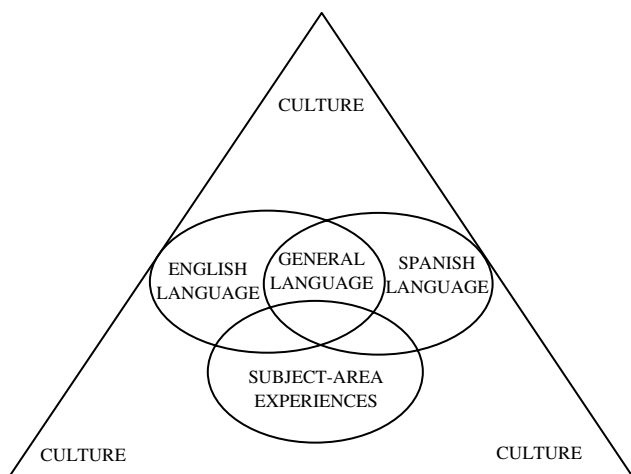

SPANISH LANGUAGE ARTS GRADES 7–8–9

INTRODUCTION

Spanish language arts is an integral part of Spanish bilingual programming. The Spanish Language Arts Grades 7–8–9 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 Grades 7–8–9 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

- 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 Grades 7–8–9 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 Grades 7–8–9 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 Grades 7–8–9 Program of Studies provides opportunities and support for students to explore their own cultural backgrounds, experiences and

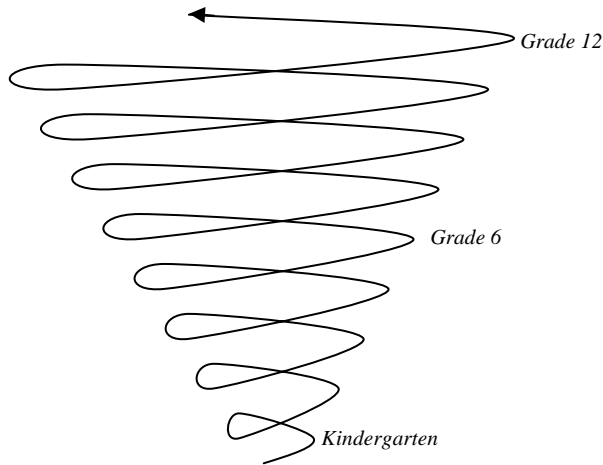
identities, as well as those of members of the school community, the local community and other communities of the world. The Culture section of this program of studies examines the dynamic nature of culture through the various perspectives of history, diversity and change. It also provides opportunities 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, workplace and society requires strong 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 Grades 7–8–9 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 on). 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 Grades 7–8–9 Program of Studies provides a progression of specific outcomes from Grade 7 to Grade 9. 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 Spanish Language Arts Grades 7–8–9 program is intended for those who have studied Spanish language arts in Kindergarten to Grade 6.

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 Grades 7–8–9 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 Grades 7–8–9 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 Grades 7–8–9 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

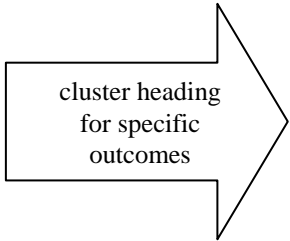
Each general outcome includes specific outcomes that students are to achieve by the end of each grade. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level.

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

General Outcome 4

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 7

Grade 8

Grade 9

Students will be able to:

generate ideas

1. experiment with various ways to generate ideas and focus a topic

1. consider form and audience when generating ideas and focusing a topic

1. use a variety of techniques to generate and select ideas for oral, print, visual and multimedia texts

choose text forms

2. select and compose, using specific text forms that serve various audiences and purposes

