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# SPANISH LANGUAGE AND CULTURE

## 10-9Y, 20-9Y, 30-9Y

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

### INTRODUCTION

Spanish is the first language for 329 million people in the world.<sup>1</sup> 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 Canada, the United States of America and the Philippines. It is one of the most widely spoken languages in the world, with over 400 million fluent speakers worldwide.<sup>2</sup>

The value of learning the Spanish language is enormous for Alberta society as a whole. Apart from the common advantages related to the learning of any international language, learning Spanish permits an insight into the rich and varied cultures developed in the Spanish-speaking world and bestows more opportunity to communicate directly with Spanish-speaking people. As well, for some students with prior knowledge of the language and cultures, it offers an opportunity for

renewed contact. Learning the language contributes to maintaining and further developing language skills for those whose first language is Spanish.

By learning Spanish, individuals develop an awareness of, and sensitivity to, cultural and linguistic diversity. This fact, in addition to preserving cultural identity, is also a means of cultural enrichment and is the best means of fostering understanding and solidarity among peoples and countries. Furthermore, it gives individuals the opportunity to identify, question and challenge their own cultural assumptions, values and perspectives and to contribute positively to society.

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

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1. Lewis, M. Paul (ed.), 2009. *Ethnologue: Languages of the World*, Sixteenth edition. Dallas, Tex.: SIL International. Online version: <http://www.ethnologue.com/>. (Accessed February 4, 2010.)

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

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

## ASSUMPTIONS

The following statements are assumptions that have guided the development process of this nine-year program.

- 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 further develop their skills in this language. It is also true for students who have no cultural or linguistic background in Spanish and are studying Spanish as a second language.

## THE CONCEPTUAL MODEL

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

### Four Components

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

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

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

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

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

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

### Modes of Communication

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

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

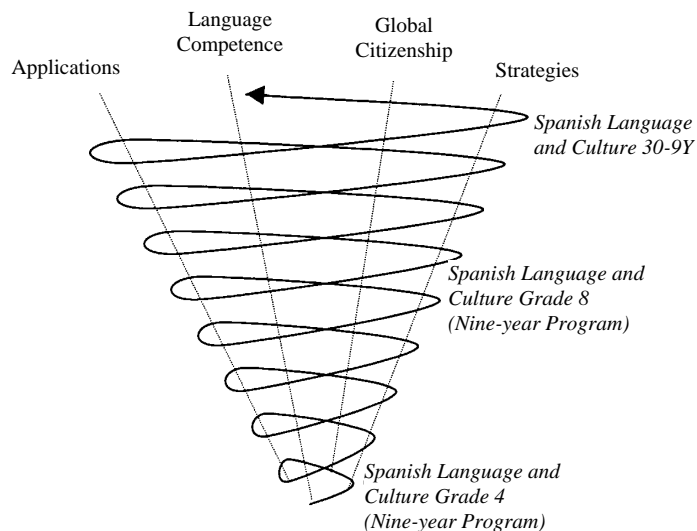
**Interpretation** is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting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

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

### A Spiral Progression

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

extended and broadened with each successive pass.



## ORGANIZATION OF THE PROGRAM OF STUDIES

### General Outcomes

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

#### Applications [A]

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

#### Language Competence [LC]

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

#### Global Citizenship [GC]

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

#### Strategies [S]

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

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

## **Specific Outcomes**

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each 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 impart and receive information
- A-2 to express emotions and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

## Language Competence



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

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

## Global Citizenship



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

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

## Strategies



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

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

## Guide to Reading the Program of Studies

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

cluster heading  
for specific  
outcomes

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

**Spanish Language  
and Culture 10-9Y**

**Spanish Language  
and Culture 20-9Y**

**Spanish Language  
and Culture 30-9Y**

*Students will be able to:*

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

<b>LC-4.1</b> cohesion/coherence	a. interpret texts that use patterns involving time or chronological sequencing	a. use a variety of references within texts; e.g., pronouns, space and time references	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., <i>a menos que, aún cuando, aunque</i>
<b>LC-4.2</b> text forms	a. use a variety of text forms and media in their own productions	a. recognize various extended text forms in a variety of media	a. analyze the way different media and purposes lead to differences in the way texts are organized and presented
<b>LC-4.3</b> patterns of social interaction	a. combine simple social interaction patterns to perform extended transactions and interactions; e.g., request goods/services	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., suggestion–accept/decline–persuade/negotiate, bargaining	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions

strand headings for  
specific outcomes

specific outcome statements for each course

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



# Applications

to express emotions and  
personal perspectives

to impart and receive  
information

to get things done

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

to form, maintain and  
change interpersonal  
relationships

for imaginative purposes  
and personal enjoyment

to extend their knowledge  
of the world

## APPLICATIONS

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

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands, which show the developmental flow of learning from 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 level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

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

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

Applications—the situations and purposes for communication—drive this program, providing contexts for students’ language and cultural learning.



