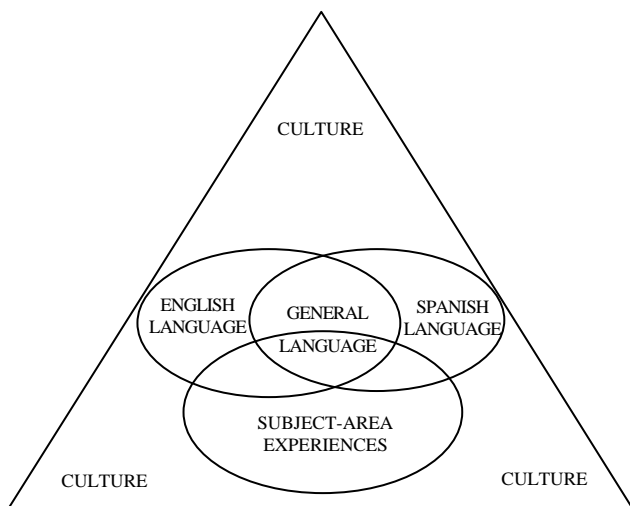

SPANISH LANGUAGE ARTS 10–20–30

INTRODUCTION

Spanish language arts is an integral part of Spanish bilingual programming. The Spanish Language Arts 10–20–30 Program of Studies reflects the breadth of Spanish bilingual programming by providing outcomes for learning language and for learning about culture. However, Spanish bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. In addition to Spanish language arts and English language arts, Spanish bilingual programming also includes various other subject-area experiences. The following conceptual map illustrates the relationship among these components.



The achievement of the outcomes in the Spanish Language Arts 10–20–30 Program of Studies is not necessarily the sole responsibility of the Spanish language arts teacher. These outcomes

may be achieved through a variety of bilingual programming experiences.

BILINGUAL PROGRAMMING OVERVIEW

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

Effective bilingual learning environments are those where:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the specific heritage and international language is emphasized
- quality oral, print, visual and multimedia resources are available and applied in a supportive, meaningful and purposeful manner
- sensitivity to, respect for, and appreciation of, other cultures is promoted.

RATIONALE FOR SPANISH BILINGUAL PROGRAMMING AND SPANISH LANGUAGE ARTS

The Spanish language is important in Alberta and the world

Over 400 million people in the world speak Spanish.¹ It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States of America and the Philippines. It is one of the most widely spoken languages in the world.

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

Spanish bilingual programming contributes to personal development

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

Spanish language learning is a lifelong endeavour

Language learning is an active process that begins at birth and continues throughout life. Language

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

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

Spanish bilingual language learning fosters cross-language competence

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

Spanish bilingual language learning enhances all communication skills

The development of communication skills is essential in effective bilingual programming. Achievement in the six skill areas of listening, speaking, reading, writing, viewing and representing contributes to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The Spanish Language Arts 10–20–30 Program of Studies is designed to promote the development of language skills for a wide range of purposes, in a wide range of contexts, at increasing levels of fluency.

1. Instituto Cervantes. *Spanish. A Language for Dialogue*. 2008. pp. 7 and 9.

Spanish bilingual language learning develops through the communicative approach

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

Spanish bilingual language learning promotes the acquisition of learning strategies

Spanish language acquisition in bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies, language use strategies and general learning strategies. The Spanish Language Arts 10–20–30 Program of Studies provides a variety of learning outcomes at all levels to promote the acquisition of these strategies.

Spanish bilingual programming promotes intracultural and intercultural awareness

Language and culture are intensely interwoven. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Spanish bilingual programming bring to their program a wide range of cultural backgrounds and experiences. The Spanish Language Arts 10–20–30 Program of Studies provides opportunities and support for students to explore their own cultural backgrounds, experiences and identities, as well as those of members of the school community, the local community and other communities of the world. The Culture section of this program of studies examines the dynamic nature of culture through the various perspectives of history, diversity and change. It also provides

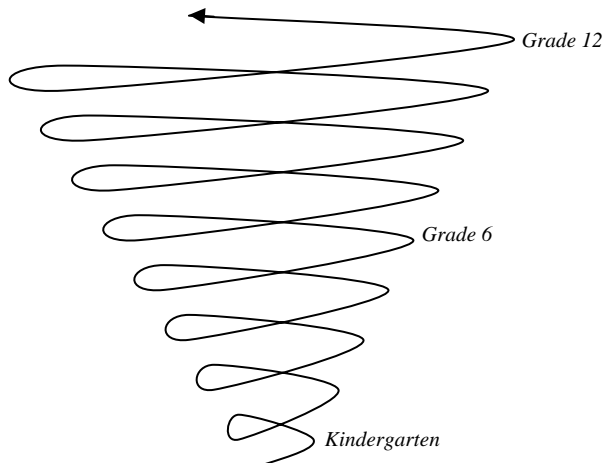
opportunities for the exploration of similarities and differences among and within Spanish-speaking communities around the world.

Spanish bilingual programming develops global citizenship skills

Effective participation in the global marketplace, workplace and society requires strong communication, interpersonal and team skills, and strong knowledge and understanding of cultures. Spanish bilingual programming provides a rich environment for the development of the essential knowledge, skills and attitudes that promote effective global citizenship and enhance the economic and career potential of students. The Spanish Language Arts 10–20–30 Program of Studies has been developed to support the intellectual, social, emotional, creative, linguistic and cultural development of students in Spanish bilingual programming.

A SPIRAL PROGRESSION

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



PURPOSE OF THE PROGRAM OF STUDIES

The Spanish Language Arts 10–20–30 Program of Studies provides a progression of specific outcomes across the three senior high school courses: Spanish Language Arts 10, Spanish Language Arts 20 and Spanish Language Arts 30. Most often, the outcomes reflect a progression of development that matches the developmental stages of the students. The specific outcomes for each course reflect the knowledge, skills and attitudes that students are expected to achieve by the end of that course. Students are expected to demonstrate the specific outcomes for the current course and build upon their prior knowledge and skills from previous grades/courses.

The Spanish Language Arts 10–20–30 program is intended for those who have studied Spanish language arts in Kindergarten to Grade 9.

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

PROGRAM OVERVIEW

For ease of use, the Spanish Language Arts 10–20–30 Program of Studies is divided into two sections:

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

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

Language Arts

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

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

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

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

Culture

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

General Outcomes

The general outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the Spanish Language Arts 10–20–30 learning sequence are expected to achieve.

Spanish bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the Spanish Language Arts 10–20–30 program is built upon the following seven general outcomes.

