supporting a general outcome is developed over two consecutive pages, according to the main grade divisions: Kindergarten to Grade 3, and Grade 4 to Grade 6.

For a clearer understanding of the context and intended developmental sequence, the document should be read vertically for specific outcomes expected by the end of each grade and horizontally for the developmental flow of outcomes from grade to grade.

Guide to Reading the Program of Studies



Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

cluster heading for specific outcomes

4.1 Generate and Focus

Grade 4 Grade 5 Grade 6

Students will be able to:

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

 organize choose generate ideas text forms ideas
- generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies
- 1. focus a topic for oral, print and visual texts, using a variety of strategies
- focus a topic for oral, print and visual texts, using a variety of strategies

- 2. use a variety of text forms for particular audiences and purposes
- 2. use a variety of text forms for particular audiences and purposes
- 2. use a variety of text forms for particular audiences and purposes

- 3. develop and arrange ideas in own oral, print and visual texts, using organizers
- develop and arrange ideas in own oral, print and visual texts, using a variety of organizers
- 3. use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts

specific outcome statements for each grade

specific outcomes for each grade

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

LANGUAGE ARTS

General Language Component

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998, but it has been adapted for delivery in Spanish. The General Language Component provides the context and purpose for the development and use of the Spanish language.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English and Spanish language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade level reflect achievement expectations to be demonstrated in the Spanish language.

General Outcomes

The following five general outcomes outline the key learnings that the General Language Component is designed to support.

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
express ideas	respond to a range of experiences	express personal experiences and familiar events	make and talk about personal observations	describe and represent personal observations, experiences and feelings
consider others' ideas	2. participate in a range of experiences, and represent these experiences	2. listen to and acknowledge experiences and feelings shared by others	2. ask for ideas and observations of others to help discover and explore personal understanding	2. consider ideas and observations of others to discover and explore personal understanding
experiment with language	3. use a variety of forms to explore and share familiar events, ideas and information	3. use a variety of forms to explore and share familiar events, ideas and information	3. use a variety of forms to organize and give meaning to familiar experiences, ideas and information	3. experiment with language to express feelings and talk about significant experiences and events
express preferences	4. respond to an oral, print, visual or multimedia text	4. express preferences for a variety of oral, print, visual and multimedia texts	4. collect and share favourite oral, print, visual and multimedia texts	4. explain why an oral, print, visual or multimedia text is a personal favourite
set goals	5. participate in teacher- led group activities; and demonstrate reading, writing and representing behaviours	5. participate in reading, writing and representing activities	5. choose to speak, read, write and represent	5. develop a sense of self as a reader, writer and illustrator

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
express ideas	describe and reflect upon personal observations and experiences to reach tentative conclusions	use personal experiences as a basis for exploring and expressing opinions and understanding	use exploratory language to discover individual interpretations and share personal responses
consider others' ideas	2. explore connections among a variety of thoughts, ideas and responses	2. seek viewpoints of others to build on personal responses and understanding	select from ideas and observations of others to develop thinking and understanding
experiment with language	3. explore and experiment with a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for particular personal purposes
express preferences	4. identify and explain preferences for particular forms of oral, print, visual and multimedia texts	4. review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms	4. assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms
set goals	5. identify areas of personal accomplishment in language learning and use	5. identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use	5. assess personal language use; and set personal goals to enhance language learning and use

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
develop understanding	recognize connections between new experiences and prior knowledge	connect new experiences and information with prior knowledge	1. connect new information, ideas and experiences with prior knowledge and experiences	1. examine how new experiences, ideas and information connect with prior knowledge and experiences
explain opinions	2. explore new experiences and ideas	2. express new experiences and ideas	2. describe new experiences and understanding	2. explain understanding of new concepts
combine ideas	3. group ideas and information to make sense	3. group and sort ideas and information to make sense	3. arrange ideas and information to make sense	3. arrange ideas and information in more than one way to make sense for self and others
extend understanding	4. wonder about new ideas and observations	4. demonstrate curiosity about ideas and observations to make sense of experiences	4. ask basic questions to make sense of ideas and experiences	4. reflect on ideas and experiences to clarify and extend understanding

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
develop understanding	connect new information and experiences with prior knowledge to construct meaning in different contexts	reflect on prior knowledge and experiences to arrive at new understanding	use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
explain opinions	express new concepts and understanding in own words	2. explain personal viewpoints	2. explain and support personal viewpoints, and revise previous understanding
combine ideas	3. organize ideas and information in ways that clarify and shape understanding	3. experiment with arranging ideas and information in a variety of ways to clarify understanding	3. search for ways to reorganize ideas and information to extend understanding
extend understanding	4. ask basic questions to clarify information and develop new understanding	4. ask questions to clarify information and develop new understanding	ask a variety of questions to clarify information and develop new understanding

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 Use Strategies and Cues

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
prior knowledge	make connections among oral language, texts and personal experiences	make connections among texts, prior knowledge and personal experiences	make connections among texts, prior knowledge and personal experiences	make connections among texts, prior knowledge and personal experiences
comprehension strategies	2. recognize and anticipate meaning from familiar print, symbols and images	2. ask questions to anticipate meaning, and revise understanding based on further information	2. anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding	2. set a purpose for listening, reading and viewing; make and confirm predictions, inferences and conclusions; and reread to check meaning
textual cues	3. recognize environmental print, symbols and images in context; and recognize own name and personally familiar words	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
cueing systems	4. recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas	4. use morphological, syntactic, semantic, graphophonic and phonological cues to construct and confirm meaning	4. use morphological, syntactic, semantic, graphophonic and phonological cues to construct and confirm word meaning in context	4. use morphological, syntactic, semantic, graphophonic and phonological cues to construct and confirm word meaning in context

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 Use Strategies and Cues

2.1	2.1 Use Strategies and Cues					
	Grade 4	Grade 5	Grade 6			
	Students will be able to:					
prior knowledge	 make and record connections among personal experiences, prior knowledge and a variety of texts 	make and record connections among personal experiences, prior knowledge and a variety of texts	make and record connections among personal experiences, prior knowledge and a variety of texts			
comprehension strategies	2. confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading	2. use a variety of comprehension strategies to confirm understanding and self-correct	2. use comprehension strategies appropriate to the type of text and purpose			
textual cues	use textual cues to construct and confirm meaning	use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning			
cueing systems	4. use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context	4. use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context	4. use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context			