## General Outcome for Applications

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

### A-1 to impart and receive information

#### Spanish Language and Culture 10-9Y

#### Spanish Language and Culture 20-9Y

#### Spanish Language and Culture 30-9Y

*Students will be able to:*

A-1.1  
share factual  
information

- |   |  |   |
|---|--|---|
| a. ask and answer questions about informative texts read or heard | a. share detailed information on a specific topic; e.g., a report or biography | a. explain factual information for a variety of audiences |
|---|--|---|

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

*Students will be able to:*

A-2.1  
share ideas, thoughts,  
opinions, preferences

- |                               |                                    |   |
|-------------------------------|------------------------------------|---|
| a. express opinions           | a. express and explain preferences | a. exchange and compare opinions in a variety of situations |
| b. support their own opinions |                                    |   |

A-2.2  
share emotions,  
feelings

- |  |  |  |
|--|--|--|
| a. compare the expression of emotions and feelings in formal and informal situations | a. explore the expression of strong emotions and feelings in a variety of situations | a. analyze and discuss the expression of emotions and feelings in a variety of media |
|--|--|--|

## 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 10-9Y

#### Spanish Language and Culture 20-9Y

#### Spanish Language and Culture 30-9Y

*Students will be able to:*

A-3.1 guide actions of others	a. give and follow a complex sequence of instructions	a. lodge a complaint	a. persuade others
A-3.2 state personal actions	a. express possibility in relation to their own personal actions	a. express personal expectations, hopes, plans, goals and aspirations	a. speculate on and predict their own future actions
A-3.3 manage group actions	a. take on a variety of leadership roles in small-group projects	a. contribute to the assessment of group activities by providing constructive feedback to group members	a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures

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

*Students will be able to:*

A-4.1 manage personal relationships	a. express and respond to sympathy and regret	a. make suggestions or clarify misunderstandings to handle conflict situations	a. initiate and participate in social exchanges in formal and informal situations
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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 10-9Y	Spanish Language and Culture 20-9Y	Spanish Language and Culture 30-9Y
<i>Students will be able to:</i>			
A-5.1 discover and explore	a. explore connections among, and gain new insights into, familiar topics; e.g., using analogy, brainstorming	a. explore ideas presented in a variety of ways; e.g., informal discussions or personal writing	a. compare their own insights and understandings with those of their classmates
A-5.2 gather and organize information	a. identify key ideas, summarize and paraphrase	a. paraphrase, manipulate and synthesize information	a. synthesize information from several sources b. evaluate the usefulness and reliability of sources
A-5.3 solve problems	a. identify and manipulate key elements from a problem	a. apply problem-solving skills acquired in one situation to other situations	a. apply problem-solving skills to the resolution of real-life problems
A-5.4 explore opinions and values	a. understand the concept of stereotype and recognize stereotyping in a variety of situations	a. understand the concept of perspective and examine differing perspectives on an issue	a. explore underlying values in a variety of mass media; e.g., advertisements, cartoons

## 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 10-9Y

#### Spanish Language and Culture 20-9Y

#### Spanish Language and Culture 30-9Y

*Students will be able to:*

A-6.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., participate in class excursions and twinning projects	a. use the language for fun and to interpret and express humour; e.g., interpret humorous cartoons, song lyrics, poems and short stories, take part in field trips, visit interesting Web sites	a. use the language for fun and to interpret and express humour; e.g., listen to a Spanish performer or to Spanish television and radio programs
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., use current technologies to interact with Spanish-speaking friends/classmates	a. use the language creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic	a. use the language creatively and for aesthetic purposes; e.g., critique and/or create and perform/present an original work of art, such as a skit, a dance, music or artwork
A-6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

# Language Competence



attend to form

interpret and  
produce texts

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

apply knowledge of the  
sociocultural context

apply knowledge of how  
discourse is organized, structured  
and sequenced

## LANGUAGE COMPETENCE

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

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

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

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

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

**LC-1 attend to form**

	<b>Spanish Language and Culture 10-9Y</b>	<b>Spanish Language and Culture 20-9Y</b>	<b>Spanish Language and Culture 30-9Y</b>
<i>Students will be able to:</i>			
<b>LC-1.1</b> phonology	a. produce the essential sounds, stress, rhythm and intonation patterns of Spanish where rehearsal is possible	a. produce the essential sounds, stress, rhythm and intonation patterns of Spanish consistently and accurately	a. produce the essential sounds, stress, rhythm and intonation patterns of Spanish consistently and accurately
<b>LC-1.2</b> orthography	a. apply spelling rules and mechanical conventions consistently	a. apply spelling rules accurately  b. use mechanical conventions consistently	a. apply spelling rules accurately  b. use mechanical conventions consistently
<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>• entertainment</li> <li>• travel in the Spanish-speaking world</li> <li>• emergencies</li> <li>• education</li> <li>• relationships</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	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>• personal well-being and healthy living</li> <li>• the environment</li> <li>• current events</li> <li>• the arts and literature</li> <li>• driving</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	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>• history of the Spanish-speaking world</li> <li>• social issues in the Spanish-speaking world</li> <li>• career and future plans</li> <li>• everyday banking and commerce</li> <li>• media</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

(continued)

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

(continued)

**LC-1 attend to form**

**Spanish Language and Culture 10-9Y**

**Spanish Language and Culture 20-9Y**

**Spanish Language and Culture 30-9Y**

*Students will be able to:*

LC-1.4  
grammatical elements

a. use, in modelled situations,<sup>3</sup> the following grammatical elements: .....