2. compose, using specific text forms to match content, audience and purpose

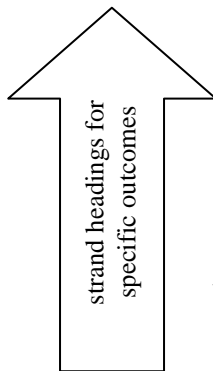
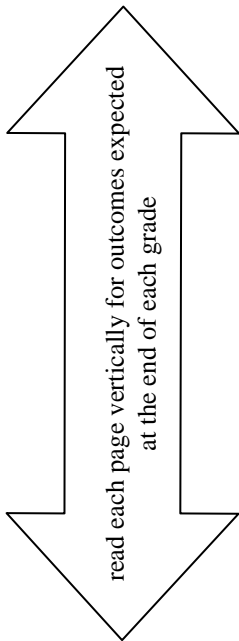
2. compose, using specific text forms to match content, audience and purpose

organize ideas

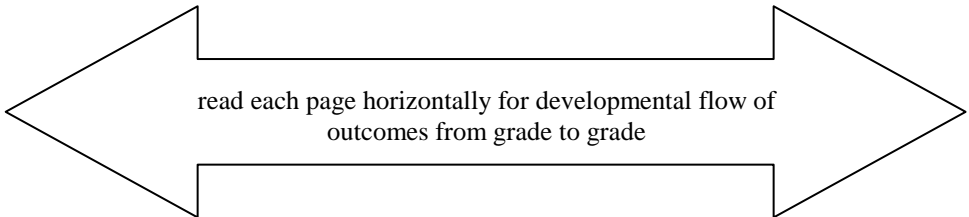
3. identify and use appropriate organizational patterns in their own oral, print, visual and multimedia texts

3. identify and use a variety of organizational patterns in their own oral, print, visual and multimedia texts and compose effective introductions and conclusions

3. identify and use a variety of organizational patterns in their own oral, print, visual and multimedia texts and use effective transitions



specific outcome statements for each 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.

General Outcome 1

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

1.1 Discover and Explore

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
express ideas	1. use exploratory language to discuss, interpret and record a variety of opinions and conclusions	1. explore and interpret diverse ideas to develop conclusions, opinions and understanding	1. question and reflect on personal responses and interpretations and apply personal viewpoints to diverse situations or circumstances
consider others' ideas	2. compare their own insights and viewpoints to those of others	2. integrate new understanding with previous viewpoints and interpretations	2. acknowledge the value of diverse ideas and the opinions of others in exploring and extending personal interpretations and viewpoints
experiment with language	3. expand self-expression in oral, written and visual forms	3. expand self-expression in oral, written and visual forms	3. expand self-expression in oral, written and visual forms
express preferences	4. explore oral, print, visual and multimedia texts recommended by others	4. explore oral, print, visual and multimedia texts recommended by others	4. explore a variety of oral, print, visual and multimedia texts other than those of personal preference
set goals	5. assess personal language use and revise personal goals to enhance language learning and use	5. assess and discuss personal language learning and use, using appropriate terminology	5. monitor their growth in language learning and use, using predetermined criteria

General Outcome 1

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

1.2 Clarify and Extend

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
develop understanding	1. recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding	1. recognize the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding	1. reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge
explain opinions	2. summarize and represent personal viewpoints in meaningful ways	2. articulate, represent and explain personal viewpoints clearly	2. review and refine personal viewpoints through reflection, feedback and self-assessment
combine ideas	3. identify ways to reorganize ideas and information to extend understanding	3. identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding	3. structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
extend understanding	4. ask specific and focused questions for elaboration and clarification and discuss experiences and understanding	4. ask specific and focused questions, reconsider initial understanding in light of new information, listen to diverse opinions, and recognize ambiguity	4. consider diverse opinions and assess whether new information clarifies understanding

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.

