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# SPANISH LANGUAGE AND CULTURE

## 10-6Y, 20-6Y, 30-6Y

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This program of studies is intended for students who began their study of Spanish language and culture in Grade 7. It constitutes the last three years of the Spanish Language and Culture Six-year (6Y) Program. The Spanish Language and Culture Six-year Program, Grades 7–8–9, constitutes the first three years of the six-year program.

### INTRODUCTION

Over 350 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States of America and the Philippines. It is one of the most widely spoken languages in the world.

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

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

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

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

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

## ASSUMPTIONS

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

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

## THE CONCEPTUAL MODEL

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

### Four Components

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

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

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

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

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

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

### Modes of Communication

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

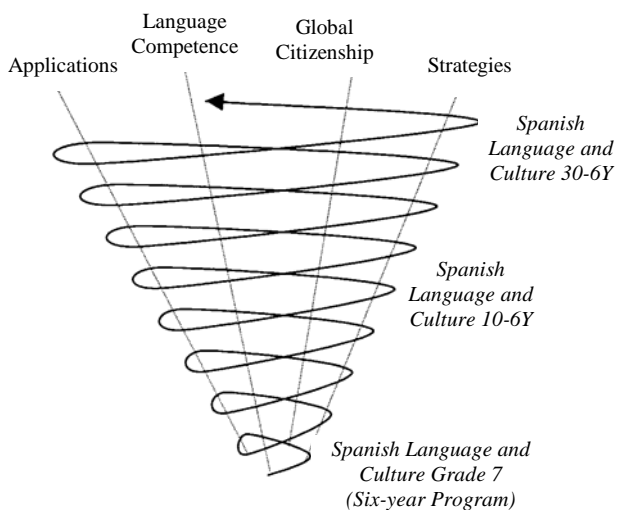
**Interaction** is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning;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

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

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

### A Spiral Progression

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



## ORGANIZATION OF THE PROGRAM OF STUDIES

### General Outcomes

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

#### Applications [A]

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

#### Language Competence [LC]

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

#### Global Citizenship [GC]

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

#### Strategies [S]

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

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

### Specific Outcomes

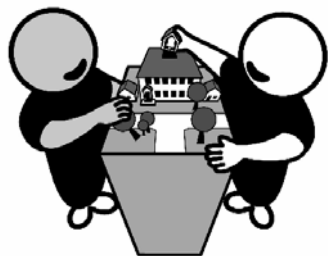
Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

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

## Language Competence



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

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

## Global Citizenship



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

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

## Strategies



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

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

## Guide to Reading the Program of Studies

### General Outcome for Applications

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

cluster heading for specific outcomes

### **A-6 for imaginative purposes and personal enjoyment**

**Spanish Language and Culture 10-6Y**

**Spanish Language and Culture 20-6Y**

**Spanish Language and Culture 30-6Y**

*Students will be able to:*

<b>A-6.1</b> humour/fun	a. participate in class excursions, field trips or twinning projects  b. interpret songs and stories	a. use the language for fun and to interpret and express humour; e.g., learn and perform songs, dances, short plays	a. use language for fun and to interpret and express humour; e.g., humorous or editorial cartoons, stories, poems
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language	a. use the language creatively and for aesthetic purposes; e.g., create a multimedia presentation on a familiar topic	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody or create a rap
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., find a personal pen pal and exchange letters	a. use the language for personal enjoyment; e.g., use the Internet to explore the culture being studied	a. use the language for personal enjoyment; e.g., keep a personal journal

