

2010 AMENDMENTS to the Program of Studies: Senior High Schools

1. **Replace** (2009) front-end pages i to vii and Preamble pages 1 to 4 with **revised** (2010) front-end pages i to vii and Preamble pages 1 to 4.

2. MATHEMATICS

- **Replace** the Mathematics title page, following the Mathematics divider.
- **Replace** Mathematics Grades 10–12 (2008), page 1, following the Mathematics title page, with **revised** Mathematics Grades 10–12 (Revised 2010), page 1.
- **Remove** Applied Mathematics 10 (2002), pages 7 to 14, and **replace** with revised Applied Mathematics 10, page 7 (Revised 2010).
- **Remove** Pure Mathematics 10 (2002), pages 7 to 14, and **replace** with revised Pure Mathematics 10, page 7 (Revised 2010).
- **Remove** Mathematics 14 (2004), pages 15 to 44, and **replace** with revised Mathematics 14, page 15 (Revised 2010).
- **Remove** and **discard** Mathematics Preparation 10 (2002), pages 1 to 22.

Note: The Grade 10 courses—Pure Mathematics 10, Applied Mathematics 10, Mathematics 14 and Mathematics Preparation 10—have been withdrawn as of September 2010. Therefore, all students enrolled in a Grade 10 Mathematics course starting September 2010 will be taking Mathematics 10C, Mathematics 10-3 or Mathematics 10-4.

3. SECOND LANGUAGES

- **Replace** the Second Languages title page, following the Second Languages divider.
- **Insert new** Chinese Language and Culture 10-9Y, 20-9Y, 30-9Y, pages 1 to 40, following Chinese Language and Culture 10-6Y, 20-6Y, 30-6Y, page 37.
- **Replace** French as a Second Language (ECS to Grade 12), page 17, following French as a Second Language (ECS to Grade 12), page 16, with **revised** French as a Second Language (ECS to Grade 12), page 17.
- **Insert new** German Language and Culture 10-9Y, 20-9Y, 30-9Y, pages 1 to 36, following German Language and Culture 10-6Y, 20-6Y, 30-6Y, page 36.
- **Insert new** Italian Language and Culture 10-12Y, 20-12Y, 30-12Y, pages 1 to 40, following Italian Language and Culture 10-6Y, 20-6Y, 30-6Y, page 36.
- **Insert new** Japanese Language and Culture 10-9Y, 20-9Y, 30-9Y, pages 1 to 40, following Japanese Language and Culture 10-6Y, 20-6Y, 30-6Y, page 36.
- **Insert new** Punjabi Language and Culture 10-3Y, 20-3Y, 30-3Y, pages 1 to 42, following Latin (Senior High), page 6.
- **Insert new** Punjabi Language and Culture 10-9Y, 20-9Y, 30-9Y, pages 1 to 42, following Punjabi Language and Culture 10-3Y, 20-3Y, 30-3Y, page 42.
- **Insert new** Spanish Language and Culture 10-9Y, 20-9Y, 30-9Y, pages 1 to 42, following Spanish Language and Culture 10-6Y, 20-6Y, 30-6Y, page 36.
- **Insert new** Ukrainian Language and Culture 10-9Y, 20-9Y, 30-9Y, pages 1 to 38, following Ukrainian Language and Culture 10-6Y, 20-6Y, 30-6Y, page 36.

4. SOCIAL STUDIES

- **Remove** and **discard** Social Studies (Senior High), page 1 (Revised 2009).

PROGRAM *of* STUDIES

Senior High Schools

This Program of Studies is issued under the authority of the Minister of Education pursuant to section 39(1) of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3, November 26, 2009.

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This document reflects changes in the program of studies for senior high schools up to August 2010.

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PROGRAM OF STUDIES: SENIOR HIGH SCHOOLS

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The dates in the grid indicate the most current and up-to-date sections in each program of studies.

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INFORMATION AND COMMUNICATION TECHNOLOGY	2000 2010	2000 2010	2000 2010

Course All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx .	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
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INTRODUCTION

Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Alberta Education Web site. Print copies are available for purchase from the LRC.

Basic Learning Resources

Alberta Education authorizes a variety of resources to support the programs of study. Complete listings of all resources can be found on the Learning Resources Centre Web site at <http://www.lrc.education.gov.ab.ca>.

Resources can also be accessed through the:

- Authorized Resources Database at <http://education.alberta.ca/apps/lrdb>.

Alberta Education Web Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found on the Alberta Education Web site at <http://education.alberta.ca>.

PROGRAM FOUNDATIONS

Alberta's Education System^{CE}

Vision

Education inspires and enables students to achieve success and fulfillment as citizens in a changing world.

Mission

Every student has access to educational opportunities needed to develop competencies required to contribute to an enriched society and a sustainable economy.

Values

- Respect
- Integrity
- Accountability
- Excellence

Principles

Learner-Centred

- Each student can be successful – intellectually, socially, emotionally, physically, and spiritually – in a personalized manner. We depend on families and communities as essential partners in this process.

Engaged Communities

- We engage families as the heart of students' lives, and we support and rely on them as the primary guides and decision makers for students. We engage members of local and global communities as active contributors to students' learning.

Inclusive

- We expect all Alberta students will learn in a welcoming environment, regardless of place, culture or learning needs.

Proactive

- We plan for a desired future, preventing problems instead of reacting to them.

Shared Responsibility

- We expect teachers and school and system leaders to collaborate with other government and community organizations to foster student learning.

Innovative

- We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.

Flexible

- We enable meaningful and relevant learning through a range of opportunities appropriate to each student's developmental stage.

Equitable

- We ensure that every student will have the benefit of high-quality learning opportunities.

Core Business 1: Lead and support the education system so that all students are successful at learning

Goal 1 – High-quality learning opportunities

Goal 2 – Excellence in student learning outcomes

Goal 3 – Success for First Nations, Métis and Inuit students

Goal 4 – Highly responsive and responsible education system

^{CE}Excerpted from the *Education Business Plan 2010–13*, January 22, 2010. This plan is available on the Alberta Education Web site at <http://education.alberta.ca>.

Goals and Standards Applicable to the Provision of Basic Education in Alberta[Ⓔ]

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- (a) read for information, understanding and enjoyment
- (b) write and speak clearly, accurately and appropriately for the context
- (c) use mathematics to solve problems in business, science and daily-life situations
- (d) understand the physical world, ecology and the diversity of life
- (e) understand the scientific method, the nature of science and technology, and their application to daily life
- (f) know the history and geography of Canada and have a general understanding of world history and geography
- (g) understand Canada's political, social and economic systems within a global context
- (h) respect the cultural diversity and common values of Canada

- (i) demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- (j) recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- (k) know the basic requirements of an active, healthful lifestyle
- (l) understand and appreciate literature, the arts and the creative process
- (m) research an issue thoroughly, and evaluate the credibility and reliability of information sources
- (n) demonstrate critical and creative thinking skills in problem solving and decision making
- (o) demonstrate competence in using information technologies
- (p) know how to work independently and as part of a team
- (q) manage time and other resources needed to complete a task
- (r) demonstrate initiative, leadership, flexibility and persistence
- (s) evaluate their own endeavours and continually strive to improve
- (t) have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

[Ⓔ]Excerpted from Ministerial Order (#004/98). This ministerial order is available on the Alberta Education Web site at <http://education.alberta.ca/departement/policy/standards.aspx>.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 50(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33;1990 c36 s16

MATHEMATICS

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Applied Mathematics 20–30

Pure Mathematics 20–30

Mathematics 31

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Note: The Grade 10 courses—Pure Mathematics 10, Applied Mathematics 10, Mathematics 14 and Mathematics Preparation 10—have been withdrawn as of September 2010. Therefore, all students enrolled in a Grade 10 Mathematics course starting September 2010 will be taking Mathematics 10C, Mathematics 10-3 or Mathematics 10-4.

MATHEMATICS

The Mathematics Grades 10–12 Program of Studies is under revision. Provincial implementation of the new program is as follows:

School Year	Provincial Implementation«
2010–2011	Mathematics 10C Mathematics 10-3
2011–2012	Mathematics 20-1 Mathematics 20-2 Mathematics 20-3
2012–2013	Mathematics 30-1 Mathematics 30-2 Mathematics 30-3

« Implementation prior to these dates is **not** approved.

Note: The Grade 10 courses—Pure Mathematics 10, Applied Mathematics 10, Mathematics 14 and Mathematics Preparation 10—have been withdrawn as of September 2010. Therefore, all students enrolled in a Grade 10 Mathematics course starting September 2010 will be taking Mathematics 10C, Mathematics 10-3 or Mathematics 10-4.

Effective September 2010, pages 7 to 14 have been **removed** and **replaced** with **revised** page 7 (Revised 2010).

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Effective September 2010, pages 15 to 44 have been **removed** and **replaced** with **revised** page 15 (Revised 2010).

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SECOND LANGUAGES

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French as a Second Language 10-9Y, 20-9Y, 30-9Y
French as a Second Language (ECS to Grade 12)
German Language and Culture 10-3Y, 20-3Y, 30-3Y
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Ukrainian Language and Culture 10-9Y, 20-9Y, 30-9Y

CHINESE LANGUAGE AND CULTURE

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

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

PROGRAM RATIONALE

The value for Canadian society as a whole of learning the Chinese language¹ is significant and can be summarized as follows. Learning Chinese leads to:

- an increased awareness of, and sensitivity to, cultural and linguistic diversity
- an improved potential in the Canadian and global marketplace and workplace
- an enhanced role in the international community.

Apart from the common advantages related to the learning of any international language, the learning of Chinese permits an insight into the rich and varied cultures developed in the Chinese-speaking world and bestows more opportunity to communicate directly with Chinese-speaking people. The learning of Chinese develops in individuals an awareness of, and a sensitivity to, cultural and linguistic diversity. This fact, in addition to preserving cultural identity, is also a means of cultural enrichment and of fostering understanding and respect 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. These are benefits that can be gained by all students of Chinese, regardless of their background or heritage.

For those students who already have some knowledge of the Chinese language or a family connection to the culture, learning Chinese offers an opportunity to renew contact with their language and culture and further develop their language skills.

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

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

1. Chinese is also commonly referred to as Guoyu, Hanyu, Huayu, Mandarin, Putonghua or Zhongwen.

ASSUMPTIONS

The following statements are assumptions that have guided the development 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 Chinese as a second language enhances the student's primary language as well as cognitive development and knowledge acquisition. This is true for students who come to the class with some knowledge of Chinese and further develop their skills in this language. This is also true for students who have no prior knowledge of Chinese and are learning it as a second or an additional language.

THE CONCEPTUAL MODEL

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

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.

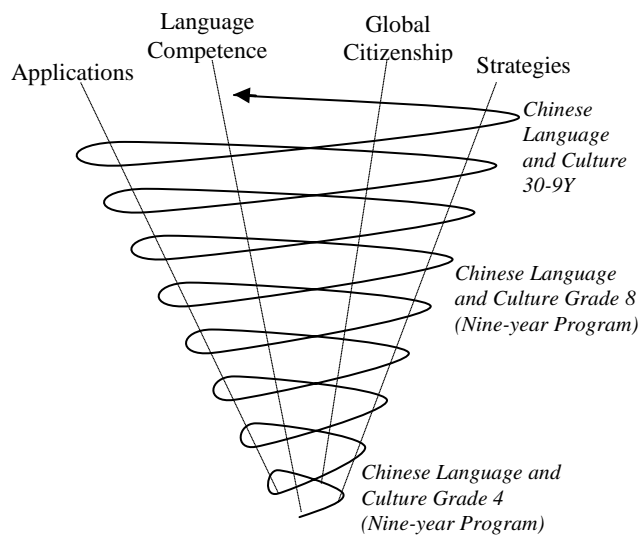
Global Citizenship aims to develop intercultural competence, with a particular focus on Chinese culture.