- double object pronouns
- indefinite pronouns; i.e., *alguien, nadie, algo, nada*
- pronoun/adjective determiners *todo, otro, varios*
- simple future tense
- imperfect tense (all forms)
- past progressive
- subjunctive mood (present):
  - to express persuasion: *aconsejar, decir*
  - to express doubt; e.g., *Es dudoso que ....*  
*Es probable que ....*
  - after impersonal expressions: *Es una lástima que ....*  
*Es necesario que ....*
  - after adverbial conjunctions such as *cuando* and *aunque*

**Sentence Structure:**

- use of conjunctions:
  - in coordinating sentences; e.g., *sin embargo, mientras que*
  - in complex sentences (to express consequence/cause); e.g., *así que, por lo tanto, porque, ya que*

- appropriate use of preterit and imperfect tenses
- past perfect/pluperfect\*
- common verbs followed by the preposition:
  - *de*; e.g., *acabar de*
  - *con*; e.g., *casarse con, soñar con*
  - *a*; e.g., *ayudar a*
  - *en*; e.g., *pensar en*
- use of coordinating conjunctions; e.g., *sin embargo, no obstante, mientras que*

**Sentence Structure:**

- relative clauses with:
  - *lo(s)/la(s)/el que* as relative pronoun
  - *quien/quienes, como*
- conditional sentence structure: *si* + past subjunctive, conditional present; e.g., *Si tuviera dinero, compraría un coche.*
- indirect speech with an introductory verb in the past tense and the following verbs in an appropriate tense; e.g., preterit, imperfect, past perfect

- variable determiners (pronoun/adjective) such as *alguno/algún, ninguno/ningún*
- showing distribution, using *cada*
- subjunctive mood (present) to express finality: *para que ...*

**Sentence Structure:**

- passive voice; e.g., *El Quijote fue escrito por Cervantes.*
- sentences with relative clauses (appositive/explicative); e.g., *Pedro, que vive en la casa de al lado, fue a la escuela conmigo.*

(continued)

★ The terms *past perfect* and *pluperfect* are used to refer to *pluscuamperfecto indicativo*.

3. 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 10-9Y</b>	<b>Spanish Language and Culture 20-9Y</b>	<b>Spanish Language and Culture 30-9Y</b>
<b>LC-1.4</b> grammatical elements	<p><b>Sentence Structure (continued):</b></p> <ul style="list-style-type: none"> <li>• relative clauses (restrictive) with relative pronouns <i>que, donde, cuando</i></li> <li>• subordinate clauses with the verb in:           <ul style="list-style-type: none"> <li>– indicative; e.g., affirmative of <i>creer, opinar, parecer</i></li> <li>– infinitive; e.g., <i>saber, poder, intentar, ser capaz de</i></li> </ul> </li> <li>• sentences with impersonal <i>se</i>; e.g., <i>Se alquila piso .... Se ....</i></li> <li>• conditional sentence structures:           <ul style="list-style-type: none"> <li>– <i>si</i> + present indicative, future</li> <li>– <i>si</i> + present indicative, <i>ir + a</i> + infinitive</li> </ul> </li> <li>• sentences using subjunctive mood (present):           <ul style="list-style-type: none"> <li>– to express persuasion: <i>aconsejar, decir, sentir</i></li> <li>– to express doubt; e.g., <i>Es dudoso que .... Es probable que ....</i></li> <li>– after impersonal expressions: <i>Es una lástima que .... Es necesario que ....</i></li> <li>– after adverbial conjunctions such as <i>cuando</i> and <i>aunque</i></li> </ul> </li> </ul>		

(continued)

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

(continued)