2.1 Use Strategies and Cues

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
prior knowledge	1. make and record connections among previous experiences, prior knowledge and texts and apply these connections to new contexts	1. explain connections among previous experiences, prior knowledge and texts and apply these connections to new contexts	1. analyze and explain connections among previous experiences, prior knowledge and texts
comprehension strategies	2. use comprehension strategies appropriate to the type of text and purpose and use a variety of strategies to remember ideas	2. use a variety of comprehension strategies to make sense of familiar and unfamiliar texts and to remember ideas	2. use comprehension strategies appropriate to the type of text and purpose and enhance understanding by rereading and discussing relevant passages
textual cues	3. use textual cues to construct and confirm meaning and to interpret texts	3. use textual cues to construct and confirm meaning and to interpret texts	3. use textual cues to construct and confirm meaning and to interpret texts
cueing systems	4. use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and to interpret texts	4. use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and to interpret texts	4. use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and to interpret texts

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.

2.2 Respond to Texts

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
experience various texts	1. experience texts from a variety of genres and cultural traditions and discuss preferences	1. experience texts from a variety of genres and cultural traditions and compare their interests with those of others	1. experience texts from a variety of genres and cultural traditions and explain interpretations of the texts
connect self, texts and culture	2. compare their own understanding of people, cultural traditions and values portrayed in oral, print, visual and multimedia texts to that of others	2. discuss how similar ideas, people, experiences and traditions are conveyed in various oral, print, visual and multimedia texts	2. examine how personal experiences, community traditions and various Canadian perspectives are presented in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. identify descriptive and figurative language in oral, print, visual and multimedia texts and discuss how it enhances understanding of people, places, actions and events	3. identify language and visual images that create mood and evoke emotion in oral, print, visual and multimedia texts	3. identify and describe techniques used to create mood in oral, print, visual and multimedia texts

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.

2.3 Understand Forms and Techniques

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
forms and genres	1. identify preferences for particular oral, print, visual and multimedia forms and genres	1. demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience and content	1. explain preferences for particular oral, print, visual and multimedia forms and genres
techniques and elements	2. examine techniques of plot development in oral, print, visual and multimedia texts and explore their impact	2. examine techniques of plot development in oral, print, visual and multimedia texts and examine how they interact to create effects	2. examine techniques of plot development and persuasion in oral, print, visual and multimedia texts
vocabulary	3. explore factors, such as history, social trends and geographic isolation, that influence word families and the evolution of language	3. appreciate variations in language, accent and dialect in communities, regions and countries and recognize the derivation and use of words, phrases and jargon	3. recognize uses and abuses of slang, colloquialism and jargon
experiment with language	4. identify surprising and playful uses of language in oral, print, visual and multimedia texts	4. identify creative uses of language in popular culture and explain how imagery and figures of speech create tone and mood in texts	4. examine creative uses of language in popular culture and recognize how figurative language and techniques create a dominant impression, mood, tone and style
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

General Outcome 3

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

3.1 Plan and Focus

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
use personal knowledge	1. examine personal knowledge of, and experiences related to, a topic to determine information needs	1. determine personal knowledge of a topic to generate possible areas of inquiry or research	1. determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
ask questions	2. formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information	2. formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information	2. develop a variety of focused questions to establish a purpose for gathering information
participate in group inquiry	3. contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research	3. contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes	3. contribute ideas, knowledge and strategies to help identify group information needs and sources
create and follow a plan	4. prepare and use a plan to access information and ideas from a variety of human, print, nonprint and electronic sources	4. prepare and use a plan to access, gather and record relevant information in their own words from a variety of human, print, nonprint and electronic sources	4. prepare and use a plan to access, gather and evaluate information and ideas from a variety of human, print, nonprint and electronic sources