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.

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 vocabulary, 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 on the previous page.

Applications [A]

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

Language Competence [LC]

- Students will use Chinese **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 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.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

General Outcomes

Applications



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

- LC-1 attend to form
- LC-2 interpret and produce oral texts
- LC-3 interpret and produce written and visual texts
- LC-4 apply knowledge of the sociocultural context
- LC-5 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 Chinese culture
- 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 Chinese **effectively** and **competently**.

cluster heading
for specific
outcomes

LC-2 interpret and produce oral texts

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

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

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

Students will be able to:

LC-2.1 aural interpretation	a. understand the main points and some supporting details of lengthy oral texts on familiar topics in guided situations	a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics in guided situations	a. understand a variety of oral texts in guided and unguided situations
LC-2.2 oral production	a. produce short oral texts on unfamiliar topics in guided situations	a. produce lengthy oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics
LC-2.3 interactive fluency	a. manage simple, routine interactions without undue difficulty	a. sustain lengthy interactions comprehensibly, with pauses for planning and repair	a. converse, spontaneously, on familiar topics in a variety of situations

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

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 receive and
impart information

to get things done

**Students will use Chinese 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 Chinese 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 that 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 Chinese language knowledge and 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 Chinese 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 L 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 L 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 Chinese in a variety of **situations** and for a variety of **purposes**.

A-1 to receive and impart information

Chinese Language and Culture 10-9Y

Chinese Language and Culture 20-9Y

Chinese Language and Culture 30-9Y

Students will be able to:

A-1.1 share factual information	a. ask and answer questions about an informative text read or heard	a. share detailed information on a specific topic; e.g., write a report or biography	a. explain factual information for a variety of audiences, using a variety of formats

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, opinions, preferences	a. express and explain preferences	a. express opinions and support their own opinions	a. exchange and compare opinions in a variety of situations
A-2.2 share emotions, feelings	a. compare the expression of emotions and feelings in informal situations	a. explore the expression of strong emotions and feelings in a variety of informal situations; e.g., using role-play	a. analyze and discuss the expression of emotions and feelings in both formal and informal situations

General Outcome for Applications

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

A-3 to get things done

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
<i>Students will be able to:</i>			
A-3.1 guide actions of others	a. make and respond to suggestions and requests in formal situations	a. give and follow a complex sequence of instructions; e.g., follow a series of steps to play a game	a. persuade others in familiar situations
A-3.2 state personal actions	a. express possibility in relation to their own actions	a. express personal expectations, hopes, plans and goals	a. speculate on and predict their own future actions
A-3.3 manage group actions	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. take on a leadership role in executing 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 exchanges in familiar social situations; e.g., offer and respond to congratulations, offer comfort, express regret	a. clarify misunderstandings b. make suggestions to handle conflict situations	a. initiate and engage in a range of common formal social exchanges; e.g., interview
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General Outcome for Applications

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

A-5 to extend their knowledge of the world

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese 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	a. explore ideas presented in a variety of ways	a. compare their own insights and understandings with those of their classmates
A-5.2 gather and organize information	a. identify key ideas and summarize	a. synthesize information from several sources b. evaluate the usefulness and reliability of sources	a. organize information to demonstrate relationships of logic
A-5.3 solve problems	a. identify key elements to solve 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

General Outcome for Applications

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

A-6 for imaginative purposes and personal enjoyment

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

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

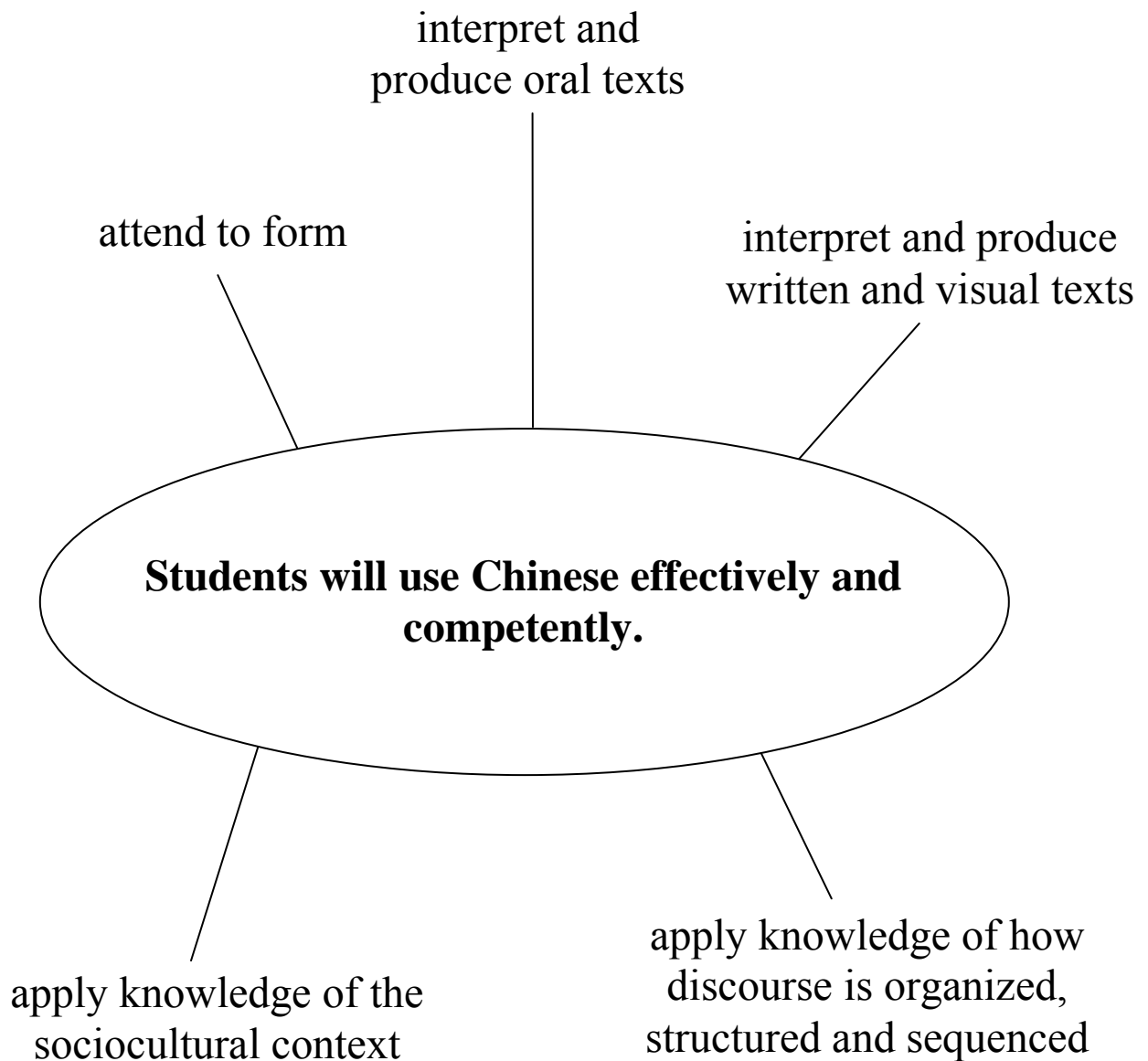
**Chinese Language
and Culture 30-9Y**

Students will be able to:

A-6.1 humour/fun	a. use the language for fun and to interpret and express humour	a. use the language for fun and to create simple humour	a. use the language for fun and to create humour
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A-6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment



Language Competence



LANGUAGE COMPETENCE

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

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attending 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 Chinese 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.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

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

LC-1 attend to form

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-1.1 phonology	a. speak clearly and intelligibly in a variety of situations b. identify tone changes (tone sandhi)	a. produce the essential sounds, tones, rhythm and intonation patterns of the Chinese language, with rehearsal b. identify and use tone changes (tone sandhi)	a. produce the essential sounds, tones, rhythm and intonation patterns of the Chinese language, with rehearsal b. use tone changes (tone sandhi) appropriately
LC-1.2 orthography	a. recognize and correctly write familiar simplified or traditional words; e.g., sight words	a. recognize and correctly write simplified or traditional words used frequently	a. identify components of unfamiliar words/characters and write them down
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • environmental awareness • media • relationships • communications • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • travel • customs and traditions • arts and literature • Canada and its resources • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • future plans • career options • responsible citizenship • science and technology • Chinese history and culture • any other lexical fields that meet their needs and interests

(continued)

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

(continued)

LC-1 attend to form

Chinese Language and Culture 10-9Y

Chinese Language and Culture 20-9Y

Chinese Language and Culture 30-9Y

Students will be able to:

a. use, in modelled situations,² the following grammatical elements:

LC-1.4
grammatical elements

Measure Words for Frequency

动量词

- 次
- 遍

Conjunctions to Indicate Choice

选择关系连词

- 或者 in a statement

Adverbs

副词

- 又、再
- 就/才

Structural Particle 地 Used After Adverbial

“地”用在状语后

- 地

Sentence Structures

句型

- “要...了” indicates that an action is going to take place soon; e.g., 要回家了。快要下雨了。

Sentence with a Nominal/Adjective Predicate

名词/形容词谓语句

- subject + nominal/adjective predicate; e.g., 今天星期三。交通很繁忙。

Expressions (Numerals):

Percentages and Fractions

数词: 分数表示法

- ... 分之 ...
- ... 其中之 ...

Sentence Structures

句型

Comparative Structures

比较句型

- 越来越 + adjective; e.g., 天气越来越冷。
- 越 + verb + 越 + adjective; e.g., 他的字越写越漂亮。

Pivotal Sentences

兼语句

- subject + verb 1 (请/使/让/叫/令) + noun/pronoun + verb 2 + object; e.g., 老师叫我发作业。

Complex Sentence Structure for Emphasis

表强调紧缩复句

- 非...不可; e.g., 要拿到好成绩就非下苦功不可。

Uses of Common Complements of Direction: 起来, 下去, 下来

复合趋向补语: 起来, 下去, 下来

复合趋向补语: 起来, 下去, 下来

- verb + 起来/下去/下来; e.g., 听完他说的笑话, 大家都笑起来。

请你继续说下去。

车子渐渐停下来了。

- adjective + 起来/下去/下来; e.g.,

每年要到五月份, 这里的天气才会热起来。

要是天气一直冷下去, 我们就不能再在室外运动了。

天色渐渐黑下来。

Use of 呢 ne to Indicate

Progressive Aspect

用“呢”表示动作的进行

- 正在 + verb + 呢; e.g., 他正在看书呢。

你昨天来电话的时候, 我在外边跑步呢。

- verb + 呢; e.g., 你昨天来电话的时候, 我在外边跑步呢。

(continued)

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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

(continued)

LC-1 attend to form

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
LC-1.4 grammatical elements	Sentence Structures (continued) 句型 Passive Voice Structure 被动语态 – subject + 被 + “doer” (person) + verb + complement; e.g., 牛奶被哥哥喝光了。 – subject + 被 + verb + complement; e.g., 花瓶被打破了。	Sentence Structures (continued) 句型 Compound/Complex Sentence Patterns 复句 – 既不 ... 又/也不 ... – 无论 ... 都 ... – 只有 ... 才 ... – 除非 ... 才 ...	Sentence Structures for Emphasis 强调句型 – using interrogatives: <ul style="list-style-type: none"> as general/indefinite pronouns; e.g., 云南省四季如春，哪里都是绿草如茵。刚出国读书的学生，什么时候都在想念家人。 in negative rhetorical sense; e.g., 谁知道刚走出门，天就下起雨来了。
	Sequencing Patterns 列举句型 – 首先 ..., 其次 ..., 最后 ... Sentence Pattern with Verbal Constructions in Series 连动句 – subject + verb 1 + (object 1) + verb 2 + (object 2); e.g., 妈妈去市场买菜。 Compound/Complex Sentence Patterns 复句 – 如果 ... 就 ... – 假如 ... 就 ... – 一 ... 就 ... – 除了 ... 以外/之外 ... – 一边/面 ..., 一边/面 ...		

