
SPANISH LANGUAGE AND CULTURE SIX-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who are beginning their study of Spanish language and culture in Grade 7. It constitutes the first three years of the Spanish Language and Culture Six-year (6Y) Program. The Spanish Language and Culture 10-6Y, 20-6Y, 30-6Y Program of Studies constitutes the last three years of the six-year program.

INTRODUCTION

Over 350 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 learning the Spanish language is enormous for Alberta society as a whole. Apart from the common advantages related to the learning of an international language, it permits an insight into the rich and varied cultures developed in the Spanish-speaking world and bestows more opportunity to communicate directly with Spanish-speaking people. In addition, the important economic role the Spanish-speaking countries are playing in the international market and their increasing trading partnership with Alberta are undeniable.

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

As well, for those students who already have some knowledge of the Spanish language or a family connection to the culture, learning Spanish offers an opportunity to renew contact with their language and culture. For some, it may contribute to maintaining and developing literacy in a first language that is not necessarily the majority language in the community.

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

In today's global world, the knowledge of a second language and culture in general, and Spanish in particular, is an economic advantage for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies.

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

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Spanish.

Four Components

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

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures of the Spanish-speaking world.

Strategies help students learn and communicate more effectively and more efficiently.

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

Modes of Communication

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

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

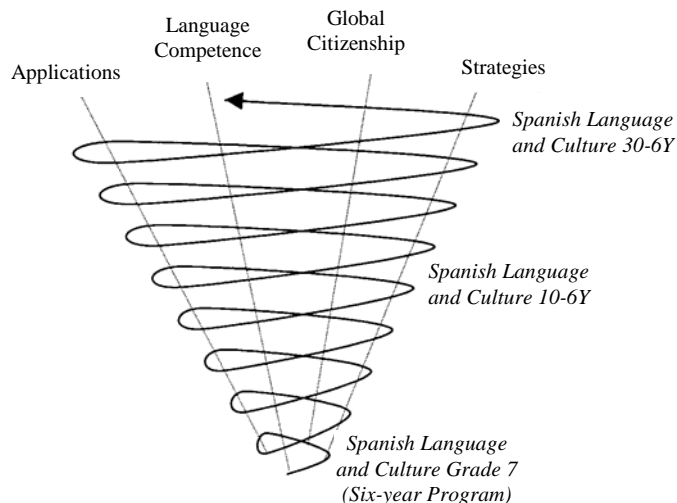
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting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

comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

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

A Spiral Progression

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



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]

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

Language Competence [LC]

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

Global Citizenship [GC]

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

Strategies [S]

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

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

Specific Outcomes

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

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications



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

- A-1 to receive and impart information
- A-2 to express emotions and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

Language Competence



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

- LC-1 attend to form
- LC-2 interpret and produce texts
- LC-3 apply knowledge of the sociocultural context
- LC-4 apply knowledge of how text is organized, structured and sequenced in Spanish

Global Citizenship



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

- GC-1 historical and contemporary elements of Spanish-speaking cultures
- GC-2 affirming diversity
- GC-3 personal and career opportunities

Strategies



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

- S-1 language learning
- S-2 language use
- S-3 general learning

Guide to Reading the Program of Studies

General Outcome for Applications

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

cluster heading
for specific
outcomes

A-6 for imaginative purposes and personal enjoyment

Grade 7
(Six-year Program)

Grade 8
(Six-year Program)

Grade 9
(Six-year Program)

Students will be able to:

| | | | |
|--------------------------------------|---|--|--|
| A-6.1 humour/fun | a. identify words or situations that are personally humorous | a. manipulate words or phrases to express humour | a. use the language for fun and to interpret humour; e.g., play a variety of sports and games, both indoors and out |
| A-6.2 creative/aesthetic purposes | a. participate in creative and aesthetic language activities | a. use the language creatively; e.g., create a picture story with captions | a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language |
| A-6.3 personal enjoyment | a. use the language for personal enjoyment; e.g., listen to a favourite song in Spanish | a. use the language for personal enjoyment; e.g., make a collection of pictures or artifacts related to the target culture | a. use the language for personal enjoyment; e.g., view a music video or a sports telecast in Spanish |