**LC-1 attend to form**

	<b>Spanish Language and Culture 10-9Y</b>	<b>Spanish Language and Culture 20-9Y</b>	<b>Spanish Language and Culture 30-9Y</b>
	<i>Students will be able to:</i>		
	b. use, in structured situations, <sup>4</sup> the following grammatical elements: .....		
<b>LC-1.4</b> grammatical elements	<ul style="list-style-type: none"> <li>• diminutive <i>-ito, -ita, -itos, -itas</i></li> <li>• indirect object pronouns: <i>me, te, le, nos, os, les</i></li> <li>• adjectival determiners indicating indefinite quantity; i.e., <i>poco, mucho, bastante, demasiado</i></li> <li>• comparison (irregular); e.g., <i>bueno/mejor, malo/peor, grande/mayor</i></li> <li>• distinction between/use of <i>saber</i> and <i>conocer</i></li> <li>• reflexive verbs, all forms, present tense</li> <li>• preterit stem-changing verbs</li> <li>• simple future tense</li> <li>• present perfect</li> <li>• use of “a” when direct object is a person/are people; e.g., <i>Vi a tu hermano</i></li> <li>• use of <i>por</i> and <i>para</i></li> <li>• use of the conjunctions <i>o ... o, ni ... ni</i></li> </ul>	<ul style="list-style-type: none"> <li>• demonstrative pronouns (all forms)</li> <li>• double object pronouns</li> <li>• indefinite pronouns; i.e., <i>alguien, nadie, algo, nada</i></li> <li>• pronoun/adjective determiners <i>todo, otro, varios</i></li> <li>• simple future tense</li> <li>• conditional (present, past)</li> <li>• preterit stem-changing verbs</li> <li>• imperfect tense (all forms)</li> <li>• past progressive</li> <li>• use of <i>por</i> and <i>para</i></li> <li>• use of interrogative determiners:               <ul style="list-style-type: none"> <li>– <i>¿Qué ...? ¿Cuándo ...?</i></li> <li>– <i>¿Cómo ...? ¿Dónde ...?</i></li> <li>– <i>¿Por qué ...?</i></li> <li>– <i>¿Quién/es ...?</i></li> <li>– <i>¿Cuál/es ...?</i></li> <li>– <i>¿Cuánto/a/os/as ...?</i></li> </ul> </li> </ul> <p><b>Sentence Structure:</b></p> <ul style="list-style-type: none"> <li>• appropriate use of preterit and imperfect tenses</li> <li>• sentences using conditional structure (present, future)</li> <li>• sentences with impersonal <i>se</i>; e.g., <i>Se alquila piso ....</i></li> </ul>	<ul style="list-style-type: none"> <li>• imperfect tense (all forms)</li> <li>• past perfect/pluperfect*</li> <li>• common verbs followed by the preposition:               <ul style="list-style-type: none"> <li>– <i>de</i>; e.g., <i>acabar de</i></li> <li>– <i>con</i>; e.g., <i>casarse con, soñar con</i></li> <li>– <i>a</i>; e.g., <i>ayudar a</i></li> <li>– <i>en</i>; e.g., <i>pensar en</i></li> </ul> </li> </ul> <p><b>Sentence Structure:</b></p> <ul style="list-style-type: none"> <li>• appropriate use of preterit and imperfect tenses</li> <li>• relative clauses with:               <ul style="list-style-type: none"> <li>– <i>lo(s)/la(s)/el que</i> as relative pronoun</li> <li>– <i>quien/quienes, como</i></li> </ul> </li> <li>• indirect speech with an introductory verb in the past tense and the following verbs in an appropriate tense; e.g., preterit, imperfect, past perfect</li> <li>• sentences using common conditional structures (past)</li> </ul>

(continued)

★ The terms *past perfect* and *pluperfect* are used to refer to *pluscuamperfecto indicativo*.

4. 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**

LC-1.4  
 grammatical elements

**Spanish Language and Culture 10-9Y**

**Sentence Structure:**

- imperative mood:
  - affirmative commands
  - negative commands
- sentences with impersonal expressions and infinitive (*Es necesario*)
- complex sentences using conjunctions: *o ... o, ni ... ni*
- sentences using subjunctive mood (present) to express:
  - wishes and hopes; e.g., *Ojalá que ..., Quiero que ...*
  - emotion; e.g., *alegrarse, sentir que ...*

**Spanish Language and Culture 20-9Y**

**Sentence Structure (continued):**

- use of conjunctions:
  - in coordinating sentences; e.g., *sin embargo, mientras que*
  - in complex sentences (to express consequence/cause); e.g., *así que, por lo tanto, porque, ya que*
- relative clauses (restrictive) with relative pronouns *que, donde, cuando*
- subordinate clauses with the verb in:
  - indicative; e.g., affirmative of *creer, opinar, parecer*
  - infinitive; e.g., *saber, poder, intentar, ser capaz de*
- sentences using subjunctive mood (present):
  - to express wishes, hopes, persuasion, doubt
  - after impersonal expressions: *Es una lástima que ..., Es necesario que ....*
  - after adverbial conjunctions such as *cuando* and *aunque*

**Spanish Language and Culture 30-9Y**

**Sentence Structure (continued):**

- sentences using subjunctive mood (present):
  - to express wishes, hopes, persuasion, doubt
  - after impersonal expressions
  - after adverbial conjunctions

(continued)

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

(continued)

**LC-1 attend to form**

**Spanish Language  
and Culture 10-9Y**

**Spanish Language  
and Culture 20-9Y**

**Spanish Language  
and Culture 30-9Y**

*Students will be able to:*

c. use, independently and consistently,<sup>5</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• direct object pronouns: <i>me, te, lo, la, los, las, os, nos</i></li> <li>• all demonstrative adjectives</li> <li>• superlative; e.g., <i>el chico más alto</i></li> <li>• present tense of common stem-changing verbs:<br/><i>o → ue, e → ie, e → i, u → ue</i></li> <li>• preterit regular verbs</li> <li>• reflexive verbs (all forms)</li> <li>• adverbs of manner (<i>-mente</i>), time, quantity and <i>así</i></li> </ul> | <ul style="list-style-type: none"> <li>• indirect object pronouns: <i>me, te, le, nos, os, les</i></li> <li>• use of “a” when direct object is a person/are people; e.g., <i>Vi a tu hermano</i></li> <li>• pronouns as objects of prepositions: <i>mí, ti, él, ella, usted, nosotros (as), vosotros (as), conmigo, contigo</i></li> <li>• adjectival determiners indicating indefinite quantity; i.e., <i>poco, mucho, bastante, demasiado</i></li> <li>• comparison (irregular); e.g., <i>bueno/mejor, malo/peor, grande/mayor</i></li> <li>• superlative; e.g., <i>el chico más alto</i></li> <li>• distinction between/use of <i>saber</i> and <i>conocer</i></li> <li>• use of the conjunctions <i>o ... o, ni ... ni</i></li> </ul> | <ul style="list-style-type: none"> <li>• double object pronouns</li> <li>• indefinite pronouns; i.e., <i>alguien, nadie, algo, nada</i></li> <li>• pronoun/adjective determiners <i>todo, otro, varios</i></li> <li>• <i>ser</i> and <i>estar</i> distinction in common use</li> <li>• simple future tense</li> <li>• preterit stem-changing verbs</li> <li>• past progressive</li> <li>• common uses of <i>por</i> and <i>para</i></li> <li>• use of interrogative determiners:           <ul style="list-style-type: none"> <li>– <i>¿Qué ...? ¿Cuándo ...?</i></li> <li>– <i>¿Cómo ...? ¿Dónde ...?</i></li> <li>– <i>¿Por qué ...?</i></li> <li>– <i>¿Quién/es ...?</i></li> <li>– <i>¿Cuál/es ...?</i></li> <li>– <i>¿Cuánto/a/os/as ...?</i></li> </ul> </li> </ul> |
|---|---|---|

