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

This program of studies is intended for students who began their study of Spanish language and culture in Grade 4. It constitutes the fourth, fifth and sixth years of the Spanish Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

PROGRAM RATIONALE

Over 400 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 any international language, learning Spanish 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. As well, for some students with prior knowledge of the language and cultures, it offers an opportunity for renewed contact. Learning the language contributes to maintaining and developing literacy for those whose first language is Spanish.

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 individuals the opportunity to identify, question and challenge their own cultural assumptions, values and perspectives and to contribute positively to society.

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

Moreover, in today's world, the knowledge of a second language and culture in general is a benefit for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace. Given the important economic role that Spanish-speaking

countries are playing in the international market, and given their increasing trading partnership with Alberta, the learning of Spanish provides an important economic advantage.

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.

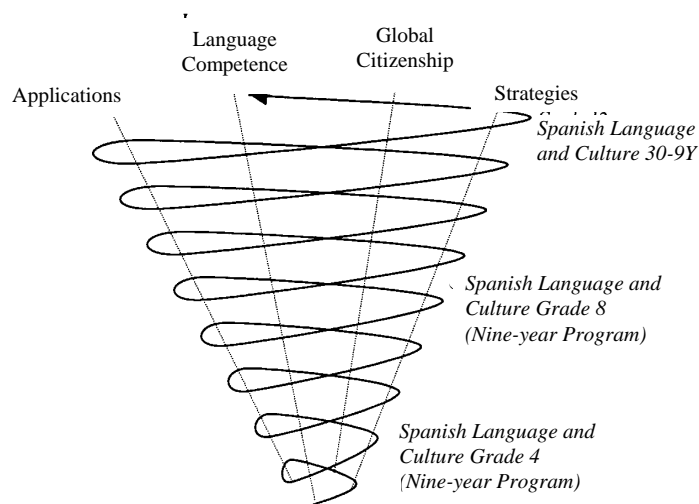
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting 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 nine-year program (i.e., in different grades/courses), 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**.

Strategies [S]

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

The order in which the general outcomes are presented in this 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 impart and receive 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 discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

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

Strategies



Students will know and use 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 Language Competence
 Students will use Spanish **effectively** and **competently**.

cluster heading
 for specific
 outcomes

LC-4 apply knowledge of how discourse is organized, structured and sequenced

Grade 7
 (Nine-year Program)

Grade 8
 (Nine-year Program)

Grade 9
 (Nine-year Program)

Students will be able to:

LC-4.1 cohesion/coherence	a. organize texts, using common patterns b. interpret simple references within texts	a. organize texts to indicate steps in a procedure or directions to follow b. interpret and use references within texts	a. use a variety of conventions to structure texts b. interpret and use references within texts
LC-4.2 text forms	a. recognize various text forms delivered through a variety of media	a. examine the structure of a variety of text forms	a. use a variety of familiar, short text forms and media in their own productions
LC-4.3 patterns of social interaction	a. initiate interactions and respond, in familiar situations, using social interaction patterns	a. initiate interactions and respond, using a variety of social interaction patterns	a. combine simple social interaction patterns in a variety of situations

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

strand headings for specific outcomes

specific outcome statements for each grade

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



Applications

to express emotions and
personal perspectives

to impart and receive
information

to get things done

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

to form, maintain and
change interpersonal
relationships

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

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 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 Spanish language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Spanish language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. 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 impart and receive information

Grade 7
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

A-1.1 share factual information	a. understand information, such as definitions, comparisons and examples	a. provide information on several aspects of a topic	a. share facts about events that took place in the past or that may take place in the future
	b. provide simple explanations; e.g., an enchilada is a Mexican food		

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and disagreement	a. inquire about and express interest and lack of interest, satisfaction and dissatisfaction	a. inquire about and express the ability to complete an action and the certainty of an event
	a. inquire about and express emotions and feelings in a variety of familiar contexts	a. compare the expression of emotions and feelings in a variety of informal situations	a. express emotions and feelings in a variety of situations

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 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
A-3.1 guide actions of others	a. respond to and make suggestions in a variety of situations	a. give and respond to advice and warnings	a. give and respond to directions and instructions in formal and informal situations b. make and respond to requests in formal and informal situations
A-3.2 state personal actions	a. state personal actions in the present	a. state personal actions in the future and past	a. state personal actions in the future and past b. express intention in a variety of situations
A-3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for contributions of others b. offer to explain or clarify	a. explain, clarify or elaborate on another member's contribution	a. negotiate with peers in small-group situations

