
SPANISH LANGUAGE AND CULTURE

10-3Y, 20-3Y, 30-3Y

This Spanish Language and Culture Three-year (3Y) Program is intended for students who are beginning their study of Spanish language and culture in senior high school.

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. As well, for some students with a prior knowledge of the language and cultures, it offers an opportunity for renewed contact. It contributes to maintaining and developing literacy for those whose first language is Spanish.

The learning of Spanish, as 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 more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Moreover, in today's world, the knowledge of a second language and culture in general is a benefit for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace. Given the important economic role the Spanish-speaking countries are playing in the international market, and given their increasing trading partnership with 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.

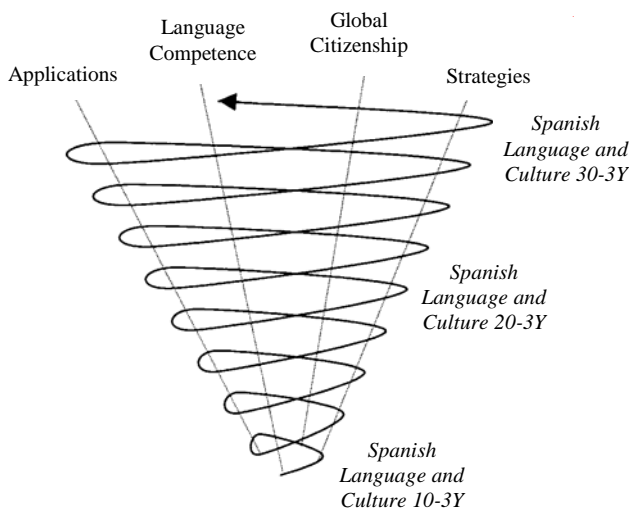
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting 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 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

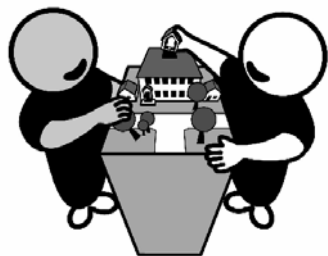
Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

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 course 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 extend their knowledge of the world
- A-5 for imaginative purposes and personal enjoyment
- A-6 to form, maintain and change interpersonal relationships

Language Competence



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

- LC-1 attend to form
- LC-2 interpret and produce oral texts
- LC-3 interpret and produce written texts
- LC-4 apply knowledge of the sociocultural context
- LC-5 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 Language Competence
Students will use Spanish **effectively** and **competently**.

cluster heading
for specific
outcomes

LC-2 interpret and produce oral texts

**Spanish Language and
Culture 10-3Y**

**Spanish Language and
Culture 20-3Y**

**Spanish Language and
Culture 30-3Y**

Students will be able to:

LC-2.1 aural interpretation	a. understand a series of simple sentences in guided situations	a. understand short, simple texts in guided and unguided situations	a. understand short texts on unfamiliar topics in guided situations and short texts on familiar topics in unguided situations
LC-2.2 oral interpretation	a. produce simple words and phrases in guided situations	a. produce short, simple texts in guided situations	a. produce short texts on a variety of topics, providing some details to support the main point, in guided situations
LC-2.3 interactive fluency	a. engage in simple interactions, using short, isolated lexical phrases	a. engage in simple interactions, using a combination of sentences	a. manage short interactions easily, with pauses for planning and repair