General Outcome 3

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

3.2 Select and Process

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
identify personal and peer knowledge	1. select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research	1. access, record and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research	1. access, record and appraise personal and peer knowledge of a topic and evaluate this knowledge for breadth and depth to establish an information base for inquiry or research
identify sources	2. extend inquiry and research questions, using a variety of information sources	2. distinguish between fact and opinion when inquiring or researching using a variety of information sources	2. obtain information and varied perspectives when inquiring or researching using a range of information sources
evaluate sources	3. use pre-established criteria to evaluate the currency, usefulness and reliability of information sources in answering inquiry or research questions	3. develop and use criteria for evaluating information sources for a particular inquiry or research plan	3. evaluate information sources for possible bias, using criteria designed for a particular inquiry or research plan
access information	4. expand and use a repertoire of skills, including visual and auditory, to access information and ideas from a variety of sources	4. recall, expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources	4. expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources
make sense of information	5. determine literal and implied meanings of oral, print, visual and multimedia texts, using a variety of strategies and cues	5. construct meaning, using direct statements, implied meaning and inferences, and adjust the rate of reading or viewing according to purpose, topic, density of information and organizational patterns of texts	5. identify a variety of factors, such as organizational patterns of texts, page layouts, font styles, colour, voice-over and camera angle, that affect meaning; scan to locate specific information quickly; and summarize, report and record main ideas of extended 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.

3.3 Organize, Record and Assess

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
organize information	1. organize information and ideas in order of priority according to topic and task requirements	1. organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose	1. organize information and ideas by developing and selecting appropriate categories and organizational structures
record information	2. make notes in point form, summarizing major ideas and supporting details, and reference sources	2. make notes, using headings and subheadings, or graphic organizers appropriate to a topic, and reference sources	2. summarize and record information in a variety of forms, paraphrasing and/or quoting relevant facts and opinions, and reference sources
evaluate information	3. recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose	3. assess the appropriateness of the amount and quality of information collected and recognize and address information gaps for particular forms, audiences and purposes	3. distinguish between main and supporting information to evaluate usefulness, relevance and completeness and address information gaps for particular forms, audiences and purposes
develop new understanding	4. assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research	4. organize new information and connect it to prior knowledge and reflect on the impact of new information on the inquiry or research process	4. reflect on new knowledge and its personal value and determine personal inquiry and research strengths and learning goals

General Outcome 4

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 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
generate ideas	1. experiment with various ways to generate ideas and focus a topic	1. consider form and audience when generating ideas and focusing a topic	1. use a variety of techniques to generate and select ideas for oral, print, visual and multimedia texts
choose text forms	2. select and compose, using specific text forms that serve various audiences and purposes	2. compose, using specific text forms to match content, audience and purpose	2. compose, using specific text forms to match content, audience and purpose
organize ideas	3. identify and use appropriate organizational patterns in their own oral, print, visual and multimedia texts	3. identify and use a variety of organizational patterns in their own oral, print, visual and multimedia texts and compose effective introductions and conclusions	3. identify and use a variety of organizational patterns in their own oral, print, visual and multimedia texts and use effective transitions

General Outcome 4

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 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
appreciate own and others' work	1. share their own work in a variety of ways, and appraise particular aspects of their own work and that of others, using pre-established criteria	1. share and discuss particular qualities of samples from their own collection of work, and accept and provide constructive suggestions for revising their own work and that of others	1. share their own work in a variety of ways; appraise their own work and that of others, using appropriate criteria; and suggest revisions to their own work and that of others, using a variety of strategies
revise content	2. revise to create effective sentences that convey content clearly	2. revise to enhance meaning and effect according to audience and purpose	2. review a previous draft and revise it to refine communication and enhance self-expression
enhance legibility	3. determine the appropriateness of handwriting or word processing for a particular task, when composing and revising, and combine print and visuals when desktop publishing	3. format for legibility and emphasis when composing and revising and enhance the coherence of documents, using word processor editing functions	3. format for legibility and use word processing effectively and efficiently when composing and revising and use electronic design elements to combine print and visuals
enhance artistry	4. select words for appropriate connotations and use varied sentence lengths and structures	4. identify figures of speech and select appropriate words and sentence patterns during revision to enhance clarity and artistry	4. experiment with figures of speech and select appropriate words and sentence patterns during revision to enhance clarity and artistry
enhance presentations	5. clarify and support ideas or opinions with details, visuals or media techniques	5. plan and shape presentations to achieve particular purposes or effects	5. integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations

General Outcome 4

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

4.3 Attend to Conventions

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
grammar and usage	1. edit for basic grammatical accuracy	1. edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas	1. edit for basic grammatical accuracy, sentence variety, word choice and tone appropriate to audience and purpose
spelling	2. know spelling conventions and apply them to familiar words, and use appropriate resources when editing and proofreading	2. know spelling conventions and apply them to familiar and unfamiliar words, and use appropriate resources when editing and proofreading	2. know and apply a repertoire of spelling conventions and use a variety of resources when editing and proofreading
capitalization and punctuation	3. know and apply writing conventions in simple, compound and complex sentences when editing and proofreading	3. know and apply writing conventions consistently in a variety of sentence structures and written forms when editing and proofreading	3. know and apply writing conventions when editing and proofreading

General Outcome 4

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 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
share ideas and information	1. facilitate small-group activities and short class sessions to share information on a topic, using pre-established active learning strategies such as role-plays, language games and simulations	1. plan and facilitate small-group activities and short class sessions to share information on a topic, using a variety of engaging methods, such as mini-lessons, role-plays and visual aids	1. plan and conduct peer-involved class activities to share individual inquiry or research on, and understanding of, a topic
effective oral and visual communication	2. deliver short oral presentations and reports, using verbal and nonverbal cues such as diction, pacing, presence, facial expression and gestures to focus audience attention; project emotion appropriate to the subject and point of view; and support presentations with various media	2. explain, share and present orally using conventions of public speaking in a variety of settings, such as small group presentations and class presentations, and use various media to enhance the effectiveness of oral presentations	2. choose vocabulary, voice production factors and nonverbal cues to communicate effectively to a variety of audiences and use a variety of media and display techniques to enhance the effectiveness of oral presentations
attentive listening and viewing	3. demonstrate critical listening and viewing behaviours and show respect for the presenter	3. demonstrate critical listening and viewing behaviours and show respect for the presenter	3. demonstrate critical listening and viewing behaviours and show respect for the presenter

General Outcome 5

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

5.1 *Develop and Celebrate Community*

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
share and compare responses	1. demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings	1. express personal reactions to a variety of experiences and texts and acknowledge the reactions of others	1. recognize that differing perspectives and unique reactions enrich understanding
relate texts to culture	2. explain ways in which oral, print, visual and multimedia texts reflect topics and themes in life	2. compare ways in which oral, print, visual and multimedia texts from a variety of cultures explore similar ideas	2. recognize ways in which oral, print, visual and multimedia texts capture specific elements of a culture or period in history
appreciate diversity through texts	3. interpret the choices and motives of individuals encountered in oral, print, visual and multimedia texts and examine how they relate to themselves and others	3. compare the choices and behaviours of individuals presented in oral, print, visual and multimedia texts with personal choices, values and behaviours	3. reflect on ways in which the choices and motives of individuals encountered in oral, print, visual and multimedia texts provide insight into their own choices and motives and those of others
celebrate special occasions	4. use appropriate language to participate in public events, occasions or traditions	4. explore and experiment with various ways in which language is used across cultures, age groups and genders to honour and celebrate people and events	4. participate in celebrating special events and recognize the important and significant influence of language

General Outcome 5

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

5.2 Encourage, Support and Work with Others

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
cooperate with others	1. contribute to group efforts to reach consensus or conclusions	1. engage in dialogue to understand the feelings and viewpoints of others and to contribute to group harmony	1. recognize the importance of effective communication in working with others
work in groups	2. present group conclusions or findings to classmates	2. plan, organize and participate in presentations of group findings	2. organize and complete tasks cooperatively
use language to show respect	3. respect diverse languages, ideas, texts and traditions and recognize contributions of themselves, peers and the wider community	3. demonstrate respect for other people's language, history and culture	3. use inclusive language and actions that support people across cultures, genders, ages and abilities
evaluate group process	4. evaluate group process and personal contributions according to pre-established criteria	4. evaluate the quality of their own contributions to group process and set goals and plans for development	4. establish and use criteria to evaluate group process and personal contributions and propose suggestions for development

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 discourse features. The Specific Language Component also provides descriptors of 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 and 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 cues 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 ...*
- 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

Interpretive

- use gestures, intonation and visual supports to aid comprehension

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

General Outcome

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.