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
experience various texts	1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions
connect self, texts and culture	2. share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts	2. share personal experiences related to oral, print, visual and multimedia texts; and identify the actions of people in texts	2. discuss the experiences and traditions of various communities and cultures portrayed in oral, print, visual and multimedia texts	2. describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. share feelings evoked by oral, print, visual and multimedia texts	3. share feelings and moods evoked by oral, print, visual and multimedia texts	3. identify and express the feelings of people in oral, print, visual and multimedia texts	3. identify words that form mental images and create mood in oral, print, visual and multimedia texts

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

Grade 4 Grade 5 Grade 6

Students will be able to:

- experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video/DVD programs, adventure stories, folk tales, informational texts, mysteries, poetry and CD-ROM programs
- experience texts from a variety of genres and cultural traditions, such as historical fiction, legends, biographies, poetry, news reports and guest speakers; and share responses
- 1. experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends, dramatic performances and novels; and explain preferences for particular types of oral, literary and media texts

- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts
- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts
- 2. compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts

- 3. identify mood evoked by oral, print, visual and multimedia texts
- 3. identify descriptive and figurative language in oral, print, visual and multimedia texts
- 3. identify descriptive and figurative language in oral, print, visual and multimedia texts; and discuss how it enhances understanding of people, places and actions

appreciate the artistry of texts

connect self, exts and culture

experience various texts

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
forms and genres	1. distinguish between what is realistic and imaginary in oral, print, visual and multimedia forms and texts	recognize different oral, print, visual and multimedia forms and texts	1. recognize that information and ideas can be expressed in a variety of forms and texts	1. recognize the distinguishing features of a variety of forms and texts
techniques and elements	2. develop a sense of story through listening, reading and viewing experiences	2. represent the beginning, middle and end of oral, print, visual and multimedia texts	2. relate the beginning, middle and end of oral, print, visual and multimedia texts	2. identify the sequence of events in oral, print, visual and multimedia texts, the time and place in which they occur, and the roles of main characters
vocabulary	3. demonstrate curiosity about and experiment with sounds, letters, words and word patterns	3. experiment with parts of words, word combinations and word patterns	3. explore commonalities in word families to increase vocabulary	3. use knowledge of commonalities in word families to increase vocabulary in a variety of contexts
experiment with language	4. appreciate the sounds, intonations and rhythms of language	4. appreciate repetition, rhyme and rhythm in shared language experiences	4. demonstrate interest in the sounds of words, word combinations and phrases in oral, print, visual and multimedia presentations	4. identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts
create original texts	5. create original oral and visual texts	5. create original texts to communicate and demonstrate understanding of basic forms	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

	onworstand I orms and I conseques				
	Grade 4	Grade 5	Grade 6		
	Students will be able to:				
forms and genres	 distinguish similarities and differences between various oral, print, visual and multimedia forms and texts 	understand and use a variety of oral, print, visual and multimedia forms and texts	recognize key characteristics of various oral, print, visual and multimedia genres		
techniques and elements	2. explain connections between events and roles of main characters in oral, print, visual and multimedia texts; and identify how texts may influence people	2. identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, print, visual and multimedia texts	2. examine key elements and techniques in oral, print, visual and multimedia texts		
vocabulary	3. build knowledge of word patterns and relationships	3. expand knowledge of words and word relationships, using a variety of sources	3. identify how and why word structures and meaning change; and use accurate word meaning according to context		
experiment with language	4. recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour	4. recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and identify ways in which exaggeration is used to convey humour	4. experiment with words and sentence patterns to create word pictures		
create original texts	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques		

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.1 Plan and Focus

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
use personal knowledge	demonstrate personal knowledge of a topic	contribute personal knowledge of a topic to gather information	1. record and share personal knowledge of a topic to identify information needs	1. identify and categorize personal knowledge of a topic to determine information needs
ask questions	2. ask commonly used questions to satisfy personal curiosity and information needs in the classroom context	2. ask basic questions to satisfy personal curiosity and information needs	2. ask questions to understand a topic, and identify information needs	2. ask topic-appropriate questions, and identify and communicate information needs
participate in group inquiry	3. ask and answer commonly used questions to help satisfy group curiosity and information needs in the classroom context	3. ask and answer basic questions to help satisfy group curiosity and information needs on a specific topic	3. contribute relevant information and questions to assist in group understanding of a topic or task	3. contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task
create and follow a plan	4. listen to and follow simple directions in the classroom context	4. listen actively and follow directions for gathering information and ideas	4. recall and follow directions for accessing and gathering information	4. recall and follow a sequential plan for accessing and gathering information

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.1 Plan and Focus

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
use personal knowledge	categorize personal knowledge of a topic to determine information needs	summarize personal knowledge of a topic in categories to determine information needs	summarize and focus personal knowledge of a topic to determine information needs
ask questions	2. ask general and specific questions on topics, using predetermined categories	2. formulate general and specific questions to identify information needs	formulate relevant questions to focus information needs
participate in group inquiry	3. identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research	3. share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research	3. contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research
create and follow a plan	4. select and use a plan for gathering information	gather and record information and ideas using a plan	create and follow a plan to collect and record information

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.2 Select and Process

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
identify personal and peer knowledge	identify self and others as sources of information	identify and share basic personal knowledge related to experiences	1. participate in group discussion to generate information on a topic and to identify sources of additional information	record and share personal knowledge of a topic
identify sources	2. seek information from others in the classroom context	2. seek information from a variety of sources	2. answer questions, using oral, print, visual and multimedia information sources	2. access information to answer questions, using a variety of sources
evaluate sources	3. recognize when information answers the questions asked	3. recognize when information answers the questions asked	3. compare gathered ideas and information with personal knowledge	3. match information to inquiry or research needs
access information	4. use visual and auditory cues to understand ideas and information	4. understand that library materials have a specific organizational system, and use visual and auditory cues to construct meaning	4. use the specific library organizational system to locate information and ideas, use titles to locate information, and use visual and auditory cues to construct meaning	4. use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas
make sense of information	5. use prior knowledge to make sense of information	5. make and check predictions, using prior knowledge and oral, print, visual and multimedia text features to understand information	5. make connections between prior knowledge, ideas and information and oral, print, visual and multimedia text features	5. determine the main ideas in information, using prior knowledge, predictions, connections and inferences