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

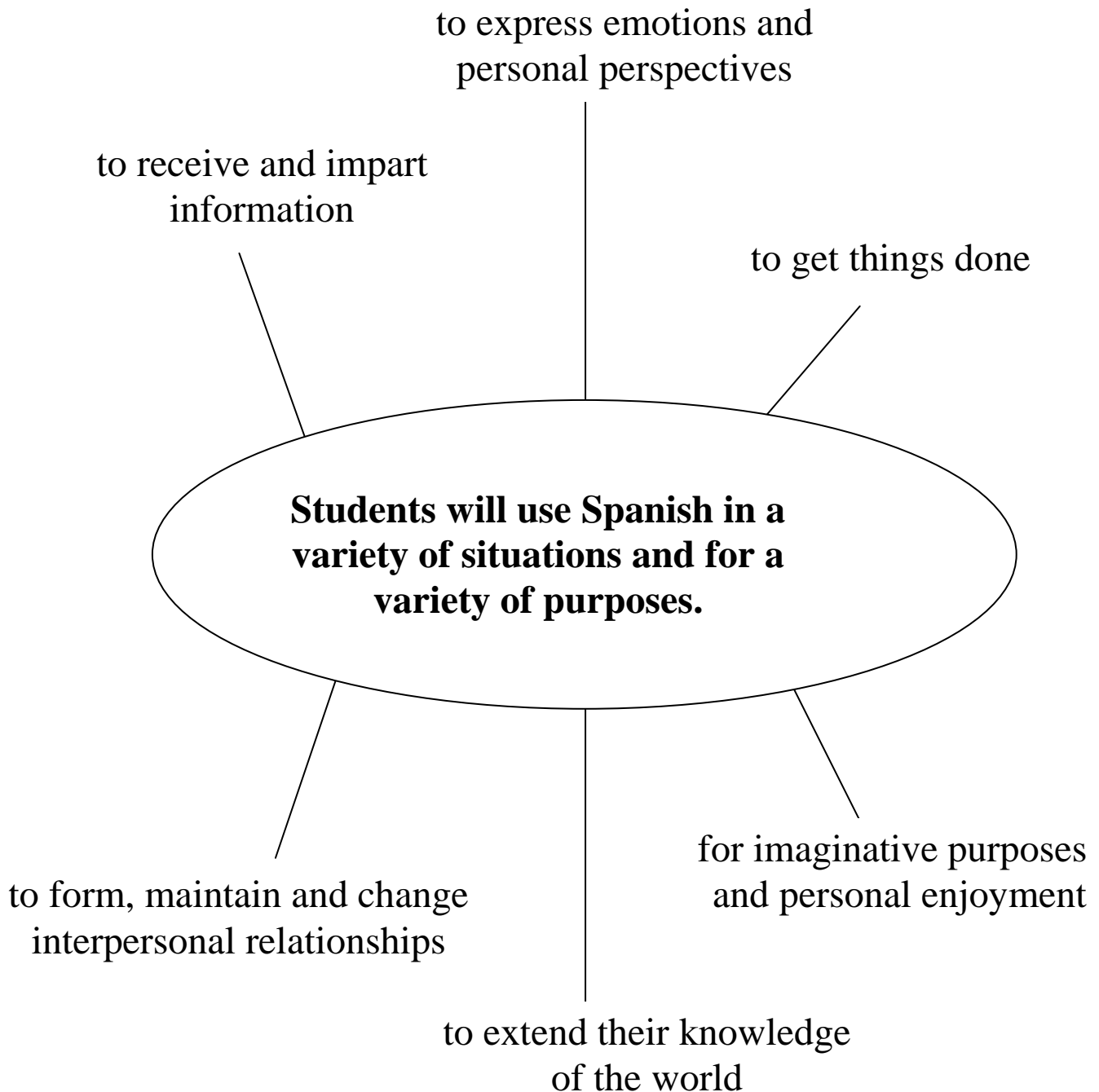
strand headings for specific outcomes

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 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
	<i>Students will be able to:</i>		
A-1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report b. understand and use definitions, comparisons and examples	a. share facts about events that took place in the past or that may take place in the future	a. share detailed information on a specific topic; e.g., a report or biography