(continued)

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

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

(continued)

**LC-1 attend to form**

LC-1.4  
 grammatical elements

**Spanish Language  
 and Culture 10-9Y**

**Sentence Structure:**

- complex sentences using common conjunctions (affirmative/negative); e.g., *cuando, porque/ya que*

**Spanish Language  
 and Culture 20-9Y**

**Sentence Structure:**

- imperative mood: negative commands
- sentences with impersonal expressions and infinitive (*Es necesario ...*)
- complex sentences using conjunctions: *o ... o, ni ... ni*
- sentences using subjunctive mood (present) to express:
  - wishes and hopes; e.g., *Ojalá que ..., Quiero que ...*
  - emotion; e.g., *alegrarse, sentir que ...*

**Spanish Language  
 and Culture 30-9Y**

**Sentence Structure:**

- sentences with impersonal *se*; e.g., *Se alquila piso .... Se ....*
- sentences using conditional structure (present, future)
- subordinate clauses with the verb in:
  - indicative; e.g., affirmative of *creer, opinar, parecer*
  - infinitive; e.g., *saber, poder, intentar, ser capaz de*
- relative clauses (restrictive) with relative pronouns *que, donde, cuando*
- imperative mood: commands (affirmative/negative)
- complex sentences using common conjunctions (affirmative, negative, interrogative)
- sentences using subjunctive:
  - to express wishes, hopes, doubt
  - after adverbial conjunctions *cuando* and *aunque*

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

**LC–2 interpret and produce texts**

	<b>Spanish Language and Culture 10-9Y</b>	<b>Spanish Language and Culture 20-9Y</b>	<b>Spanish Language and Culture 30-9Y</b>
<i>Students will be able to:</i>			
<b>LC-2.1</b> aural interpretation	a. understand the main points and some supporting details of lengthy oral texts on familiar topics	a. understand the main points and some supporting details of lengthy oral texts on a variety of topics	a. understand lengthy oral texts on a variety of topics
<b>LC-2.2</b> oral production	a. produce a variety of short oral texts	a. produce oral texts on familiar topics, providing some details to support the main points	a. produce lengthy oral texts on a variety of topics, providing details to support the main points
<b>LC-2.3</b> interactive fluency	a. manage simple, routine interactions with ease	a. sustain lengthy interactions comprehensibly, using pauses for planning and repair	a. converse, spontaneously, on familiar topics  b. take part in routine formal discussion
<b>LC-2.4</b> written interpretation	a. understand the main points and some supporting details of written texts on unfamiliar topics	a. understand the main points and some supporting details of a variety of written texts; e.g., newspaper and magazine articles	a. understand a variety of lengthy written texts; e.g., cultural blogs, comics, poetry, short stories
<b>LC-2.5</b> written production	a. produce short written texts on a variety of topics	a. produce written texts on familiar topics, providing details to support the main points	a. produce lengthy written texts on a variety of topics

(continued)

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

(continued)

**LC–2 interpret and produce texts**

	<b>Spanish Language and Culture 10-9Y</b>	<b>Spanish Language and Culture 20-9Y</b>	<b>Spanish Language and Culture 30-9Y</b>
<i>Students will be able to:</i>			
<b>LC-2.6</b> visual interpretation	a. identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations	a. propose several interpretations of the visual elements of a variety of media in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations
<b>LC-2.7</b> representation	a. examine and identify ways that meaning can be expressed through the visual elements of a variety of media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media, in guided and unguided situations