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

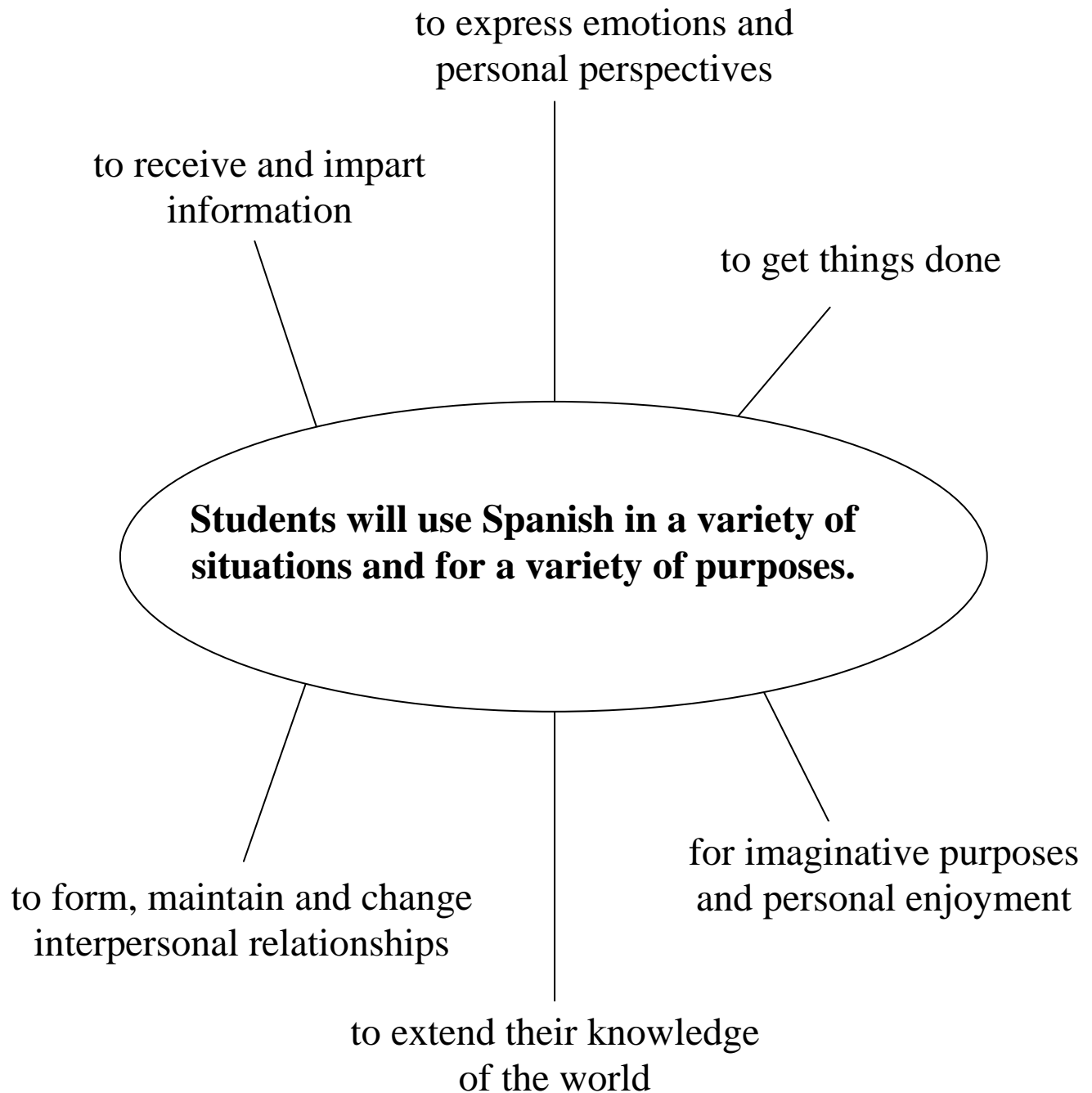
strand headings for
specific outcomes

specific outcome statements for each grade

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



Applications



APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Spanish language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

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

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

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

General Outcome for Applications

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

A-1 to receive and impart information

Grade 7 (Six-year Program)

Grade 8 (Six-year Program)

Grade 9 (Six-year Program)

Students will be able to:

| | | | |
|---------------------------------------|---|--|--|
| A-1.1 share factual information | a. share basic information; e.g., their name | a. ask for and provide information | a. ask for and provide information on a range of familiar topics |
| | b. identify concrete people, places and things | b. respond to simple, predictable questions | b. describe people, places, things and series or sequences of events or actions |
| | | c. describe people, places and things | |

A-2 to express emotions and personal perspectives

Students will be able to:

| | | | |
|--|---|--|---|
| A-2.1 share ideas, thoughts, opinions, preferences | a. express simple preferences; e.g., <i>Me gusta la clase de español. No me gusta la clase de matemáticas.</i> | a. identify favourite people, places or things | a. inquire about and express likes and dislikes; e.g., <i>prefiero leche</i> |
| | b. express a personal response; e.g., respond to a song or story | b. express a personal response to a variety of situations | b. record and share thoughts and ideas with others; e.g., keep a journal of ideas for stories |
| A-2.2 share emotions, feelings | a. respond to and express emotions and feelings; e.g., pleasure, happiness (<i>estar + adjective</i>) | a. identify, express and respond to a variety of emotions and feelings; e.g., love, sadness, surprise, fear | a. inquire about and express emotions and feelings; e.g., <i>no me siento bien</i> |
| | | | b. record and share personal experiences involving an emotion or feeling; e.g., happiness, anger, embarrassment |