### A-2 to express emotions and personal perspectives

	<i>Students will be able to:</i>		
A-2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest	a. inquire about and express probability and certainty	a. express opinions  b. support their own opinions
A-2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts b. compare the expression of emotions and feelings in a variety of informal situations	a. express emotions and feelings in formal situations; e.g., make a complaint in a store or restaurant	a. compare the expression of emotions and feelings in formal and 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 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
A-3.1 guide actions of others	a. make and respond to suggestions in a variety of situations  b. give and respond to advice and warnings	a. make and respond to suggestions or requests in formal situations; e.g., in a public library, post office or travel agency	a. lodge a complaint  b. persuade others to take a course of action
A-3.2 state personal actions	a. state personal actions in the past, present or future  b. make a promise, and express intention in a variety of situations	a. accept or decline an offer or invitation, with explanations	a. express possibility in relation to their own actions and plans
A-3.3 manage group actions	a. check for agreement and understanding  b. express disagreement in an appropriate way  c. express appreciation, enthusiasm, support and respect for contributions of others	a. paraphrase, elaborate on and clarify another member's contribution	a. take on a leadership role in small-group projects

### A-4 to form, maintain and change interpersonal relationships

*Students will be able to:*

A-4.1 manage personal relationships	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	a. give and respond to compliments, and explain actions	a. offer and respond to congratulations, and express sympathy or regret
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## General Outcome for Applications

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

### A-5 to extend their knowledge of the world

	Spanish Language and Culture 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
A-5.1 discover and explore	<ul style="list-style-type: none"><li>a. ask questions to gain knowledge and clarify understanding</li><li>b. explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing</li></ul>	<ul style="list-style-type: none"><li>a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity</li></ul>	<ul style="list-style-type: none"><li>a. explore connections among and gain new insights into familiar topics; e.g., using analogy, brainstorming</li></ul>
A-5.2 gather and organize information	<ul style="list-style-type: none"><li>a. gather information from a variety of resources; e.g., print, human, multimedia</li><li>b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps</li></ul>	<ul style="list-style-type: none"><li>a. gather information, using a prepared format; e.g., interview people, using prepared questions</li></ul>	<ul style="list-style-type: none"><li>a. identify key ideas, summarize and paraphrase</li></ul>
A-5.3 explore opinions and values	<ul style="list-style-type: none"><li>a. explore how values influence behaviour; e.g., describe characters and their motivations in a story</li><li>b. provide reasons for their position on an issue</li></ul>	<ul style="list-style-type: none"><li>a. distinguish fact from opinion</li></ul>	<ul style="list-style-type: none"><li>a. understand the concept of stereotype, and recognize stereotyping in a variety of situations</li></ul>
A-5.4 solve problems	<ul style="list-style-type: none"><li>a. describe and analyze a problem, then propose solutions</li><li>b. generate and evaluate alternative solutions to problems</li></ul>	<ul style="list-style-type: none"><li>a. use information collected from various sources to solve problems</li></ul>	<ul style="list-style-type: none"><li>a. apply problem-solving skills to the resolution of real-life problems</li></ul>

## General Outcome for Applications

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

### A-6 for imaginative purposes and personal enjoyment

	Spanish Language and Culture 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
A-6.1 humour/fun	a. participate in class excursions, field trips or twinning projects  b. interpret songs and stories	a. use the language for fun and to interpret and express humour; e.g., learn and perform songs, dances, short plays	a. use language for fun and to interpret and express humour; e.g., humorous or editorial cartoons, stories, poems
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language	a. use the language creatively and for aesthetic purposes; e.g., create a multimedia presentation on a familiar topic	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody or create a rap
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., find a personal pen pal and exchange letters	a. use the language for personal enjoyment; e.g., use the Internet to explore the culture being studied	a. use the language for personal enjoyment; e.g., keep a personal journal

# Language Competence



attend to form

interpret and produce  
texts

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

apply knowledge of the  
sociocultural context

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

## LANGUAGE COMPETENCE

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

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from 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 learning activities that focus on meaningful uses of the Spanish language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