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

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

	<b>Spanish Language and Culture 10-9Y</b>	<b>Spanish Language and Culture 20-9Y</b>	<b>Spanish Language and Culture 30-9Y</b>
<i>Students will be able to:</i>			
<b>LC-3.1</b> register	a. explore differences in register between spoken and written texts	a. recognize and use different registers for spoken and written texts	a. adjust language to suit audience and purpose
<b>LC-3.2</b> idiomatic expressions	a. identify influences on idiomatic expressions; e.g., region, age, occupation b. use learned idiomatic expressions	a. interpret unfamiliar idiomatic expressions in a variety of contexts	a. explore and interpret idiomatic expressions in contemporary popular culture
<b>LC-3.3</b> variations in language	a. recognize other influences resulting in variations in language; e.g., office held by the speaker, one's own relationship with others involved in the interaction	a. identify some common regional, socioeconomic or other variations in language	a. experiment with some variations in language
<b>LC-3.4</b> social conventions	a. interpret and use appropriate oral and written forms of address with a variety of audiences	a. use conventions of courtesy in a variety of contexts; e.g., appropriate guest behaviours, mealtime as a social event	a. use conventions of courtesy in a variety of contexts; e.g., appropriate listening response to a speaker
<b>LC-3.5</b> nonverbal communication	a. recognize a variety of nonverbal communication techniques in a variety of contexts; e.g., hand gestures	a. use nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts



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

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

	<b>Spanish Language and Culture 10-9Y</b>	<b>Spanish Language and Culture 20-9Y</b>	<b>Spanish Language and Culture 30-9Y</b>
<i>Students will be able to:</i>			
<b>LC-4.1</b> cohesion/coherence	a. interpret texts that use patterns involving time or chronological sequencing	a. use a variety of references within texts; e.g., pronouns, space and time references	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., <i>a menos que, aún cuando, aunque</i>
<b>LC-4.2</b> text forms	a. use a variety of text forms and media in their own productions	a. recognize various extended text forms in a variety of media	a. analyze the way different media and purposes lead to differences in the way texts are organized and presented
<b>LC-4.3</b> patterns of social interaction	a. combine simple social interaction patterns to perform extended transactions and interactions; e.g., request goods/services	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., suggestion–accept/decline–persuade/negotiate, bargaining	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions



# Global Citizenship



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

appreciating diversity

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

personal and career opportunities

## GLOBAL CITIZENSHIP

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

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

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

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

## General Outcome for Global Citizenship

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

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

	Spanish Language and Culture 10-9Y	Spanish Language and Culture 20-9Y	Spanish Language and Culture 30-9Y
<i>Students will be able to:</i>			
<b>GC–1.1</b> accessing/analyzing cultural knowledge	<ul style="list-style-type: none"> <li>a. put forth their own ideas about cultures of the Spanish-speaking world</li> <li>b. identify and use a variety of sources of information to investigate the validity of their own ideas</li> </ul>	<ul style="list-style-type: none"> <li>a. evaluate sources of information on the cultures of the Spanish-speaking world</li> <li>b. analyze information about elements of the cultures of the Spanish-speaking world</li> </ul>	<ul style="list-style-type: none"> <li>a. seek out, organize and analyze information about Spanish-speaking cultures from a variety of sources</li> </ul>
<b>GC–1.2</b> knowledge of the cultures of the Spanish-speaking world	<ul style="list-style-type: none"> <li>a. explore and identify elements of the cultures and their influence on contemporary ways of life and cultural values of the Spanish-speaking world; e.g., emblems and markers of national identity</li> </ul>	<ul style="list-style-type: none"> <li>a. explore, compare and contrast major current events as a reflection of contemporary ways of life and cultural values of the Spanish-speaking world and their own culture</li> </ul>	<ul style="list-style-type: none"> <li>a. identify and analyze some elements of the cultures of the Spanish-speaking world; e.g., social and political institutions and their influence on contemporary ways of life and cultural values of the Spanish-speaking world</li> </ul>
<b>GC–1.3</b> applying cultural knowledge	<ul style="list-style-type: none"> <li>a. organize and represent knowledge of the cultures of the Spanish-speaking world, derived from a variety of sources, to interpret behaviours and texts</li> </ul>	<ul style="list-style-type: none"> <li>a. apply knowledge of the cultures of the Spanish-speaking world to enhance interpersonal relations in familiar contexts and to interpret texts</li> </ul>	<ul style="list-style-type: none"> <li>a. apply knowledge of the cultures of the Spanish-speaking world to enhance interpersonal relations in a variety of contexts and to interpret texts</li> </ul>

(continued)

## General Outcome for Global Citizenship

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

(continued)

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

#### Spanish Language and Culture 10-9Y

#### Spanish Language and Culture 20-9Y

#### Spanish Language and Culture 30-9Y

*Students will be able to:*

<b>GC-1.4</b> diversity within the cultures of the Spanish-speaking world	a. apply knowledge of diverse elements of the cultures of the Spanish-speaking world, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of diverse elements of the cultures of the Spanish-speaking world to enhance interpersonal relations in familiar contexts and to interpret texts	a. apply knowledge of diverse elements of the cultures of the Spanish-speaking world to enhance interpersonal relations in a variety of contexts and to interpret texts
<b>GC-1.5</b> valuing the cultures of the Spanish-speaking world	a. seek out and use opportunities to enter into contact with members of the cultures of the Spanish-speaking world	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within the cultures of the Spanish-speaking world	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within the cultures of the Spanish-speaking world