Language Arts: General Language Component

General Outcome 1

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

General Outcome 2

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

General Outcome 3

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

General Outcome 4

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

General Outcome 5

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

Language Arts: Specific Language Component

General Outcome 6

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

Culture

General Outcome 7

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

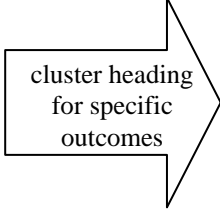
Specific Outcomes

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

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

Guide to Reading the Program of Studies

General Outcome 4
 Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.



4.1 *Generate and Focus*

Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
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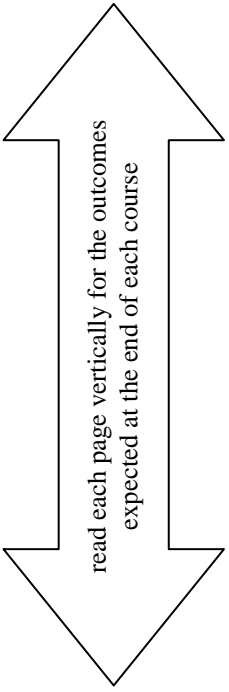
Students will be able to:

generate ideas

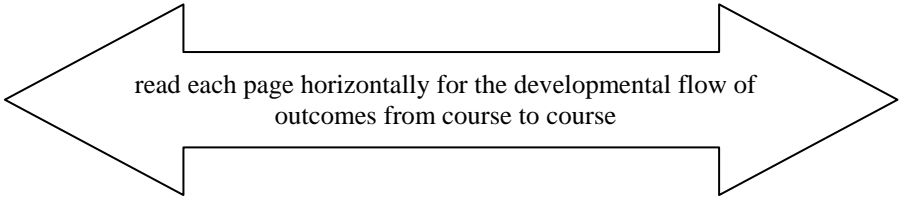
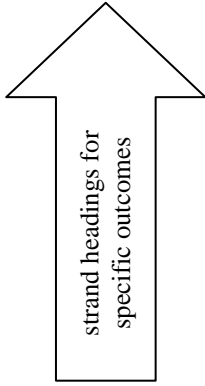
 choose text forms

 organize ideas

- | | | |
|---|---|--|
| <ol style="list-style-type: none"> 1. consider personal needs, topic, purpose and audience when generating ideas 2. use a variety of text forms to match content, audience and purpose 3. use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance their own oral, print, visual and multimedia texts | <ol style="list-style-type: none"> 1. synthesize ideas from personal experiences and other sources to focus a topic 2. use and adapt a variety of text forms to match content, audience and purpose 3. experiment with more than one organizational structure for their own oral, print, visual and multimedia texts | <ol style="list-style-type: none"> 1. generate, evaluate and select ideas to achieve personal communication purposes 2. use a variety of text forms appropriate to identified contents, audiences and purposes 3. organize oral, print, visual and multimedia texts effectively to achieve purposes |
|---|---|--|



specific outcome statements for each course



LANGUAGE ARTS

General Language Component

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

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

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

General Outcomes

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

General Outcome 1

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

General Outcome 2

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

General Outcome 3

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

General Outcome 4

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

General Outcome 5

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

General Outcome 1

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

1.1 Discover and Explore

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
express ideas	1. apply exploratory language in expanding their understanding of viewpoints	1. summarize and reflect on their own ideas, observations and opinions and those of others	1. reflect on, and hypothesize about, ideas, observations and opinions
consider others' ideas	2. seek information to add to their current understanding of the opinions and ideas of others	2. formulate personal understanding and interpretations of the opinions and ideas of others	2. discuss personal understanding and interpretations of the opinions and ideas of others
experiment with language	3. explore and experiment with modes of self-expression in oral, written and visual forms	3. experiment with diverse modes of self-expression in oral, written and visual forms	3. use diverse modes of self-expression in oral, written and visual forms
express preferences	4. explore a variety of media texts and genres by particular writers, artists, storytellers and filmmakers other than those of personal preference	4. use experiences with a variety of media texts and genres by particular writers, artists, storytellers and filmmakers for enjoyment and satisfaction	4. explain the value of pursuing personal preferences for a variety of texts and genres by particular writers, artists, storytellers and filmmakers
set goals	5. demonstrate confidence in personal language learning and use in a variety of formal and informal contexts	5. demonstrate self-direction, self-appraisal and open-mindedness in language learning and use	5. recognize themselves as lifelong learners

General Outcome 1

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

1.2 Clarify and Extend

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
develop understanding	1. analyze connections between new and prior knowledge, ideas and experiences to clarify understanding for themselves and others	1. analyze and synthesize connections to clarify and shape understanding	1. analyze and synthesize ideas and experiences to clarify and shape knowledge
explain opinions	2. reflect on changing personal viewpoints and anticipate possible consequences	2. reflect on changing personal viewpoints and anticipate possible consequences	2. reflect critically on changing viewpoints and identify questions and ideas that merit further thought or reflection
combine ideas	3. develop a repertoire of organizational tools to clarify ideas and information and to bring order to their own thinking	3. expand their repertoire of organizational tools to clarify ideas and information and to bring order to their own thinking	3. apply a variety of organizational tools to clarify ideas and information and to bring order to their own thinking
extend understanding	4. ask discriminating questions to interpret, evaluate and reflect on ideas, opinions and information	4. explore divergent viewpoints for relevance and validity	4. use a variety of strategies to examine and interpret alternative perspectives to arrive at and articulate new understanding

General Outcome 2

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

2.1 Use Strategies and Cues

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
prior knowledge	1. use prior knowledge to analyze and explain connections between diverse experiences in a variety of texts	1. analyze and explain connections between prior knowledge and diverse experiences in a variety of texts	1. assess prior knowledge of contexts, content and text forms and explain how it contributes to new understandings
comprehension strategies	2. use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages	2. apply and adjust strategies for comprehending a variety of texts and use a personal repertoire of strategies to monitor interpretations	2. apply and adjust strategies for comprehending a variety of texts and determine the accuracy of interpretations when paraphrasing and summarizing ideas
textual cues	3. use textual cues and prominent organizational patterns within texts to confirm meaning and interpret texts	3. use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and to interpret texts	3. use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and to interpret texts
cueing systems	4. construct and confirm meaning, and interpret texts, using appropriate morphosyntactic, semantic, graphophonic and phonological cueing systems	4. express ideas through texts, using morphosyntactic, semantic, graphophonic and phonological cueing systems	4. express ideas through texts, using morphosyntactic, semantic, graphophonic and phonological cueing systems