General Outcome for Applications

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

A-3 to get things done

Grade 7 (Six-year Program)

Grade 8 (Six-year Program)

Grade 9 (Six-year Program)

Students will be able to:

| | | | |
|-------------------------------------|---|---|--|
| A-3.1 guide actions of others | a. indicate basic needs and wants | a. suggest a course of action, and respond to a suggestion | a. relay simple messages |
| | b. give and respond to simple oral instructions or commands; e.g., <i>¿Tienes un lápiz?</i> | b. make and respond to a variety of simple requests | b. encourage or discourage others from a course of action |
| | c. ask for permission | c. seek, grant or withhold permission | c. give and follow a simple sequence of instructions |
| A-3.2 state personal actions | a. respond to offers, invitations and instructions | a. indicate choice from among several options | a. make an offer or an invitation, and respond to offers and invitations made by others |
| | b. ask or offer to do something | b. express a wish or a desire to do something | b. inquire about and express ability and inability to do something; e.g., <i>hablo español</i> |
| A-3.3 manage group actions | a. manage turn taking | a. ask for help or clarification of what is being said or done in the group | a. encourage other group members to participate |
| | b. encourage other group members to act appropriately | b. suggest, initiate or direct action in group activities | b. assume a variety of roles and responsibilities as group members |
| | | | c. negotiate, in a simple way, with peers in small-group tasks |
| | | | d. offer to explain or clarify |

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

| | | | |
|---|---|--|--|
| A-4.1 manage personal relationships | a. exchange greetings and farewells | a. initiate relationships; e.g., invite others to play | a. talk about themselves, and respond to the talk of others by showing attention or interest |
| | b. address a new acquaintance, and introduce themselves | b. apologize and refuse politely | b. make and break social engagements |
| | c. exchange some basic personal information | | |

General Outcome for Applications

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

A-5 to extend their knowledge of the world

| | Grade 7 (Six-year Program) | Grade 8 (Six-year Program) | Grade 9 (Six-year Program) |
|---|--|---|--|
| <i>Students will be able to:</i> | | | |
| A-5.1 discover and explore | <ul style="list-style-type: none"> a. investigate the immediate environment; e.g., use kinaesthetic, spatial and musical abilities b. ask simple questions | <ul style="list-style-type: none"> a. investigate the immediate environment b. make and talk about personal observations | <ul style="list-style-type: none"> a. explore alternative classification systems and criteria for categories b. discover relationships and patterns |
| A-5.2 gather and organize information | <ul style="list-style-type: none"> a. gather simple information b. organize items in different ways | <ul style="list-style-type: none"> a. sequence items in different ways b. record and share personal knowledge of a topic | <ul style="list-style-type: none"> a. compare and contrast items in simple ways b. compose questions to guide research c. identify sources of information d. record observations |
| A-5.3 explore opinions and values | <ul style="list-style-type: none"> a. listen attentively to the opinions expressed b. respond sensitively to the ideas and products of others | <ul style="list-style-type: none"> a. make connections between behaviour and values; e.g., in texts or in role-play b. recognize differences of opinion | <ul style="list-style-type: none"> a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience |
| A-5.4 solve problems | <ul style="list-style-type: none"> a. experience problem-solving situations in the classroom; e.g., in stories | <ul style="list-style-type: none"> a. define a problem, and search for solutions b. choose between alternative solutions | <ul style="list-style-type: none"> a. recognize and describe a problem, then propose solutions b. understand and use the steps in the problem-solving process |

General Outcome for Applications

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

A-6 for imaginative purposes and personal enjoyment

Grade 7
(Six-year Program)

Grade 8
(Six-year Program)

Grade 9
(Six-year Program)

Students will be able to:

| | | | |
|---|---|--|--|
| A-6.1 humour/fun | a. identify words or situations that are personally humorous | a. manipulate words or phrases to express humour | a. use the language for fun and to interpret humour; e.g., play a variety of sports and games, both indoors and out |
| A-6.2 creative/aesthetic purposes | a. participate in creative and aesthetic language activities | a. use the language creatively; e.g., create a picture story with captions | a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language |
| A-6.3 personal enjoyment | a. use the language for personal enjoyment; e.g., listen to a favourite song in Spanish | a. use the language for personal enjoyment; e.g., make a collection of pictures or artifacts related to the target culture | a. use the language for personal enjoyment; e.g., view a music video or a sports telecast in Spanish |

Language Competence



attend to form

interpret and produce
texts

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

apply knowledge of the
sociocultural context

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

LANGUAGE COMPETENCE

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

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

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

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

General Outcome for Language Competence
 Students will use Spanish **effectively** and **competently**.