## General Outcome for Global Citizenship

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

### GC–2 appreciating diversity

#### Spanish Language and Culture 10-9Y

#### Spanish Language and Culture 20-9Y

#### Spanish Language and Culture 30-9Y

*Students will be able to:*

<b>GC-2.1</b> awareness of own language(s)	a. develop an awareness of their personal style in both speech and writing	a. analyze ways in which their own language(s) and Spanish are similar and different	a. analyze various ways in which their own language(s) and Spanish are similar and different
<b>GC-2.2</b> general language knowledge	a. describe ways languages evolve over time and provide reasons for this evolution	a. describe factors that influence the status of languages; e.g., trade, commerce, media, pop culture	a. make generalizations about the systematic nature of language
<b>GC-2.3</b> awareness of own culture(s)	a. identify ethnocentric elements in texts from their own culture(s)	a. analyze ways in which their own culture(s) and other cultures are similar and different	a. analyze and explain ways in which their own culture(s) and other cultures are similar and different
<b>GC-2.4</b> general cultural knowledge	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture	a. identify ways that cultures evolve over time	a. identify some of the ways that individuals acquire their cultural identity/identities and participate in their society

(continued)

## General Outcome for Global Citizenship

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

(continued)

### GC–2 appreciating diversity

#### Spanish Language and Culture 10-9Y

#### Spanish Language and Culture 20-9Y

#### Spanish Language and Culture 30-9Y

*Students will be able to:*

GC-2.5 valuing diversity	a. seek out opportunities to interact with people from various cultures	a. recognize contributions to human understanding and well-being made by people from a variety of cultures	a. recognize the intrinsic value of cultural and linguistic diversity for themselves and for the global society
GC-2.6 intercultural skills	a. use a variety of strategies for dealing with breakdowns in communication and with misunderstandings when encountering an unfamiliar culture b. identify ethnocentric perspectives in a document or an event and explain their origins	a. view a situation from more than one perspective	a. identify and use a variety of strategies for enhancing interactions with people from a different culture



## General Outcome for Global Citizenship

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

### GC–3 personal and career opportunities

#### Spanish Language and Culture 10-9Y

#### Spanish Language and Culture 20-9Y

#### Spanish Language and Culture 30-9Y

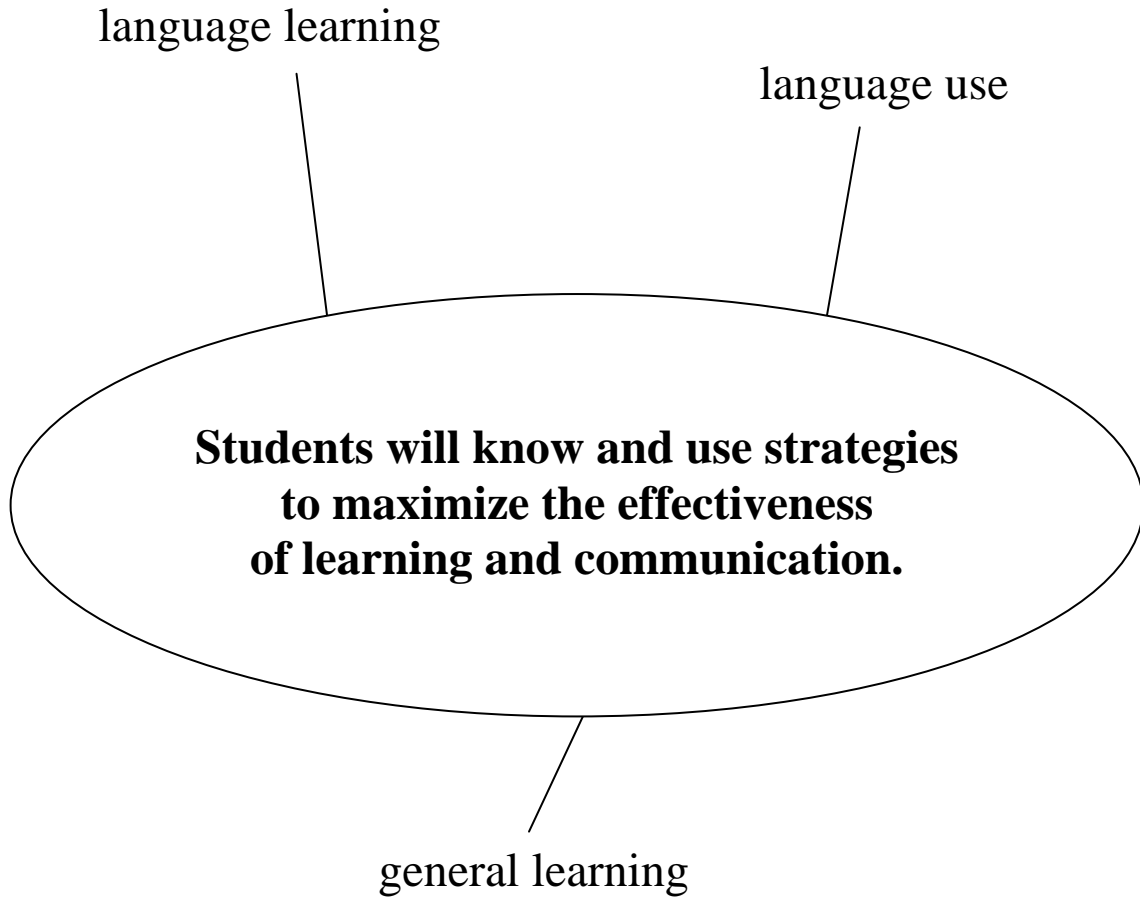
*Students will be able to:*

<b>GC–3.1</b> the Spanish-speaking world and cultures	a. explore opportunities for further education related to the Spanish language and to cultures of the Spanish-speaking world	a. explore careers in which knowledge of Spanish and of cultures of the Spanish-speaking world can be applied	a. explore applications of Spanish language and culture learning in the global workplace
<b>GC–3.2</b> cultural and linguistic diversity	a. explore opportunities for further education related to languages and cultures	a. explore careers in which knowledge of an additional language and intercultural skills can be applied	a. explore applications of language and culture learning in the global community