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

## General Outcome for Language Competence

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

### LC-1 attend to form

	Spanish Language and Culture 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
<b>LC-1.1</b> phonology	a. identify and reproduce some critical sound distinctions that are important for meaning	a. use intonation, stress and rhythm appropriately in familiar situations	a. speak clearly and intelligibly in a variety of situations
<b>LC-1.2</b> orthography	a. apply some common spelling rules b. use basic spelling patterns consistently in writing familiar words and phrases	a. use basic mechanical conventions; e.g., capitalization, punctuation b. use basic spelling patterns in writing unfamiliar words and phrases	a. recognize and correctly spell familiar words; e.g., sight words b. apply basic spelling rules consistently, and use mechanical conventions with reasonable accuracy
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• arts and entertainment—music</li> <li>• relationships—friends, clubs, activities, sports, hobbies</li> <li>• celebrations—cultural</li> <li>• fashions and fads</li> <li>• driving</li> <li>• folk tales/fables</li> <li>• daily routines</li> <li>• any other lexical fields that meet their needs and interests</li> </ul> b. recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• fine arts</li> <li>• legends and myths</li> <li>• communications, technology and media <ul style="list-style-type: none"> <li>– power and impact of media and advertising</li> </ul> </li> <li>• travel</li> <li>• world/current events <ul style="list-style-type: none"> <li>– differences in media coverage of events in different nations</li> </ul> </li> <li>• any other lexical fields that meet their needs and interests</li> </ul> b. use a small range of vocabulary to convey shades of meaning	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• literature <ul style="list-style-type: none"> <li>– poetry</li> <li>– contemporary Spanish writers</li> </ul> </li> <li>• future plans</li> <li>• careers</li> <li>• studying/living abroad <ul style="list-style-type: none"> <li>– accommodations—looking for an apartment</li> </ul> </li> <li>• history</li> <li>• current issues</li> <li>• globalization/globalism</li> <li>• any other lexical fields that meet their needs and interests</li> </ul> b. select vocabulary and expressions from within their repertoire to fulfill a variety of purposes in a variety of contexts

(continued)

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

(continued)

**LC-1 attend to form**

	<b>Spanish Language and Culture 10-6Y</b>	<b>Spanish Language and Culture 20-6Y</b>	<b>Spanish Language and Culture 30-6Y</b>
	<i>Students will be able to:</i>		
<b>LC-1.4</b> grammatical elements	a. use, in modelled situations, <sup>1</sup> the following grammatical elements: .....		
	<ul style="list-style-type: none"> <li>• possessive pronouns: <i>mío, tuyo, suyo, míos, tuyos, suyos</i></li> <li>• indirect object pronouns</li> <li>• double object pronouns</li> <li>• impersonal verb form with <i>se</i></li> <li>• preterite (irregular verbs)</li> <li>• preterite vs. imperfect</li> <li>• comparative, superlative and diminutive</li> </ul>	<ul style="list-style-type: none"> <li>• future tense</li> <li>• conditional mood</li> <li>• subjunctive mood</li> <li>• present subjunctive:               <ul style="list-style-type: none"> <li>– to express wishes and hope: <i>Ojalá que ... , Quiero que ...</i></li> <li>– to express emotion: <i>alegrarse, sentir ...</i></li> <li>– to persuade: <i>aconsejar, decir, desear, pedir</i></li> <li>– after impersonal expressions: <i>es una lástima que ... , es necesario que ...</i></li> <li>– after <i>cuando</i> and <i>aunque</i></li> <li>– to express doubt</li> </ul> </li> <li>• gerund with imperfect of <i>estar</i></li> <li>• impersonal verb form with <i>se</i></li> </ul>	<ul style="list-style-type: none"> <li>• pluperfect tense</li> <li>• passive voice</li> <li>• indicative or subjunctive with relative pronouns; e.g.:               <ul style="list-style-type: none"> <li>– <i>Conozco a alguien que habla español.</i></li> <li>– <i>Busca a alguien que hable español.</i></li> </ul> </li> <li>• imperfect subjunctive + conditional (<i>si</i> clauses)</li> </ul>