LC-1 attend to form

| | Grade 7 (Six-year Program) | Grade 8 (Six-year Program) | Grade 9 (Six-year Program) |
|----------------------------------|---|--|---|
| <i>Students will be able to:</i> | | | |
| LC-1.1 phonology | a. pronounce some common words and phrases comprehensibly b. use intonation to express meaning c. recognize that stress is important for meaning | a. distinguish particular sounds of the language b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases | a. recognize some critical sound distinctions that are important for meaning; e.g., minimal pairs (<i>pero/perro</i> , <i>papa/papá</i>) b. recognize some of the effects that intonation and stress have in different situations c. approximate the pronunciation of unfamiliar words |
| LC-1.2 orthography | a. recognize and name the Spanish letters of the alphabet or characters b. apply basic punctuation | a. write familiar words, phrases and sentences b. recognize and use some basic mechanical conventions; e.g., capitalization, punctuation | a. recognize and use some basic spelling patterns |
| LC-1.3 lexicon | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • people around me <ul style="list-style-type: none"> – greetings – personal information – family – people and their characteristics – the human body – clothing • activities (daily, favourite, student, leisure) <ul style="list-style-type: none"> – celebrations (personal) • school <ul style="list-style-type: none"> – in the classroom – time and calendar – weather • introduction to the Spanish-speaking world (geography) • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • introduction to fashion (shopping) • activities <ul style="list-style-type: none"> – in the home – in the community—places and transportation • foods and cuisine <ul style="list-style-type: none"> – restaurants – market • sports and exercise • friendship • introduction to cultural diversity in the Spanish-speaking world • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • travel <ul style="list-style-type: none"> – vacations – directions • social life • health and safety <ul style="list-style-type: none"> – physical states – visits to the doctor • occupations and professions • any other lexical fields that meet their needs and interests |

(continued)

General Outcome for Language Competence
 Students will use Spanish **effectively** and **competently**.

(continued)

LC-1 attend to form

| | Grade 7 (Six-year Program) | Grade 8 (Six-year Program) | Grade 9 (Six-year Program) |
|---------------------------------------|---|---|--|
| | <i>Students will be able to:</i> | | |
| LC-1.4 grammatical elements | a. use, in modelled situations, ¹ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> • <i>me/te/le gusta/an</i> • commonly used verbs: <i>ir, querer</i> • regular <i>-ir</i> and <i>-er</i> verbs in the present tense • <i>tener que</i> + infinitive • <i>ir + a</i> + infinitive • definite and indefinite articles: <i>el, la, lo, las, los, un, una, unas, unos</i> • possessive adjectives: <i>mi, tu, su, mis, tus, sus</i> • demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i> | <ul style="list-style-type: none"> • <i>nos/les (os) gusta/an</i> • <i>caer bien/mal</i> • possessive adjectives and pronouns: <i>nuestro/a/os/as, vuestro/a/os/as</i> • irregular verbs: <i>poder, conocer, saber, venir, salir, decir, hacer, preferir</i> • commands—regular verbs (<i>tú</i> form) • commands for commonly used verbs (<i>usted, ustedes</i>) • present progressive (<i>estar</i> + gerund) | <ul style="list-style-type: none"> • commands—negative forms • commands—irregular verbs (<i>tú</i> form) • stem-changing verbs in the present tense • irregular verbs: <i>dar, poner, traer</i> • preterite (regular verbs) • perfect tense • direct object pronouns • reflexive verbs |
| | b. use, in structured situations, ² the following grammatical elements: | | |
| | <ul style="list-style-type: none"> • subject pronouns: <i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes</i> • affirmative/negative/interrogative sentences in the present tense • regular <i>-ar</i> verbs in the present tense • gender and number of nouns, adjectives • commonly used verbs: <i>ser, estar, tener</i> | <ul style="list-style-type: none"> • <i>me/te/le gusta/an</i> • commonly used verbs: <i>ir, querer</i> • regular <i>-ir</i> and <i>-er</i> verbs in the present tense • <i>tener que</i> + infinitive • <i>ir + a</i> + infinitive • definite and indefinite articles: <i>el, la, lo, las, los, un, una, unas, unos</i> • possessive adjectives: <i>mi, tu, su, mis, tus, sus</i> • demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i> | <ul style="list-style-type: none"> • <i>nos/les (os) gusta/an</i> • <i>caer bien/mal</i> • possessive adjectives and pronouns: <i>nuestro/a/os/as, vuestro/a/os/as</i> • irregular verbs: <i>poder, conocer, saber, venir, salir, decir, hacer, preferir</i> • commands—regular verbs (<i>tú</i> form) • commands for commonly used verbs (<i>usted, ustedes</i>) • present progressive (<i>estar</i> + gerund) |

(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.