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

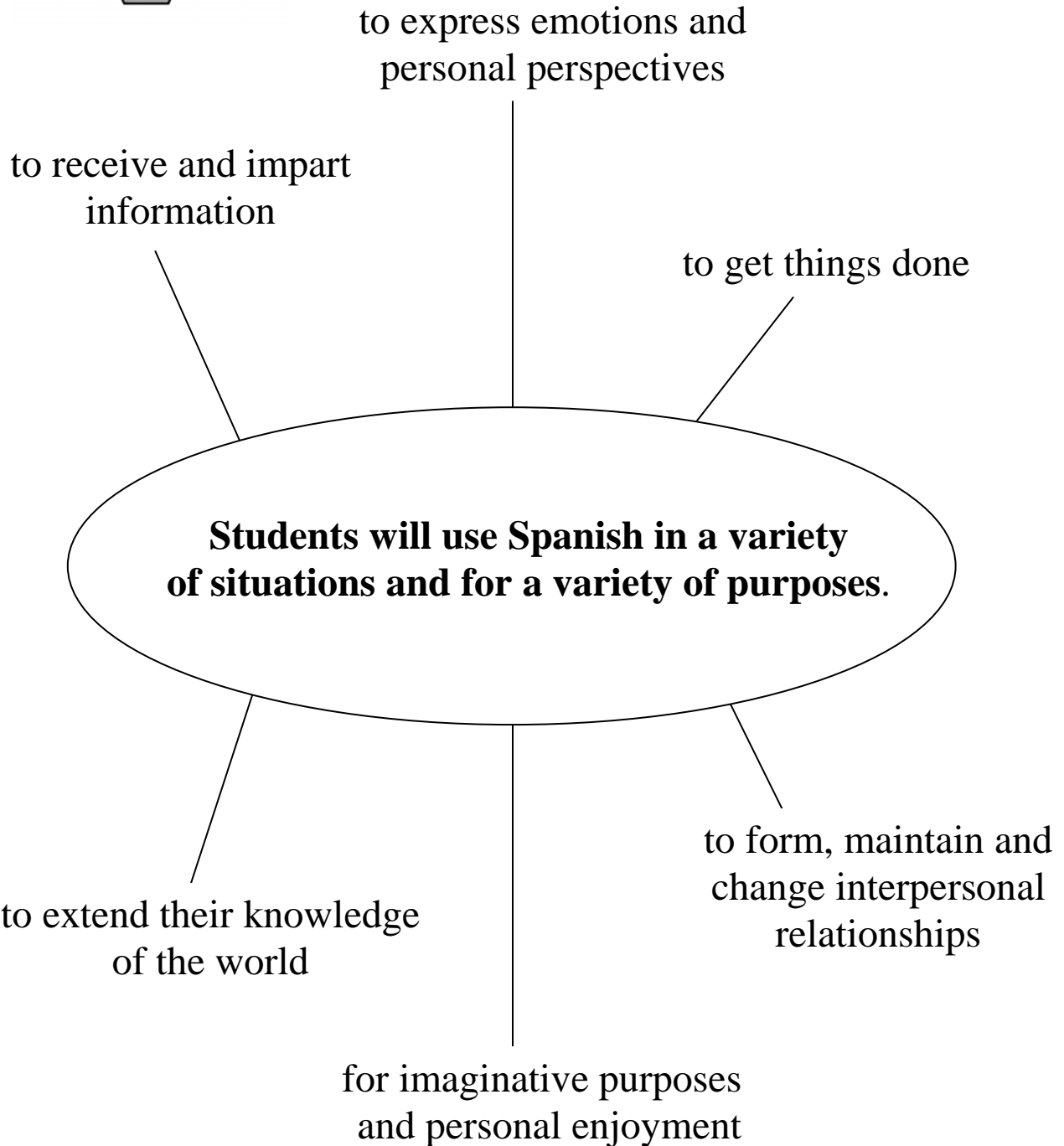
strand headings for specific outcomes

specific outcome statements for each course

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



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 course to course. 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 course. 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

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
	<i>Students will be able to:</i>		
A-1.1 share factual information	a. identify concrete people, places and things b. ask for and provide basic information c. respond to simple, predictable questions	a. ask for and provide information on a range of familiar topics b. describe people, places, things and series, or sequences of events or actions	a. provide information on several aspects of a topic; e.g., give a simple report b. understand and use definitions, comparisons and examples

A-2 to express emotions and personal perspectives

	<i>Students will be able to:</i>		
A-2.1 share ideas, thoughts, opinions, preferences	a. express a personal response and simple preferences b. identify favourite people, places or things	a. express a personal response to a variety of situations b. inquire about and express preferences c. record and share thoughts and ideas with others	a. inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction b. state and support a point of view
A-2.2 share emotions, feelings	a. respond to and express emotions and feelings in familiar contexts b. identify emotions and feelings	a. inquire about, respond to and express emotions and feelings in a variety of familiar contexts b. record and share personal experiences involving an emotion or feeling	a. inquire about, express and respond to a variety of emotions and feelings b. compare the expression of emotions and feelings in a variety of informal 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

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
A-3.1 guide actions of others	<ul style="list-style-type: none">a. indicate basic needs and wantsb. ask for permissionc. give and respond to simple oral instructions or commandsd. suggest a course of action, and respond to a suggestion	<ul style="list-style-type: none">a. make and respond to a variety of simple requestsb. seek, grant or withhold permissionc. relay simple messagesd. encourage or discourage others from a course of actione. give and follow a simple sequence of instructions	<ul style="list-style-type: none">a. make and respond to suggestions in a variety of situationsb. give and respond to advice and warnings
A-3.2 state personal actions	<ul style="list-style-type: none">a. respond to offers, invitations and instructionsb. ask or offer to do somethingc. indicate choice from among several options	<ul style="list-style-type: none">a. express a wish or a desire to do somethingb. make an offer or an invitation, and respond to offers and invitations made by othersc. inquire about and express ability and inability to do something	<ul style="list-style-type: none">a. state personal actions in the past, present or futureb. make a promise and express intention in a variety of situations
A-3.3 manage group actions	<ul style="list-style-type: none">a. manage turn takingb. encourage other group members to act appropriatelyc. ask for help or clarification of what is being said or done in the group	<ul style="list-style-type: none">a. suggest, initiate or direct action in group activitiesb. encourage other group members to participatec. assume a variety of roles and responsibilities as group membersd. negotiate in a simple way with peers in small-group taskse. offer to explain or clarify	<ul style="list-style-type: none">a. check for agreement and understandingb. express disagreement in an appropriate wayc. express appreciation, enthusiasm, support and respect for contributions of others