A-4 to form, maintain and change interpersonal relationships

<i>Students will be able to:</i>			
A-4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities	a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages	a. offer and respond to compliments and congratulations

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 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
A-5.1 discover and explore	a. ask questions to clarify understanding and knowledge	a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity
A-5.2 gather and organize information	a. gather information from a variety of resources; e.g., print, human, multimedia, electronic	a. identify useful and reliable resources	a. organize information in a logical manner
A-5.3 solve problems	a. describe and examine a problem, then propose solutions	a. generate and evaluate potential solutions to problems	a. use information collected from various sources to solve problems
A-5.4 explore opinions and values	a. provide reasons for their opinions on topics within their experience	a. distinguish fact from opinion	a. explore how values influence behaviour; e.g., describe characters and their motivations in a story

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
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

A-6.1 humour/fun	a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits	a. use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons	a. use the language for fun and to appreciate simple humour
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to music	a. use the language for personal enjoyment; e.g., play games	a. use the language for personal enjoyment; e.g., watch sports broadcasts

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
discourse is organized, structured
and sequenced

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

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

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

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

LC-1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
LC-1.1 phonology	a. identify and reproduce some critical sound distinctions and intonations that are important for meaning	a. use intonation, stress and rhythm appropriately in familiar situations	a. approximate the pronunciation of unfamiliar words
LC-1.2 orthography	a. apply some common spelling rules b. use some basic mechanical conventions	a. write familiar words and phrases, including accents, correctly and consistently b. use basic mechanical conventions	a. use basic mechanical conventions consistently b. recognize the role that accentuation plays in the Spanish language
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"> • family traditions • friends and activities • fashion/clothing • the body • vacation and travel • 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"> • shopping and money • helping the environment • cooking and food preparation • music and dances of the Spanish-speaking world • arts and crafts of 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"> • restaurants and eating out • technology • pop culture of the Spanish-speaking world • career opportunities • the world of sports • 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 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	<i>Students will be able to:</i>		
	a. use, in modelled situations, ¹ the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> substantive nouns/nominals formed from adjectives; e.g., <i>el blanco, la azul, los grandes, las medianas</i> direct object pronouns: <i>me, te, lo, la, los, las, os, nos</i> demonstrative adjectives: <i>ese, esa, esos, esas, aquel, aquella, aquellos, aquellas</i> comparisons: <i>más ... que, menos ... que, tan ... como</i> <i>tener que</i> + infinitive present tense of common stem-changing verbs: <i>o → ue, e → ie, e → i, u → ue</i> irregular <i>yo</i> forms: <i>salir, hacer, poner, dar</i> present progressive reflexive verbs (all forms) future action <i>ir a</i> + infinitive adverbial phrases prepositions: <i>entre, sin, hasta</i> contractions: <i>al, del</i> prepositional phrases relating to location and direction; e.g., <i>debajo de, encima de, detrás de, delante de, dentro de</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> question words: [<i>¿...?</i>] <i>cuánto, cuál</i> (all forms) affirmative commands using <i>tú, usted, nosotros, vosotros/ustedes</i>** 	<ul style="list-style-type: none"> direct object indicator <i>a</i> used when referring to a person/people; e.g., <i>Vi a tu hermano</i> = I saw your brother indirect object pronouns: <i>me, te, le, nos, os, les</i> pronouns as objects of prepositions: <i>mí, tí, él, ella, usted, nosotros (as), vosotros (as), conmigo, contigo</i> superlative; e.g., <i>el chico más alto</i> preterit regular verbs distinction between/use of <i>saber</i> and <i>conocer</i> present tense prepositions: <i>por, para</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> impersonal expressions and infinitive (<i>Es necesario</i>) negative commands using <i>tú, usted, nosotros, ustedes/vosotros</i> complex sentences using the conjunctions <i>porque/ya que, cuando, mientras</i> (affirmative, negative, interrogative) 	<ul style="list-style-type: none"> diminutives: <i>-ito, -ita, -itos, -itas</i> demonstrative pronouns irregular comparatives: <i>bueno, malo, mejor, peor, menor, mayor</i> present perfect preterit stem-changing verbs and irregular verbs; e.g., <i>ser, hacer, poder</i> conditional subjunctive mood (present): <ul style="list-style-type: none"> to express wishes and hopes; e.g., <i>Ojalá que ...</i>, <i>Quiero que ...</i> to express emotion; e.g., <i>alegrarse, sentir que ...</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> complex sentences using conjunctions: <i>o ... o, ni ... ni</i>

(continued)

** Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

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.