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.

6.1 Linguistic Elements

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
sound–symbol system	1. understand and accurately use the sound–symbol system	1. apply knowledge of the sound–symbol system in a variety of contexts	1. apply knowledge of the sound–symbol system accurately
lexicon	2. use multiple words or phrases to express the same idea	2. select the most appropriate or effective words or phrases to express ideas accurately	2. ensure the precision of messages by accessing needed vocabulary
grammatical elements	3. (see following page)	3. (see following page)	3. (see following page)
mechanical features	4. use basic mechanical features correctly and effectively	4. use basic mechanical features correctly and effectively	4. use basic mechanical features correctly and effectively
discourse features	5. use basic discourse features correctly and apply these features for desired effect, with teacher guidance	5. use basic discourse features correctly and apply these features for effect, with teacher guidance and sometimes independently	5. use basic discourse features correctly and effectively

(continued)

6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
Grammatical Elements	<i>Students will be able to:</i>		
	a. use, in modelled situations, ¹ the following grammatical elements:		
	<ul style="list-style-type: none"> - subordinate clauses with the verb in subjunctive (present) - indirect speech - uses of <i>lo</i> - present perfect 	<ul style="list-style-type: none"> - reflexive verbs <i>si ...</i> present/present <i>si ...</i> present, future - pluperfect 	<ul style="list-style-type: none"> - imperfect subjunctive - agreement of verb tense in subordinate clauses
b. use, in structured situations, ² the following grammatical elements:			
<ul style="list-style-type: none"> - object pronouns (direct): <i>me, te, la, lo, nos, os, las, los</i> - reflexive verbs - adverbs (manner, place, time, frequency and ending in <i>-mente</i>) - impersonal “<i>se</i>” - relative clauses - subordinate clauses with the verb in indicative or infinitive - simple future - double object pronouns (direct and indirect) 	<ul style="list-style-type: none"> - relative clauses - subordinate clauses with the verb in indicative or infinitive - simple future - double object pronouns (direct and indirect) - subordinate clauses with the verb in subjunctive (present) - indirect speech - uses of <i>lo</i> - present perfect - reflexive verbs <i>si ...</i> present/present <i>si ...</i> present, future - pluperfect 	<ul style="list-style-type: none"> - relative clauses - double object pronouns (direct and indirect) - subordinate clauses with the verb in subjunctive (present) - indirect speech - uses of <i>lo</i> - present perfect - reflexive verbs <i>si ...</i> present/present <i>si ...</i> present, future - pluperfect 	
c. use, independently and consistently, ³ the following grammatical elements:			
<ul style="list-style-type: none"> - commands—negative form - prepositions - imperfect - object pronouns (indirect): <i>me, te, le, nos, os, les</i> - object of prepositions: <i>mí, ti, él, ella, usted ...</i> 	<ul style="list-style-type: none"> - object pronouns (direct): <i>me, te, le, la, lo ...</i> - reflexive verbs - adverbs (manner, place, time, frequency and ending in <i>-mente</i>) - impersonal “<i>se</i>” 	<ul style="list-style-type: none"> - subordinate clauses with the verb in indicative or infinitive - simple future 	

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

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.
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.
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.

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.