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.2 Select and Process

	Grade 4	Grade 5	Grade 6	
	Students will be able to:			
identify personal and peer knowledge	record, select and share personal knowledge of a topic to focus inquiry or research	record, select and share personal knowledge of a topic to focus inquiry or research	record personal knowledge of a topic and collaborate to generate information for inquiry or research	
identify sources	2. answer inquiry or research questions, using a variety of information sources	2. answer inquiry or research questions, using a variety of information sources	2. answer inquiry or research questions, using a variety of information sources	
evaluate sources	3. review information to determine its usefulness to inquiry or research needs	3. review information to determine its usefulness to inquiry or research needs	3. review information to determine its usefulness to inquiry or research needs	
access information	4. use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas	4. use a variety of tools to access information and ideas; and use visual and auditory cues to identify important information	4. use a variety of tools to access information and ideas; and use visual and auditory cues to gather important information	
make sense of information	5. determine main and supporting ideas, using prior knowledge, predictions, connections, inferences and visual and auditory cues	5. recognize organizational patterns of oral, print, visual and multimedia text; and skim, scan and listen for key words and phrases	5. use organizational patterns of oral, print, visual and multimedia text to construct meaning; and skim, scan and read closely to gather information	

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize, Record and Assess

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
organize information	1. categorize objects and visuals according to similarities and differences	1. identify and categorize information according to similarities, differences and sequences	categorize related information and ideas, using a variety of strategies	1. organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing
record information	2. represent and share information and ideas	2. represent and express key facts and ideas in visual form or with words	2. record key facts and ideas in own words, and identify titles and writers of sources	2. record facts and ideas, using a variety of strategies, and list authors and titles of sources
evaluate information	3. share information gathered on a specific topic	3. use gathered information as a basis for communication	3. examine gathered information to decide what information to share or omit	3. determine whether collected information is sufficient or inadequate for the established purpose
develop new understanding	4. participate in information-gathering experiences	4. recall, share and record information-gathering experiences in visual or print form	4. recall, share, discuss and record information- gathering experiences	4. use gathered information and questions to review and add to knowledge

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize, Record and Assess

	Grade 4		Grade 5		Grade 6
	Students will be able to:				
organize information	organize information and ideas in logical sequences, using a variety of strategies	1.	organize information and ideas into categories, using a variety of strategies	1.	organize information and ideas, using a variety of strategies and techniques
record information	2. record facts and ideas, using a variety of strategies; and list authors and titles of sources	2.	make notes of key words, phrases and images by subtopics; and cite authors and titles of sources appropriately	2.	record information in own words, cite authors and titles appropriately, and provide publication dates of sources
evaluate information	3. examine collected information to identify categories or aspects of a topic that need more information	3.	recognize gaps in the information gathered, and locate additional information needed	3.	recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose
develop new understanding	4. use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content	4.	determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences and skills	4.	assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.1 Generate and Focus

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
generate ideas	share or represent ideas from personal experiences	contribute ideas from personal experiences for oral, print and visual texts	generate and contribute ideas on particular topics for oral, print and visual texts	generate and contribute ideas on particular topics for oral, print and visual texts
choose text forms	2. participate in shared oral, print, visual and multimedia experiences	2. share ideas and experiences, using simple text forms in the classroom context	2. share ideas and experiences, using various text forms for particular audiences	2. use a variety of text forms for particular audiences and purposes
organize ideas	3. recognize that ideas expressed in oral language can be represented and recorded	3. organize visuals and familiar print to express ideas and tell stories	3. organize visuals and print to express ideas and tell stories	3. order ideas to create a beginning, middle and end in own oral, print and visual texts

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.1 Generate and Focus

	Grade 4		Grade 5		Grade 6
	Students will be able to:				
generate ideas	1. generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies	1.	focus a topic for oral, print and visual texts, using a variety of strategies	1.	focus a topic for oral, print and visual texts, using a variety of strategies
choose text forms	use a variety of text forms for particular audiences and purposes	2.	use a variety of text forms for particular audiences and purposes	2.	use a variety of text forms for particular audiences and purposes
organize ideas	3. develop and arrange ideas in own oral, print and visual texts, using organizers	3.	develop and arrange ideas in own oral, print and visual texts, using a variety of organizers	3.	use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
appreciate own and others' work	1. participate in the sharing of own creations and those of others	1. talk about own creations and those of others, using basic, common expressions	1. talk about own creations and those of others, using common expressions	1. share own stories and creations with peers, and respond to questions or comments
revise	2. express lack of understanding	2. ask basic questions to clarify meaning	2. retell to clarify ideas	2. revise own ideas to accommodate new ideas and information
enhance legibility	3. trace and copy letters, and recognize letter keys on the keyboard	3. form recognizable letters, and use letters and basic keys on the keyboard	3. strive for consistency in letter size and shape, print letters in the correct direction, and explore and use the keyboard to produce text	3. print, write or type letters legibly, developing a personal style; and space words appropriately
enhance artistry	4. use familiar words to describe ideas	4. use familiar words or simple sentences to describe ideas	4. experiment with words and sentence patterns, with support	4. experiment with words and simple sentence patterns
enhance presentations	5. use visuals to express ideas, feelings and information	5. use familiar words with visuals to express ideas, feelings and information	5. combine illustrations and simple written texts to express ideas, feelings and information	5. use print and nonprint aids to illustrate ideas and information in oral, print and visual texts