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.

General Outcome for Language Competence
 Students will use Spanish **effectively** and **competently**.

(continued)

LC-1 attend to form

| | Grade 7 (Six-year Program) | Grade 8 (Six-year Program) | Grade 9 (Six-year Program) |
|---------------------------------------|--|---|---------------------------------------|
| LC-1.4 grammatical elements | <p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,³ the following grammatical elements:</p> | | |
| | <ul style="list-style-type: none"> • subject pronouns: <i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes</i> • affirmative/negative/interrogative sentences in the present tense • regular <i>-ar</i> verbs in the present tense • gender and number of nouns, adjectives • commonly used verbs: <i>ser, estar, tener</i> | <ul style="list-style-type: none"> • <i>me/te/le gusta/an</i> • commonly used verbs: <i>ir, querer</i> • regular <i>-ir</i> and <i>-er</i> verbs in the present tense • <i>tener que</i> + infinitive • <i>ir + a</i> + infinitive • definite and indefinite articles: <i>el, la, lo, las, los, un, una, unas, unos</i> • possessive adjectives: <i>mi, tu, su, mis, tus, sus</i> • demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i> | |

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

General Outcome for Language Competence
 Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

Grade 7
(Six-year Program)

Grade 8
(Six-year Program)

Grade 9
(Six-year Program)

Students will be able to:

| | | | |
|--|---|--|---|
| LC–2.1 aural interpretation | a. understand simple spoken sentences in guided situations | a. understand short, simple oral texts in guided situations | a. understand short, simple oral texts in guided and unguided situations |
| LC–2.2 written interpretation | a. understand simple written sentences in guided situations | a. understand short, simple written texts in guided situations | a. understand short, simple written texts in guided and unguided situations |
| LC–2.3 interactive fluency | a. engage in simple interactions, using short, isolated lexical phrases | a. engage in simple interactions, using simple sentences | a. engage in simple interactions |
| LC–2.4 visual interpretation | a. derive meaning from visuals and other forms of nonverbal communication in guided situations | a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations | a. derive meaning from the visual elements of a variety of media in guided and unguided situations |
| LC–2.5 oral production | a. produce simple words and phrases, orally, in guided situations | a. produce simple sentences, orally, in guided situations | a. produce short, simple oral texts in guided situations |
| LC–2.6 written production | a. write simple words and phrases in guided situations | a. write simple sentences in guided situations | a. write short, simple texts in guided situations |
| LC–2.7 representation | a. use visuals and other forms of nonverbal communication to express meaning in guided situations | a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations | a. express meaning through the use of visual elements in a variety of media in guided and unguided situations |

General Outcome for Language Competence
 Students will use Spanish **effectively** and **competently**.

LC-3 apply knowledge of the sociocultural context

| | Grade 7 (Six-year Program) | Grade 8 (Six-year Program) | Grade 9 (Six-year Program) |
|--|---|---|--|
| <i>Students will be able to:</i> | | | |
| LC-3.1 register | a. distinguish between formal and informal situations b. respond to tone of voice | a. use simple forms of formal and informal register with guidance; e.g., <i>usted/tú</i> b. recognize that some topics, words or intonations are inappropriate in certain contexts | a. experiment with and use formal and informal language in familiar situations |
| LC-3.2 idiomatic expressions | a. imitate age-appropriate idiomatic expressions | a. understand and use a variety of simple idiomatic expressions as set phrases | a. use learned idiomatic expressions in new contexts to enhance communication |
| LC-3.3 variations in language | a. identify variations in language; e.g., regional, age-related b. experience a variety of voices | a. identify some major geographical variations in language; e.g., Spain, Latin America b. acknowledge and accept individual differences in speech | a. identify some specific regional variations in language b. experience a variety of accents and variations in speech |
| LC-3.4 social conventions | a. use basic forms of politeness and social conventions; e.g., <i>por favor, gracias</i> | a. identify important conventions in various social interactions; e.g., shaking hands, kissing cheeks | a. interpret and use important conventions in various social interactions |
| LC-3.5 nonverbal communication | a. understand the meaning of and imitate some common nonverbal behaviours used in the target culture; e.g., shrugging shoulders | a. experiment with using some simple nonverbal means of communication; e.g., nodding “yes” or shaking the head “no” b. recognize that some nonverbal behaviours may be inappropriate in certain contexts | a. recognize and use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact, waving b. recognize and avoid using nonverbal behaviours that are considered impolite |