(continued)

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

(continued)

LC-1 attend to form

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
	<i>Students will be able to:</i>		
	b. use, in structured situations, ³ the following grammatical elements:		
LC-1.4 grammatical elements	Measure Words 量词	Measure Words for Frequency 动量词	Expressions (Numerals): Percentages and Fractions 数词: 分数表示法
	- 座, 台	- 次	- ... 分之 ...
	Conjunctions to Indicate Choice 选择关系连词	- 遍	- ... 其中之 ...
	- 或者 in a statement	Adverbs 副词	Sentence Structures 句型
	Conjunctions to Indicate Transition 连词	- 又、再	Comparative Structures 比较句型
	- 但是	- 就/才	- 越来越 + adjective; e.g., 天气越来越冷。
	- 不过	Structural Particle 地 Used After Adverbial “地”用在状语后	- 越 + verb + 越 + adjective; e.g., 他的字越写越漂亮。
	Prepositions 介词	- 地	Pivotal Sentences 兼语句
	- 自从	Sentence Structures 句型	- subject + verb 1 (请/使/让/叫/令) + noun/ pronoun + verb 2 + object; e.g., 老师叫我发作业。
	Use of 正在 to Indicate Progressive Aspect 用“正在”表示动作的进行	- “要...了” indicates that an action is going to take place soon; e.g., 要回家了。 快要下雨了。	Complex Sentence Structure for Emphasis 表强调紧缩复句
	- 正在 + verb	Sentence with a Nominal/Adjective Predicate 名词/形容词谓语句	- 非...不可; e.g., 要拿到好成绩就非下苦功不可。
	Sentence Structures 句型	- subject + nominal/adjective predicate; e.g., 今天星期三。 交通很繁忙。	Compound/Complex Sentence Patterns 复句
	Comparative Structures 比较句型		- 既不...又/也不... - 无论...都... - 只有...才... - 除非...才...
	- A 比 B + adjective		
- A 比 B + adjective + 得多/一点			
- A 不比 B + adjective			
“把” Structure “把”字句			
- (subject) + “把” + object + verb + complement; e.g., 姐姐把房间收拾干净。			

(continued)

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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

(continued)

LC-1 attend to form

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y	
LC-1.4 grammatical elements	Sentence Structures (continued) 句型 Sentence Indicating Location for a Duration 处所和时间的表示方法/ 存现句 – subject + 在 + place + verb + duration Compound Sentence Patterns 复句 – 不但 ... 而且 ... – ... 又 ... 又 ... – 不是 ... 就是 ... Complex Sentence Patterns 复句 – 虽然 ... 但是 / 可是 ... – 因为 ... 所以 ...	Sentence Structures (continued) 句型 Passive Voice Structure 被动语态 – subject + 被 + “doer” (person) + verb + complement; e.g., 牛奶被哥哥喝光了。 – subject + 被 + verb + complement; e.g., 花瓶被打破了。 Sequencing Patterns 列举句型 – 首先 ..., 其次 ..., 最后 ... Sentence Pattern with Verbal Constructions in Series 连动句 – subject + verb 1 + (object 1) + verb 2 + (object 2); e.g., 妈去市场买菜。 Compound/Complex Sentence Patterns 复句 – 如果 ... 就 ... – 假如 ... 就 ... – 一 ... 就 ... – 除了 ... 以外/之外 ... – 一边/面 ... , 一边/面 ...		

(continued)

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

(continued)

LC-1 attend to form

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
	<i>Students will be able to:</i>		
	c. use, independently and consistently, ⁴ the following grammatical elements:		
LC-1.4 grammatical elements	Measure Words 量词 – 架, 群	Measure Words 量词 – 座, 台	Measure Words for Frequency 动量词 – 次 – 遍
	Auxiliary Verbs 助动词/能愿动词 – 能	Conjunctions to Indicate Choice 选择关系连词 – 还是 in a question – 或者 in a statement	Adverbs 副词 – 又、再 – 就/才
	过 Indicating Experience “过”表示经验 (是)... 的 for Emphasis/Confirmation (Generally Past) “ (是)... 的 ”表强调/确认, 往往表示过去完成 – 妈妈做的饭。	Conjunctions to Indicate Transition 连词 – 可是 – 但是 – 不过	Structural Particle 地 Used After Adverbial “地”用在状语后 – 地
	Sentence Structures 句型	Prepositions 介词 – 自从	Sentence Structures 句型 – “要...了” indicates that an action is going to take place soon; e.g., 要回家了。快要下雨了。
	Comparative Structures 比较句型 – A 没有 B + adjective	Use of 正在 to Indicate Progressive Aspect 用“正在”表示动作的进行 – 正在 + verb	Sentence with a Nominal/Adjective Predicate 名词/形容词谓语句 – subject + nominal/adjective predicate; e.g., 今天星期三。交通很繁忙。
	Interrogative Forms 疑问词/短语 – question word structure 怎么...? 什么时候...? 哪年...? 多少...?	Sentence Structures 句型	Passive Voice Structure 被动语态 – subject + 被 + “doer” (person) + verb + complement; e.g., 牛奶被哥哥喝光了。 – subject + 被 + verb + complement; e.g., 花瓶被打破了。
		Comparative Structures 比较句型 – A 比 B + adjective – A 比 B + adjective + 得多/一点 – A 不比 B + adjective	
		“把” Structure “把”字句 – (subject) + “把” + object + verb + complement; e.g., 姐姐把房间收拾干净。	

(continued)

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

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

(continued)

LC-1 attend to form

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
LC-1.4 grammatical elements	<p>Sentence Structures (continued) 句型</p> <p>Affirmative Sentence Patterns 肯定句型</p> <p>– subject + time + 在 + place + verb + object; e.g., 我昨天晚上在家里看电视。</p> <p>Affirmative–Negative Question Pattern 正反疑问句</p> <p>– adjective + 不 + adjective? – (subject) + verb + 不 + verb + (object)?</p> <p>不 and 没 (有) to Indicate Negation 动词否定式</p> <p>– (subject) + 不/没 (有) + verb; e.g., 我不去。 我没 (有) 去。 我不吃早饭。 我没 (有) 吃早饭。</p> <p>Sentence with Direct and Indirect Object 直接和间接宾语句</p> <p>– subject + 给 + indirect object + direct object; e.g., 他给我一本书。</p>	<p>Sentence Structures (continued) 句型</p> <p>Sentence Indicating Location for a Duration 处所和时间的表示方法/ 存现句</p> <p>– subject + 在 + place + verb + duration</p> <p>Compound Sentence Patterns 复句</p> <p>– 不但 ... 而且 ... – ... 又 ... 又 ... – 不是 ... 就是 ...</p> <p>Complex Sentence Patterns 复句</p> <p>– 虽然 ... 但是/可是 ... – 因为 ... 所以 ...</p>	<p>Sentence Structures (continued) 句型</p> <p>Sequencing Patterns 列举句型</p> <p>– 首先 ..., 其次 ..., 最后 ...</p> <p>Sentence Pattern with Verbal Constructions in Series 连动句</p> <p>– subject + verb 1 + (object 1) + verb 2 + (object 2); e.g., 妈妈去市场买菜。</p> <p>Compound/Complex Sentence Patterns 复句</p> <p>– 如果 ... 就 ... – 假如 ... 就 ... – 一 ... 就 ... – 除了 ... 以外/之外 ... – 一边/面 ..., 一边/面 ...</p>

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

LC-2 interpret and produce oral texts

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-2.1 aural interpretation	a. understand the main points and some supporting details of lengthy oral texts on familiar topics in guided situations	a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics in guided situations	a. understand a variety of oral texts in guided and unguided situations
LC-2.2 oral production	a. produce short oral texts on unfamiliar topics in guided situations	a. produce lengthy oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics
LC-2.3 interactive fluency	a. manage simple, routine interactions without undue difficulty	a. sustain lengthy interactions comprehensibly, with pauses for planning and repair	a. converse, spontaneously, on familiar topics in a variety of situations

General Outcome for Language Competence

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

LC-3 interpret and produce written and visual texts

Chinese Language and Culture 10-9Y

Chinese Language and Culture 20-9Y

Chinese Language and Culture 30-9Y

Students will be able to:

LC-3.1 written interpretation	a. understand the main points and some supporting details of lengthy written texts on familiar topics, in guided situations	a. understand the main points and some supporting details of lengthy written texts on a variety of familiar topics, in guided situations	a. understand the main points and some supporting details of lengthy written texts on familiar topics
LC-3.2 written production	a. produce short written texts on unfamiliar topics in guided situations b. produce written texts on familiar topics, providing some details to support the main points	a. produce lengthy written texts on familiar topics, providing some details to support the main points	a. produce lengthy written texts on a variety of familiar topics, providing some details to support the main points
LC-3.3 viewing	a. propose several interpretations of the visual elements of a variety of media in guided situations	a. identify the purposes, intended audiences, messages and points of view of a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations
LC-3.4 representing	a. explore a variety of 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 Chinese **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-4.1 register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose in familiar situations
LC-4.2 idiomatic expressions	a. recognize influences on idiomatic expressions; e.g., region, age, occupation	a. explore idiomatic expressions in contemporary popular culture	a. use familiar idiomatic expressions in a variety of contexts
LC-4.3 variations in language	a. recognize other influences resulting in variations in language; e.g., office held by the speaker, his or her social status	a. identify some common regional or other variations in language	a. accept variations in language b. incorporate variations in their own language interactions
LC-4.4 social conventions	a. interpret and use appropriate oral forms of address with a variety of audiences; e.g., use suitable language to engage listeners' attention when beginning to speak	a. interpret and use appropriate written forms of address in a variety of contexts	a. use key social conventions in a variety of contexts; e.g., interrupt politely in a conversation
LC-4.5 nonverbal communication	a. recognize a variety of nonverbal communication techniques in a variety of contexts	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 Chinese **effectively** and **competently**.

LC-5 apply knowledge of how discourse is organized, structured and sequenced

Chinese Language and Culture 10-9Y

Chinese Language and Culture 20-9Y

Chinese Language and Culture 30-9Y

Students will be able to:

LC-5.1 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., 但是, 除非, 虽然
LC-5.2 text forms	a. use a variety of familiar text forms and media in their own productions; e.g., brochures, advertisements, reports, poems, stories	a. recognize a variety of text forms in a variety of media; e.g., short stories, films, plays, magazine articles	a. understand how texts are organized for various purposes in different media
LC-5.3 patterns of social interaction	a. combine simple social interaction patterns to perform complex 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	a. use a range of simple social interaction patterns flexibly to deal with transactions and interactions

Global Citizenship



historical and contemporary
elements of Chinese culture

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 Chinese culture,” there are strands for accessing/analyzing cultural knowledge, knowledge of Chinese culture, applying cultural knowledge, diversity within Chinese culture and valuing Chinese culture.