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

(continued)

LC-1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	<i>Students will be able to:</i>		
	b. use, in structured situations, ² the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • use of <i>vosotros</i>* • noun–adjective agreement: number and gender • possessive adjectives: <i>nuestro, nuestra, nuestros, vuestras, vuestras, vuestras, vuestras</i>* • demonstrative adjectives: <i>este, esta, estos, estas</i> • regular <i>-er, -ir</i> verbs (present tense all persons) • <i>ser</i> and <i>estar</i> (present tense all persons in familiar contexts; e.g., occupations, emotions, location) • <i>gusta/gustan</i> (<i>nos, os, les</i>) • adverbs (time, manner, place, quantity) • common prepositions of location (<i>a, de, en</i>) and the preposition <i>con</i> in familiar situations • prepositional phrases relating to location and direction; e.g., <i>debajo de, encima de, detrás de, delante de, dentro de</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> • question words: [<i>¿...?</i>] <i>qué, cómo, dónde, por qué, cuándo, quién</i> • simple compound sentences using conjunctions <i>y, o</i> and <i>pero</i> 	<ul style="list-style-type: none"> • noun–adjective agreement: number and gender • substantive nouns/nominals formed from adjectives; e.g., <i>el blanco, la azul, los grandes, las medianas</i> • direct object pronouns: <i>me, te, lo, la, los, las, os, nos</i> • demonstrative adjectives: <i>ese, esa, esos, esas, aquel, aquella, aquellos, aquellas</i> • comparisons: <i>más ... que, menos ... que, tan ... como</i> • <i>ser</i> and <i>estar</i> (present tense all persons in familiar contexts; e.g., occupations, emotions, location) • present tense of common stem-changing verbs: <i>o → ue, e → ie, e → i, u → ue</i> • irregular <i>yo</i> forms: <i>salir, hacer, poner, dar</i> • present progressive • reflexive verbs (all forms) • <i>tener que</i> + infinitive • future action <i>ir a</i> + infinitive • adverbial phrases • prepositions: <i>entre, sin, hasta</i> • contractions: <i>al, del</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> • question words: [<i>¿...?</i>] <i>cuánto, cuál</i> (all forms) • affirmative commands using <i>tú, usted, nosotros, vosotros/ustedes</i>** 	<ul style="list-style-type: none"> • noun–adjective agreement: number and gender • direct object pronouns: <i>me, te, lo, la, los, las, os, nos</i> • direct object indicator <i>a</i> used when referring to a person/people • indirect object pronouns: <i>me, te, le, nos, os, les</i> • pronouns as objects of prepositions: <i>mí, tí, él, ella, usted, nosotros (as), vosotros (as), conmigo, contigo</i> • demonstrative adjectives • superlative; e.g., <i>el chico más alto</i> • present tense of common stem-changing verbs: <i>o → ue, e → ie, e → i, u → ue</i> • distinction between/use of <i>saber</i> and <i>conocer</i> present tense • reflexive verbs (all forms) • preterit regular verbs • prepositions: <i>por, para</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> • impersonal expressions and infinitive (<i>Es necesario</i>) • negative commands using <i>tú, usted, nosotros, ustedes/vosotros</i> • complex sentences using the conjunctions <i>porque/ya que, cuando, mientras</i> (affirmative, negative, interrogative)

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*If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.
 **Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

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 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	<i>Students will be able to:</i>		
	c. use, independently and consistently, ³ the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • subject pronouns (all forms)[★] • regular <i>-ar</i> verbs (present tense all persons) • <i>gustar</i> (present tense all forms) • <i>ir, tener, hacer</i> (present tense all forms) <p>Sentence Structure:</p> <ul style="list-style-type: none"> • affirmative sentences • simple negative and interrogative sentences 	<ul style="list-style-type: none"> • possessive adjectives (all forms)[★] • regular <i>-er, -ir</i> verbs (present tense all persons) • common prepositions of location (<i>a, de, en</i>) and the preposition <i>con</i> in familiar situations • prepositional phrases relating to location and direction; e.g., <i>debajo de, encima de, detrás de, delante de, dentro de</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> • question words: [<i>¿...?</i>] <i>qué, cómo, dónde, por qué, cuándo, quién</i> • simple compound sentences using conjunctions <i>y, o</i> and <i>pero</i> 	<ul style="list-style-type: none"> • substantive nouns/nominals formed from adjectives; e.g., <i>el blanco, la azul, los grandes, las medianas</i> • comparisons: <i>más ... que, menos ... que, tan ... como</i> • <i>ser</i> and <i>estar</i> (present tense all persons in familiar contexts; e.g., occupations, emotions, location) • irregular <i>yo</i> forms: <i>salir, hacer, poner, dar</i> • <i>tener que</i> + infinitive • present progressive • future action <i>ir a</i> + infinitive • adverbs and adverbial phrases • prepositions: <i>entre, sin, hasta</i> • contractions: <i>al, del</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> • question words: [<i>¿...?</i>] <i>cuánto, cuál</i> (all forms) • affirmative commands using <i>tú, usted, nosotros, vosotros/ustedes</i>[★]