General Outcome for Language Competence

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

LC-4 apply knowledge of how text is organized, structured and sequenced in Spanish

| | Grade 7 (Six-year Program) | Grade 8 (Six-year Program) | Grade 9 (Six-year Program) |
|--|---|---|--|
| <i>Students will be able to:</i> | | | |
| LC-4.1 cohesion/ coherence | a. follow and imitate speech that uses simple linking words; e.g., <i>pero, porque</i> | a. sequence elements of a simple story, process or series of events b. link words or groups of words in simple ways; e.g., using words like <i>y, e</i> and <i>después</i> | a. link several sentences coherently; e.g., on a single theme |
| LC-4.2 text forms | a. recognize a variety of oral and print text forms; e.g., recipes, invitations, messages b. use some simple text forms in their own productions; e.g., maps, questionnaires | a. recognize and use a variety of simple text forms in guided situations; e.g., menus, advertisements, sports broadcasts | a. recognize and use a variety of text forms, in guided and unguided situations; e.g., travel brochures, personal letters, multimedia presentations |
| LC-4.3 patterns of social interaction | a. respond using very simple social interaction patterns; e.g., question–answer, greeting–response, invitation–accept/decline | a. initiate interactions, and respond using simple social interaction patterns; e.g., request–acceptance/nonacceptance | a. use simple conventions to open and close conversations and to manage turn taking b. initiate interactions, and respond using a variety of social interaction patterns; e.g., social invitations, ordering food in a restaurant |

Global Citizenship



historical and contemporary elements
of Spanish-speaking cultures

affirming diversity

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

personal and career opportunities

GLOBAL CITIZENSHIP

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

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

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

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

General Outcome for Global Citizenship

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

GC–1 historical and contemporary elements of Spanish-speaking cultures

| | Grade 7 (Six-year Program) | Grade 8 (Six-year Program) | Grade 9 (Six-year Program) |
|---|--|---|--|
| <i>Students will be able to:</i> | | | |
| GC–1.1 knowledge of Spanish-speaking cultures | a. participate in activities and experiences that reflect elements of Spanish-speaking cultures | a. participate in activities and experiences that reflect elements of Spanish-speaking cultures | a. identify some things they have in common with people their own age who live in Spanish-speaking nations b. explore some elements of Spanish-speaking cultures; e.g., influence of the geography and climate on way of life |
| GC–1.2 accessing/analyzing cultural knowledge | a. ask questions, using their first language, about elements of Spanish-speaking cultures experienced in class | a. make observations of Spanish-speaking cultures; e.g., as portrayed in texts and in the community b. seek out information about Spanish-speaking cultures from authentic sources; e.g., people | a. compare and make connections between some elements of Spanish-speaking cultures being studied and their own; e.g., geography and climate |
| GC–1.3 applying cultural knowledge | a. recognize elements of Spanish-speaking cultures in the local community | a. identify elements of Spanish-speaking cultures in the school and community | a. identify commonalities and differences between the Spanish-speaking cultures being studied and their own b. apply knowledge of Spanish-speaking cultures to interpret similarities and differences between those cultures and their own; e.g., when interpreting stories, television or films, when interviewing a visitor |
| GC–1.4 diversity of Spanish-speaking cultures | a. experience diverse elements of Spanish-speaking cultures | a. identify some elements that reflect diversity within Spanish-speaking cultures | a. identify commonalities and differences among diverse Spanish-speaking groups b. apply knowledge of Spanish-speaking cultures to interpret similarities and differences among diverse groups |
| GC–1.5 valuing Spanish-speaking cultures | a. participate in cultural activities and experiences | a. participate in cultural activities and experiences | a. identify similarities between themselves and people of Spanish-speaking cultures being studied b. express an interest in finding out about people their own age who speak Spanish |