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

	Grade 4		Grade 5		Grade 6
	Students will be able to:				
appreciate own and others' work	share own stories and creations in various ways; and obtain feedback from others	1.	share own stories and creations in various ways; and give support and offer feedback to peers, using pre- established criteria	1.	share own stories and creations in various ways; and give support and offer feedback to peers, using pre- established criteria
revise	2. revise to focus on main ideas and relevant information	2.	revise to create an interesting impression and check for sequence of ideas	2.	revise for content, organization and clarity
enhance legibility	3. write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising	3.	write legibly, and use word processing when composing and revising	3.	write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate
enhance artistry	4. select from a range of word choices; and use simple sentence patterns to communicate ideas and information	4.	choose descriptive language and sentence patterns to clarify and enhance ideas	4.	choose descriptive language; and use varied sentence lengths and structures to clarify and enhance ideas
enhance presentations	5. add interest to presentations through the use of props, such as pictures, media presentations and artifacts	5.	use effective openings and closings that attract and sustain reader or audience interest	5.	emphasize key ideas and information to enhance audience understanding and enjoyment

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
grammar and usage	check for complete sentences, with guidance	check for complete sentences; and make sentences complete, with guidance	check for complete sentences, and make sentences complete	edit a text to ensure it includes complete sentences
spelling	2. connect sounds with letters	2. spell familiar words	2. spell familiar words, using basic strategies and resources	2. spell familiar words, using a variety of strategies and resources
capitalization and punctuation	3. recognize some basic writing conventions	3. use basic writing conventions	3. use basic writing conventions when editing and proofreading	3. use basic writing conventions when editing and proofreading

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

4.5	-3. Attenu to Conventions					
	Grade 4	Grade 5	Grade 6			
	Students will be able to:					
grammar and usage	edit for complete sentences and to eliminate unnecessary repetition of words	identify and eliminate sentence fragments	identify and eliminate sentence fragments and run-on sentences			
spelling	2. recognize spelling conventions, using a variety of strategies, resources and spelling patterns when editing and proofreading	2. understand spelling conventions, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness	2. apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of common exceptions			
capitalization and punctuation	3. use basic writing conventions correctly when editing and proofreading	3. use writing conventions, and apply these conventions when editing and proofreading	3. apply writing conventions when editing and proofreading			

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.4 Present and Share

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
share ideas and information	use illustrations and other materials to share information and ideas	1. share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation	1. share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions	1. share information and ideas on a topic with a familiar audience, and clarify information by responding to questions
effective oral and visual communication	express and represent ideas through various media and forms	2. share information and ideas with a group through various media and forms	present information and ideas through various media and forms	present information and ideas using appropriate media and forms
attentive listening and viewing	3. demonstrate active listening and viewing behaviours	3. demonstrate active listening and viewing behaviours	3. demonstrate attentive audience behaviours	3. demonstrate appropriate audience behaviours

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.4 Present and Share

Grade 4 Grade 5 Grade 6 Students will be able to: 1. present information and ideas 1. prepare and share 1. prepare and share on a topic to engage a information on a topic, using information on a topic, using and information familiar audience, using a print and nonprint aids to print, audiovisual and pre-established plan; and use engage and inform a familiar dramatic forms to engage the print and nonprint aids to audience audience enhance the presentation 2. describe and explain 2. use gestures and facial 2. use appropriate volume, effective oral and visual communication information and ideas to a expressions to enhance oral phrasing, intonation, particular audience; and presentations; and use nonverbal cues, such as body select and use appropriate emphasis and appropriate language and facial volume, intonation and pacing, and arrange expressions, and nonverbal cues presentation space to focus presentation space to audience attention enhance communication 3. demonstrate appropriate 3. show respect for the 3. demonstrate critical listening attentive listening and viewing audience behaviours presenter through active and viewing behaviours, and listening and viewing show respect for the behaviours presenter

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 Develop and Celebrate Community

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
share and compare responses	represent and draw stories about self and family	tell and draw about self and family	1. tell, draw and write about self, family and community	record ideas and experiences, and share them with others
relate texts to culture	listen actively to stories, and demonstrate curiosity	2. listen actively to stories in oral, print, visual and multimedia texts from various communities	2. explore similarities among stories in oral, print, visual and multimedia texts from various communities	2. examine ideas within stories in oral, print, visual and multimedia texts from various communities
appreciate diversity through texts	3. connect aspects of stories to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect situations portrayed in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	4. contribute to group stories, using rhymes, rhythms, symbols, pictures and drama, to create and celebrate special individual, class and community occasions	4. share ideas and experiences through such things as conversation, puppet plays, dramatic scenes and songs, to celebrate special individual, class and community occasions	4. participate in shared language experiences to celebrate special individual, class and community occasions	4. acknowledge and celebrate special individual, class and community occasions

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 Develop and Celebrate Community

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
share and compare responses	understand relationships between own ideas and experiences and those of others	acknowledge differing responses to common experiences	compare personal ways of responding and thinking with those of others
relate texts to culture	2. discuss ideas within stories from oral, print, visual and multimedia texts from various communities	2. discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities	2. explore cultural representations in oral, print, visual and multimedia texts from various communities
appreciate diversity through texts	3. connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences	3. connect the actions of individuals in oral, print, visual and multimedia texts to personal experiences	3. connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	4. use language appropriate in tone and form when participating in special classroom, school and community occasions	4. select and use language appropriate in tone and form to recognize and honour people and events	4. select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage, Support and Work with Others

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
cooperate with others	participate in group activities	work in partnerships and groups	cooperate in small groups	cooperate in a variety of partnership and group structures
work in groups	2. demonstrate attentiveness in group activities	2. take turns sharing information and ideas	2. contribute related ideas and information in whole-class and small-group activities	2. ask others for their ideas, and express interest in their contributions
use language to show respect	3. recognize variations in language use in a school context	3. recognize that individuals adjust language use for different situations	3. adjust own language use for different situations	3. show consideration for those whose ideas, abilities and language use differ from own
evaluate group process	4. help others and ask others for help	4. find ways to be helpful to others	4. acknowledge achievements of others	4. recognize how class members help each other

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage, Support and Work with Others

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	Grade 4	Grade 5	Grade 6
	Students will be able to:		
cooperate with others	appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly	distinguish between on-task and off-task ideas and behaviours in a group	assist group members to maintain focus and complete tasks
work in groups	take roles and share responsibilities as a group member	assume the responsibilities for various group roles	2. select and assume roles to assist in the achievement of group goals
use language to show respect	3. appreciate variations in language use in a variety of contexts in the immediate community	3. demonstrate sensitivity to appropriate language use when communicating orally	3. demonstrate sensitivity to appropriate language use and tone when communicating orally
evaluate group process	4. show appreciation and offer constructive feedback to peers, and seek support from group members	assess group process, using checklists; and determine areas for development	4. assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists

LANGUAGE ARTS

Specific Language Component

The Specific Language Component provides the linguistic elements of the Spanish language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound-symbol system, lexicon, grammatical elements, mechanical features and The Specific Language discourse features. Component descriptors also provides proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing, as well as outcomes to support sociolinguistic/sociocultural competence strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need in order to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings—language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings 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, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade. 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 sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

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

Sample 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 English
- 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 English
- 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 note down unknown words and expressions, noting also their context and function
- be aware of cognates and false cognates

Metacognitive

- check copied writing for accuracy
- make choices related to how you learn best
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- 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

- 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 nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions 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 nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures

- indicate lack of understanding verbally or nonverbally; e.g., Perdón, no comprendo, ¿cómo?, ¿perdón?, no entiendo, shrug shoulders
- ask for clarification or repetition when the message has not been understood; e.g., ¿Qué quiere decir ...?, ¿Puede repetir, por favor?
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not 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 and prioritize 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 nonverbal means to communicate
- copy what others say or write
- use words that are 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
- proofread and edit final versions of texts
- 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 objects 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 how you learn
- 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 the physical environment in which you have to work
- 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

The following general outcome outlines the key learnings that the Specific Language Component is designed to support.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
sound-symbol system	1. listen to, identify and begin to produce basic Spanish sounds; and connect some sounds to specific letters	1. listen to, identify and produce basic Spanish sounds; and connect sounds to the appropriate letters	1. use, in modelled oral and written situations, all elements of the sound–symbol system	1. use, in structured oral and written situations, all elements of the sound–symbol system
lexicon	2. repeat and recognize basic vocabulary and expressions used in the immediate environment	2. use simple vocabulary and expressions in daily situations	2. experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment	2. use vocabulary and expressions appropriately in various situations in the classroom and school environment
	3. (see following pages)	3. (see following pages)	3. (see following pages)	3. (see following pages)
grammatical elements				
mechanical features	4. imitate simple, basic mechanical features, such as capitalization in own name and texts	4. imitate and experiment with basic mechanical features, such as periods, exclamation marks and question marks	4. experiment with and use basic mechanical features, such as exclamation marks, capital letters, periods, question marks and commas	4. use basic mechanical features, such as capital letters, exclamation marks, commas and quotation marks
discourse features	5. imitate simple, basic discourse features in oral interactions in the classroom	5. imitate and experiment with basic discourse features in oral interactions in the classroom	5. experiment with and use basic discourse features in oral, print and visual texts	5. use basic discourse features in oral, print and visual texts

Students will be able to: a. use, in modelled situations, 1 th	<u>. </u>		
- verbs (all persons): • ser/estar • tener/llamarse • poder/querer/ir • hacer • other commonly used verbs (e.g., comer, hablar, mirar) • me/te/le gusta/gustan - subject pronouns (1 st , 2 nd and 3 rd person): yo/tú/él/ella/usted - possessive adjectives (1 st person singular and plural): mi, mis	ne following grammat verbs (all persons): • ser/estar • tener/llamarse • poder/querer/ir • hacer • other commonly used verbs (e.g., comer, hablar, mirar) • me/te/le gusta/gustan • hay subject pronouns (all persons) possessive adjectives (1st person singular and plural): mi, mis question words: qué/cómo/dónde/ por qué affirmative, interrogative and negative sentences articles	gender and number of nouns - agreement with adjectives - demonstratives: • adjectives: este/esta/estos/estas • pronouns: éste/ésta/éstos/éstas - noun and verb agreement - possessive adjectives: mi, mis, tu, tus, su, sus, nuestros - verbs—present tense of most frequent verbs ar/er/ir nos/os/les gusta/gustan - comparative and superlative degrees of adjectives - question words: quién, cuánto,	 possessive pronouns: mío, tuyo present progressive: estar+gerund preterite imperative mood for commonly used verbs reflexive verbs of frequent use: lavarse, peinarse near future tense: ir a + infinitive diminutives superlatives in -ísimo

(continued)

^{1.} 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 will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:	<u> </u>	<u>, </u>	
	b. use, in structured situat			
Grammatical Elements		- verbs (all persons): • ser/estar • tener/llamarse • poder/querer/ir • hacer • other commonly used verbs (e.g., comer, hablar, mirar) • me/te/le gusta/gustan • hay - subject pronouns (1st, 2nd and 3rd person): yo/tú/él/ella/usted - possessive adjectives (1st person singular and plural): mi, mis	- verbs (all persons): • ser/estar • tener/llamarse • poder/querer/ir • hacer • other commonly used verbs (e.g., comer, hablar, mirar) • me/te/le gusta/gustan • hay - subject pronouns (all persons) - possessive adjectives (1st person singular and plural): mi, mis - question words: qué/cómo/dónde/por qué - affirmative, interrogative and negative sentences - articles	 verbs (all persons): ser/estar tener/llamarse poder/querer/ir hacer other commonly used verbs (e.g., comer, hablar, mirar) me/te/le gusta/gustan nos/os/les gusta/gustan hay gender and number of nouns agreement with adjectives demonstratives: adjectives: este/esta/estos/ estas pronouns: éste/ésta/éstos/ éstas noun and verb agreement possessive adjectives: mis, tu, tus, su, sus, nuestros verbs—present tense of most frequent verbs ar/er/ir comparative and superlative degrees of adjectives question words: quién, cuánto, cuál (all forms)

(continued)

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^{2.} 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 the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
	c. use, independently and	consistently, ³ the followin	g grammatical elements:	
Grammatical Elements			- subject pronouns (1 st , 2 nd and 3 rd person): yo/tú/él/ella/usted	 subject pronouns (all persons) possessive adjectives (1st person singular and plural): mi, mis question words: qué/cómo/dónde/ por qué affirmative, interrogative and negative sentences articles

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

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Language Arts: Specific Language Component