General Outcome for Applications

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

A-4 to extend their knowledge of the world

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
A-4.1 discover and explore	a. investigate the immediate environment	a. make and talk about personal observations b. explore classification systems and criteria for categories c. discover relationships and patterns	a. ask questions to gain knowledge and clarify understanding b. explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing
A-4.2 gather and organize information	a. gather simple information b. organize items in different ways c. sequence items in different ways	a. record and share personal knowledge of a topic b. compare and contrast items in simple ways c. compose questions to guide research d. identify sources of information e. record observations	a. gather information from a variety of resources b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps and flow charts
A-4.3 solve problems	a. experience problem-solving situations in the classroom b. choose between alternative solutions	a. recognize and describe a problem, then propose solutions b. understand and use the steps in the problem-solving process	a. describe and analyze a problem, then propose solutions b. generate and evaluate alternative solutions to problems
A-4.4 explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and products of others c. make connections between behaviour and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience c. recognize differences of opinion	a. explore how values influence behaviour; e.g., describe characters and their motivations in a story b. provide reasons for their position on an issue

General Outcome for Applications

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

A-5 for imaginative purposes and personal enjoyment

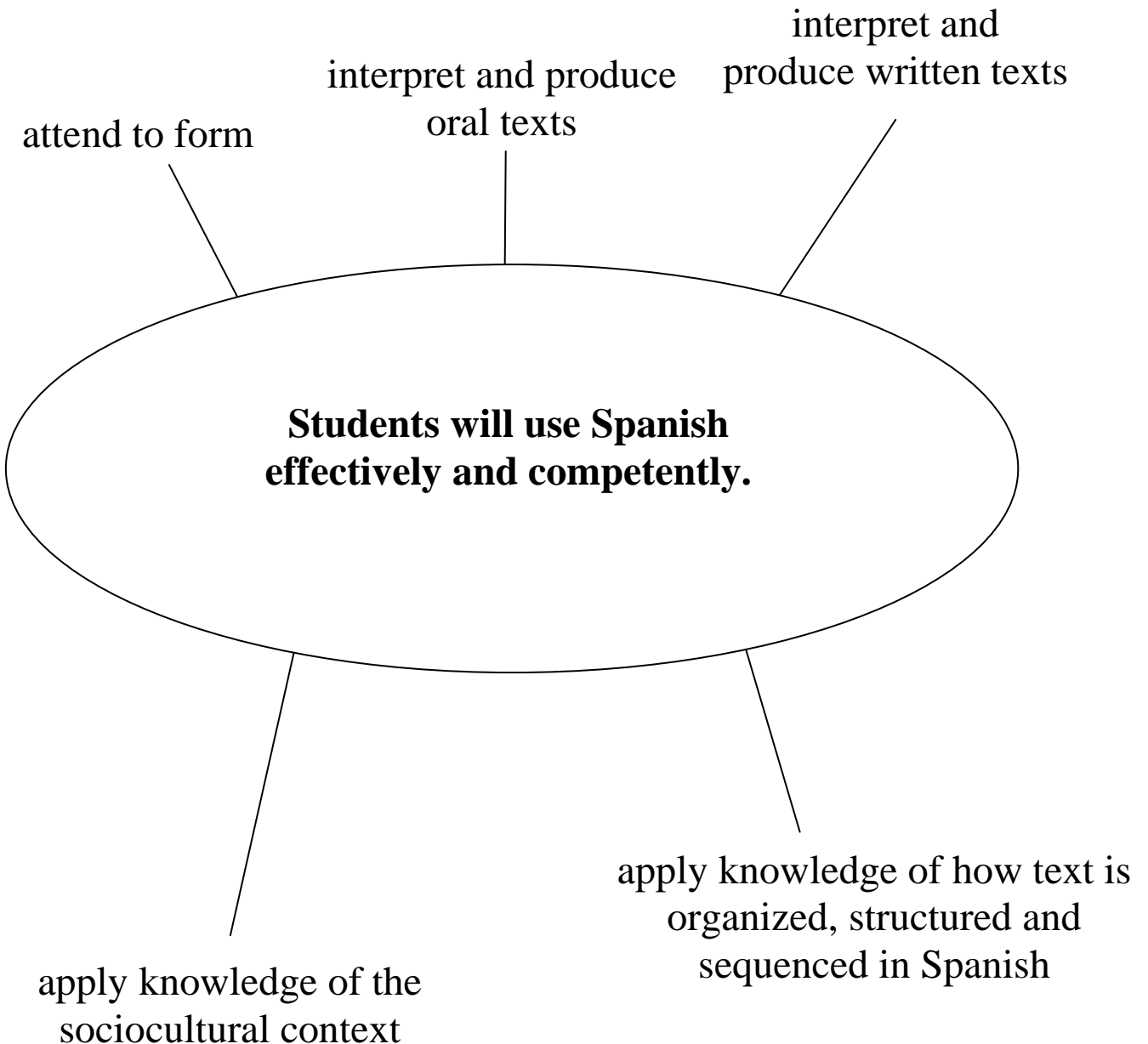
	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
A-5.1 humour/fun	a. use the language for fun; e.g., learn simple riddles, jingles and humorous songs	a. use the language for fun and to interpret humour; e.g., simple amusing texts	a. use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits
A-5.2 creative/aesthetic purposes	a. use the language creatively	a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language	a. use the language creatively and for aesthetic purposes
A-5.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to favourite music	a. use the language for personal enjoyment; e.g., listen to favourite songs in Spanish, play games alone or with friends	a. use the language for personal enjoyment; e.g., find a personal pen pal and exchange letters