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 additional cultures. Rather than simply developing a bank of knowledge about Chinese culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “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 Chinese culture

Chinese Language and Culture 10-9Y

Chinese Language and Culture 20-9Y

Chinese Language and Culture 30-9Y

Students will be able to:

GC-1.1 accessing/analyzing cultural knowledge	a. organize and represent information about elements of Chinese culture in a variety of ways	a. analyze information about elements of Chinese culture	a. evaluate sources of information on Chinese culture; e.g., the media
GC-1.2 knowledge of Chinese culture	a. explore and identify elements of Chinese culture; e.g., cultural values, attitudes and interests of people their own age in Chinese culture	a. explore and identify elements of Chinese culture; e.g., emblems and markers of national identity and their influence on contemporary ways of life and on cultural values	a. identify and analyze some elements of Chinese culture; e.g., social and political institutions and their influence on contemporary ways of life and on cultural values
GC-1.3 applying cultural knowledge	a. apply knowledge of elements of Chinese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of elements of Chinese culture to enhance interpersonal relations in familiar contexts and to interpret texts	a. apply knowledge of elements of Chinese culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the meaning of culturally significant terms in authentic texts
GC-1.4 diversity within Chinese culture	a. apply knowledge of diverse elements of Chinese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of diverse elements of Chinese culture to enhance interpersonal relations in familiar contexts and to interpret texts; e.g., different social classes	a. apply knowledge of diverse elements of Chinese culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the role of minorities
GC-1.5 valuing Chinese culture	a. seek out opportunities to interact with members of the Chinese community	a. seek out opportunities to promote Chinese culture; e.g., participate in local cultural celebrations	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within Chinese culture b. appreciate and value the contributions of the Chinese culture

General Outcome for Global Citizenship

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

GC-2 appreciating diversity

Chinese Language and Culture 10-9Y

Chinese Language and Culture 20-9Y

Chinese Language and Culture 30-9Y

Students will be able to:

GC-2.1 awareness of own language(s)	a. identify aspects of their personal style in both speech and writing	a. analyze ways in which their own language(s) and Chinese are similar and different; e.g., text forms	a. analyze various ways in which their own language(s) and Chinese are similar and different; e.g., grammatical structures, social conventions
GC-2.2 general language knowledge	a. describe ways languages evolve over time and provide reasons for this evolution	a. explore factors that influence the status of languages	a. demonstrate an understanding of the systematic nature of language
GC-2.3 awareness of own culture	a. identify ethnocentric elements in texts from their own culture	a. explore ways in which their own culture and other cultures are similar and different	a. analyze ways in which their own culture and other cultures are similar and different
GC-2.4 general cultural knowledge	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture	a. identify some of the ways that cultures evolve over time	a. identify some of the ways that individuals acquire their cultural identity/identities and participate in their society
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	a. identify ethnocentric perspectives in a text or an event and explain their origins	a. view a situation from more than one perspective b. 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

Chinese Language and Culture 10-9Y

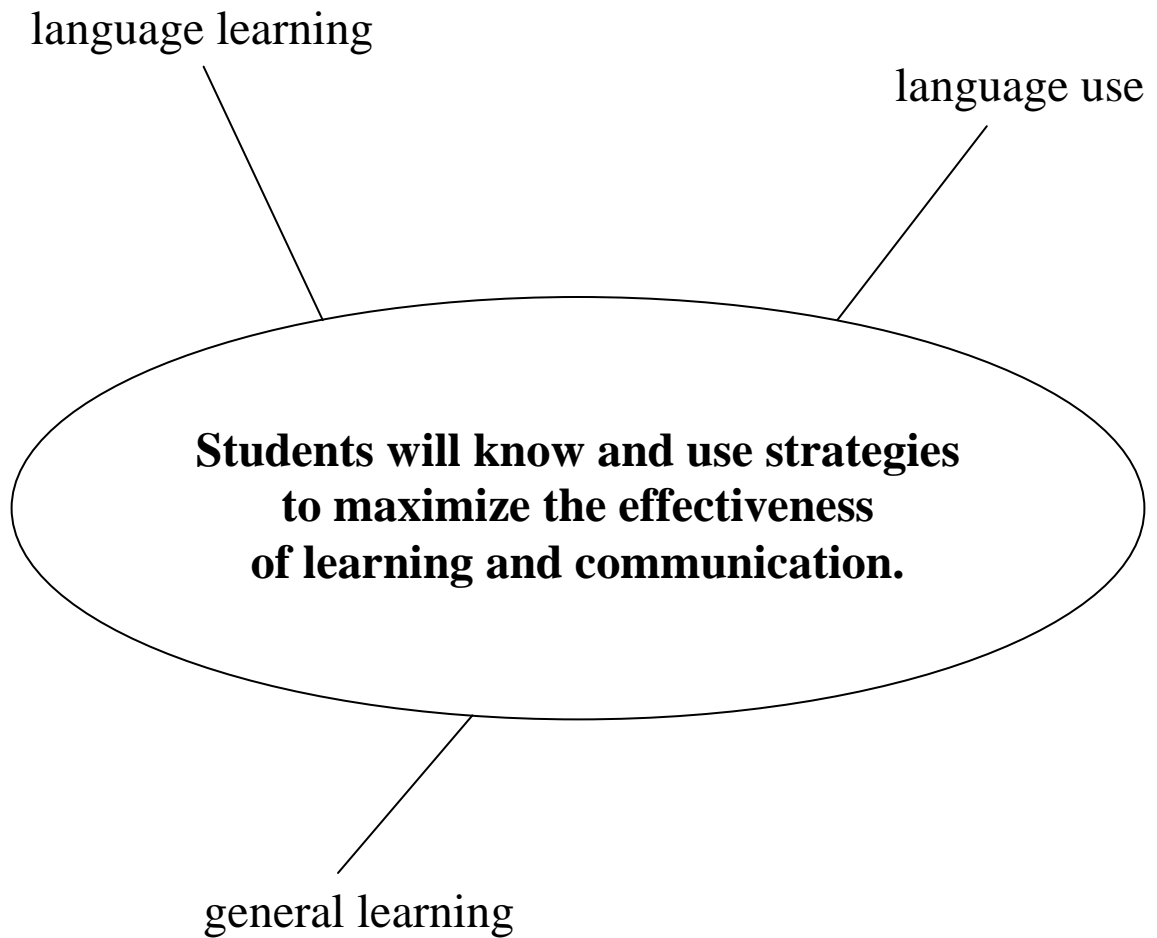
Chinese Language and Culture 20-9Y

Chinese Language and Culture 30-9Y

Students will be able to:

GC-3.1 Chinese language and culture	a. explore opportunities for further education related to the Chinese language and culture	a. explore careers in which knowledge of the Chinese language and culture can be applied	a. explore applications of the Chinese language and culture in the global workplace
	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 Chinese 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

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese 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 Chinese 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 Chinese 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 Chinese 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

General Outcome for Strategies

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

S-2 language use

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese 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., 麻烦您再解释一下，请您再重复一遍
- ask follow-up questions to check for understanding; e.g., 您明白我的意思吧？
- indicate lack of understanding of Chinese text/expressions through questions posed in Chinese; e.g., 不好意思，您的意思是...吗？
- use a simple word similar to the concept to convey, and invite correction; e.g., “保护羊的狗” for “牧羊犬”
- ask for confirmation that a form used is correct; e.g., 这么说对不对？
- use circumlocution to compensate for lack of vocabulary; e.g., “挂衣服的东西” for “衣架”
- repeat part of what someone has said to confirm mutual understanding
- 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., 我的本意是...
- invite others into the discussion; e.g., 您也谈谈您的想法吧。
- summarize the point reached in a discussion to help focus the talk
- use suitable phrases to intervene in a discussion; e.g., 不好意思，我插句话...
- start again, using a different tactic, when communication breaks down; e.g., 换句话说，...

(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 radical 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 Chinese 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–Chinese dictionary or a Chinese dictionary (现代汉语词典) 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)
-

General Outcome for Strategies

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

S-3 general learning

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese 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
-

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
-

INTERMEDIATE LEVEL: SENIOR HIGH SCHOOL COURSES

Component	Intermediate 4/5 [French 20]†	Intermediate 5/6 [French 30]
Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:		
Experience Communication		<ul style="list-style-type: none"> • engage in various language experiences in the following fields: <ul style="list-style-type: none"> – world of work – trips, excursions or student exchanges – money – role of the media – conservation and the environment • understand the meaning of a text containing simple and complex oral or written ideas dealing with a variety of familiar topics in both structured and unstructured situations • express their communicative intent by producing, orally and in writing, a prepared, or occasionally spontaneous, series of interrelated ideas based on a communicative task
Culture		<ul style="list-style-type: none"> • research and identify similarities and differences between their own culture and international francophone cultures
Language		<ul style="list-style-type: none"> • understand the sound–symbol system, vocabulary and sentence order appropriate to simple and complex oral or written texts in the present, future and past tenses • use, orally and in writing, the sound–symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present and the future tenses, occasionally in the past tense, and the following linguistic elements: <ul style="list-style-type: none"> – the simple future – use of the passé composé and imparfait – the pronouns y and en and the direct and indirect object pronouns as used in authentic discourse – all interrogative pronouns – the present conditional

† French 20 has been withdrawn effective August 31, 2010.

Component	Intermediate 4/5 [French 20]◄	Intermediate 5/6 [French 30]
General Language Education		<ul style="list-style-type: none"> • formulate hypotheses about communicative intents (cognitive) • develop and use their own reference materials (cognitive) • correct their own errors when they are aware of them (socio-affective) • evaluate the execution of the learning plan (metacognitive).

◄ French 20 has been withdrawn effective August 31, 2010.

GERMAN LANGUAGE AND CULTURE

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

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

INTRODUCTION

Studying the German language opens the door to understanding and participating in an influential world culture with close relationships to both the English language and our contemporary way of life.

Communication with people living in much of northern and central Europe is possible for those who know the German language. German is spoken by approximately 120 million people worldwide; it is the official language of Austria and Germany, and it is one of several official languages in Liechtenstein, Luxembourg and Switzerland. In Belgium, Denmark and northern Italy, German is a language with special status.

German can also be an important key to communication in many parts of the world beyond the German-speaking nations. In eastern Europe, for example, the use of German as a major language of business has been increasing in recent years.

To learn German as another language is to embark on a profound experience of cross-cultural exploration. Contributions from German culture have shaped such areas as science, technology, music, philosophy, literature, religion and politics.

Over the centuries, German has had significant impact far beyond the borders of nations where the language is spoken.

For those students who already have some knowledge of German, or a family connection to the culture, there is the opportunity to renew contact with their ancestral language and culture or to maintain and further develop their skills in a first language that is not the majority language in the community.

The value, for Canadian society as a whole, of learning German can be summarized as follows. Learning German leads to:

- an increased awareness of, and sensitivity to, cultural and linguistic diversity
- an enhanced role in the international community
- improved potential in the Canadian and the global marketplace and workplace.

There are also many personal reasons for learning German. Students who have no previous knowledge of the language can look forward to:

- more opportunity to communicate directly with German-speaking people and gain a deeper insight into their own culture and language

- opportunities to connect to diverse media that provide insights into a variety of cultural and artistic expressions
- a broader range of educational, career and leisure opportunities
- the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada.

Students receive additional, indirect benefits from learning German as another language, including:

- development of increased competence in their use of English or in other languages they may know
- enhanced cognitive functioning, particularly an increased ability to conceptualize and to think abstractly; more cognitive flexibility; and greater divergent thinking, creativity and metalinguistic competence.

ASSUMPTIONS

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

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

THE CONCEPTUAL MODEL

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

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 associated with German.

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, dramatic 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 vocabulary, 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 German in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]

- Students will understand and produce German **effectively** and **competently**.

Global Citizenship [GC]

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

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 German 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 understand and produce German **effectively** and **competently**.

- LC-1 interpret and produce oral texts
- LC-2 interpret and produce written texts and visual representations
- LC-3 attend to form
- LC-4 apply knowledge of the sociocultural context
- LC-5 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**, through exploration of German-speaking cultures.