General Outcome 2

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

2.2 Respond to Texts

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
experience various texts	1. experience texts from a variety of genres and cultural traditions and explain various interpretations of the texts	1. experience texts from a variety of genres and cultural traditions and explain various interpretations of the texts	1. experience a range of texts from a variety of genres and cultural traditions and evaluate alternative interpretations
connect self, texts and culture	2. compare the portrayals of peoples, events or perspectives from a variety of oral, print, visual and multimedia texts	2. compare Canadian perspectives to those portrayed in a variety of oral, print, visual and multimedia texts	2. examine the themes and values portrayed in a variety of oral, print, visual and multimedia texts
appreciate the artistry of texts	3. discuss how word choice and supporting details in oral, print, visual and multimedia texts affect purpose and audience	3. examine how word choice in oral, print, visual and multimedia texts alters and enhances mood or meaning and affects audience	3. examine how word choice and visual images in oral, print, visual and multimedia texts create a composite meaning and effect

General Outcome 2

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

2.3 Understand Forms and Techniques

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
forms and genres	1. describe various oral, print, visual and multimedia forms and genres	1. recognize unique characteristics of a variety of oral, print, visual and multimedia forms and genres	1. understand how choice of genre and form affects audience response
techniques and elements	2. examine how plot, character and setting contribute to an overall theme and recognize the effectiveness of techniques used in oral, print, visual and multimedia texts	2. analyze how plot, character, setting and mood enhance meaning and evaluate the effectiveness of techniques used in oral, print, visual and multimedia texts	2. evaluate how elements and techniques are combined to achieve the artist's purpose and desired effect
vocabulary	3. explore appropriate and inappropriate uses of slang, colloquialism and jargon	3. recognize the existence of archaic language and appreciate that word usage evolves over time	3. recognize the role of culture in word creation and usage; e.g., derivation of words, specialized or technical language, naming inventions
experiment with language	4. recognize ways in which creative uses of language influence thought, emotion and meaning and identify how symbols are used to represent abstract ideas	4. analyze ways in which creative uses of language develop a personal style and evaluate the effectiveness of media techniques and devices	4. evaluate ways in which creative uses of language develop a personal style and evaluate the effectiveness of media techniques and devices
create original texts	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques

General Outcome 3

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

3.1 Plan and Focus

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
use personal knowledge	1. use personal expertise and the expertise of others on a topic to determine an inquiry or a research focus	1. reflect on their own expertise and information and that of others to identify topic interests, depth of knowledge and information needs for inquiry or research	1. reflect on personal understanding and knowledge to determine topic interests, gaps in knowledge and inquiry or research objectives
ask questions	2. develop focused inquiry or research questions to anticipate personal and audience needs on a topic	2. formulate and adjust inquiry or research questions to focus on a topic and purpose	2. develop effective, focused inquiry or research questions
participate in group inquiry	3. collaborate to identify group knowledge base and to determine the inquiry or research topic focus	3. collaborate to gather information as determined by the group for the research topic	3. collaborate to evaluate gathered information
create and follow a plan	4. prepare, use and adjust an inquiry or research plan as needed to access relevant information and ideas, using a variety of methods and sources; i.e., human, print, nonprint, electronic	4. prepare, use and revise an inquiry or research plan and locate, access and record relevant information from a variety of sources	4. prepare, use and revise an inquiry or research plan and locate, access, evaluate and select relevant information from a variety of sources

General Outcome 3

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

3.2 *Select and Process*

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
identify personal and peer knowledge	1. access, record and appraise personal and peer expertise on an inquiry or a research topic and initiate inquiry or research, using pre-established criteria	1. access, record and appraise personal and peer expertise on an inquiry or a research topic and focus inquiry or research according to pre-established organization for a project	1. design research projects based on personal and peer expertise
identify sources	2. identify a range of diverse information sources to satisfy inquiry or research needs	2. use a range of diverse information sources on an inquiry or a research topic	2. evaluate and use diverse forms of information sources to satisfy information needs
evaluate sources	3. evaluate the quality of information sources and perspectives for a particular inquiry or research plan	3. evaluate the reliability and credibility of information sources	3. evaluate potential information sources for breadth, depth, reliability, validity and accessibility
access information	4. expand and use a variety of skills to access information and ideas from a variety of sources	4. use information retrieval knowledge and skills for particular topics and a variety of purposes	4. use information retrieval knowledge and skills to access and make sense of information, and create personalized strategies to accomplish a task based on the time available and the depth of the topic
make sense of information	5. identify a variety of factors, such as organizational patterns of text, page layouts, font styles, colour, voice-over and camera angle, that affect meaning and use effective listening, reading and viewing techniques	5. identify and analyze a variety of factors that affect meaning; skim and scan for required information; and use effective listening, reading and viewing techniques	5. identify and analyze a variety of factors that affect meaning, and listen, read and view actively for themes, main ideas and supporting details of speakers and writers

General Outcome 3

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

3.3 Organize, Record and Assess

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
organize information	1. organize and reorganize information and ideas in a variety of forms for different purposes	1. develop flexibility and independence in organizing information and ideas, using a variety of strategies	1. organize information and ideas according to topic, purpose, form of presentation and final product
record information	2. record information and ideas, using a variety of organizational structures appropriate to purpose, and cite sources	2. record and summarize facts and information from a variety of sources, and cite sources	2. record and summarize information and perspectives from a variety of sources and presentation forms
evaluate information	3. assess collected information for completeness, accuracy, currency and relevance for particular forms, audiences and purposes	3. evaluate collected information for completeness, accuracy, currency, relevance and effectiveness for particular forms, audiences and purposes	3. evaluate collected information for completeness, accuracy, relevance and effectiveness and address information gaps for particular forms, audiences and purposes
develop new understanding	4. integrate new information with prior knowledge to form new ideas, and reflect on the implications of inquiry or research methods and conclusions	4. synthesize a variety of perspectives and consider alternative methods of reaching inquiry or research goals	4. evaluate the contribution of new information to their personal knowledge base and self-assess their inquiry, research, authoring and presentation skills

General Outcome 4

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

4.1 *Generate and Focus*

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
generate ideas	1. consider personal needs, topic, purpose and audience when generating ideas	1. synthesize ideas from personal experiences and other sources to focus a topic	1. generate, evaluate and select ideas to achieve personal communication purposes
choose text forms	2. use a variety of text forms to match content, audience and purpose	2. use and adapt a variety of text forms to match content, audience and purpose	2. use a variety of text forms appropriate to identified contents, audiences and purposes
organize ideas	3. use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance their own oral, print, visual and multimedia texts	3. experiment with more than one organizational structure for their own oral, print, visual and multimedia texts	3. organize oral, print, visual and multimedia texts effectively to achieve purposes