General Outcome for Global Citizenship

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

GC-2 affirming diversity

| | Grade 7 (Six-year Program) | Grade 8 (Six-year Program) | Grade 9 (Six-year Program) |
|---|--|---|---|
| <i>Students will be able to:</i> | | | |
| GC-2.1 awareness of first language | a. identify similarities between their first language and Spanish; e.g., basic word order | a. identify similarities and differences between their first language and Spanish; e.g., different social conventions, cognates | a. compare oral and written aspects of their first language and Spanish; e.g., grammatical structures b. identify some words in their first language that have been borrowed from Spanish |
| GC-2.2 general language knowledge | a. identify similarities and differences among writing systems from different languages within their personal experience b. describe ways languages can be taught and learned | a. recognize that, within any linguistic group, individuals use language in personal ways b. recognize that in any language there are different words for the same thing | a. recognize that languages can be grouped into families based on common origins b. identify how and why languages borrow from one another |
| GC-2.3 awareness of Canadian culture | a. explore similarities between their own culture and other cultures | a. recognize similarities between their own culture and other cultures; e.g., celebrations, foods, roles of family members b. make connections between individuals or situations in texts and their own personal experiences | a. recognize and identify similarities and differences between their own culture and other cultures; e.g., occupations, seasonal activities |
| GC-2.4 general cultural knowledge | a. participate in activities and experiences that reflect elements of different cultures; e.g., stories, art forms, crafts | a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community b. recognize that culture is expressed through a variety of forms | a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region; e.g., geography, climate |
| GC-2.5 valuing diversity | a. interact with others who are different | a. engage in activities that reflect other ways of doing things or other perspectives | a. identify the limitations of adopting a single perspective |
| GC-2.6 intercultural skills | a. adapt to new situations | a. listen with attention to the opinions of others b. initiate and maintain new relationships; e.g., make a new classmate feel welcome | a. reflect on their actions and the consequences of their actions for others b. explore how their perspective is shaped by a variety of factors |