- GC-1 historical and contemporary elements of the cultures of German-speaking peoples
- 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 understand and produce German **effectively** and **competently**.

cluster heading
for specific
outcomes

LC-1 interpret and produce oral texts

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

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

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

Students will be able to:

LC-1.1 aural interpretation	a. understand the main points and some supporting details of longer oral texts on familiar topics	a. understand the main points and some supporting details of longer oral texts on a variety of topics	a. understand a variety of longer oral texts, in unguided situations
LC-1.2 oral production	a. produce short oral texts on a variety of topics	a. produce longer oral texts, providing some details to support the main points	a. produce longer, coherent oral texts on a variety of topics, in unguided situations
LC-1.3 interactive fluency	a. initiate and maintain conversations on familiar topics b. manage classroom interactions	a. manage longer interactions, with pauses for planning and repair	a. engage in conversations in formal situations b. participate in discussions on familiar topics

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

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 receive and impart
information

to get things done

**Students will use German 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 German 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 that 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 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 German 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 L 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 L 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 German in a variety of **situations** and for a variety of **purposes**.

A-1 to receive and impart information

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

A-1.1 share factual information	a. ask and answer questions about texts	a. understand factual information presented in authentic texts	a. provide and explain information for a variety of audiences
	b. share detailed information on a specific topic; e.g., a report or biography	b. share detailed information through a variety of text forms	

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, opinions, preferences	a. express opinions and offer perspectives on a variety of topics	a. express, explain and support their own opinions, perspectives and preferences in a variety of ways	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 a variety of situations	a. explore ways to express strong emotions and feelings; e.g., using role-play	a. analyze and discuss the expression of emotions and feelings in a variety of media

General Outcome for Applications

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

A-3 to get things done

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

A-3.1 guide actions of others	a. protest a course of action and request recourse; e.g., lodge a complaint	a. give and follow a complex sequence of instructions	a. make arguments to persuade others
A-3.2 state personal actions	a. express possible actions or contingencies b. outline a complex series of intended 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 leadership role 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 congratulations b. express sympathy and regret	a. make suggestions or clarify misunderstandings to handle conflict situations	a. initiate and participate in social exchanges in formal situations; e.g., interviews, meeting the family of a significant other
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General Outcome for Applications

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

A-5 to extend their knowledge of the world

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German 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 in oral and written texts b. summarize and paraphrase gathered information from oral and written texts	a. synthesize information from several sources	a. synthesize and evaluate information from several sources
A-5.3 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, political cartoons
A-5.4 solve problems	a. identify and explore a specific element of a problem and develop a solution	a. apply problem-solving skills acquired in one situation to other situations	a. apply problem-solving skills to the resolution of real-life problems

General Outcome for Applications

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

A-6 for imaginative purposes and personal enjoyment

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

A-6.1 humour/fun	a. use German for fun; e.g., listen to songs, read stories and poems	a. use German for fun; e.g., create a video or podcast	a. use German for fun; e.g., plan and carry out a project, present a play, plan and present a comedy night
	b. use German to interpret and express humour; e.g., interpret humorous cartoons, present a short, humorous skit	b. use German to interpret and express humour for a specific audience; e.g., cartoons, jokes	b. use German to create and apply humour; e.g., adding humorous elements to a speech
A-6.2 creative/aesthetic purposes	a. use German creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic	a. use German creatively and for aesthetic purposes; e.g., create and perform a skit	a. use German creatively and for aesthetic purposes; e.g., write a short poem/lyrics, speak or write from the viewpoint of a designated character in a story
A-6.3 personal enjoyment	a. use German for personal enjoyment; e.g., write a blog	a. use German for personal enjoyment; e.g., listen to music, read books and magazines	a. use German for personal enjoyment; e.g., watch films or television programs

Language Competence



interpret and produce
oral texts

interpret and produce
written texts and visual
representations

attend to form

**Students will understand and
produce German 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 German language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there 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 understand and produce German **effectively** and **competently**.

LC-1 interpret and produce oral texts

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

LC-1.1 aural interpretation	a. understand the main points and some supporting details of longer oral texts on familiar topics	a. understand the main points and some supporting details of longer oral texts on a variety of topics	a. understand a variety of longer oral texts, in unguided situations
LC-1.2 oral production	a. produce short oral texts on a variety of topics	a. produce longer oral texts, providing some details to support the main points	a. produce longer, coherent oral texts on a variety of topics, in unguided situations
LC-1.3 interactive fluency	a. initiate and maintain conversations on familiar topics b. manage classroom interactions	a. manage longer interactions, with pauses for planning and repair	a. engage in conversations in formal situations b. participate in discussions on familiar topics

General Outcome for Language Competence

Students will understand and produce German **effectively** and **competently**.

LC–2 interpret and produce written texts and visual representations

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

LC-2.1 interpretation of written texts	a. understand the main points and some supporting details of longer written texts	a. understand the main points and supporting details of longer written texts on a variety of topics	a. understand a variety of longer, more complex written texts on a range of topics
LC-2.2 written production	a. produce longer written texts	a. produce longer written texts on a variety of topics	a. produce a variety of longer, more complex written texts on a range of topics
LC-2.3 viewing	a. propose several interpretations of the visual elements of a variety of media in guided situations	a. identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations
LC-2.4 representing	a. express meaning, using visual elements through a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, using a variety of visual media	a. communicate thoughts, ideas and feelings through visual media, using observed techniques and conventions

General Outcome for Language Competence

Students will understand and produce German **effectively** and **competently**.

LC-3 attend to form

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-3.1 phonology	a. produce the essential sounds, stress, rhythm and intonation patterns of German without rehearsal	a. produce the sounds, stress, rhythm and intonation patterns of German	a. produce the sounds, stress, rhythm and intonation patterns of German with ease
LC-3.2 orthography	a. apply spelling rules and mechanical conventions consistently	a. spell familiar lexical items accurately b. apply mechanical conventions consistently	a. spell familiar lexical items accurately b. apply common mechanical conventions consistently and accurately
LC-3.3 lexicon	a. use a repertoire of words, phrases and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • pop culture • media and communication • current events • the environment • any other lexical fields that meet their needs and interests 	a. use a repertoire of words, phrases and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • science and technology • personal relationships • responsible citizenship • any other lexical fields that meet their needs and interests 	a. use a repertoire of words, phrases and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • career and education options • life plans • personal identity • arts/literature • any other lexical fields that meet their needs and interests

(continued)

General Outcome for Language Competence

Students will understand and produce German **effectively** and **competently**.

(continued)

LC-3 attend to form

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German Language and Culture 30-9Y
	a. use, in modelled situations, ¹ the following grammatical elements:		
	<ul style="list-style-type: none"> • nominative/accusative/dative case as a concept • personal pronouns (plural dative) • adjectival endings (nominative/accusative/dative) • future tense • simple past (selected verbs) • adverbs and adverbial phrases • <i>da-</i> and <i>wo-</i> compounds • prepositional phrases in dative, beginning with <i>aus</i>, <i>bei</i>, <i>mit</i>, <i>nach</i>, <i>seit</i>, <i>von</i>, <i>zu</i> 	<ul style="list-style-type: none"> • genitive case as a concept • demonstrative pronouns • adjective inflection • present tense of irregular (strong/ablaut) verbs • separable/inseparable prefix verbs • past perfect of commonly used verbs • identification and use of particles <i>aber</i>, <i>auch</i>, <i>denn</i>, <i>mal</i>, <i>schon</i> 	<ul style="list-style-type: none"> • declension to distinguish gender, number, case (role/function) • possessive pronouns (genitive) • <i>kennen/wissen/können</i> distinction • dative verbs • past perfect • present participles used as adjectives/adverbs; e.g., <i>Da ist ein schlafendes Kind.</i> <i>Er kam pfeifend ins Zimmer.</i>
LC-3.4 grammatical elements	<p>Structure</p> <ul style="list-style-type: none"> • sequencing; e.g., <i>zuerst</i>, <i>dann</i>, <i>danach</i>, <i>schließlich</i> • causality (<i>denn</i>, <i>weil</i>) • indicative sentences with: <ul style="list-style-type: none"> – inversion for emphasis; e.g., <i>Den Kuchen mag ich sehr.</i> – double infinitives; e.g., <i>Sie haben die Hausaufgaben nicht machen wollen.</i> – infinitive clauses; e.g., <i>Ich habe keine Lust die Hausaufgaben zu machen.</i> • sentences with selected subordinate clauses: <ul style="list-style-type: none"> – subordinate clauses introduced with conjunctions <i>wenn</i>, <i>wann</i>, <i>als</i>, <i>ob</i>, <i>obwohl</i> – relative clauses (nominative) 	<p>Structure</p> <ul style="list-style-type: none"> • position of <i>wohl</i>: <ul style="list-style-type: none"> – for emphasis; e.g., <i>Es stimmt wohl.</i> – likelihood; e.g., <i>Er kommt wohl mit.</i> • sentences with modal particles; e.g., <i>doch</i>, <i>mal</i>, <i>eben</i>, <i>nun</i>, <i>schon</i>, <i>ja</i> • passive voice (present) • present subjunctive mood for indirect speech • sentences using parenthetical structure 	<p>Structure</p> <ul style="list-style-type: none"> • passive voice (past) • relative clauses (all cases) • past subjunctive mood: <ul style="list-style-type: none"> – formation (<i>haben</i>, <i>sein</i>, modal verbs); e.g., <i>Er sagte, er sei krank. Er sagte, er wäre krank.</i> – to express wishes, doubt, uncertainty, polite request, obligation, conditional; e.g., <i>Könntest du mir dein Buch borgen? Hätten Sie mich nur anrufen!</i> <i>Wenn ich Zeit hätte, würde ich ihn besuchen.</i>

(continued)

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have a non-merging 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 understand and produce German **effectively** and **competently**.

(continued)

LC-3 attend to form

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German Language and Culture 30-9Y
	<i>Students will be able to:</i>		
	b. use, in structured situations, ² the following grammatical elements:		
LC-3.4 grammatical elements	<ul style="list-style-type: none">• plural of nouns• personal pronouns (plural accusative/dative)• possessive pronouns (nominative/accusative)• pronouns derived from articles• definite and indefinite articles (nominative/accusative/dative)• comparison of adjectives (all forms)• separable reflexive verbs (all forms)• future tense• present perfect (<i>Perfekt</i>) of commonly used verbs• adverbial form of adjectives• prepositional phrases:<ul style="list-style-type: none">– dative: <i>aus, bei, mit, nach, seit, von, zu</i>– two-way prepositions	<ul style="list-style-type: none">• nominative/accusative/dative case as a concept• plural of nouns• possessive pronouns (dative)• demonstrative pronouns• definite and indefinite articles (nominative/accusative/dative)• present perfect of verbs (<i>Perfekt</i>)• simple past (selected verbs)• selected common modal verbs in simple past tense; e.g., <i>können, sollen, wollen</i>• present subjunctive of <i>sein, haben</i>• adverbs and adverbial phrases• <i>da-</i> and <i>wo-</i> compounds• two-way prepositions in prepositional phrases	<ul style="list-style-type: none">• genitive case as a concept• demonstrative pronouns• adjective inflection• separable/inseparable prefix verbs• past tense of verbs• formation of present subjunctive for common verbs; e.g., ... <i>er käme, sie hoffe</i>• two-way prepositions in prepositional phrases• identification and use of particles <i>aber, auch, denn, mal, schon</i>
	<p>Structure</p> <ul style="list-style-type: none">• word order in sentences with subordinate clauses:<ul style="list-style-type: none">– beginning with <i>dass, weil</i>– relative clauses (nominative)	<p>Structure</p> <ul style="list-style-type: none">• imperative mood (plural)• subordinate clauses:<ul style="list-style-type: none">– introduced with conjunctions <i>wenn, wann, als, ob, obwohl</i>– beginning with <i>dass, weil</i>• relative clauses (nominative)• sequencing; e.g., <i>zuerst, dann, danach, schließlich</i>• causality (<i>denn, weil</i>)• indicative sentences with:<ul style="list-style-type: none">– inversion for emphasis; e.g., <i>Den Kuchen mag ich sehr.</i>– double infinitives; e.g., <i>Sie haben die Hausaufgaben nicht machen wollen.</i>– infinitive clauses; e.g., <i>Ich habe keine Lust die Hausaufgaben zu machen.</i>	<p>Structure</p> <ul style="list-style-type: none">• position of <i>wohl</i>:<ul style="list-style-type: none">– for emphasis; e.g., <i>Es stimmt wohl.</i>– likelihood; e.g., <i>Er kommt wohl mit.</i>• sentences with:<ul style="list-style-type: none">– modal particles; e.g., <i>doch, mal, eben, nun, schon, ja</i>– inversion for emphasis; e.g., <i>Den Kuchen mag ich sehr.</i>– double infinitives; e.g., <i>Sie haben die Hausaufgaben nicht machen wollen.</i>– subordinate clauses beginning with <i>während</i>– relative clauses (common); e.g., <i>Das ist das Auto, das mir gefällt.</i>• sentences using:<ul style="list-style-type: none">– parenthetical structure– passive voice (present)– present subjunctive mood for indirect speech

(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 understand and produce German **effectively** and **competently**.