A-6 to form, maintain and change interpersonal relationships

<i>Students will be able to:</i>			
A-6.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information—name, age d. initiate relationships	a. apologize and refuse politely b. talk about themselves, and respond to the talk of others by showing attention and interest c. make and break social engagements	a. initiate and participate in casual exchanges with classmates b. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages



Language Competence



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 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 five 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 course to course. 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 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

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-1.1 phonology	a. pronounce some common words and phrases comprehensibly	a. use comprehensible pronunciation, stress and intonation when producing words or phrases	a. produce the sounds, stress, rhythm and intonation patterns of the Spanish language consistently and accurately
	b. use intonation to express meaning	b. recognize some of the effects that intonation and stress have in different situations	
	c. distinguish particular sounds of the language	c. identify and reproduce some critical sound distinctions that are important for meaning	
LC-1.2 orthography	a. relate all letters of the alphabet to the sounds they represent	a. recognize the role that accentuation plays in the Spanish language	a. apply spelling rules and mechanical conventions consistently and accurately
	b. use spelling patterns and mechanical conventions correctly; e.g., capitalization, punctuation		

(continued)

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

(continued)

LC-1 attend to form

Spanish Language and Culture 10-3Y

Spanish Language and Culture 20-3Y

Spanish Language and Culture 30-3Y

Students will be able to:

LC-1.3
lexicon

- | | | |
|--|--|---|
| <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <ul style="list-style-type: none"> • people around me <ul style="list-style-type: none"> – greetings – personal information – people and description – professions/occupations – clothing – the body – family and friends • school <ul style="list-style-type: none"> – school facilities – in the classroom – time and calendar • activities <ul style="list-style-type: none"> – in the home – in the community—places, transportation, weather – favourite activities • celebrations—personal introduction to Spanish-speaking world (geography) • any other lexical fields that meet their needs and interests | <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <ul style="list-style-type: none"> • foods—restaurants, market • shopping, fashion and fads • sports and exercise • vacations and travel • social life • health and safety (physical states/visit to the doctor) • daily routine • introduction to cultural diversity in the Spanish-speaking world • any other lexical fields that meet their needs and interests | <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <ul style="list-style-type: none"> • arts, entertainment and literature • music • relationships (friends/clubs/activities/sports/hobbies) • celebrations (cultural) • driving • folk tales, legends and fables • children’s games/childhood activities • technology • the world of work • the environment • any other lexical fields that meet their needs and interests <p>b. recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea</p> |
|--|--|---|

(continued)

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

(continued)

LC-1 attend to form

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
	<i>Students will be able to:</i>		
	a. use, in modelled situations, ¹ the following grammatical elements:		
LC-14 grammatical elements	<ul style="list-style-type: none"> • <i>me/te/le</i> • <i>nos/les/os gusta (n)</i> • pronouns after prepositions: <i>mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i> • adverbs ending in <i>mente</i> • <i>caer bien/mal</i> • commonly used verbs: <i>querer, ir, hacer, poder, venir, salir, jugar, saber</i> • possessive adjectives: <i>mi, tu, su, mis, tus, sus, nuestro/a (s), vuestro/a (s)</i> • demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i> • affirmative commands (<i>tú</i> and <i>ustedes/vosotros</i> forms, for commonly used verbs) • affirmative and negative expressions: <i>alguien, nadie, algo, nada, también</i> • reflexive verbs • present progressive (<i>estar</i> + gerund) 	<ul style="list-style-type: none"> • irregular verbs in present tense: <i>conocer, saber, dar, poner, traer, preferir</i> • preterite • imperfect • perfect tense • simple future • direct object pronouns • <i>por/para</i> • <i>hace</i>, expressions of time • personal <i>a</i> • impersonal <i>se</i> 	<ul style="list-style-type: none"> • possessive pronouns: <i>mío/mía, tuyo/tuya, suyo/suya, míos/mías, tuyos/tuyas, suyos/suyas</i> • indirect object pronouns • comparative, superlative, diminutive • impersonal <i>se</i> • preterite vs. imperfect • conditional • subjunctive mood • present subjunctive: <ul style="list-style-type: none"> – to express persuasion: <i>aconsejar, decir, sentir</i> – to express emotion: <i>alegrarse, sentir</i> – to express doubt – after impersonal expressions: <i>es una lástima que ..., es necesario que ...</i> – to express wishes and hope: <i>Ojalá que ..., Quiero que ...</i> – after adverbial conjunctions such as <i>cuando</i> and <i>aunque</i> • negative commands • irregular commands with <i>tú</i>

(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.