(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**

	<b>Spanish Language and Culture 10-6Y</b>	<b>Spanish Language and Culture 20-6Y</b>	<b>Spanish Language and Culture 30-6Y</b>
	<i>Students will be able to:</i>		
	b. use, in structured situations, <sup>2</sup> the following grammatical elements: .....		
<b>LC-1.4</b> grammatical elements	<ul style="list-style-type: none"> <li>• commands—negative forms</li> <li>• commands—irregular verbs (<i>tú</i> form)</li> <li>• stem changing verbs in the present tense</li> <li>• irregular verbs: <i>dar, poner, traer</i></li> <li>• preterite (regular verbs)</li> <li>• perfect tense</li> <li>• direct object pronouns</li> <li>• reflexive verbs</li> </ul>	<ul style="list-style-type: none"> <li>• possessive pronouns: <i>mío, tuyo, suyo, míos, tuyos, suyos</i></li> <li>• indirect object pronouns</li> <li>• double object pronouns</li> <li>• preterite (irregular verbs)</li> <li>• imperfect tense</li> <li>• preterite vs. imperfect</li> <li>• comparative, superlative and diminutive</li> </ul>	<ul style="list-style-type: none"> <li>• future tense</li> <li>• conditional mood</li> <li>• subjunctive mood</li> <li>• present subjunctive:               <ul style="list-style-type: none"> <li>– to express wishes and hope: <i>Ojalá que ...</i>, <i>Quiero que ...</i></li> <li>– to express emotion: <i>alegrarse, sentir ...</i></li> <li>– to persuade: <i>aconsejar, decir, desear, pedir</i></li> <li>– after impersonal expressions: <i>es una lástima que ...</i>, <i>es necesario que ...</i></li> <li>– to express doubt</li> <li>– after <i>cuando</i> and <i>aunque</i></li> </ul> </li> <li>• impersonal verb form with <i>se</i></li> </ul>

(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**

	<b>Spanish Language and Culture 10-6Y</b>	<b>Spanish Language and Culture 20-6Y</b>	<b>Spanish Language and Culture 30-6Y</b>
	<i>Students will be able to:</i>		
	c. use, independently and consistently, <sup>3</sup> the following grammatical elements: .....		
<b>LC-1.4</b> grammatical elements	<ul style="list-style-type: none"> <li>• <i>nos/les (os) gusta/an</i></li> <li>• possessive adjectives and pronouns: <i>nuestro/a/os/as, vuestro/a/os/as</i></li> <li>• irregular verbs: <i>poder, conocer, saber, venir, salir, decir, hacer, preferir</i></li> <li>• commands—regular verbs (<i>tú</i> form)</li> <li>• commands for commonly used verbs (<i>usted, ustedes</i>)</li> <li>• present progressive (<i>estar</i> + gerund)</li> </ul>	<ul style="list-style-type: none"> <li>• commands—negative forms</li> <li>• commands—irregular verbs (<i>tú</i> form)</li> <li>• stem changing verbs in the present tense</li> <li>• irregular verbs: <i>dar, poner, traer</i></li> <li>• preterite (regular verbs)</li> <li>• perfect tense</li> <li>• direct object pronouns</li> <li>• reflexive verbs</li> </ul>	<ul style="list-style-type: none"> <li>• possessive pronouns: <i>mío, tuyo, suyo, míos, tuyos, suyos</i></li> <li>• indirect object pronouns</li> <li>• double object pronouns</li> <li>• preterite (irregular verbs)</li> <li>• imperfect tense</li> <li>• preterite vs. imperfect</li> <li>• comparative, superlative and diminutive</li> </ul>