6.2 Language Competence

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
listening	1. listen to and understand the main points of extended oral or media presentations on a variety of familiar topics in structured and unstructured situations	1. listen to and understand the main points of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in structured and unstructured situations	1. listen to and understand the main points of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in structured and unstructured situations
speaking	2. deliver a prepared or spontaneous oral presentation on a familiar topic in structured and unstructured situations	2. deliver a prepared or spontaneous oral presentation on a familiar or unfamiliar topic in structured and unstructured situations	2. deliver a coherent oral presentation on familiar and unfamiliar topics in a variety of structured and unstructured situations
reading	3. read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	3. read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations	3. read and understand texts containing simple and complex ideas on familiar and unfamiliar topics
writing	4. produce, spontaneously and/or with preparation, an extended series of simple and complex ideas on a familiar topic in structured and unstructured situations	4. produce, spontaneously and/or with preparation, an extended series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations	4. organize and develop ideas coherently on familiar and unfamiliar topics, spontaneously and/or with preparation
viewing	5. view and understand complex representations of familiar ideas, events and information	5. view and understand complex representations of ideas, events and information	5. view and understand a variety of complex representations of ideas, events and information
representing	6. create complex representations of familiar ideas, events and information	6. create complex representations of ideas, events and information	6. use a variety of forms to create complex representations of ideas, events and information

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.

6.3 Sociolinguistic/Sociocultural Elements

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
register	1. explore formal and informal uses of language in a variety of contexts	1. use suitable, simple formal language in a variety of contexts	1. explore differences in register between spoken and written text
idiomatic expressions	2. use learned idiomatic expressions in a variety of contexts	2. examine the role of idiomatic expressions in culture	2. identify influences on idiomatic expressions; e.g., region, age, occupation
variations in language	3. explore influences resulting in variations in language	3. examine influences resulting in variations in language	3. identify influences resulting in variations in language
social conventions	4. interpret the use of social conventions encountered in oral and print texts	4. interpret and use important social conventions in interactions	4. interpret and use appropriate oral and written forms of address with a variety of audiences
nonverbal communication	5. recognize nonverbal behaviours that are considered impolite	5. avoid nonverbal behaviours that are considered impolite	5. recognize a variety of nonverbal communication techniques in a variety of contexts

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.

6.4 Language Learning Strategies

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
cognitive	1. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Spanish or in English, be aware of cognates and false cognates	1. select and use a variety of cognitive strategies to enhance language learning; e.g., find information using reference materials like dictionaries, textbooks and grammars, use available technological aids to support language learning	1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
metacognitive	2. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	2. select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more they consider particularly useful personally	2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements
social/affective	3. select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to make themselves feel competent to do the task	3. select and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks and try unfamiliar tasks and approaches	3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions occurring in conversations in which they participate and make use of these new words and expressions as soon as appropriate

Further examples of language learning strategies are available on pages 25 and 26.

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.

6.5 Language Use Strategies

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
interactive	1. select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct	1. select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary	1. select and use appropriate interactive strategies; e.g., repeat part of what someone has said to confirm mutual understanding
interpretive	2. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in a text	2. select and use a variety of interpretive strategies; e.g., use key content words or discourse markers to follow an extended text	2. select and use appropriate interpretive strategies in a variety of situations; e.g., reread several times to understand complex ideas
productive	3. select and use a variety of productive strategies; e.g., use resources to increase vocabulary	3. select and use a variety of productive strategies; e.g., take notes when reading or listening to assist in producing their own text	3. select and use appropriate productive strategies in a variety of situations; e.g., use a variety of resources to correct texts

Further examples of language use strategies are available on pages 26 to 28.

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.

6.6 General Learning Strategies

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
cognitive	1. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information	1. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences and identify and justify the evidence on which their inferences are based
metacognitive	2. select and use a variety of metacognitive strategies to enhance general learning; e.g., manage the physical environment in which they have to work	2. select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal, such as a diary or a log	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning
social/affective	3. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	3. select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., be willing to take risks and try unfamiliar tasks and approaches

Further examples of general learning strategies are available on page 28.

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 an 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.

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.