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

(continued)

LC-1 attend to form

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
	<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"> • affirmative/negative/interrogative sentences in the present tense • regular <i>-ar, -ir, -er</i> verbs in the present tense • gender and number of nouns, adjectives • commonly used verbs: <i>ser, estar, tener, ser vs. estar</i> • <i>tener que</i> + infinitive • <i>ir + a</i> + infinitive (immediate future) • definite and indefinite articles: <i>el, la, los, las, un, una, unas, unos</i> 	<ul style="list-style-type: none"> • <i>me/te/le</i> • <i>nos/les/os gusta(n)</i> • <i>caer bien/mal</i> • commonly used verbs: <i>querer, ir, hacer, poder, venir, salir, jugar, saber</i> • <i>tener que</i> + infinitive • <i>ir + a</i> + infinitive (immediate future) • definite and indefinite articles: <i>el, la, los, las, un, una, unas, unos</i> • possessive adjectives: <i>mi, tu, su, mis, tus, sus, nuestro/a (s), vuestro/a (s)</i> • adverbs ending in <i>mente</i> • demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i> • affirmative commands (<i>tú</i> and <i>ustedes</i> forms, for commonly used verbs) • affirmative and negative expressions: <i>alguien, nadie, algo, nada, también</i> • reflexive verbs • present progressive (<i>estar</i> + gerund) • pronouns after prepositions: <i>mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i> 	<ul style="list-style-type: none"> • irregular verbs in present tense: <i>conocer, saber, dar, poner, traer, preferir</i> • preterite • imperfect • perfect tense • simple future • direct object pronouns • <i>por/para</i> • <i>hace</i>, expressions of time • personal <i>a</i> • impersonal <i>se</i>

(continued)

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

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
	<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: <i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes</i> • singular pronouns (<i>yo, tú, él, ella</i>) with regular verbs • first, second and third person singular forms of regular verbs • affirmative and negative sentences 	<ul style="list-style-type: none"> • interrogative sentences in the present tense • regular verbs in all persons 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</i> • <i>nos/les/os gusta (n)</i> • commonly used verbs in present tense: <i>querer, ir, hacer, poder, conocer, saber, venir, salir, decir, preferir</i> • <i>tener que + infinitive</i> • <i>ir + a + infinitive (immediate future)</i> • possessive adjectives: <i>mi, tu, su, mis, tus, sus, nuestros/as, vuestros/as</i> • demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i> • adverbs ending in <i>mente</i> • reflexive verbs • present progressive (<i>estar + gerund</i>) • commands (<i>tú</i> form—regular verbs) • commands (<i>usted, ustedes</i>) for commonly used verbs • pronouns after prepositions: <i>mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i> • affirmative and negative expressions: <i>alguien, nadie, algo, nada, también</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 oral texts

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-2.1 aural interpretation	a. understand a series of simple spoken sentences in guided situations	a. understand short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations and short oral texts on familiar topics in unguided situations
LC-2.2 oral production	a. produce simple words and phrases, orally, in guided situations	a. produce short, simple oral texts in guided situations	a. produce short oral texts on a variety of topics, providing some details to support the main point, in guided situations
LC-2.3 interactive fluency	a. engage in simple interactions, using short, isolated lexical phrases	a. engage in simple interactions, using a combination of sentences	a. manage short interactions easily, with pauses for planning and repair

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

LC-3 interpret and produce written texts

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-3.1 written interpretation	a. understand a series of simple written sentences in guided situations	a. understand the main point and some supporting details of written texts on familiar topics in guided situations	a. understand the main point and specific details of written texts on a variety of topics in guided situations
LC-3.2 written production	a. write phrases and short, simple sentences in guided situations	a. write short, simple texts in guided situations	a. write short, simple texts on a variety of topics, providing some details to support the main point, in guided situations
LC-3.3 viewing	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	a. identify the purposes, intended audience, messages and points of view in a variety of visual media, in guided situations
LC-3.4 representing	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	a. express meaning through the use of multiple visual elements in a variety of media in guided situations