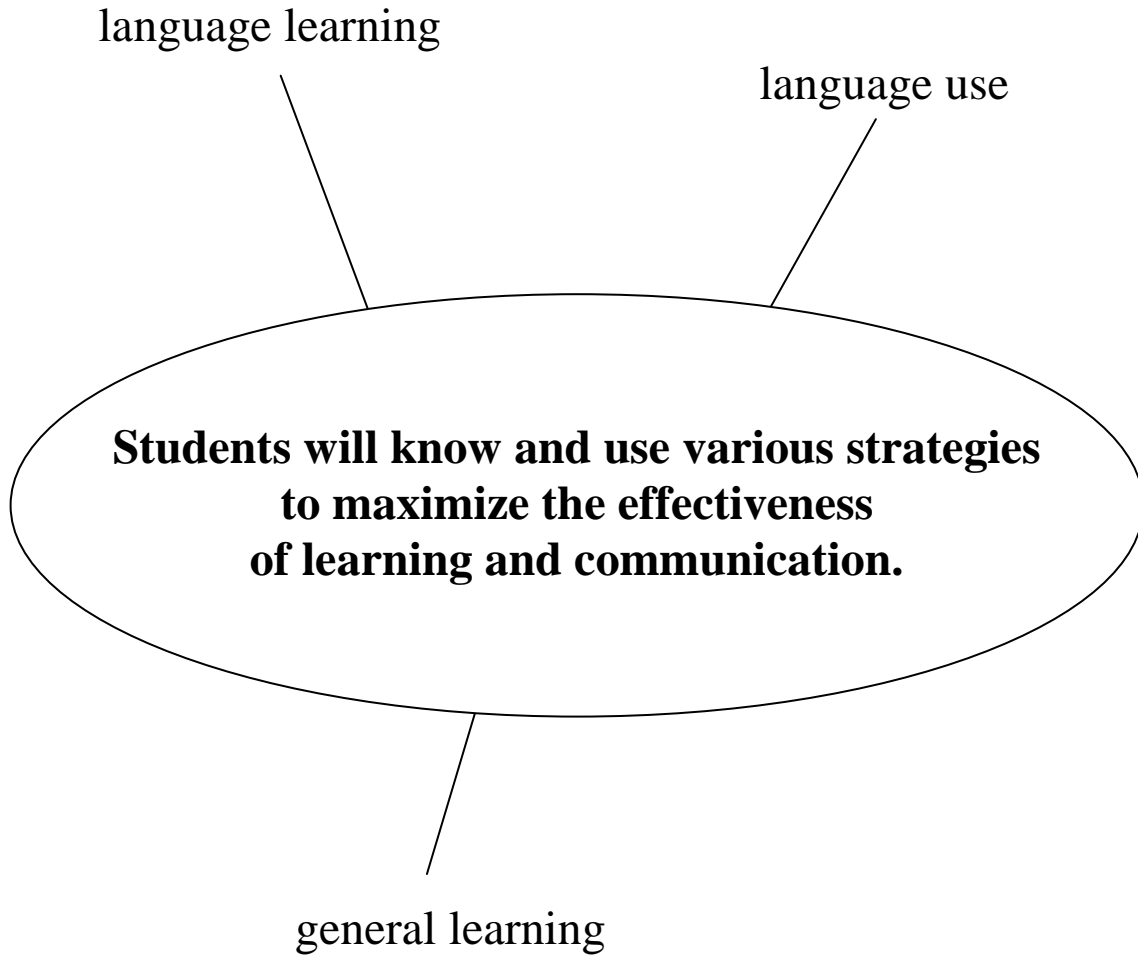
General Outcome for Global Citizenship

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

GC–3 personal and career opportunities

| | Grade 7 (Six-year Program) | Grade 8 (Six-year Program) | Grade 9 (Six-year Program) |
|--|--|---|---|
| <i>Students will be able to:</i> | | | |
| GC–3.1 Spanish language and Spanish-speaking cultures | a. suggest some reasons for learning Spanish | a. suggest some reasons for learning Spanish b. identify some personal uses they have made of their knowledge of Spanish and Spanish-speaking cultures | a. identify some careers for which knowledge of Spanish is useful b. identify some places they could visit where Spanish is spoken |
| | a. suggest some reasons for learning an additional language b. suggest some reasons for participating in activities and experiences that reflect elements of different cultures | a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures b. identify some personal uses they have made of their knowledge of different languages and cultures | a. identify some careers for which knowledge of different languages and cultures is useful b. identify some countries where there is significant linguistic and cultural diversity |

Strategies



STRATEGIES

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

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

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of, and ability to use, general types of strategies. More specific strategies for each general category or type are included in the 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 own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Spanish or in own language
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing 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 the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Spanish
- acknowledge being spoken to
- interpret and use a variety of 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 something is not understood; e.g., *¿Qué quiere decir ...?, ¿Puede repetir, por favor?*
- use the other speaker's words in subsequent conversation
- assess feedback from a conversation partner to recognize if a message has been understood; e.g., partner may shrug shoulders

- start again, using a different tactic, when communication breaks down; e.g., *Quiero decir que ...*
- use a simple word similar to the concept to convey, and invite correction; e.g., *pescado* for *pez*
- invite others into the discussion; e.g., *¿no?*, *¿verdad?*
- ask for confirmation that a form used is correct; e.g., *¿Se puede decir esto?*, *¿Se dice así?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Bueno, de hecho ..., pues ..., entonces ...*
- use circumlocution to compensate for lack of vocabulary; e.g., *La máquina que se usa para lavar la ropa* for *lavadora*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Quieres decir que .../Es decir que ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *¿Me entiende?*, *¿Está claro?*, *¿Me comprende?*
- use suitable phrases to intervene in a discussion; e.g., *Hablando de .../Perdón, pero ...*
- self-correct if errors lead to misunderstandings; e.g., *Quiero decir que ..., mejor dicho ..., o sea ...*

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues

- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

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

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red 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 own physical working environment
- keep a learning journal, such as a diary or a log

- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

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

General Outcome for Strategies

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

S-1 language learning

Grade 7 (Six-year Program)

Grade 8 (Six-year Program)

Grade 9 (Six-year Program)

Students will be able to:

| | | | |
|--------------------|---|---|--|
| S-1.1 cognitive | a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns | a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language | a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of Spanish and their own language |
| | a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how they learn | a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language | a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy |
| | a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences | a. 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 | a. 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 and note their acceptance or nonacceptance by more experienced speakers |

Further examples of language learning strategies are available on pages 28 and 29.

General Outcome for Strategies

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

S–2 language use

Grade 7 (Six-year Program)

Grade 8 (Six-year Program)

Grade 9 (Six-year Program)

Students will be able to:

| | | | |
|-----------------------|---|---|--|
| S–2.1 interactive | a. use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal cues to communicate | a. use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition when they do not understand | a. 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 |
| S–2.2 interpretive | a. 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 | a. use a variety of simple interpretive strategies, with guidance; e.g., determine the purpose of listening, listen or look for key words | a. identify and use a variety of interpretive strategies; e.g., use knowledge of the sound–symbol system to aid reading comprehension |
| S–2.3 productive | a. use simple productive strategies, with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment | a. use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts | a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences |

Further examples of language use strategies are available on pages 29 and 30.

General Outcome for Strategies

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

S-3 general learning

Grade 7 (Six-year Program)

Grade 8 (Six-year Program)

Grade 9 (Six-year Program)

Students will be able to:

| | | | |
|---------------------------|--|---|--|
| S-3.1 cognitive | a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., use models, classify objects | a. use a variety of simple cognitive strategies, with guidance, to enhance general learning; e.g., experiment with and concentrate on one thing at a time | a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form |
| S-3.2 metacognitive | a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., choose from among learning options | a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning; e.g., decide in advance to attend to the learning task | a. 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 |
| S-3.3 social/affective | a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., seek help from others | a. use a variety of simple social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative group learning tasks | a. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes |

Further examples of general learning strategies are available on page 31.