General Outcome 4

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

4.2 Enhance and Improve

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
appreciate own and others' work	1. share their own work in a variety of forums, and appraise their own work and respond to the work of others, using pre-established criteria	1. share their own work and respond to the work of others in a variety of forums, appraising ideas, language use and forms relative to purpose and audience	1. share their own work in a variety of forums and respond to and appraise the effectiveness of their own work and that of others
revise content	2. experiment with figurative language and a variety of communication styles appropriate in both public and personal contexts	2. revise, using words that are precise, to create a dominant impression	2. revise, applying communication styles for a variety of purposes, and use precise and appropriate language in context
enhance legibility	3. use desktop publishing and non-technological formats to adapt, combine and create readable documents	3. use a combination of technological and non-technological formats to enhance the clarity of multimedia presentations and documents	3. use a combination of technological and non-technological formats to create and produce multimedia presentations
enhance artistry	4. analyze drafts and revise them to enhance the clarity and creativity of expression	4. analyze drafts and revise them to ensure coherence, unity and creativity	4. analyze drafts and revise them to ensure clarity and originality
enhance presentations	5. integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations	5. develop presentation materials and select technologies appropriate to purpose, audience and situation	5. refine presentation materials and technologies appropriate to purpose, audience and situation

General Outcome 4

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

4.3 Attend to Conventions

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
grammar and usage	1. proofread for errors in language usage and grammar	1. edit for grammatical accuracy, appropriate tone and emphasis for intended audience and purpose	1. adjust grammatical structures to ensure clarity and to achieve desired style and form
spelling	2. apply spelling conventions consistently and monitor for correctness when editing and proofreading, using appropriate resources	2. apply spelling conventions consistently when editing and proofreading and use appropriate resources to enhance accuracy of communication	2. know and apply spelling conventions consistently when editing and proofreading and use appropriate resources to enhance accuracy of communication
capitalization and punctuation	3. know and apply writing conventions when editing and proofreading	3. know and apply writing conventions for stylistic effect when editing and proofreading	3. know and apply writing conventions for stylistic effect when editing and proofreading

General Outcome 4

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

4.4 Present and Share

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
share ideas and information	1. plan small-group sessions on particular topics, using a variety of media and techniques, and present to the class	1. plan and facilitate peer sessions on particular topics, using a variety of media and techniques	1. organize class sessions on a specific topic, using various strategies, and participate in personal and public communication
effective oral and visual communication	2. communicate meaning, emphasis and mood effectively for specific purposes, audiences and occasions, using a variety of media and display techniques	2. use voice production factors and nonverbal cues to communicate meaning, mood and interest; use tone and tempo for dramatic effect; and explore formats for effective visual communication	2. select, adapt and shape language and presentation formats appropriate to specific subjects, purposes, audiences and occasions
attentive listening and viewing	3. demonstrate attention to details (e.g., identify information gaps and request clarification) and show respect for the presenter	3. demonstrate critical listening and viewing behaviours; e.g., provide suggestions for improvement	3. demonstrate critical understanding of presentation purpose

General Outcome 5

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

5.1 *Develop and Celebrate Community*

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
share and compare responses	1. recognize and act upon the importance of respecting evidence, truth and views of others when discussing, describing or recording experiences	1. identify situations that require discussion, and achieve mutual understanding through respectful dialogue	1. recognize that communication influences knowledge and personal reflections
relate texts to culture	2. discuss and analyze ways in which oral, print, visual and multimedia texts reflect cultural and attitudinal influences	2. discuss the impact of historical and environmental setting, culture and literary tradition on a variety of oral, print, visual and multimedia texts	2. analyze ways in which cultural and social experiences shape personal responses to oral, print, visual and multimedia texts
appreciate diversity through texts	3. analyze how language and oral, print, visual and multimedia texts define personal roles and experiences	3. analyze the role of language and oral, print, visual and multimedia texts in revealing and explaining the human condition	3. analyze how language and oral, print, visual and multimedia texts reflect and affect the human condition
celebrate special occasions	4. recognize and use specific language to signify the importance of special events that celebrate human experiences	4. participate in, and use language to mark, events that celebrate special occasions	4. explore how language reflects and shapes human experiences and recognize that language performs a symbolic and ceremonial function

General Outcome 5

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

5.2 Encourage, Support and Work with Others

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
cooperate with others	1. make and encourage contributions that advance a group's ideas or thinking	1. build and maintain cooperative relationships with others and engage in peer coaching	1. demonstrate flexibility in working with others, engage in self-initiated peer learning situations and recognize the merits and limitations of group work
work in groups	2. discuss differences among group roles in a variety of situations	2. recognize personal strengths to contribute effectively to the group	2. present group ideas and findings effectively to unfamiliar audiences
use language to show respect	3. use communication that supports balanced, fair and accurate portrayals of people across cultures, genders, ages and abilities	3. support group members in addressing exploitative or discriminatory situations and explore and value diverse perspectives	3. recognize and monitor their personal roles in creating and sustaining a positive learning community
evaluate group process	4. monitor and assess personal efforts and products regularly within a group context	4. identify areas where others may require support and monitor their own abilities to provide needed support	4. demonstrate accountability as individuals and as group members

LANGUAGE ARTS

Specific Language Component

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

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

Strategies in the Specific Language Component are grouped under three cluster headings—language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive 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 in a particular course. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. Specific strategies

for each general category or type are included as examples in the specific outcomes and are included in the sample list of strategies below. The specific strategies provided in the examples and in the sample list **are not prescriptive, nor are they exhaustive**, but they 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

Because senior high school students in the Spanish bilingual program will have had experience with various strategies in previous years (K–9), teachers will assist students in selecting strategies from the following list that are appropriate for students' learning styles, skill levels and age.

By Grade 12, students will be able to use their preferred strategies appropriately and effectively to enhance their language learning, language use and general learning.

Language Learning Strategies

Cognitive

- listen attentively
- incorporate new vocabulary or sentence patterns
- commit to memory new words by repeating them silently or aloud
- repeat words or phrases in the course of performing a language task
- seek the precise term to express meaning
- place new words or expressions in a context to make them easier to remember
- associate new words or expressions with familiar ones
- maintain a private language learning journal
- perceive and note in a personal journal or dictionary any unknown words and expressions, noting also their context and function
- be aware of cognates and false cognates

- use mental images to remember new information
- look for patterns and relationships; e.g., structures, meaning
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- group together sets of things—vocabulary, structures—that have similar characteristics
- experiment with various elements of the language
- identify similarities and differences between aspects of Spanish and your own language(s)
- use previously acquired knowledge to facilitate a learning task
- find information by using reference materials such as dictionaries, textbooks, grammars and online resources or by seeking out Spanish speakers (family members, friends, community members)
- use available technological and multimedia aids that support language learning; e.g., digital, audio and video players, computers
- seek opportunities outside of class to practise and observe; e.g., seek out native Spanish speakers, watch commercials and/or television programs
- use induction to generate rules governing language use