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^{3.} Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
sound-symbol system	consistently use, in structured situations, all elements of the sound–symbol system	1. use, independently, in oral and written situations, all elements of the sound–symbol system	consistently and independently use all elements of the sound–symbol system
lexicon	2. experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts	2. use vocabulary and expressions appropriately in classroom, school and community contexts	2. recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea
sal s	3. (see following page)	3. (see following page)	3. (see following page)
grammatical elements			
mechanical features	4. use basic mechanical features correctly, and explore their use for effect	4. use basic mechanical features correctly, and apply these features for effect	4. use basic mechanical features correctly and for effect, including colons, ellipses and parentheses
discourse features	5. use basic discourse features in oral, print and visual texts, and explore their use for effect	5. use basic discourse features in oral, print and visual texts, and apply these features for effect	5. use basic discourse features in oral, print and visual texts, and apply these features independently for effect

	Grade 4	Grade 5	Grade 6
	Students will be able to: a. use, in modelled situations, ⁴ the	following grammatical elements:	
	 commands—negative form prepositions imperfect object pronouns—indirect: me, te, le, nos, os, les object of prepositions: mí, ti, él, ella, usted b. use, in structured situations, 5 the 	 object pronouns—direct: me, te, le, la, lo reflexive verbs adverbs—manner, place, time, frequency and ending in -mente following grammatical elements:	 impersonal "se" relative clauses subordinate clauses with the verb in indicative or infinitive simple future double object pronouns—direct and indirect
Grammatical Elements	 agreement with adjectives demonstrative: adjectives este/esta/estos/estas pronouns éste/ésta/éstos/éstas noun and verb agreement present tense of most frequent verbs: -ar/-er/-ir nos/os/les gusta/n comparative and superlative possessive pronouns: mío, tuyo present progressive: estar + gerund preterite commands for commonly used verbs reflexive verbs of frequent use: lavarse, peinarse, etc. near future: ir a + infinitive diminutive superlative -ísimo 	 preterite commands for commonly used verbs commands—negative form prepositions imperfect object pronouns—indirect: <i>me</i>, <i>te</i>, <i>le</i>, <i>nos</i>, <i>os</i>, <i>les</i>, <i>se</i> object of prepositions: <i>mí</i>, <i>ti</i>, <i>él</i>, <i>ella</i>, <i>usted</i> 	 commands—negative form prepositions imperfect object pronouns—indirect: <i>me</i>, te, le, nos, os, les object of prepositions: <i>mí</i>, ti, él, ella, usted object pronouns—direct: <i>me</i>, te, le, la, lo reflexive verbs adverbs—manner, place, time, frequency and ending in -mente

(continued)

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

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^{4.} 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 will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

^{5.} 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 the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

Language Arts: Specific Language Component ©Alberta Education, Alberta, Canada

^{6.} Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
listening	listen and respond to basic phrases in the classroom environment	listen to and understand simple oral sentences in the classroom environment	listen to and understand simple oral sentences in a variety of familiar contexts	1. listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations
speaking	2. repeat and produce simple oral phrases in the classroom environment	2. produce, orally, simple sentences in a structured situation	2. produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts	2. produce, spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic
reading	3. recognize letters and their corresponding sounds	3. recognize and understand simple words and sentences in a structured situation	3. read and understand simple words and sentences in a variety of familiar contexts	3. read and understand a series of sentences or a short text on a familiar topic
writing	4. write letters	4. write simple words and sentences in a structured situation	4. write simple words and sentences on familiar topics in a structured situation	4. produce, spontaneously and/or with guidance, a simple written text on a familiar topic in a structured situation
viewing	5. view and respond to familiar events and/or representations in the classroom context	5. view and understand simple, familiar events and/or representations in the classroom context	5. view and understand simple, familiar events and/or representations	5. view and understand simple events and/or representations
representing	6. imitate and/or create simple representations of familiar ideas, events and information	6. create simple representations of familiar ideas, events and information	6. use a variety of forms to create simple representations of ideas, events and information	6. use a variety of forms to create representations of ideas, events and information

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

0.2	Language Competence		
	Grade 4	Grade 5	Grade 6
	Students will be able to:		
listening	listen to and generally understand a short oral presentation on a familiar topic in structured and unstructured situations	listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations	listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations
speaking	2. produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation	2. produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation	2. produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation
reading	3. read and understand a series of interrelated ideas dealing with a familiar topic in structured situations	3. read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	3. read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
writing	4. produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations	4. produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations	4. produce, spontaneously and/or with preparation, an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
viewing	5. view and understand a variety of simple events and/or representations	5. view and understand a series of simple events and/or representations	5. view and understand events and/or representations within and beyond the school context
representing	6. create multiple representations of the same familiar ideas, events and/or information	6. create multiple representations of the same ideas, events and/or information	6. use a variety of forms to create representations of ideas, events and/or information

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociolinguistic/Sociocultural Elements

	Kindergarten Grade 1		Grade 1	Grade 2			Grade 3	
	Stı	udents will be able to:						
register	1.	speak at a volume appropriate to classroom situations	1.	respond to tone of voice	1.	distinguish between formal and informal situations	1.	recognize that some topics, words or intonations are inappropriate in certain contexts
idiomatic expressions	2.	use some age- appropriate idiomatic expressions	2.	use some age- appropriate idiomatic expressions	2.	understand and use some simple idiomatic expressions as set phrases	2.	understand and use a variety of simple idiomatic expressions as set phrases
variations in language	3.	experience a variety of voices; e.g., male and female, young and old	3.	experience a variety of voices	3.	acknowledge individual differences in speech	3.	accept individual differences in speech
social conventions	4.	use simple, routine social conventions	4.	use basic social expressions appropriate to the classroom	4.	use basic politeness conventions	4.	use appropriate oral forms of address for people frequently encountered
nonverbal communication	5.	use some common nonverbal behaviours	5.	understand the meaning of and use some common nonverbal behaviours	5.	experiment with using some simple nonverbal means of communication	5.	recognize that some nonverbal behaviours may be inappropriate in certain contexts

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociolinguistic/Sociocultural Elements