★If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.
 ★★Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

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

LC–2 interpret and produce texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
LC–2.1 aural interpretation	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics	a. understand the main points of short oral texts on a variety of topics
LC–2.2 oral production	a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in unguided situations
LC–2.3 interactive fluency	a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary	a. manage short interactions with ease, using pauses for planning and repair	a. engage in short, spontaneous exchanges, with pauses for planning and repair
LC–2.4 written interpretation	a. understand a variety of short, simple written texts in guided and unguided situations	a. understand short written texts on unfamiliar topics in guided situations	a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics
LC–2.5 written production	a. produce a variety of short, simple written texts in guided situations	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations
LC–2.6 visual interpretation	a. derive meaning from visual elements of a variety of media in guided and unguided situations	a. derive meaning from multiple visual elements in a variety of media in guided situations	a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations

(continued)

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

(continued)

LC–2 interpret and produce texts

Grade 7
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

LC–2.7
representation

a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

a. explore various ways that meaning can be expressed through the visual elements in a variety of media

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

LC-3 apply knowledge of the sociocultural context

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
LC-3.1 register	a. identify socially appropriate language in specific situations	a. explore formal and informal uses of language in specific situations	a. use suitable, simple formal language in a variety of contexts
LC-3.2 idiomatic expressions	a. use learned idiomatic expressions correctly in familiar contexts	a. use learned idiomatic expressions in a variety of contexts	a. examine the role of idiomatic expressions in culture
LC-3.3 variations in language	a. recognize some common regional variations in language; e.g., the different pronunciations of <i>ce, ci, z</i>	a. recognize sociocultural influences resulting in variations in language; e.g., occupation	a. recognize other influences resulting in variations in language; e.g., technology-enabled communication forms such as text messages
LC-3.4 social conventions	a. recognize important social conventions in everyday interactions	a. interpret and use important social conventions in interactions	a. interpret the use of social conventions encountered in oral and written texts
LC-3.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize when nonverbal behaviours are considered impolite; e.g., avoiding eye contact	a. recognize the impact of appropriate and inappropriate use of nonverbal behaviours

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

LC-4 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
LC-4.1 cohesion/coherence	a. organize texts, using common patterns b. interpret simple references within texts	a. organize texts to indicate steps in a procedure or directions to follow	a. use a variety of conventions to structure texts b. interpret and use references within texts
LC-4.2 text forms	a. recognize various text forms delivered through a variety of media	a. examine the structure of a variety of text forms	a. use a variety of familiar, short text forms and media in their own productions
LC-4.3 patterns of social interaction	a. initiate interactions and respond, in familiar situations, using social interaction patterns	a. initiate interactions and respond, using a variety of social interaction patterns	a. combine simple social interaction patterns in a variety of situations

Global Citizenship



historical and contemporary
elements of the cultures of the
Spanish-speaking world

affirming diversity

**Students will acquire the
knowledge, skills and attitudes
to be effective global citizens.**

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 the cultures of the Spanish-speaking world,” there are strands for the processes and methods of acquiring knowledge about Spanish-speaking cultures, the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward Spanish-speaking cultures, as well as knowledge of the diversity within those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than developing a bank of knowledge about the cultures of the Spanish-speaking world, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the 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**.