Metacognitive

- make a plan in advance about how to approach a language learning task
- set realistic, achievable and appropriate goals
- reflect on learning tasks with the guidance of the teacher
- reflect on the listening, speaking, reading and writing process
- make choices related to how you learn best
- rehearse or role-play language
- listen or read for key words
- know how strategies may enable comprehension of texts containing unknown elements
- recognize the potential of learning through direct exposure to the language
- seek opportunities inside and outside of class to practise and observe

- check copied writing for accuracy
- monitor speech and writing to check for persistent errors
- evaluate your performance or comprehension at the end of a task
- accept suggestions for improvement
- identify problems that might hinder successful completion of a task, and seek solutions
- experience various forms of language acquisition, and identify one or more you consider to be particularly useful personally
- keep a learning log
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly
- understand that language learning is a lifelong process

Social/Affective

- understand that making mistakes is a natural part of language learning
- be willing to take risks and to try unfamiliar tasks and approaches
- continue to explore ways to reduce anxiety and increase your level of comfort and self-confidence in using the language in a variety of situations; e.g., using mental techniques such as positive self-talk or humour
- initiate or maintain interaction with others; e.g.,
 - observe and imitate Spanish speakers
 - participate in shared reading experiences
 - invite native speakers from the community to be guests in the class
 - seek opportunities outside of class to interact with community members
 - seek the assistance of a friend to interpret a text
 - work cooperatively with peers in small groups
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- work with others to solve problems and get feedback on tasks
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers

- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reread familiar self-chosen texts to enhance understanding and enjoyment
- provide personal motivation by arranging your own rewards when successful
- learn from/with peers

Language Use Strategies

Interactive

- interpret and use a variety of nonverbal cues to communicate
- ask for clarification or repetition when the message has not been understood; e.g., *¿Qué quiere decir ...?*, *¿Puede repetir, por favor?*
- ask follow-up questions to check for understanding; e.g., *¿Me entiende?*, *¿Está claro?*, *¿Me comprende?*
- use a simple word similar to the concept to convey, and invite correction; e.g., *pescado* for *pez*
- ask for confirmation that a form used is correct; e.g., *¿Se puede decir esto?*, *¿se dice así?*
- 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 ...*
- use other speakers' words in subsequent conversations
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Bueno, de hecho ..., pues ..., entonces ...*
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., partner may shrug shoulders
- self-correct if errors lead to misunderstandings; e.g., *Quiero decir que ..., mejor dicho ..., o sea ...*
- invite others into the discussion; e.g., *¿no?*, *¿verdad?*
- summarize the point reached in a discussion to help focus the talk

- use suitable phrases to intervene in a discussion; e.g., *Hablando de .../Perdón, pero ...*
- start again, using a different tactic, when communication breaks down; e.g., *Quiero decir que ...*

Interpretive

- note gestures, intonation and visual supports that aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations and prediction strategies to aid reading comprehension
- determine the purpose of listening or reading
- listen or look for key words
- listen selectively or read selectively based on purpose
- use knowledge of the sound–symbol system to aid reading comprehension
- use key content words or discourse markers to follow an extended text
- infer probable meanings of unknown words or expressions from contextual clues
- reread several times to understand complex ideas
- use skimming and scanning to locate key information in texts
- summarize and prioritize information gathered
- assess your information needs before listening, viewing or reading
- make predictions about what you expect to hear or read, based on prior knowledge and personal experience
- prepare questions or a guide to note information found in a text

Productive

- use nonverbal means to communicate
- use songs, rhyming schemes, word games, tongue twisters, acronyms and poetry in fun ways
- incorporate newly modelled words/expressions
- use circumlocution and definition to compensate for gaps in vocabulary

- compensate for avoiding difficult structures by rephrasing
- apply grammar rules to improve accuracy at the correction stage
- use knowledge of sentence patterns to form new sentences
- use learned lexical items (words and expressions) and structures (grammatical elements and syntax) to create and give effective presentations
- use illustrations to provide detail when producing your own texts
- take notes in Spanish when reading or listening to assist in producing your own text
- paraphrase and summarize texts
- use a variety of resources to correct texts; e.g., Spanish Academy resources such as *Ortografía de la Lengua Española* and *Diccionario panhispánico de dudas*, grammars, personal and commercial dictionaries, checklists
- use resources such as an English–Spanish dictionary or a Spanish dictionary to increase vocabulary
- edit and proofread the final version of a text
- use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
- 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)
- connect what you already know to what is being learned
- write down key words and concepts in abbreviated form
- use previously acquired knowledge or skills to assist with a new learning task
- identify patterns, e.g., grammar, sentence patterns, to create your own text (oral, written)
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- use mental images to remember new information
- experiment with, and concentrate on, one thing at a time
- formulate key questions to guide research
- distinguish between fact and opinion when using a variety of sources of information
- make inferences, and identify and justify the evidence on which these inferences are based
- seek information through a network of sources, including libraries, online resources, individuals and agencies

Metacognitive

- identify your needs and interests
- take responsibility for planning, monitoring and evaluating your learning experiences
- make a plan in advance about how to approach a task
- divide an overall learning task into a number of subtasks
- work with others to monitor your learning
- develop criteria for evaluating your own work
- choose from among learning options
- discover how your efforts can affect learning
- reflect on learning tasks
- reflect upon your thinking processes and how you learn
- reflect on time management for effective learning
- manage your physical working environment

Social/Affective

- follow your natural curiosity and intrinsic motivation to learn
- choose learning activities that enhance understanding and enjoyment
- be willing to take risks and to try unfamiliar tasks and approaches

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, animals that eat meat and animals that eat plants, sports played/watched, indoor/outdoor activities, types of summer jobs

- be encouraged to try, even though you might make mistakes
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter, positive self-talk, seeking advice/encouragement
- use positive thinking and/or self-talk as a way to persevere on a difficult task
- participate in cooperative group learning tasks
- use social interaction skills to enhance group learning activities
- seek help from others
- take part in group decision-making processes
- participate in and/or initiate group problem-solving processes
- observe and imitate the successful learning strategies of others
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas

General Outcome

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

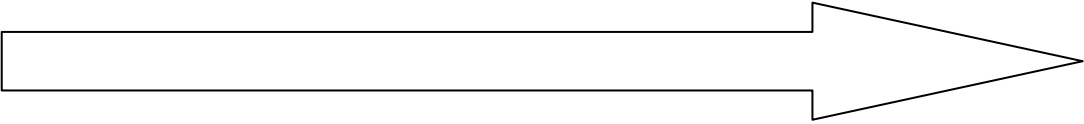
General Outcome 6

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

General Outcome 6

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

6.1 Linguistic Elements

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
sound-symbol system	1. apply knowledge of the sound-symbol system accurately in a variety of contexts; e.g., accents	1. apply knowledge of the sound-symbol system accurately and effectively	1. apply knowledge of the sound-symbol system accurately and effectively in a variety of contexts
lexicon	2. ensure the precision of messages by independently accessing needed vocabulary from a variety of topics; e.g., personal identity and style, family relationships, leisure activities, lifelong fitness, Spanish-speaking cultures in our community/province	2. use vocabulary and expressions correctly and appropriately in a variety of contexts; e.g., travel, media, consumerism, personal finances, Spanish-speaking cultures in Canada	2. use vocabulary and expressions correctly, appropriately and effectively in a variety of contexts; e.g., literature, history and the arts, peace and human rights, responsible citizenship, Spanish-speaking cultures around the world
grammatical elements	3. (see following page)	3. (see following page)	3. (see following page)
			
mechanical features	4. use mechanical features (orthography) correctly and effectively; e.g., spelling, accents, capitalization	4. use mechanical features (orthography) correctly and effectively; e.g., punctuation	4. use mechanical features (orthography) correctly and effectively; e.g., acronyms
discourse features	5. use basic discourse features correctly and effectively	5. expand their repertoire of discourse features and experiment with using a wide variety of discourse features for effect	5. use a variety of discourse features correctly and select and use specific discourse features for appropriate effect

(continued)

6.1 Linguistic Elements (continued)

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
Grammatical Elements	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations,² the following grammatical elements:</p> <ul style="list-style-type: none"> • showing distribution, using <i>cada</i> • imperfect subjunctive • passive voice; e.g., <i>se alquila piso, El Quijote fue escrito por Cervantes.</i> • prepositions <i>por, para</i> • coordinating connectives; i.e., <i>y, pero</i> (affirmative), <i>ni ... ni, o ... o</i> • conjunctive adverbials; e.g., <i>también, por lo tanto/por eso</i> • coordinating conjunctions; e.g., <i>sin embargo, no obstante, mientras que</i> • connectives for subordinate clauses: <ul style="list-style-type: none"> – temporal; e.g., <i>cuando, mientras, hasta que, después de que, en cuanto, siempre que</i> – causal; e.g., <i>porque, puesto que, ya que</i> • relative clauses: <ul style="list-style-type: none"> – explicative; e.g., <i>Pedro, que vive en la casa de al lado, fue a la escuela conmigo.</i> • conditional sentences: <ul style="list-style-type: none"> – <i>si ... present + imperative</i> 		

(continued)

2. 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.

6.1 Linguistic Elements (continued)

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
Grammatical Elements	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations,³ the following grammatical elements:</p>		
	<ul style="list-style-type: none"> • double object pronouns (direct and indirect) • comparisons; e.g., <i>igual que, lo mismo que, es como, distinto a, el doble de, la cuarta parte de, la mitad de</i> • reflexive verbs (future) • present perfect • pluperfect • agreement of verb tense in subordinate clauses • relative clauses with <i>como, donde</i> • conditional sentences: <ul style="list-style-type: none"> – <i>si ... present + present</i> – <i>si ... present + future</i> • indirect (reported) speech with an introductory verb in the present tense and the following verbs in an appropriate tense; e.g., present, present progressive, future, past • use of subjunctive after adverbials such as <i>seguramente, ojalá</i> • subordinate clauses introduced by <i>que</i> with the verb in present subjunctive when the main clause (present) contains: <ul style="list-style-type: none"> – negative of <i>creer, parecer</i> – verbs expressing hope, desire and emotional reactions, such as <i>esperar, querer, lamentar, dar pena</i> (sorrow) – expressions/verbs such as <i>ser posible/probable que</i> (possibility), <i>poder</i> 	<ul style="list-style-type: none"> • double object pronouns (direct and indirect) • coordinating connectives; i.e., <i>y, pero</i> (affirmative), <i>ni ... ni, o ... o</i> • conjunctive adverbials; e.g., <i>también, por lo tanto/por eso, por consiguiente, de esta manera</i> • coordinating conjunctions; e.g., <i>sin embargo, no obstante, mientras que</i> • connectives for subordinate clauses: <ul style="list-style-type: none"> – temporal; e.g., <i>cuando, mientras, hasta que, después de que, en cuanto, siempre que</i> – causal; e.g., <i>porque, puesto que, ya que</i> • showing distribution, using <i>cada</i> • reflexive verbs (future) • passive voice; e.g., <i>se alquila piso, El Quijote fue escrito por Cervantes.</i> • imperfect subjunctive • conjunctions (connectors) • relative clauses: <ul style="list-style-type: none"> – explicative; e.g., <i>Pedro, que vive en la casa de al lado, fue a la escuela conmigo.</i> • conditional sentences: <ul style="list-style-type: none"> – <i>si ... present + imperative</i> • agreement of verb tense in subordinate clauses • indirect speech with an introductory verb in the past tense and the following verbs in an appropriate tense; e.g., preterit, imperfect, past perfect 	<ul style="list-style-type: none"> • future perfect • conditional perfect • agreement of verb tense in subordinate clauses • clause structures, using connectives (concessive, finality): <ul style="list-style-type: none"> – + infinitive; e.g., <i>a pesar de, para</i> – + subjunctive; e.g., <i>aunque, a pesar de que, para que</i> • conditional sentences: <ul style="list-style-type: none"> – <i>si ... imperfect subjunctive + conditional</i> – <i>si ... pluperfect subjunctive + conditional perfect</i> • coordinating (negative) structure <i>no ... sino</i> • common verbs followed by the preposition: <ul style="list-style-type: none"> – <i>de</i>; e.g., <i>dejar de, acabar de</i> – <i>con</i>; e.g., <i>casarse con, soñar con</i> – <i>a</i>; e.g., <i>atreverse a, ayudar a</i> – <i>en</i>; e.g., <i>confiar en, pensar en</i>

(continued)

3. 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.