# Strategies



## STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. In the early stages of language learning, when proficiency is low, learning outcomes deal with compensation and repair strategies. The learning outcomes that follow deal with language learning, language use and general learning strategies for young adult learners in later stages of language learning. Although people may use strategies unconsciously, the learning outcomes deal 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 is a single strand followed by three sets of examples that allow students to develop, choose and apply strategies from course to course. Each strand deals with three general categories of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are categorized 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.

Specific strategies for each general category or type are included as examples. The examples provided **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.

Strategies for senior high school students are focused, encouraging student participation and active learning. They are personal, meaningful and relevant for students. Students will:

- learn a new strategy
- practise it
- identify those strategies they consider most useful
- become independent users of strategies that prove successful.

The teacher's role is to model, advocate, guide, support and celebrate success. Teachers need to know and be able to demonstrate a broad range of strategies from which students are 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.

Because senior high school students in the Spanish Language and Culture Nine-year Program will have had experience with various strategies in previous years (grades 4–9), teachers will assist students in selecting strategies that are appropriate for their 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.

## General Outcome for Strategies

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

### S-1 language learning

	Spanish Language and Culture 10-9Y	Spanish Language and Culture 20-9Y	Spanish Language and Culture 30-9Y
	<i>Students will be able to:</i>		
S-1.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance language learning

#### *Examples of cognitive language learning strategies:*

- 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
- 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 aids that support language learning
- use induction to generate rules governing language use

(continued)

*Examples of metacognitive language learning strategies:*

- decide in advance to attend to the learning task
  - make a plan in advance about how to approach a language learning task
  - set realistic, achievable and appropriate goals
  - listen or read for key words
  - decide in advance to attend to specific aspects of input
  - know how strategies may enable comprehension of texts containing unknown elements
  - rehearse or role-play language
  - 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 and correct persistent errors
  - reflect on learning tasks with the guidance of the teacher
  - reflect on the listening, speaking, reading and writing process
  - evaluate your performance or comprehension at the end of a task
  - accept suggestions for improvement
  - reflect on the task at hand, identify potential problems that may hinder successful completion of the task, and brainstorm/create a list of possible solutions to use before working on the task and at various stages during the task
  - experience various forms of language acquisition, and identify one or more you consider to be particularly useful personally
  - make choices about how you learn best
  - understand that language learning is a lifelong process
- 

*Examples of social/affective language learning strategies:*

- 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
  - 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
    - 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
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## General Outcome for Strategies

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

### S-2 language use

	Spanish Language and Culture 10-9Y	Spanish Language and Culture 20-9Y	Spanish Language and Culture 30-9Y
	<i>Students will be able to:</i>		
S-2.1 interactive, interpretive, productive	a. identify and use interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. select and use appropriate interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. use interactive, interpretive and productive strategies appropriately and effectively in a variety of situations to enhance language use

#### *Examples of interactive language use strategies:*

- interpret and use a variety of nonverbal cues to communicate
- ask for clarification or repetition when you do not understand; 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?*
- indicate lack of understanding of Spanish text/expressions through questions posed in Spanish
- 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
- use circumlocution to compensate for lack of vocabulary; e.g., ... *una fruta pequeña y roja ... cereza*
- 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 interactions
- assess feedback from a conversation partner to recognize when a message has not been understood
- 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? ¿Qué te parece?*
- 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 ....*

(continued)

*Examples of interpretive language use strategies:*

- 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, viewing 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 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
- 

*Examples of productive language use strategies:*

- use nonverbal means to communicate
  - use songs, rhyming schemes, word games, tongue twisters, acronyms and poetry in fun ways
  - use familiar repetitive patterns from stories, songs or media
  - incorporate newly modelled words/expressions
  - use learned lexical items (words and expressions) and structures (grammatical elements and syntax) to create and give effective presentations
  - use knowledge of sentence patterns to form new sentences
  - 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
  - use resources such as an English–Spanish dictionary, a Spanish dictionary or a thesaurus 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)
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## General Outcome for Strategies

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

### S-3 general learning

	Spanish Language and Culture 10-9Y	Spanish Language and Culture 20-9Y	Spanish Language and Culture 30-9Y
	<i>Students will be able to:</i>		
S-3.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance general learning

#### *Examples of cognitive general learning strategies:*

- classify objects and ideas according to their attributes; e.g., sports played/watched, indoor/outdoor activities, types of summer jobs
- 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

(continued)

*Examples of metacognitive general learning strategies:*

- 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 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
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*Examples of social/affective general learning strategies:*

- 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
  - 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., positive self-talk or 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
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