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

## General Outcome for Language Competence

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

### LC–2 interpret and produce texts

	Spanish Language and Culture 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
<b>LC-2.1</b> aural interpretation	a. understand short oral texts on unfamiliar topics in guided situations	a. understand a variety of short oral texts on unfamiliar topics in guided situations	a. understand the main point and some supporting details of lengthy oral texts on familiar topics in guided situations
<b>LC-2.2</b> written interpretation	a. understand short written texts on unfamiliar topics in guided situations	a. understand a variety of short written texts on unfamiliar topics in guided situations	a. understand the main point and some supporting details of lengthy written texts on familiar topics in guided situations
<b>LC-2.3</b> interactive fluency	a. manage short interactions with ease, with pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary	a. manage simple, routine interactions without undue difficulty
<b>LC-2.4</b> visual interpretation	a. derive meaning from multiple visual elements in a variety of media in guided situations	a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations	a. propose several interpretations of the visual elements of a variety of media in guided situations
<b>LC-2.5</b> oral production	a. produce short oral texts in guided and unguided situations	a. produce a variety of short, simple oral texts in guided and unguided situations	a. produce short oral texts on unfamiliar topics in guided situations
<b>LC-2.6</b> written production	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations	a. produce short written texts on unfamiliar topics in guided situations
<b>LC-2.7</b> representation	a. express meaning through the use of multiple visual elements in a variety of media in guided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media in guided situations

## General Outcome for Language Competence

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

### LC-3 apply knowledge of the sociocultural context

	Spanish Language and Culture 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
LC-3.1 register	a. identify socially appropriate language in specific situations b. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts	a. explore differences in register between spoken and written texts
LC-3.2 idiomatic expressions	a. use learned idiomatic expressions in a variety of contexts	a. examine the role of idiomatic expressions in culture	a. identify influences on idiomatic expressions; e.g., region, age, occupation
LC-3.3 variations in language	a. recognize influences resulting in variations in language; e.g., age, social class, geographical region	a. experiment with some variations in language	a. experiment with and adapt to some variations in language
LC-3.4 social conventions	a. explore and identify variations in social conventions; e.g., regional, situational	a. interpret and use a variety of formal and informal social conventions, with guidance	a. use politeness conventions in a variety of contexts
LC-3.5 nonverbal communication	a. interpret and use appropriate nonverbal behaviours in a variety of familiar contexts	a. interpret and use a variety of nonverbal behaviours, with guidance	a. interpret and use a variety of nonverbal behaviours in a variety of contexts

## General Outcome for Language Competence

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

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

	Spanish Language and Culture 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
<b>LC-4.1</b> cohesion/coherence	<ul style="list-style-type: none"> <li>a. organize texts, using common patterns; e.g., cause and effect, straightforward time sequencing, steps in a procedure</li> <li>b. interpret simple references within texts; e.g., pronouns, demonstratives</li> </ul>	<ul style="list-style-type: none"> <li>a. use a variety of conventions to structure texts; e.g., titles, paragraphs, letter forms</li> <li>b. interpret and use references within texts; e.g., pronouns, demonstratives</li> </ul>	<ul style="list-style-type: none"> <li>a. use appropriate words or phrases to show relationships in texts; e.g., <i>portanto, por lo tanto, además, pero, de una manera</i></li> </ul>
<b>LC-4.2</b> text forms	<ul style="list-style-type: none"> <li>a. recognize and use a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals</li> <li>b. analyze and identify the organizational structure of a variety of text forms; e.g., folk tales/fables, newspaper articles, instructions for a game</li> </ul>	<ul style="list-style-type: none"> <li>a. use a variety of familiar text forms and media in their own productions; e.g., recipes, comic strips, letters, radio or television reports, articles, tickets, timetables, itineraries</li> </ul>	<ul style="list-style-type: none"> <li>a. use a variety of familiar text forms and media in their own productions; e.g., poetry, stories, media articles, Web sites, reports</li> </ul>
<b>LC-4.3</b> patterns of social interaction	<ul style="list-style-type: none"> <li>a. initiate interactions, and respond using a variety of social interaction patterns; e.g., routine telephone calls</li> </ul>	<ul style="list-style-type: none"> <li>a. combine simple social interaction patterns to perform transactions and interactions; e.g., invitation—acceptance/refusal with explanation</li> </ul>	<ul style="list-style-type: none"> <li>a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., request goods/services</li> </ul>



# 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 an extensive bank of knowledge about the Spanish-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Spanish-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