General Outcome for Language Competence

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

LC-4 apply knowledge of the sociocultural context

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-4.1 register	a. distinguish between formal and informal situations, and use simple forms in formal and informal situations with guidance; e.g., <i>usted, tú</i>	a. identify differences between formal and informal registers in a variety of situations b. use formal and informal language in familiar situations	a. explore formal and informal uses of language in a variety of contexts b. adjust language to suit audience and purpose
LC-4.2 idiomatic expressions	a. understand and use some simple idiomatic expressions as set phrases	a. use learned idiomatic expressions to enhance communication	a. use learned idiomatic expressions in a variety of contexts
LC-4.3 variations in language	a. identify variations in language b. experience a variety of voices c. acknowledge individual differences in speech	a. experience a variety of accents, variations in speech and regional variations in language	a. recognize other influences resulting in variations in language; e.g., age, gender, social class
LC-4.4 social conventions	a. imitate simple, routine social interactions b. use basic social expressions appropriate to the classroom c. use basic politeness conventions	a. use appropriate oral forms of address for people frequently encountered b. recognize verbal behaviours that are considered impolite c. recognize important social conventions in everyday interactions; e.g., shaking hands, hugging, kissing	a. interpret the use of common social conventions in oral and written texts, in guided situations
LC-4.5 nonverbal communication	a. understand the meaning of and imitate some common nonverbal behaviours used in the Spanish-speaking world; e.g., nodding and shaking head b. experiment with using some simple nonverbal means of communication	a. recognize appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact, interpersonal space, physical contact b. recognize that some nonverbal behaviours may be inappropriate in certain contexts; e.g., wearing a baseball cap indoors	a. interpret and use a variety of forms of nonverbal communication with guidance; e.g., gestures

General Outcome for Language Competence

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

LC-5 apply knowledge of how text is organized, structured and sequenced in Spanish

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-5.1 cohesion/coherence	<ul style="list-style-type: none"> a. link words or groups of words in simple ways; e.g., <i>y, pero, también</i> b. link a sequence of sentences in an organized fashion 	<ul style="list-style-type: none"> a. link sentences with simple cohesion markers; e.g., <i>además, primero, por último</i> b. link several sentences coherently; e.g., on a single theme c. use common conventions to structure texts; e.g., titles, paragraphs 	<ul style="list-style-type: none"> a. organize texts, using common patterns; e.g., cause and effect, straightforward time sequencing b. interpret simple references within texts; e.g., pronouns, demonstratives c. organize texts to indicate steps in a procedure or directions to follow
LC-5.2 text forms	<ul style="list-style-type: none"> a. experience a variety of text forms b. recognize some simple text forms; e.g., lists, letters, stories, songs 	<ul style="list-style-type: none"> a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals b. use some simple text forms in their own productions; e.g., maps, questionnaires 	<ul style="list-style-type: none"> a. identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game b. apply knowledge of a variety of text forms to own productions
LC-5.3 patterns of social interaction	<ul style="list-style-type: none"> a. initiate and respond to social interaction patterns in guided situations; e.g., question–answer 	<ul style="list-style-type: none"> a. use simple conventions to open and close conversations and manage turn taking b. initiate and respond using a variety of social interaction patterns; e.g., question–answer, request–acceptance or nonacceptance 	<ul style="list-style-type: none"> a. combine simple social interaction patterns to initiate and perform transactions and interactions; e.g., accept/decline invitations and give explanations

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 course to course. 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 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 Spanish-speaking cultures, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture 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

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
GC–1.1 accessing/analyzing cultural knowledge of the Spanish-speaking world	a. ask questions and make observations about elements of Spanish-speaking cultures, using their first language	a. use basic research skills to find out about Spanish-speaking cultures; e.g., formulate questions about patterns of behaviour or interactions typical of their peers in Spanish-speaking cultures b. compare and make connections between some elements of the Spanish-speaking cultures being studied and their own	a. seek out, organize and analyze information about Spanish-speaking cultures from a variety of sources; e.g., individuals, texts and media
GC–1.2 knowledge of Spanish-speaking cultures	a. participate in activities and experiences that reflect elements of Spanish-speaking cultures b. identify places in the world where Spanish is spoken	a. identify some things they have in common with people their own age who live in Spanish-speaking cultures b. explore some elements of Spanish-speaking cultures	a. explore and identify some elements of Spanish-speaking cultures; e.g., historical events and their influence on contemporary ways of life and cultural values b. identify and analyze the impact of the Spanish-speaking cultures on global society
GC–1.3 applying cultural knowledge	a. identify elements of the Spanish-speaking cultures in the local community b. use knowledge of geography to understand some elements of Spanish-speaking cultures	a. identify commonalities and differences between the Spanish-speaking cultures and their own; and apply knowledge of the cultures to interpret these commonalities and differences	a. apply knowledge of the role of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts

(continued)

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.

(continued)

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

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
GC–1.4 diversity within Spanish-speaking cultures	a. experience diverse elements of the Spanish-speaking cultures; e.g., music, clothing, food	a. identify and explore commonalities and differences between diverse groups within Spanish-speaking cultures; e.g., differences between urban and rural ways of life, ethnic backgrounds	a. understand major factors that influence the diversity of Spanish-speaking cultures
	b. identify some elements that reflect diversity within Spanish-speaking cultures; e.g., rock and folk music		b. apply knowledge of the role of different elements of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts
GC–1.5 valuing Spanish-speaking cultures	a. show a willingness to participate in cultural activities and experiences related to Spanish-speaking cultures	a. express an interest in finding out about people their own age who speak Spanish	a. choose to participate in and contribute to activities and experiences that reflect Spanish-speaking cultures; e.g., see a Spanish-language movie, attend a cultural event related to Spanish-speaking cultures