(continued)

LC-3 attend to form

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

c. use, independently and consistently,³ the following grammatical elements:

- personal pronouns (singular dative)
- personal pronouns (plural accusative)
- present tense of familiar verbs

Structure

- position of adverbs
- indicative mood—simple sentence structure:
 - word order (verb second: time/manner/place)
 - using inversion; e.g., *Heute gehe ich ...*
 - negation (*nicht/kein*)
 - interrogatives (yes/no questions, using question words; e.g., *Wer? Wie?*)
- compound sentences using coordinating conjunctions

- personal pronouns (plural accusative/dative)
- possessive pronouns (nominative/accusative)
- possessive adjectives (singular nominative/accusative)
- comparison of adjectives (all forms)
- reflexive verbs
- future tense
- adverbial form of adjectives
- prepositional phrases (dative) beginning with *aus, bei, mit, nach, seit, von, zu*

Structure

- formal address
- negation (*nicht/kein*)
- position of adverbs:
 - of preference; e.g., *gern*
 - of frequency; e.g., *oft, manchmal*
- selected subordinate clauses beginning with *dass, weil*

- nominative/accusative/dative case as a concept
- plural of familiar nouns
- possessive pronouns (dative)
- possessive adjectives (singular dative)
- definite and indefinite articles (nominative/accusative/dative)
- present perfect tense (familiar regular, common irregular verbs)
- common separable prefix verbs
- simple past tense (*Imperfekt*) of common selected verbs and modal verbs (*können, sollen, wollen*)
- adverbs and adverbial phrases
- *da-* and *wo-* compounds

Structure

- imperative mood (plural)
- sequencing; e.g., *zuerst, dann, danach, schließlich*
- causality (*denn, weil*)
- selected subordinate clauses:
 - introduced with conjunctions *wenn, wann, als, ob, obwohl*
 - relative (common); e.g., *Das ist das Auto, das mir gefällt.*
 - infinitive; e.g., *Ich habe keine Lust die Hausaufgaben zu machen.*

LC-3.4
grammatical elements

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

General Outcome for Language Competence

Students will understand and produce German **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-4.1 register	a. identify differences in register between spoken and written texts	a. explore and compare differences in register between spoken and written texts	a. adjust language to suit audience and purpose
LC-4.2 idiomatic expressions	a. identify factors that influence the use of idiomatic expressions; e.g., region, age	a. examine the role of idiomatic expressions in culture	a. interpret unfamiliar idiomatic expressions in a variety of contexts b. use idiomatic expressions appropriately in familiar lexical fields
LC-4.3 variations in language	a. explore and compare some regional variations in language	a. examine common language variations across multiple demographics	a. demonstrate respect for regional and other variations in language b. recognize other influences resulting in variations in language; e.g., education, occupation
LC-4.4 social conventions	a. interpret and use appropriate oral and written forms of address with a variety of audiences	a. use social conventions in a variety of contexts; e.g., personal versus formal letters, text messages/e-mails versus letters	a. use social conventions in a variety of contexts; e.g., workplace etiquette, telephone manners, public speaking
LC-4.5 nonverbal communication	a. recognize a variety of nonverbal communication techniques in a variety of contexts	a. interpret and appropriately use nonverbal communication techniques in a variety of contexts	a. apply nonverbal communication techniques appropriately in a variety of contexts

General Outcome for Language Competence

Students will understand and produce German **effectively** and **competently**.

LC-5 apply knowledge of how discourse is organized, structured and sequenced

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

LC-5.1 cohesion/ coherence	a. interpret texts that use patterns involving time or chronological sequencing and causality	a. use a variety of references within texts; e.g., relative pronouns, <i>da-</i> and <i>wo-</i> compounds	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., <i>jedoch, obwohl, einerseits ... andererseits</i>
LC-5.2 text forms	a. use a variety of familiar text forms and media in their own productions; e.g., brochures, advertisements, reports, poetry, stories	a. explore a variety of extended text forms in a variety of media; e.g., short stories, films, plays, magazine articles b. explain the organization and structure of extended text forms	a. analyze the way various media and purposes lead to differences in the way texts are organized and presented
LC-5.3 patterns of social interaction	a. combine simple social interaction patterns to perform more complex transactions and interactions; e.g., request goods/services	a. combine simple social interaction patterns to perform more complex transactions and interactions; e.g., suggestion–accept/decline–persuade/negotiate	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
German-speaking peoples

appreciating diversity

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

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 German-speaking peoples,” there are strands for accessing/analyzing cultural knowledge, knowledge of German-speaking cultures, applying cultural knowledge, diversity within German-speaking cultures and valuing German-speaking 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 additional cultures. Rather than simply developing a bank of knowledge about the cultures of German-speaking peoples, it is more important that students 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 Canadian and a global context.

General Outcome for Global Citizenship

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

GC-1 historical and contemporary elements of the cultures of German-speaking peoples

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

GC-1.1 accessing/analyzing cultural knowledge	a. access and select sources of information about the cultures of German-speaking peoples	a. evaluate sources of information about the cultures of German-speaking peoples	a. represent researched and substantiated information from a variety of sources about elements of the cultures of German-speaking peoples
GC-1.2 knowledge of German-speaking cultures	a. explore and identify some elements of the cultures of German-speaking peoples; e.g., key historical events and their influence on contemporary ways of life and cultural values	a. explore and identify elements of the cultures of German-speaking peoples; e.g., emblems and markers of national identity and their influence on contemporary ways of life and cultural values	a. identify and analyze some elements of the cultures of German-speaking peoples; e.g., social and political institutions and their influence on contemporary ways of life and cultural values
GC-1.3 applying cultural knowledge	a. apply knowledge of elements of the cultures, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of elements of the cultures to interpret texts b. apply knowledge of diverse elements of the cultures to enhance interpersonal relations in familiar contexts	a. apply knowledge of elements of the cultures to interpret texts b. apply knowledge of diverse elements of the cultures to enhance interpersonal relations in a variety of contexts
GC-1.4 diversity within German-speaking cultures	a. recognize how diverse elements of the cultures of German-speaking peoples influence cultural change	a. explain their understanding of how diverse cultural elements affect interpersonal relations	a. evaluate how diverse cultural elements of German-speaking peoples, as represented in texts and in a variety of contexts, influence interpersonal relations
GC-1.5 valuing German-speaking cultures	a. seek out and use opportunities to enter into contact with members of German-speaking cultures	a. seek out and use opportunities to interact with members of the German-speaking community	a. seek out and use opportunities to interact with individuals from German-speaking cultures

General Outcome for Global Citizenship

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

GC-2 appreciating diversity

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

GC-2.1 awareness of own language(s)	a. analyze oral and written aspects of their own language(s) and German; e.g., grammar structures	a. analyze ways in which their own language(s) and German are similar and different; e.g., social conventions, text forms	a. identify and examine aspects of their personal style in both speech and writing b. analyze how learning German affects their personal communication style
GC-2.2 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 and commerce, history and colonization, technology	a. recognize the systematic nature of language
GC-2.3 awareness of own culture	a. analyze ways in which their own culture and other cultures are similar and different	a. analyze ways in which their own culture and other cultures are similar and different	a. identify ethnocentric attitudes within their own culture
GC-2.4 general cultural knowledge	a. identify some of the ways that cultures evolve over time	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture	a. identify some of the ways that individuals acquire their cultural identity/identities and participate in their society
GC-2.5 valuing diversity	a. seek out opportunities to enter into contact 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. identify and use a variety of strategies for enhancing interactions with people from a different culture b. explore a situation from more than one perspective	a. use a variety of strategies for dealing with breakdowns in communication and with misunderstandings that occur when encountering an unfamiliar culture b. appreciate diverse perspectives	a. identify ethnocentric perspectives in a document or an event and explain their origins

General Outcome for Global Citizenship

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

GC-3 personal and career opportunities

German Language and Culture 10-9Y

German Language and Culture 20-9Y

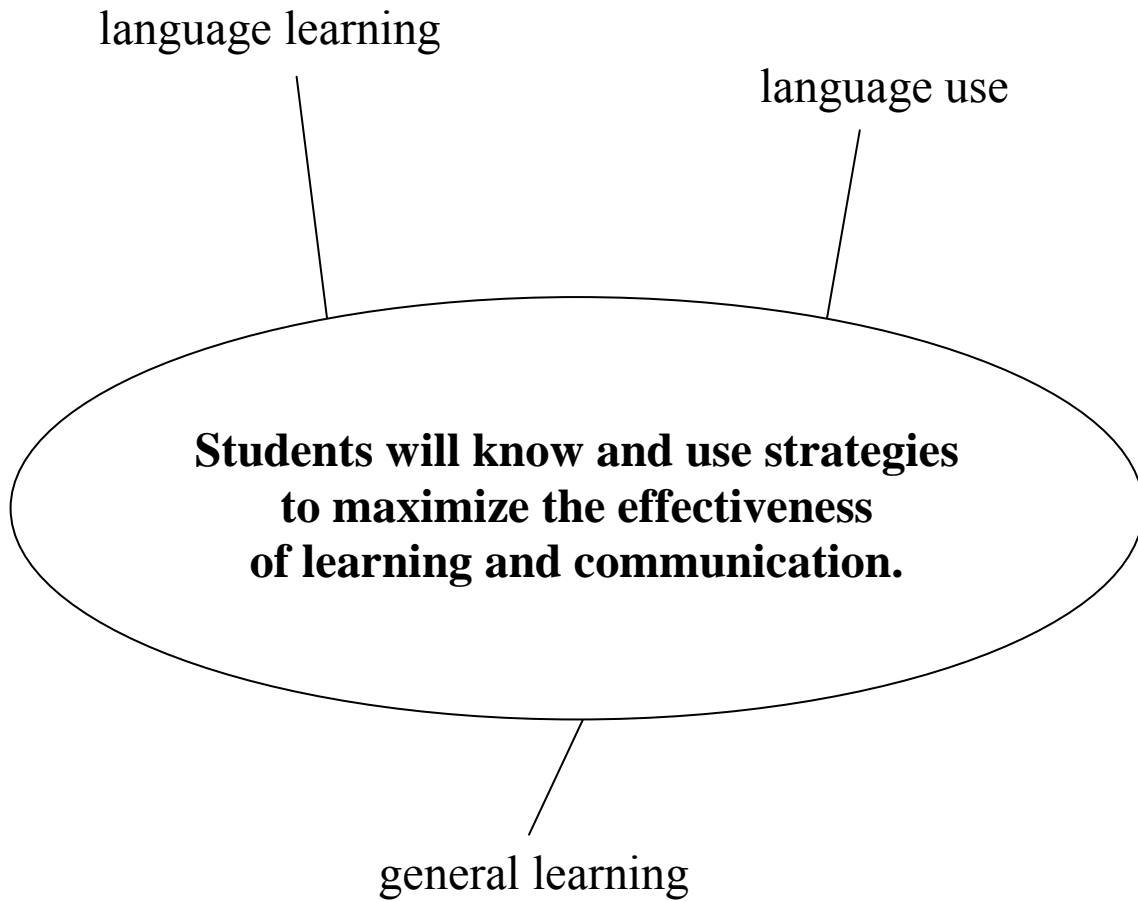
German Language and Culture 30-9Y

Students will be able to:

GC-3.1 German language and culture	a. explore opportunities for further education in German	a. explore careers in which knowledge of German can be applied	a. explore applications of German language and culture in the global workplace
GC-3.2 cultural and linguistic diversity	a. explore increased opportunities for further education made possible because of their knowledge of languages and cultures	a. explore careers in which knowledge of additional languages 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 German 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

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

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 German 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 German 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 German 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
-

General Outcome for Strategies

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

S–2 language use

German Language and Culture 10-9Y

German Language and Culture 20-9Y

German Language and Culture 30-9Y

Students will be able to:

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; e.g., mime, pointing, gestures, pictures
- ask for clarification or repetition when you do not understand; e.g., *Was meinst du damit? Kannst du das bitte wiederholen?*
- ask follow-up questions to check for understanding; e.g., *Verstehst du, was ich meine?*
- indicate lack of understanding of German text/expressions nonverbally or verbally; e.g., raised eyebrows, blank look, *Wie bitte? Entschuldigung? Das habe ich nicht verstanden.*
- use a simple word similar to the concept to convey, and invite correction; e.g., *Fisch* for *Forelle*
- ask for confirmation that a form used is correct; e.g., *Kann man das sagen?*
- use circumlocution to compensate for lack of vocabulary; e.g., “*das Ding, aus dem man trinkt*” for “*Glas*”
- repeat part of what someone has said to confirm mutual understanding; e.g., *Was du also damit sagen willst, ist ...? Du meinst also, dass ...?*
- 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
- invite others into the discussion
- summarize the point reached in a discussion to help focus the talk
- use suitable phrases to intervene in a discussion; e.g., *Da wir gerade dabei sind, ...*
- start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will,*

(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 German 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–German dictionary or a German dictionary to increase vocabulary
 - edit and proofread the final version of a text
 - use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
 - use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
-

General Outcome for Strategies

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

S-3 general learning

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German 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
-

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
-

ITALIAN LANGUAGE AND CULTURE

10-12Y, 20-12Y, 30-12Y

This program of studies is intended for students who began their study of Italian language and culture in Kindergarten or Grade 1. It provides the senior high school components of the articulated Italian Language and Culture Twelve-year (12Y) Program.

INTRODUCTION

Global Citizenship

Preparing youth to meet the challenges of the new millennium, in a world that is increasingly interdependent, is one of the more important objectives of language education.

Globalization and our multicultural society have increased the need for knowledge of other languages and cultures for effective communication, for better human relations within our own diverse Canadian society, and for a competitive edge in the shrinking world of economics.

Through the study of languages, students learn to recognize, respect and appreciate the cultural diversity of Canadian society and the countries of the world.

Learning Italian, just as learning any other language, develops thinking skills and learning strategies that are transferable to other learning situations.

Knowledge of Italian is helpful for understanding the development of European culture. The study of Italian also develops awareness of, and sensitivity to, the cultural and linguistic diversity of Canadian society.

A Means of Communication

Communication is the fundamental basis for human relationships. Italian is learned to enable communication with Italian speakers, but it is also useful in many fields of endeavour, including the study of ballet; classical music; cultural, historical and scientific research; and travelling. Italy, as a modern industrialized country, attracts millions of people from every corner of the globe to its shores for many reasons.

Millions of Italians have migrated to many countries, including Canada, in the last two centuries.¹ Language and culture have been retained wherever Italians have settled. Toronto, Montreal, New York and Melbourne are a few examples of cities where Italian culture has flourished and where language has been retained.

1. Lewis, M. Paul (ed.), "Italian: A Language of Italy," *Ethnologue: Languages of the World*. 16th ed., Online Version. (Dallas, TX: SIL International), http://www.ethnologue.com/show_language.asp?code=ita (Accessed March 1, 2010).

Personal and Cognitive Benefits

There is plenty of evidence to suggest that learning another language contributes to the development of first language skills and enhances not only vocabulary but improves cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly; and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Maintaining Language Skills and Cultural Connections

For those students who already have some knowledge of Italian or a family connection to the culture, there is the opportunity to renew contact with the language, culture and heritage.

Economic Benefits

In today's world, knowledge of another language and culture in general, and Italian language and culture in particular, is very valuable. It can open the door to exciting career opportunities in almost every kind of business, industry and profession. Indeed, the knowledge of another language and culture enables people to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development 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 Italian 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 for students who

come to the class with some background knowledge of Italian and further develop their skills in this language. It is also true for students who have no cultural or linguistic background in Italian and are studying Italian as a second language.

THE CONCEPTUAL MODEL

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

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 Italian-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 such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

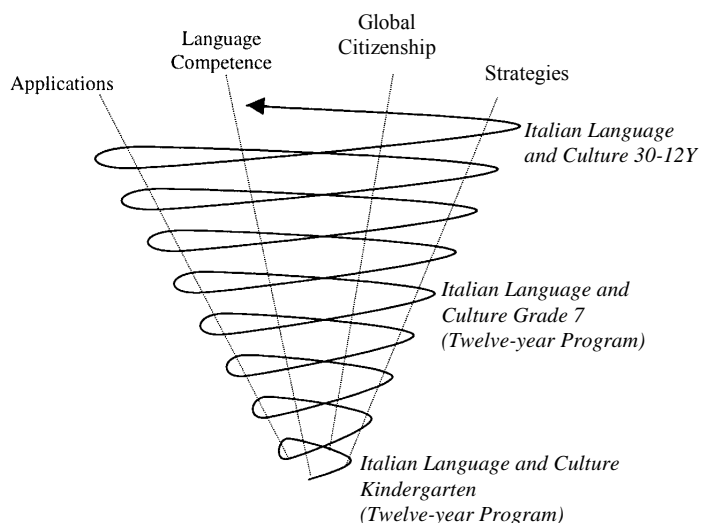
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting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

Language Competence [LC]

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

- LC-1 attend to form
- LC-2 interpret and produce oral texts
- LC-3 interpret and produce written texts
- LC-4 apply knowledge of the sociocultural context
- LC-5 apply knowledge of how the Italian language 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 Italian-speaking cultures
- GC-2 appreciating 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 Italian in a variety of **situations** and for a variety of **purposes**.

cluster heading for specific outcomes

A-6 for imaginative purposes and personal enjoyment

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

A-6.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., interpret humorous cartoons, songs, stories, poems	a. use the language for fun and to interpret and express humour; e.g., participate in an immersion weekend, an exchange or a language camp, plan a variety show	a. use the language for fun and to interpret and express humour in a variety of situations; e.g., guest speakers, presentations
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., create a skit, perform in a talent/fashion show	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 in a variety of situations; e.g., create a piece of art, critique a film/concert
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to a popular Italian song, create a Web site or blog	a. use the language for personal enjoyment; e.g., read magazine articles	a. use the language for personal enjoyment in a variety of situations; e.g., watch films or television programs

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

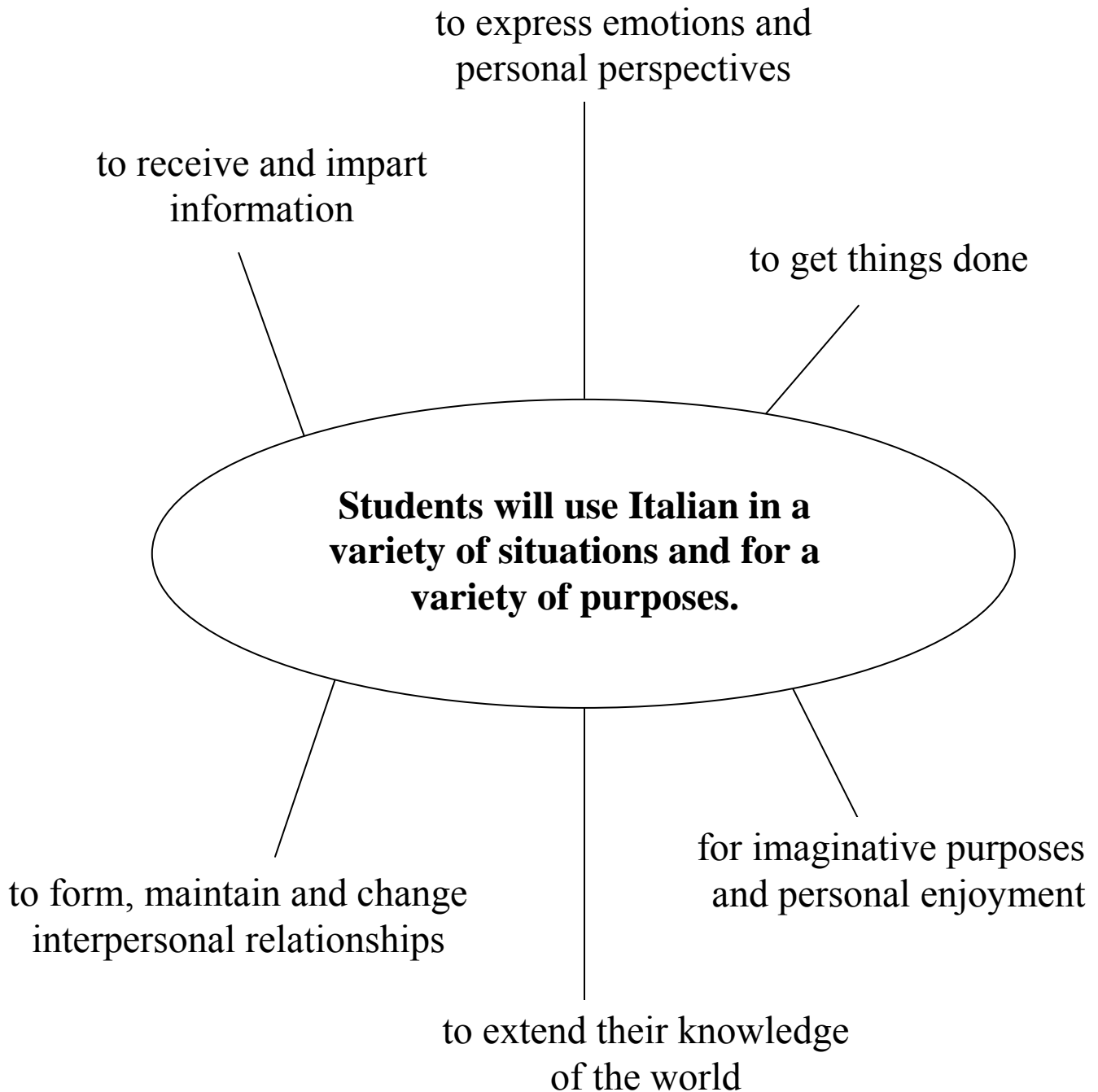
strand headings for specific outcomes

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 Italian 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 that 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 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 Italian 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 Italian in a variety of **situations** and for a variety of **purposes**.