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



### General Outcome for Global Citizenship

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

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

	Spanish Language and Culture 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
<b>GC-1.1</b> knowledge of Spanish-speaking cultures	a. explore and identify some elements of Spanish-speaking cultures; e.g., key historical events and their influence on contemporary ways of life and cultural values	a. explore and identify some elements of Spanish-speaking cultures; e.g., cultural values, attitudes and interests of people their own age from Spanish-speaking cultures	a. explore and identify some elements of Spanish-speaking cultures; e.g., major current events as a reflection of contemporary ways of life and cultural values
<b>GC-1.2</b> accessing/analyzing cultural knowledge	a. formulate questions about elements of Spanish-speaking cultures; e.g., patterns of behaviour or interaction typical of people their own age b. use basic research skills to find out about Spanish-speaking cultures	a. make and test hypotheses about Spanish-speaking cultures b. identify and use a variety of sources of information to find out about Spanish-speaking cultures	a. organize and represent information about elements of Spanish-speaking cultures in a variety of ways
<b>GC-1.3</b> applying cultural knowledge	a. apply knowledge of elements of Spanish-speaking cultures to interpret cultural behaviour that is different from their own b. apply knowledge of elements of Spanish-speaking cultures in interactions with people and texts; e.g., interpret historical references	a. identify different perspectives on Spanish-speaking cultures, and speculate on their origins; e.g., stereotypes of Spanish-speaking cultures present in own community	a. apply knowledge of elements of Spanish-speaking cultures, derived from a variety of sources, to interpret behaviours and texts
<b>GC-1.4</b> diversity of Spanish-speaking cultures	a. apply knowledge of diverse elements of Spanish-speaking cultures in interactions with people and text; e.g., ethnic or religious minorities	a. identify different perspectives on diverse elements of Spanish-speaking cultures, and speculate on their origins; e.g., stereotypes within Spanish-speaking cultures	a. apply knowledge of diverse elements of Spanish-speaking cultures, derived from a variety of sources, to interpret behaviours and 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 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
GC-1.5 valuing Spanish-speaking cultures	a. express empathy for those whose cultural behaviour is different from their own  b. choose to participate in and contribute to activities and experiences that reflect Spanish-speaking cultures	a. examine their own perception of the Spanish language and cultures, including stereotypes	a. seek out and use opportunities to communicate with members of Spanish-speaking cultures; e.g., exchange letters with a pen pal

### GC–2 affirming diversity

*Students will be able to:*

GC-2.1 awareness of first language	a. identify some regional variations in their first language	a. identify aspects of their personal style in both speech and writing	a. analyze the ways in which their first language and Spanish are similar and ways in which they are different
GC-2.2 general language knowledge	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure	a. describe ways that languages evolve over time, and give reasons for their evolution	a. describe factors that influence the status of languages
GC-2.3 awareness of Canadian culture	a. identify 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 Spanish-speaking cultures	a. identify some of the past and present relationships between Spanish-speaking cultures being studied and their own; e.g., immigration, war	a. identify ethnocentric elements in documents from their own 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 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
GC-2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize that different cultures may have different interpretations of texts, cultural practices or products	a. describe some causes of communication breakdown and misunderstanding, when communicating with people from an unfamiliar culture
	b. recognize some of the factors that affect the culture of a particular region		
GC-2.5 valuing diversity	a. demonstrate curiosity about other languages and cultures	a. recognize and acknowledge the value of different perspectives	a. seek out opportunities to interact with people from various cultures who have an interest in the Spanish language and/or Spanish-speaking cultures being studied
	b. recognize and acknowledge different perspectives		
GC-2.6 intercultural skills	a. explore representations of their own culture as seen from the outside	a. recognize stereotypical thinking	a. use a variety of strategies for dealing with communication breakdowns and misunderstandings when encountering an unfamiliar culture
	b. identify and make use of public and private institutions that facilitate contact with other countries and cultures		b. identify ethnocentric perspectives in a document or event, and explain their origins