6.1 Linguistic Elements (continued)

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
Grammatical Elements	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,⁴ the following grammatical elements:</p>		
	<ul style="list-style-type: none"> • indefinite pronouns; i.e., <i>alguien, nadie, algo, nada</i> • interrogative determiners (¿): <i>qué</i> (what), <i>cuándo</i> (when), <i>cómo</i> (how), <i>quién</i> (who), <i>dónde</i> (where), <i>por qué</i> (why), <i>cuál</i> (which) • <i>lo</i> as definite article (the one) • adjectival determiners indicating indefinite quantity; i.e., <i>poco, mucho, bastante, demasiado</i> • all forms of variable determiners (pronoun/adjective) such as <i>alguno/algún, ninguno/ningún, todo, otro, varios</i> • quantity expressed as numerals, ordinal/cardinal, fractions, percentage • reflexive verbs (present tense, simple future, preterit, present progressive, imperfect) • irregular verbs (present, preterit and imperfect) • relative clauses (restrictive) with: <ul style="list-style-type: none"> – relative pronoun <i>que</i> – <i>lo(s)/la(s)/el que</i> as relative pronoun – <i>quien/quienes, como, donde</i> • subordinate clauses with the verb in: <ul style="list-style-type: none"> – indicative; e.g., affirmative of <i>creer, opinar, parecer</i> – infinitive; e.g., <i>saber, poder, intentar, ser capaz de</i> 	<ul style="list-style-type: none"> • present perfect • pluperfect • use of subjunctive after adverbials such as <i>seguramente, ojalá</i> • conditional sentences: <ul style="list-style-type: none"> – <i>si ... present + present</i> – <i>si ... present + future</i> • impersonal (non-conjugated) verb forms: infinitive, gerund, past participle • subordinate clauses introduced by <i>que</i> with the verb in present subjunctive when the main clause (present) contains: <ul style="list-style-type: none"> – negative of <i>creer, parecer</i> – verbs expressing hope, desire and emotional reactions, such as <i>esperar, querer, lamentar, dar pena</i> (sorrow) – expressions/verbs such as <i>ser posible/probable que</i> (possibility), <i>poder</i> • comparisons; e.g., <i>igual que, lo mismo que, es como, distinto a, el doble de, la cuarta parte de, la mitad de</i> 	<ul style="list-style-type: none"> • double object pronouns (direct and indirect) • use of <i>ser/estar</i> • reflexive verbs (all tenses) • passive voice; e.g., <i>se alquila piso, El Quijote fue escrito por Cervantes.</i> • conditional • imperfect subjunctive • coordinating connectives; i.e., <i>y, pero</i> (affirmative), <i>ni ... ni, o ... o</i> • conjunctive adverbials; e.g., <i>también, por lo tanto/por eso, por consiguiente, de esta manera</i> • coordinating conjunctions; e.g., <i>sin embargo, no obstante, mientras que</i> • connectives for subordinate clauses: <ul style="list-style-type: none"> – temporal; e.g., <i>cuando, mientras, hasta que, después de que, en cuanto, siempre que</i> – causal; e.g., <i>porque, puesto que, ya que</i> • showing distribution, using <i>cada</i> • conditional sentences: <ul style="list-style-type: none"> – <i>si ... present + imperative</i> – <i>si ... imperfect subjunctive + conditional</i> • relative clauses: <ul style="list-style-type: none"> – explicative; e.g., <i>Pedro, que vive en la casa de al lado, fue a la escuela conmigo.</i> • indirect speech with appropriate tense

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

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

General Outcome 6

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

6.2 Language Competence

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
<i>Students will be able to:</i>			
listening	1. understand the main points and supporting details of oral lectures, presentations and media on familiar topics	1. understand the main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics	1. understand the main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics
speaking	2. present and support thoughts and ideas on familiar topics	2. present and support thoughts and ideas coherently on familiar and unfamiliar topics	2. present and support thoughts and ideas on familiar and unfamiliar topics spontaneously, coherently and effectively
reading	3. comprehend and interpret texts on familiar and unfamiliar topics	3. read for different purposes, recognize the effect of varying styles and recognize the function of text forms; e.g., contemporary works, excerpts of literature	3. read for personal enjoyment
writing	4. create written texts on a range of familiar topics for a variety of purposes	4. elaborate on ideas, with preparation, to produce complex/detailed written texts organized coherently and effectively on a range of topics	4. produce, spontaneously, elaborate/complex/detailed written texts organized coherently and effectively on a range of topics
viewing	5. examine and consider representations of ideas, events and/or information for various purposes	5. interpret and critique complex representations of ideas, events and/or information	5. appreciate a variety of complex representations of ideas, events and/or information for various purposes, including personal enjoyment
representing	6. use a variety of forms to create coherent representations of ideas, events and information	6. create coherent and effective representations of ideas, events and information	6. create coherent and effective representations of ideas, events and information on a variety of topics for various purposes

General Outcome 6

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

6.3 Sociolinguistic/Sociocultural Elements

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
register	1. identify differences in register between spoken and written texts	1. adjust language to suit audience and purpose	1. use the appropriate level of formality with a variety of people in a variety of contexts
idiomatic expressions	2. explore unfamiliar idiomatic expressions in a variety of contexts	2. explore and interpret idiomatic expressions in popular, contemporary culture	2. interpret unfamiliar idiomatic expressions and use learned idiomatic expressions appropriately in a variety of situations
variations in language	3. identify some common regional or other variations in language	3. analyze the use of variations in language in a variety of situations for a variety of purposes	3. accommodate and conform to some variations in language
social conventions	4. experiment with and use oral and written forms that are considered polite	4. interpret and use a variety of social conventions in a variety of contexts; e.g., politeness conventions	4. assess the situation, in a variety of contexts, to determine appropriate social conventions
nonverbal communication	5. identify nonverbal communication techniques in a variety of contexts	5. use nonverbal communication techniques in a variety of contexts and recognize implications of regional diversity	5. interpret and use a variety of nonverbal communication techniques appropriately in a variety of contexts

General Outcome 6

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

6.4 Language Learning Strategies

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
cognitive	1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., place new words or expressions in a context to make them easier to remember	1. use appropriate cognitive strategies effectively to enhance language learning in a variety of situations; e.g., use induction to generate rules governing language use, seek opportunities outside of class to practise and observe	1. use appropriate cognitive strategies effectively to enhance language learning in a variety of contexts; e.g., perceive and note down unknown words and expressions, noting also their context and function
metacognitive	2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., identify problems that might hinder successful completion of a task, and seek solutions	2. use appropriate metacognitive strategies effectively to enhance language learning in a variety of situations; e.g., monitor their own speech and writing to check for persistent errors	2. use appropriate metacognitive strategies effectively to enhance language learning in a variety of contexts; e.g., be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly
social/affective	3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., reduce anxiety by using mental techniques such as positive self-talk or humour	3. use appropriate social and affective strategies effectively to enhance language learning in a variety of situations; e.g., work with others to solve problems and get feedback on tasks	3. use appropriate social and affective strategies effectively to enhance language learning in a variety of contexts; e.g., provide personal motivation by arranging their own rewards when successful

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

General Outcome 6

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

6.5 Language Use Strategies

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
<i>Students will be able to:</i>			
interactive	1. select and use a variety of interactive strategies in a variety of situations; e.g., summarize the point reached in a discussion to help focus the talk	1. use appropriate interactive strategies effectively in a variety of situations; e.g., ask follow-up questions to check for understanding	1. use appropriate interactive strategies effectively in a variety of contexts; e.g., use suitable phrases to intervene in a discussion, self-correct if errors lead to misunderstandings
interpretive	2. select and use appropriate interpretive strategies in a variety of situations; e.g., summarize and prioritize information gathered	2. use appropriate interpretive strategies effectively in a variety of situations; e.g., assess their own information needs before listening, viewing or reading	2. use appropriate interpretive strategies effectively in a variety of contexts; e.g., use skimming and scanning to locate key information in texts
productive	3. select and use a variety of productive strategies in a variety of situations; e.g., proofread and edit final versions of texts, apply grammar rules to improve accuracy at the correction stage	3. use appropriate productive strategies effectively in a variety of situations; e.g., use circumlocution and definition to compensate for gaps in vocabulary	3. use appropriate productive strategies effectively in a variety of contexts; e.g., compensate for avoiding difficult structures by rephrasing

Further examples of language use strategies are available on pages 27 and 28.