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

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
GC–2.1 awareness of first language	a. recognize similarities between their first language and Spanish; e.g., cognates	a. identify similarities and differences between their first language and Spanish; e.g., basic word order, social conventions	a. compare oral and written aspects of their first language and Spanish b. identify some words in their first language that have been borrowed from Spanish
	a. recognize that languages can be grouped into families based on common origins b. explore the variety of languages spoken by those around them	a. know that within a linguistic group, people can have different words for the same thing b. recognize that languages may have regional differences in such things as pronunciation, vocabulary and structure	a. identify how and why languages borrow from one another b. make generalizations about the systematic nature of language c. recognize that languages evolve over time
GC–2.3 awareness of own culture	a. explore and recognize similarities between their own culture and other cultures; e.g., celebrations, food, roles of family members	a. make connections between individuals or situations in texts and their own personal experiences b. recognize and identify similarities and differences between their own culture and other cultures	a. recognize some influences on the development of their personal identity b. identify shared references and the different connotations attached to them in their own culture and other cultures; e.g., Christmas, Easter
	a. recognize that culture is expressed through a variety of forms; e.g., stories, art forms, crafts, music b. recognize that geography, climate and history affect the culture of a particular region	a. recognize that speakers of the same language may come from different cultural backgrounds	a. recognize that within any culture there are important differences in the way people interact b. recognize that diversity exists within any culture

(continued)

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.

(continued)

GC–2 affirming diversity**Spanish Language and Culture 10-3Y****Spanish Language and Culture 20-3Y****Spanish Language and Culture 30-3Y**

Students will be able to:

GC–2.5 valuing diversity	a. demonstrate a willingness to interact and work with others who are different; e.g., in culture, lifestyle, interests	a. engage in activities that reflect other cultural practices	a. seek out opportunities to interact with people of other cultures who have an interest in Spanish-speaking cultures
		b. recognize advantages of entertaining different perspectives	b. recognize and acknowledge different perspectives
GC–2.6 intercultural skills	a. adapt to new situations	a. explore how their perspective is shaped by a variety of factors	a. explore representations of their own culture as seen from the outside
	b. listen with attention to the opinions of others		b. identify and make use of media that facilitates contact with other countries and cultures
	c. initiate new relationships		c. explore various strategies for enhancing relations with people from different cultures
	d. respect opinions of others, and recognize stereotypical thinking		
	e. reflect on own actions and the impact of these actions on others		