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

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
GC-1.1 accessing/analyzing cultural knowledge	a. formulate questions and use basic research skills to gather information about the Spanish-speaking world	a. organize and represent, in a variety of ways, information about elements of the cultures of the Spanish-speaking world	a. compare and make connections among elements of the cultures of the Spanish-speaking world b. examine information researched about cultures in the Spanish-speaking world
GC-1.2 knowledge of the cultures of the Spanish-speaking world	a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)	a. explore and identify some key historical events and their influence on contemporary ways of life and cultural values of Spanish speakers	a. explore and identify some elements of the cultures of the Spanish-speaking world; e.g., cultural values, attitudes and interests of people their own age in the cultures of the Spanish-speaking world
GC-1.3 applying cultural knowledge	a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s) b. recognize cultural behaviours that are different from their own	a. compare and contrast major elements and cultural behaviours of Spanish-speaking cultures with elements and cultural behaviours of their own culture(s)	a. interpret elements and cultural behaviours of Spanish-speaking cultures and relate these elements and behaviours to those of their own culture(s)

(continued)

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

(continued)

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

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
GC–1.4 diversity within the cultures of the Spanish-speaking world	a. compare and contrast elements of the diverse cultures of the Spanish-speaking world	a. organize and represent information on the diverse cultures of the Spanish-speaking world	a. identify different perspectives on diverse elements of the cultures of the Spanish-speaking world, and speculate on their origins
GC–1.5 valuing the cultures of the Spanish-speaking world	a. explore activities and experiences that reflect the cultures of the Spanish-speaking world	a. choose to participate in and contribute to activities and experiences that reflect the cultures of the Spanish-speaking world b. participate in activities and re-create experiences that reflect the cultures of the Spanish-speaking world	a. examine their own perceptions of Spanish and the cultures of the Spanish-speaking world, including stereotypes b. examine common stereotypes about the Spanish-speaking world

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
GC–2.1 awareness of own language(s)	a. identify some words in their own language(s) that have been borrowed from Spanish or from other languages	a. compare oral and written aspects of their own language(s) and Spanish	a. compare and contrast variations in their own language(s) with those in the Spanish language
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins	a. identify how languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure
GC–2.3 awareness of own culture(s)	a. identify some of the past and present relationships between the cultures of the Spanish-speaking world being studied and their own culture(s)	a. identify shared references and the different connotations attached to them in the cultures of the Spanish-speaking world being studied and in their own culture(s)	a. examine common stereotypes about their own culture(s) held by the Spanish-speaking world b. explore how cultural influences affect their understanding of their cultural identity
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize some of the factors that affect the culture of a particular region	a. recognize that different cultures may have different interpretations of texts, cultural practices or products

(continued)

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

(continued)

GC-2 affirming diversity

Grade 7
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

GC-2.5 valuing diversity	a. demonstrate curiosity about other languages and cultures	a. acknowledge the limitations of adopting a single perspective	a. acknowledge and appreciate the value of different perspectives
	b. recognize and acknowledge different perspectives	b. recognize advantages of entertaining different perspectives	
GC-2.6 intercultural skills	a. explore representations of their own culture(s) created by members of another culture	a. identify and access public and private institutions that facilitate contact with other countries and cultures	a. recognize stereotypical thinking