General Outcome 6

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

6.6 General Learning Strategies

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
<i>Students will be able to:</i>			
cognitive	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember	1. use appropriate cognitive strategies effectively to enhance general learning in a variety of situations; e.g., seek information through a network of sources, including libraries, the Internet, individuals and agencies	1. use appropriate cognitive strategies effectively to enhance general learning in a variety of contexts; e.g., use previously acquired knowledge or skills to assist with a new learning task
metacognitive	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., develop criteria for evaluating their own work	2. use appropriate metacognitive strategies effectively to enhance general learning in a variety of situations; e.g., reflect upon their thinking processes and how they learn	2. use appropriate metacognitive strategies effectively to enhance general learning in a variety of contexts; e.g., take responsibility for planning, monitoring and evaluating learning experiences
social/affective	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., use self-talk to feel competent to do the task	3. use appropriate social and affective strategies effectively to enhance general learning in a variety of situations; e.g., monitor their level of anxiety about learning tasks and take measures to lower it if necessary	3. use appropriate social and affective strategies effectively to enhance general learning in a variety of contexts; e.g., use social interaction skills to enhance group learning activities

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

CULTURE

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

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

General Outcome

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

General Outcome 7

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

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

General Outcome 7

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

7.1 Self-identity

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
	<i>Students will be able to:</i>		
understanding self-identity	1. understand that self-identity and self-concept change	1. understand that self-identity and self-concept change in various contexts and over time	1. articulate, express and celebrate their own unique identities
developing positive self-identity	2. identify personal strengths and possible future opportunities, and plan for future self-development and growth	2. explore the alignment of personal strengths with possible future opportunities; e.g., study, work	2. identify personal strengths in planning for a career or further studies
valuing Spanish and the cultures of the Spanish-speaking world	3. participate in and contribute to community-based activities reflecting Spanish-speaking cultures, using knowledge and skills related to language and culture	3. participate in and contribute to intercultural interactions with members of Spanish-speaking language and culture communities	3. engage in and appreciate activities that will promote their own lifelong Spanish language and cultural development
valuing multilingualism/ multiculturalism	4. participate in and contribute to community-based activities, using multilingual/multicultural knowledge and skills	4. participate in and contribute to intercultural interactions	4. engage in and appreciate activities that will promote their own lifelong multilingual/multicultural development

General Outcome 7

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

7.2 Cultures of the Spanish-speaking World

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
<i>Students will be able to:</i>			
historical elements	1. recognize and appreciate the influence and contributions of major historical events, figures and developments in the Spanish-speaking world	1. compare interpretations and perspectives of the influence and contributions of major historical events, figures and developments in the Spanish-speaking world	1. identify and analyze how historical experiences have shaped the contemporary cultures of the Spanish-speaking world in local, Canadian and international contexts
contemporary elements	2. recognize and appreciate the influence and contributions of major contemporary events, figures and developments in the Spanish-speaking world	2. compare interpretations and perspectives of the influence and contributions of major contemporary events, figures and developments in the Spanish-speaking world	2. identify and analyze the impact of contemporary influences on the cultures of the Spanish-speaking world in local, Canadian and international contexts
diversity	3. examine the cultural diversity of Spanish-speaking communities in the local context (city, province)	3. compare perspectives on diversity in the Canadian context	3. identify and analyze how historical and current cultural diversity has shaped the contemporary cultures of the Spanish-speaking world
change	4. examine historical influences that have affected the cultures of the Spanish-speaking world	4. examine contemporary influences that have affected the cultures of the Spanish-speaking world	4. identify and analyze the significance to the rest of the world of historical and contemporary changes in the cultures of the Spanish-speaking world

General Outcome 7

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

7.3 Building Community

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
<i>Students will be able to:</i>			
positive group membership	1. demonstrate respect for the rights and opinions of others and understand that social issues are complex	1. demonstrate respect for the rights and opinions of others, focusing on current cultural issues	1. understand that various political and economic systems impose different values on the rights and opinions of others
appreciating diversity	2. identify and analyze how Canada's response to diversity has changed, compare how different nations have responded to diversity and identify the benefits of a pluralistic approach	2. analyze and understand the significance of diversity in shaping contemporary and future opportunities for growth	2. participate in various individual, group, school and community activities that celebrate diversity and promote intercultural understanding
appreciating similarity	3. identify and explain how common human experiences and needs are reflected in the culture, social structure and day-to-day patterns of behaviour in Canada	3. identify and explain how common human experiences and needs are reflected in the cultures, social structures and day-to-day patterns of behaviour in different countries of the world	3. identify, explain and analyze how common human experiences and needs are reflected in the cultures, social structures and political systems of various countries in the world
contributing to community	4. participate in various school and community events to promote intercultural understanding	4. participate in various school, community and Canadian events to promote intercultural understanding	4. participate in, and contribute to, individual, group, school and community activities, using their language and cultural knowledge and skills

General Outcome 7

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

7.4 Global Citizenship

	Spanish Language Arts 10	Spanish Language Arts 20	Spanish Language Arts 30
<i>Students will be able to:</i>			
responsible citizenship	1. identify and analyze a citizen's roles and responsibilities in interrelated local, national and international contexts	1. participate in group decision making and problem solving in ways that demonstrate concern for others and an understanding of their responsibilities as citizens	1. examine global conflict and cooperation among nations
interdependence	2. explore ways in which peoples and nations are linked in an interrelated global system	2. explore how global links and interdependency affect one's role as a citizen in one nation among many others	2. examine the local and global consequences of individual and collective decision making
intercultural skills	3. examine attitudes and values that contribute to cross-cultural understanding	3. identify how intercultural and multicultural organizations have influenced the development of global citizenship	3. demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations through appropriate behaviour and language
future opportunities	4. explore career fields in which multilingual and multicultural knowledge, skills and attitudes can be applied	4. apply multilingual and multicultural knowledge and skills in specific activities to further develop the skills required for effective participation in the global workplace	4. apply multilingual and multicultural knowledge and skills in specific activities to promote skill development and opportunities for future participation in the global workplace