### 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 10-6Y

#### Spanish Language and Culture 20-6Y

#### Spanish Language and Culture 30-6Y

*Students will be able to:*

<b>GC-3.1</b> Spanish language and Spanish-speaking cultures	a. identify aspects of the history, literature, arts and crafts of Spanish-speaking cultures that are of personal interest b. identify some careers that require or would value knowledge of Spanish and Spanish-speaking cultures	a. explore personal reasons for learning Spanish	a. explore opportunities for further education related to Spanish and Spanish-speaking cultures
<b>GC-3.2</b> cultural and linguistic diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest b. identify some careers that use knowledge of international languages and cultures, and intercultural skills	a. explore personal reasons for learning additional languages and experiencing other cultures	a. explore opportunities for further education related to languages and cultures

# Strategies



language learning

language use

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

general learning

## 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 you to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

### **Social/Affective**

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text

- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

### **Language Use Strategies**

#### **Interactive**

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Spanish
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *Perdón, no comprendo, ¿cómo?, ¿perdón?, no entiendo*, shrug shoulders
- ask for clarification or repetition when something is not understood; e.g., *¿Qué quiere decir ...?, ¿Puede repetir, por favor?*
- use the other speaker's words in subsequent conversation
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., partner may shrug shoulders

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

### Interpretive

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

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

### Productive

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



## General Learning Strategies

### Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

### Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log

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

### Social/Affective

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

## General Outcome for Strategies

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

### S-1 language learning

	Spanish Language and Culture 10-6Y	Spanish Language and Culture 20-6Y	Spanish Language and Culture 30-6Y
<i>Students will be able to:</i>			
S-1.1 cognitive	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 Spanish or in their own language	a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember	a. evaluate the success of their use of a variety of cognitive strategies to enhance language learning
S-1.2 metacognitive	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	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., realize the potential of learning through direct exposure to the language, know how strategies may enable coping with texts containing unknown elements	a. evaluate the success of their use of a variety of metacognitive strategies to enhance language learning
S-1.3 social/affective	a. select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to make themselves feel competent to do the task	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions that occur in conversations in which they participate, and make use of these new words and expressions as soon as appropriate	a. evaluate the success of their use of a variety of social and affective strategies to enhance language learning

**Further examples of language learning strategies are available on pages 30 and 31.**

### 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 10-6Y

### Spanish Language and Culture 20-6Y

### Spanish Language and Culture 30-6Y

*Students will be able to:*

S–2.1 interactive	a. select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct	a. select and use appropriate interactive strategies in a variety of situations; e.g., repeat part of what someone has said to confirm mutual understanding	a. evaluate the success of their use of a variety of interactive strategies to deal with specific communicative situations; e.g., use of a range of fillers, hesitation devices and gambits to sustain conversations, use of circumlocution to compensate for lack of vocabulary
S–2.2 interpretive	a. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in a text	a. select and use appropriate interpretive strategies in a variety of situations; e.g., reread several times to understand complex ideas	a. evaluate the success of their use of a variety of interpretive strategies to deal with specific communicative situations; e.g., use of key content words or discourse markers to follow an extended text
S–2.3 productive	a. select and use a variety of productive strategies; e.g., use resources to increase vocabulary	a. select and use appropriate productive strategies in a variety of situations; e.g., use a variety of resources to correct texts	a. evaluate the success of their use of a variety of productive strategies to deal with specific communicative situations; e.g., taking notes when reading or listening to assist in producing personal texts

**Further examples of language use strategies are available on pages 31 and 32.**

### 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 10-6Y

#### Spanish Language and Culture 20-6Y

#### Spanish Language and Culture 30-6Y

*Students will be able to:*

S–3.1 cognitive	a. select and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., formulate key questions to guide research	a. evaluate the success of their use of a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., manage their own physical working environment	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., keep a learning journal such as a diary or a log	a. evaluate the success of their use of a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	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	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., take part in group problem-solving processes	a. evaluate the success of their use of a variety of social and affective strategies to enhance general learning

**Further examples of general learning strategies are available on page 33.**