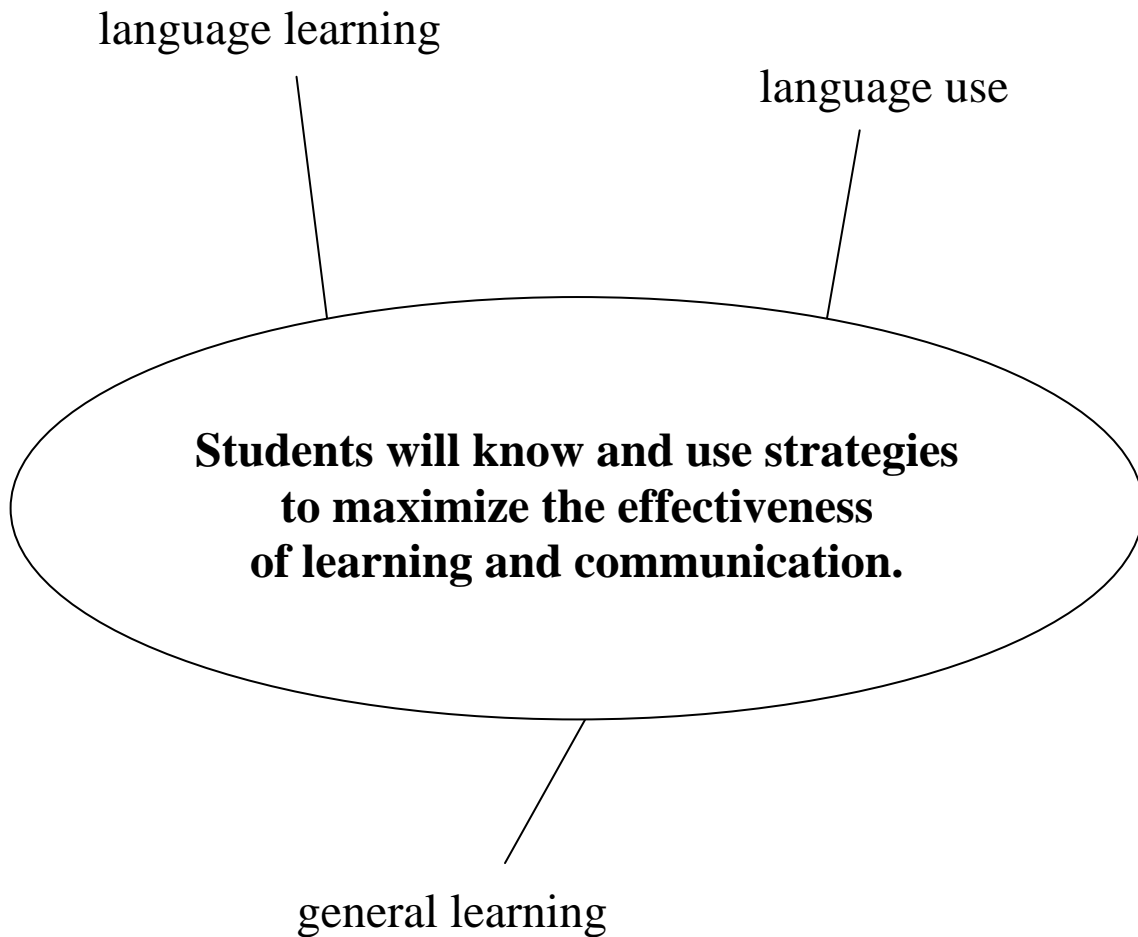
General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	<i>Students will be able to:</i>		
GC–3.1 the Spanish-speaking world and cultures	a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest b. identify personal reasons for learning Spanish	a. identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest b. explore personal reasons for learning Spanish	a. identify aspects of the literature of the cultures of the Spanish-speaking world that are of personal interest b. discuss careers that use knowledge of Spanish
GC–3.2 cultural and linguistic diversity	a. explore personal reasons for learning additional languages and experiencing other cultures b. identify aspects of different cultures that are of personal interest	a. explore personal reasons for learning additional languages and experiencing other cultures b. explore aspects of different cultures that are of personal interest	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills b. reflect on aspects of different cultures that are of personal interest

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 and productive.

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

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, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- 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 your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- 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
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- find ways to overcome/reduce anxiety
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive

- interpret and use a variety of nonverbal cues to communicate
- indicate lack of understanding of Spanish text/expressions through questioning in Spanish
- ask for clarification or repetition when you do not understand
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk

- ask follow-up questions to check for understanding
- 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 you expect to hear 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 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 your 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 or media

- use illustrations to provide detail when producing your 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) and publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts
- take notes in Spanish when reading or listening to assist in producing your own text
- edit and proofread the final version of a 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., sports you have been involved in
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- write down key words and concepts in abbreviated form
- 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 graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- 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
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow your 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 you might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks
- participate in/initiate group problem-solving processes
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary
- use social interaction skills to enhance group learning activities

General Outcome for Strategies

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

S-1 language learning

**Grade 7
(Nine-year Program)**

**Grade 8
(Nine-year Program)**

**Grade 9
(Nine-year Program)**

Students will be able to:

S-1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S-1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S-1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

See pages 32 and 33 for a sample list of language learning strategies.

General Outcome for Strategies

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

S–2 language use

**Grade 7
(Nine-year Program)**

**Grade 8
(Nine-year Program)**

**Grade 9
(Nine-year Program)**

Students will be able to:

S–2.1 interactive	a. identify and use a variety of interactive strategies	a. select and use a variety of interactive strategies	a. select and use a variety of interactive strategies
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies
S–2.3 productive	a. identify and use a variety of productive strategies	a. select and use a variety of productive strategies	a. select and use a variety of productive strategies

See pages 33 and 34 for a sample list of language use strategies.

General Outcome for Strategies

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

S–3 general learning

**Grade 7
(Nine-year Program)**

**Grade 8
(Nine-year Program)**

**Grade 9
(Nine-year Program)**

Students will be able to:

S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning

See pages 34 and 35 for a sample list of general learning strategies.