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
register	1. experiment with formal and informal uses of language in familiar contexts	use formal and informal language in familiar situations	identify socially appropriate language in specific situations
idiomatic expressions	use learned idiomatic expressions in new contexts	2. use learned idiomatic expressions to enhance communication	correctly use learned idiomatic expressions in new contexts
variations in language	3. experience a variety of accents and variations in speech	3. experience a variety of regional variations in language	recognize some common regional variations in language
social	4. recognize verbal behaviours that are considered impolite	4. recognize simple social conventions in informal conversations	recognize important social conventions in everyday interactions
nonverbal communication	5. recognize appropriate nonverbal behaviours for people frequently encountered	5. use appropriate nonverbal behaviours in a variety of familiar contexts	5. use appropriate nonverbal behaviours in a variety of familiar contexts

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

Kindergarten		Grade 1			Grade 2		Grade 3	
	Sti	udents will be able to:						
cognitive	1.	use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively, imitate sounds and intonation patterns	1.	use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, group together sets of things—vocabulary, structures—with similar characteristics	1.	use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud	1.	use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, place new words or expressions in a context to make them easier to remember
metacognitive	2.	use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language	2.	use simple metacognitive strategies, with guidance, to enhance language learning; e.g., listen or read for key words	2.	use simple metacognitive strategies, with guidance, to enhance language learning; e.g., keep a learning log	2.	use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher
social/affective	3.	use simple social and affective strategies, with guidance, to enhance language learning; e.g., initiate or maintain interaction with others	3.	use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences	3.	use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text	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

Further examples of language learning strategies are available on pages 37 and 38.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

Students will be able to:

- 1. identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task
- identify and use a variety of cognitive strategies to enhance language learning;
 e.g., identify similarities and differences between aspects of the language being learned and their own language
- identify and use a variety of cognitive strategies to enhance language learning;
 e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task

- identify and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more considered personally useful
- identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, speaking, reading and writing process, check copied writing for accuracy
- identify and use a variety of metacognitive strategies to enhance language learning;
 e.g., decide in advance to attend to specific aspects of input, listen or read for key words

- 3. identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups
- 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
- identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in conferencing and brainstorming as prewriting and postwriting exercises

Further examples of language learning strategies are available on pages 37 and 38.

netacognitive

cognitive

social/affective

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
interactive	1. use simple interactive strategies with guidance; e.g., use words from own first language to get meaning across, acknowledge being spoken to	1. use simple interactive strategies with guidance; e.g., interpret and use a variety of nonverbal clues to communicate	1. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally	1. use a variety of simple interactive strategies with guidance; e.g., ask for clarification or repetition when they do not understand
interpretive	2. use simple interpretive strategies with guidance; e.g., use gestures, intonation and visual supports to aid comprehension	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	2. use simple interpretive strategies with guidance; e.g., use illustrations to aid reading comprehension	2. use a variety of simple interpretive strategies with guidance; e.g., determine the purpose of listening, listen or look for key words
productive	3. use simple productive strategies with guidance; e.g., mimic what the teacher says, use nonverbal means to communicate	3. use simple productive strategies with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment	3. use simple productive strategies with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media	3. use a variety of simple productive strategies with guidance; e.g., use illustrations to provide detail when producing own texts

Further examples of language use strategies are available on pages 38-40.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
interactive	1. identify and use a variety of interactive strategies; e.g., use other speakers' words in subsequent conversations	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	1. identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction
interpretive	2. identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience	2. identify and use a variety of interpretive strategies; e.g., use knowledge of the sound–symbol system to aid reading comprehension	2. identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues
productive	3. identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage	3. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences	3. identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process

Further examples of language use strategies are available on pages 38-40.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
cognitive	1. use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes	use simple cognitive strategies to enhance general learning; e.g., use models	1. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning	1. use simple cognitive strategies to enhance general learning; e.g., experiment with, and concentrate on, one thing at a time
metacognitive	2. use simple metacognitive strategies to enhance general learning; e.g., manage the physical environment in which they have to work	2. use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options	2. use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning
social/affective	3. use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them	3. use simple social and affective strategies to enhance general learning; e.g., seek help from others	3. use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn	3. use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks

Further examples of general learning strategies are available on page 40.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
cognitive	identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks	1. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task	1. identify and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information
metacognitive	2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks	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	2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests
social/affective	3. identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment	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	3. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

Further examples of general learning strategies are available on page 40.

CULTURE

The Culture section supports the development, in each student, of a positive self-concept, a strong self-identity as a bilingual/multicultural learner and a positive identification with the Spanish language and culture. This section provides opportunities for the exploration of the cultures of the Spanish-speaking world from the perspectives of history, contemporary life, diversity and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It is also designed to help students develop understanding of global interrelatedness and interdependence, as well as cultural sensitivity, and to support their preparation for effective participation in the global marketplace and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in Spanish bilingual programming. This program of studies divides the Language Arts and Culture sections for ease of use only.

General Outcome

The following general outcome outlines the key learnings that the Culture section is designed to support.

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Note: Additional outcomes that deal with cultural content may be found elsewhere in this program of studies, including specific outcomes under General Outcome 5, as well as under cluster heading 6.3 Sociolinguistic/Sociocultural Elements.

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.1 Self-identity

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
understanding self-identity	represent self and family	1. tell and draw about self and family, and appreciate own uniqueness	1. express own self-concept, and extend that understanding to include new ideas and perspectives	1. express own self-concept, and compare the perception of others with own perception
developing positive self-identity	2. recognize own importance as a person	2. understand and accept own importance as a person	2. understand own place and importance in the home and school	2. understand own strengths and abilities
valuing Spanish and the cultures of the Spanish-speaking world	3. participate in cultural activities of the Spanish-speaking world in the classroom and school	3. participate in cultural activities and traditional practices of the Spanish-speaking world	3. participate in and appreciate cultural activities and traditional practices of the Spanish-speaking world	3. recognize and appreciate various elements of language and culture of the Spanish-speaking world
valung multilingualism/ multiculturalism	4. participate in cultural activities in the classroom and school	4. participate in classroom, school and community cultural activities	4. participate in activities that promote and celebrate the multilingual/multicultural education experience	4. recognize benefits of a multilingual/multicultural education