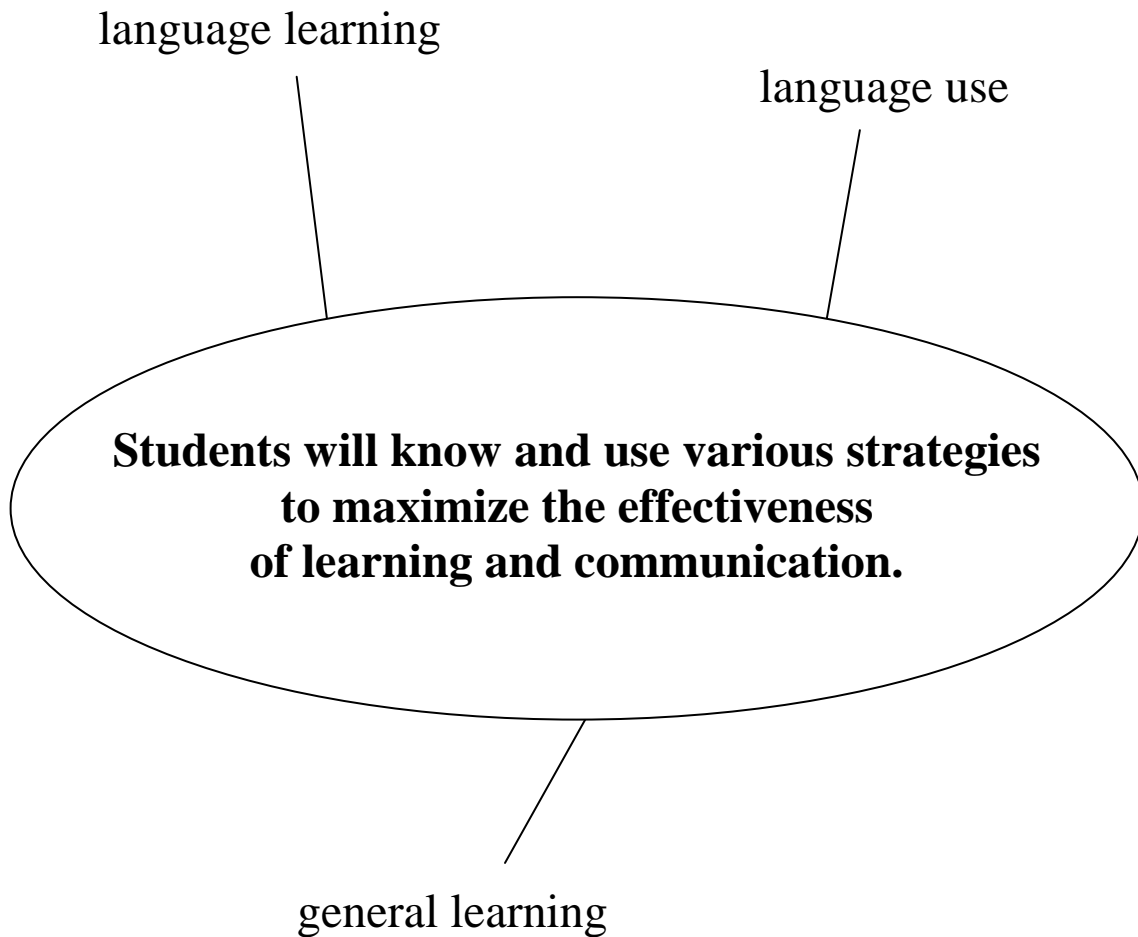
General Outcome for Global Citizenship

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

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
GC-3.1 Spanish and Spanish-speaking cultures	a. identify purposes for learning Spanish	a. explore personal reasons for learning Spanish; e.g., travel, friends, family b. explore opportunities for further education and/or careers related to Spanish	a. identify aspects of the history, literature, arts and crafts of the Spanish-speaking world that are of personal interest b. identify some careers where knowledge of the Spanish language and Spanish cultures would be valuable
	a. identify purposes for learning additional languages and learning about world cultures b. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	a. explore personal reasons for learning additional languages and experiencing other cultures b. explore opportunities for further education or careers related to languages and culture c. identify some countries where there is significant linguistic and cultural diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest b. identify some careers where knowledge of international languages and cultures would be valuable

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 course to course. 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 in a particular course. 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 the second language
- 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., *¿Cómo? Disculpe, No entiendo, No comprendo*
- 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., puzzled look

- 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., *fruta* for *naranja*
- invite others into the discussion; e.g., *¿no?*, *¿verdad?*
- ask for guidance when new vocabulary and expressions are needed; e.g., *¿Cómo se dice ... en español?*
- ask for confirmation that a form used is correct; e.g., *¿Se puede decir ...?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Pues ...*, *a ver ...*, *bueno ...*, *¿qué más ...?*
- 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; e.g., *Es decir ..., o sea ...*
- ask follow-up questions to check for understanding; e.g., *¿Me entiende?*, *¿Me sigue?*, *¿Está claro?*
- use suitable phrases to intervene in a discussion; e.g., *Por cierto, hablando de ...*
- self-correct if errors lead to misunderstandings; e.g., *Mejor dicho, lo que quiero decir es ...*
- 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

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

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., 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
- reflect upon own thinking processes and how you learn
- choose from among learning options
- discover how own efforts can affect learning
- 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

	Spanish Language and Culture 10-3Y	Spanish Language and Culture 20-3Y	Spanish Language and Culture 30-3Y
<i>Students will be able to:</i>			
S-1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by writing and repeating them silently or aloud	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 the language being learned and their own language	a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language
S-1.2 metacognitive	a. use 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, listen or read for key words	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log
S-1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text, take risks and try unfamiliar tasks and approaches, understand that making mistakes is a natural part of language learning	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., work with others to solve problems, get feedback on tasks	a. select and use a variety of social and affective strategies to enhance language learning; e.g., repeat new words or expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate

Further examples of language learning strategies are available on pages 34 and 35.

General Outcome for Strategies

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

S–2 language use**Spanish Language and Culture 10-3Y****Spanish Language and Culture 20-3Y****Spanish Language and Culture 30-3Y**

Students will be able to:

S–2.1 interactive	a. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally	a. identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction	a. select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary
S–2.2 interpretive	a. use simple interpretive strategies with guidance; e.g., use illustrations to aid reading comprehension, listen and read selectively, make predictions about what they expect to hear or read, use gestures, use key words	a. identify and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in the text	a. select and use a variety of interpretive strategies; e.g., infer the probable meaning of unknown words or expressions from contextual clues, reread several times to understand complex texts
S–2.3 productive	a. use simple productive strategies with guidance; e.g., mimic what the teacher says, use words that are visible in the immediate environment	a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences	a. select and use a variety of productive strategies; e.g., use resources to increase vocabulary

Further examples of language use strategies are available on pages 35 and 36.

General Outcome for Strategies

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

S–3 general learning**Spanish Language and Culture 10-3Y****Spanish Language and Culture 20-3Y****Spanish Language and Culture 30-3Y**

Students will be able to:

S–3.1 cognitive	a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning, classify objects according to attributes	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task	a. select and use a variety of cognitive strategies to enhance general learning; e.g., make inferences, and identify and justify the evidence on which their inferences are based, distinguish between fact and opinion when using a variety of sources of information
S–3.2 metacognitive	a. use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning, explore and identify different learning styles	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, keep a learning journal such as a diary or log	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests
S–3.3 social/affective	a. use simple social and affective strategies to enhance general learning; e.g., seek help from others, participate in cooperative learning	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, take part in group decision-making processes	a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks, follow own natural curiosity and intrinsic motivation to learn

Further examples of general learning strategies are available on page 37.