7.1 Self-identity

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
understanding self-identity	1. understand self-concept and the factors that affect it	1. examine their own identity and reflect on its effect on personal relationships and choices	1. understand self-concept and its relationship to overall development, achievement and decisions for the future
developing positive self-identity	2. understand the importance of developing a positive self-concept and self-identity and understand that members of a group have the right to be treated with respect as individuals; i.e., not be stereotyped	2. understand stereotyping and its effect on the individual, community and society	2. recognize personal strengths and possible future opportunities
valuing Spanish and the cultures of the Spanish-speaking world	3. explore and analyze how language and culture have impacted and enriched their lives	3. explore and analyze how language and culture have enriched the lives of individuals at the community, national and international levels	3. explore how one's past and present language, and cultural knowledge and experiences, may be assets in future opportunities
valuing multilingualism/multiculturalism	4. explore and analyze how being multilingual/multicultural has impacted and enriched their lives	4. explore and analyze how multilingualism/multiculturalism has enriched the lives of individuals at the community, national and international levels	4. explore how one's past and present multilingual/multicultural knowledge and experiences may be assets in future opportunities

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.

7.2 Cultures of the Spanish-speaking World

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
historical elements	1. explore how some major historical events, figures and developments in the Spanish-speaking world have influenced contemporary culture worldwide	1. explore how some major historical events, figures and developments in the Spanish-speaking world have influenced contemporary culture within the Canadian context	1. analyze the influence and contributions of major historical events, figures and developments in the Spanish-speaking world within the Canadian context
contemporary elements	2. explore how some major contemporary events, figures and developments in the Spanish-speaking world have influenced contemporary culture worldwide	2. explore how some major contemporary events, figures and developments in the Spanish-speaking world have influenced contemporary Canadian culture	2. analyze the influence and contributions of some major contemporary events, figures and developments in the Spanish-speaking world within the Canadian context
diversity	3. explore the diversity of the cultures of the Spanish-speaking world at the international level	3. explore how cultural diversity shapes the Spanish-speaking world	3. examine how cultural diversity shapes the Spanish-speaking world
change	4. explore how changes in the cultures of the Spanish-speaking world have impacted their own life	4. explore the significance of changes in the cultures of the Spanish-speaking world to the rest of the world	4. compare changes in the cultures of the Spanish-speaking world with changes in other cultures

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.

7.3 Building Community

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
positive group membership	1. demonstrate respect for the rights and opinions of others	1. demonstrate positive group member behaviours	1. support classmates and peers in group activities
appreciating diversity	2. examine diversity in the school, local community and among peers and reflect on its impact on themselves, their relationships and their personal choices	2. examine diversity in the school, local community and among peers and reflect on its impact on themselves, their school and their community	2. explore and analyze how diversity has contributed to and enriched Canadian society
appreciating similarity	3. examine commonalities among peers and members of the school and local community and reflect on the impact of these commonalities on themselves	3. examine similarities that exist among cultures in Canadian society through the historical context of immigration	3. examine similarities among cultures in current Canadian society
contributing to community	4. participate effectively in group activities	4. appreciate the contributions of different individuals, groups and events to the development of Canada	4. participate in discussions on the significance of various contemporary cultural issues to Canadian society

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.

7.4 Global Citizenship

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
responsible citizenship	1. understand and analyze the rights and responsibilities of citizens and provide examples	1. identify how citizen action can affect public policy, including cultural diversity	1. recognize how public policies relating to cultural diversity are affected by public opinion, the media and political groups
interdependence	2. explore different roles and responsibilities of a group member	2. identify the impact of the actions of an individual upon the group	2. identify ways in which individuals, community members and societal members are interrelated and interdependent
intercultural skills	3. examine examples of societal conflict	3. explore ways in which group conflict can be resolved in Canadian society	3. appreciate how various constitutional documents and charters have governed the behaviour of various cultural groups
future opportunities	4. explore learning and work opportunities around the world	4. identify essential skills, knowledge and attitudes required for effective participation in the global workplace and marketplace	4. establish goals and action plans for further development of skills, knowledge and attitudes required for effective participation in the global workplace and marketplace