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.1 Self-identity

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
understanding self-identity	explore and examine various sources of information for development of one's self-concept	identify influences on development of one's self-concept and self-identity	explore and reflect on various facets of self-identity
developing positive self-identity	2. understand that respect for oneself is essential, and that self-concept is determined by external and internal forces	2. recognize that individuals change in many ways, and that perception of oneself can change over time and depending on one's context	2. recognize the effect of positive and negative treatment on self and others
valuing Spanish and the cultures of the Spanish-speaking world	recognize and appreciate various elements of language and culture	3. identify immediate and lifelong personal benefits derived from studying language and culture	3. recognize the personal value and significance of language and culture
valuing multilingualism/ multiculturalism	4. understand the personal value and significance of a multilingual/multicultural education	recognize the uniqueness of multilingual/multicultural education in a Canadian context	4. identify the immediate and lifelong benefits and potential advantages of a multilingual/multicultural education in a Canadian and international context

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
historical elements	1. participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world	1. participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world	1. participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world	1. participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world
contemporary elements	2. participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world	2. participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world	2. participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world	2. participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world
diversity	3. experience linguistic/cultural elements of diverse origins from within cultures of the Spanish-speaking world	3. experience linguistic/cultural elements of diverse origins from within cultures of the Spanish-speaking world	3. recognize diverse elements of cultures of the Spanish-speaking world in school and/or in the local community	3. identify diverse elements of cultures of the Spanish-speaking world in school and/or in the local community
change	4. participate in events marking changes	4. illustrate that change occurs in one's immediate environment	4. gather information to demonstrate change within cultures of the Spanish-speaking world	4. identify how people's actions and lifestyles change to accommodate their changing needs

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

	<i>y</i> 1 1 6			
	Grade 4	Grade 5	Grade 6	
	Students will be able to:			
historical elements	1. explore elements in the immediate environment that reflect the historical roots of cultures of the Spanish-speaking world	1. explore some key historical elements, events, figures and developments of cultures of the Spanish-speaking world	1. identify some major historical elements, events, figures and developments of cultures of the Spanish- speaking world	
contemporary elements	2. explore elements in the immediate environment that reflect the contemporary features of cultures of the Spanish-speaking world	2. explore some key contemporary elements, events, figures and developments of cultures of the Spanish-speaking world	2. identify some major contemporary elements, events, figures and developments of cultures of the Spanish-speaking world	
diversity	3. explore diversity of the cultures of the Spanish-speaking world in the larger community	3. explore diversity of the cultures of the Spanish-speaking world at the provincial level	3. explore diversity of the cultures of the Spanish-speaking world in Canada	
change	explore and reflect on change within own family and community	4. explore and reflect on change in the cultures of the Spanish-speaking world within Canada	4. explore and reflect on change in the cultures of the Spanish-speaking world at the international level	

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.3 Building Community

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
positive group membership	participate in group activities	develop an awareness of and concern for classmates	practise consideration for others	1. recognize that helping others is personally rewarding
appreciating diversity	2. recognize differences between self and peers	2. recognize and appreciate differences between self and peers	2. explore diversity in the family, school and community	2. explore diversity in the classroom, school and local community; and reflect on its significance to self
appreciating similarity	3. recognize similarities between self and peers	3. recognize and appreciate similarities between self and peers	3. explore similarities between self and others	3. explore similarities among members of the immediate community, and reflect on the significance of this to self
contributing to community	4. participate in and contribute to classroom activities	4. participate and cooperate in, and contribute to, classroom and school activities	4. participate cooperatively in group activities by contributing ideas and supporting others	4. participate cooperatively in daily classroom duties, and support peers and classmates

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7.3 Building Community

7.5 Buttung Community					
	Grade 4	Grade 5	Grade 6		
	Students will be able to:				
positive group membership	encourage and support classmates and schoolmates	develop skills that promote open, authentic relationships with others in class and school	use skills that promote cooperation and mutual respect within the classroom and the school		
appreciating diversity	2. explore diversity in the immediate and local community, and reflect on its significance to self	2. explore, compare and reflect on how diversity in Canada has an impact on self	2. explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada		
appreciating similarity	3. explore similarities among members of the local community, and reflect on the significance of this to self	3. explore, compare and reflect on common human needs and experiences of Canadians	3. examine the common human needs and experiences of people around the world		
contributing to community	demonstrate willingness to assist or contribute for personal satisfaction	4. demonstrate concern for the quality of one's work in and out of school	4. provide positive contributions and leadership within the school and/or community		

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7.4 Global Citizenship

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
responsible citizenship	demonstrate personal and social responsibility in the classroom	1. demonstrate personal and social responsibility in the classroom and school	1. demonstrate personal and social responsibility in the classroom, school and community	1. recognize that growing up involves making decisions and accepting consequences
interdependence	2. participate in tasks and activities with partners and in groups	2. recognize own contributions to a group and those of others	2. recognize the benefits of working with a partner or within a group, and recognize that one affects and is affected by the actions of others	2. identify the advantages and disadvantages of working collaboratively with a partner or group
intercultural skills	3. adapt to new situations, and follow rules in the classroom and school	3. recognize that rules vary depending on circumstances	3. identify and describe causes of conflict in the classroom	3. explore ways to resolve interpersonal conflict
future opportunities	4. share or demonstrate personal strengths or achievements	4. share or demonstrate personal strengths and areas for further development	4. identify personal strengths and areas for improvement	4. identify personal strengths and areas for improvement, and set personal goals

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.4 Global Citizenship

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
responsible citizenship	1. respect the feelings, rights and property of others; and accept responsibility for one's own actions	1. recognize the positive and negative aspects of the consequences of one's actions; and demonstrate honesty and reliability in a variety of situations	1. explore the meaning of personal and social conscience; and demonstrate problem-solving and decision-making skills
interdependence	2. recognize that people depend on others to meet their needs; and recognize the effects of one's actions on others	2. examine the role of the individual in group activities; and reflect on effectiveness of own contributions	2. participate in and contribute to group activities effectively; and recognize that cooperation is important
intercultural skills	3. examine the rights and responsibilities of the individual	3. recognize and respect individual differences; and recognize the worth of every individual	3. accept differences in characteristics and abilities of peers and others
future opportunities	4. identify personal strengths and areas for growth; and establish personal goals and action plans	4. identify individual strengths and areas for further development; and establish personal goals and action plans	4. identify own interests, and explore future opportunities for learning and employment