A-1 to receive and impart information

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

A-1.1 share factual information	a. ask and answer questions about an informative text read or heard; e.g., a current magazine or an online article	a. explain factual information to a variety of audiences; e.g., peers, parents, school council, assemblies	a. discuss factual information on a variety of topics in a variety of situations; e.g., during preparation of a student radio newscast

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express probability and certainty; e.g., travel plans, weather report	a. exchange and compare opinions in a variety of situations; e.g., book report, discussion of a movie and/or a commercial	a. share ideas, thoughts, opinions and preferences on a variety of topics in a variety of situations; e.g., conversation, class discussion, debate, letter to the editor
	b. express and explain opinions; e.g., a preferred activity, proposed plans for the weekend		
A-2.2 share emotions, feelings	a. explore ways to express strong emotions and feelings; e.g., role-play	a. share a range of emotions and feelings in a variety of situations; e.g., with friends, in conversations with a family member, to respond to a teacher, through a skit/theatre piece	a. analyze and discuss the expression of emotions and feelings in a variety of media; e.g., class discussion of emotions expressed in a play or story, critique of media coverage of local elections, demonstration

General Outcome for Applications

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

A-3 to get things done

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

A-3.1 guide actions of others	a. give and follow a complex sequence of instructions; e.g., a recipe, travel directions, instructions to set up a new appliance/technology	a. persuade others; e.g., convince classmates to join a recycling program, promote a product	a. guide the actions of others in a variety of formal and informal situations; e.g., counsel a friend, present a particular career to the class
A-3.2 state personal actions	a. express personal expectations, hopes, plans, goals, aspirations; e.g., plan to attend an Italian cultural performance or join a club, plan a vacation, initiate a personal or school green plan	a. state their own actions in a variety of formal and informal situations; e.g., shopping with a friend, class debate, small group project, interview, at a post office	a. speculate on and predict their own future actions; e.g., education, career, personal plans for 5 to 10 years after high school
A-3.3 manage group actions	a. provide constructive feedback to group members during assessment of group activities	a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures	a. manage the planning, functioning and assessment of group activities

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. make suggestions or clarify misunderstandings to handle everyday conflict situations; e.g., between themselves and a parent, a teacher or a friend	a. initiate and participate in social exchanges in formal situations; e.g., inquiring about availability of a driver's course, making an appointment, sending an invitation (e-mail, note)	a. form, maintain and change personal relationships in a variety of formal and informal situations; e.g., job interviews, letter of apology or complaint
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General Outcome for Applications

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

A-5 to extend their knowledge of the world

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

A-5.1 discover and explore	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; e.g., interpret the message in a film/advertisement, share the personal impact of a particular song with the class/group members	a. use a broad range of skills to discover and explore various domains; e.g., research and discuss a current event presented in various media
A-5.2 gather and organize information	a. assess the usefulness and reliability of information from various sources; e.g., the Internet, newspapers, television, radio	a. organize information to demonstrate logical relationships; e.g., Venn diagrams or graphic organizers	a. evaluate and synthesize information from a variety of sources; e.g., develop an essay, using main ideas from different sources
A-5.3 solve problems	a. apply problem-solving skills acquired in one situation to other situations; e.g., asking for directions, solving a previously encountered technical problem	a. apply problem-solving skills to the resolution of real-life problems; e.g., parental or student issues, peer pressure	a. solve a variety of problems related to various domains; e.g., personal relationships, careers, finances
A-5.4 explore opinions and values	a. understand the concept of perspective and examine differing perspectives on an issue; e.g., coach, player and reporter views of a game	a. explore social values expressed through a variety of mass media; e.g., advertisements, political cartoons	a. explore opinions and values related to various domains; e.g., politics, sciences, business

General Outcome for Applications

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

A-6 for imaginative purposes and personal enjoyment

Italian Language and Culture 10-12Y

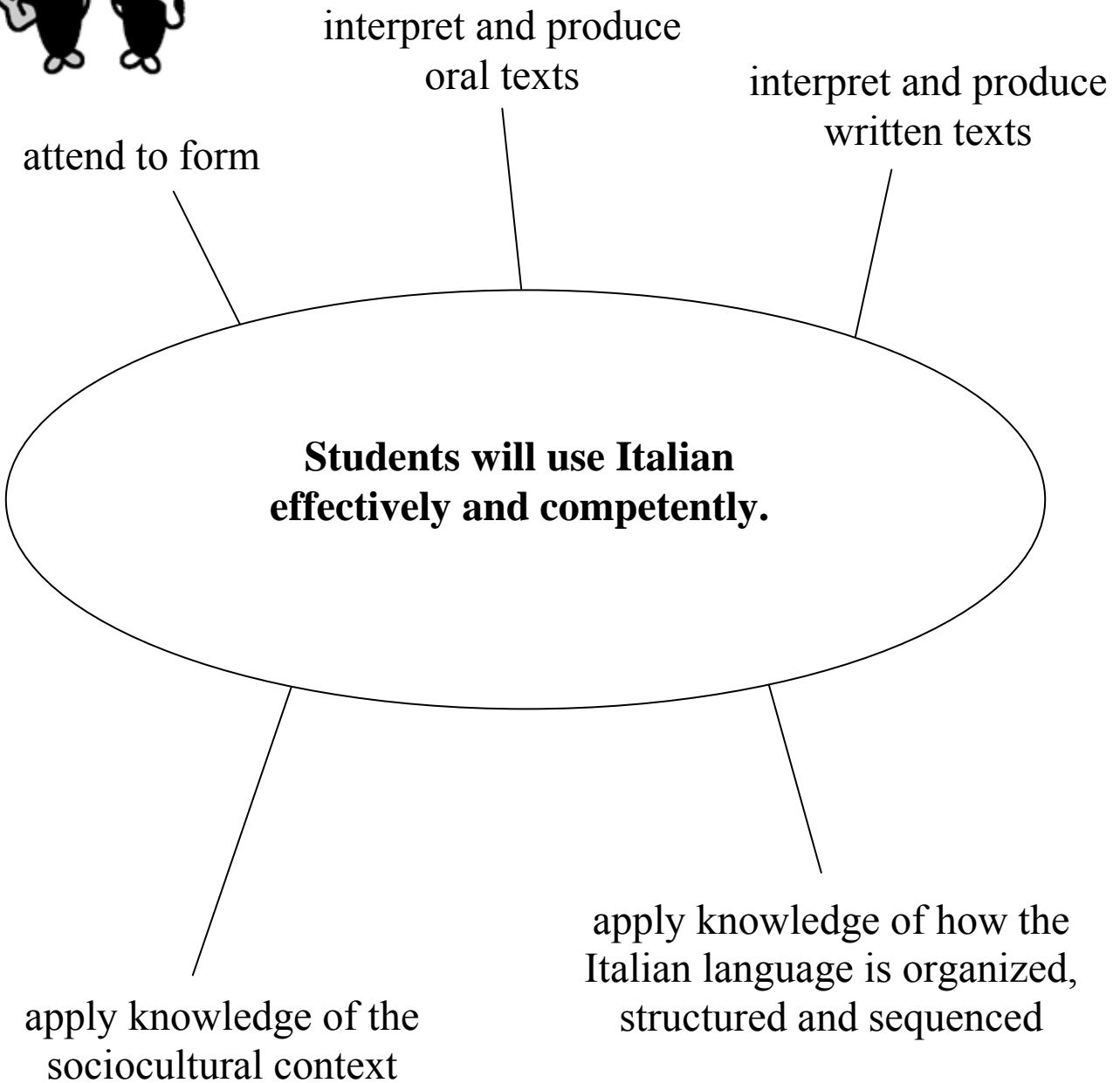
Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

A-6.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., interpret humorous cartoons, songs, stories, poems	a. use the language for fun and to interpret and express humour; e.g., participate in an immersion weekend, an exchange or a language camp, plan a variety show	a. use the language for fun and to interpret and express humour in a variety of situations; e.g., guest speakers, presentations
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., create a skit, perform in a talent/fashion show	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 in a variety of situations; e.g., create a piece of art, critique a film/concert
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to a popular Italian song, create a Web site or blog	a. use the language for personal enjoyment; e.g., read magazine articles	a. use the language for personal enjoyment in a variety of situations; e.g., watch films or television programs

Language Competence



LANGUAGE COMPETENCE

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

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

Although the outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Italian 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 Italian **effectively** and **competently**.

LC-1 attend to form

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
<i>Students will be able to:</i>			
LC-1.1 phonology	a. produce the essential sounds, stress, rhythm and intonation patterns of the language, where rehearsal is possible	a. speak with clear, natural pronunciation and intonation in rehearsed situations	a. speak with clear, natural pronunciation and intonation in spontaneous situations
LC-1.2 orthography	a. recognize and correctly spell words used frequently	a. spell some words with uncommon/irregular spellings; e.g., <i>uovo</i> , <i>uova</i>	a. apply basic spelling rules consistently and use mechanical conventions with reasonable accuracy
LC-1.3 lexicon	a. use a repertoire of words and phrases, including multiple words and phrases to express the same idea, within the following lexical fields: <ul style="list-style-type: none"> • media • technology • arts • entertainment • clubs/associations • any other lexical fields that meet their needs and interests 	a. use some specialized words and phrases in appropriate contexts, within the following lexical fields: <ul style="list-style-type: none"> • literature • environment • social life • communication • advertising • any other lexical fields that meet their needs and interests 	a. select and use the most precise, appropriate and effective words or phrases, within the following lexical fields: <ul style="list-style-type: none"> • careers • history • government • current issues • ecology • any other lexical fields that meet their needs and interests

(continued)

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

(continued)

LC-1 attend to form

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	<i>Students will be able to:</i>		
	a. use, in modelled situations, ² the following grammatical elements:		
LC-1.4 grammatical elements	<p>Pronouns</p> <ul style="list-style-type: none"> double object; e.g., <i>me la, te la, gliela, ce la, ve la, la</i> (verb) <i>loro</i> indefinite; e.g., <i>qualcuno, qualche</i> relative; e.g., <i>a cui, del quale</i> <p>Adjectives</p> <ul style="list-style-type: none"> adjective placement (usual order, order for emphasis) comparative of equality; e.g., <i>è alto come me</i> <p>Verbs</p> <ul style="list-style-type: none"> reflexive in the present and future subject + <i>sto per</i> + present infinitive to indicate “about to” present gerund (<i>-ando, -endo</i>) past conditional of verbs in <i>-are, -ere, -ire</i>; e.g., <i>avrei cantato, sarei andato/a</i> present subjunctive (<i>congiuntivo presente</i>) of common regular verbs in <i>-are, -ere, -ire</i>; e.g., <i>che tu canti, che tu perda, che tu senta</i> <p>Adverbs</p> <ul style="list-style-type: none"> adverbs of place; e.g., <i>vicino, lontano</i> 	<p>Adjectives</p> <ul style="list-style-type: none"> possessive after a noun for emphasis; e.g., <i>la colpa è mia, il merito è tuo</i> <p>Verbs</p> <ul style="list-style-type: none"> reflexive in past gerund to indicate present progressive (<i>sto</i> + present gerund) future perfect (<i>futuro anteriore</i>) past absolute of verbs in <i>-are, -ere, -ire</i>; e.g., <i>studiai, credetti, dormii</i> past participle agreement in compound tenses (<i>avendo/essendo</i> + past participle) <p>Conjunctions</p> <ul style="list-style-type: none"> requiring use of subjunctive; e.g., <i>benchè, affinché</i> <p>Sentence Structure</p> <ul style="list-style-type: none"> impersonal structures if clauses (type II) sentences with impersonal expressions sentences in present subjunctive 	<p>Verbs</p> <ul style="list-style-type: none"> gerund: past (<i>gerundio passato</i>) <i>fare</i> + infinitive <i>farsi</i> + infinitive past subjunctive of verbs in <i>-are, -ere, -ire</i>: – <i>congiuntivo imperfetto</i> – <i>congiuntivo trapassato</i> passive voice reported speech <p>Sentence Structure</p> <ul style="list-style-type: none"> tense relationship in complex sentences if clauses (type III) sentences in present subjunctive sentences in the passive voice

(continued)

2. Modelled situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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

(continued)

LC-1 attend to form

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
LC-1.4 grammatical elements	<i>Sentence Structure</i> <ul style="list-style-type: none">• mood and word order• sentences with reflexives• verb use in subordinate clauses• if clauses (type I)• simple sentences declarative and interrogative (affirmative and negative)• imperative sentences (affirmative and negative)• complex sentences (coordinating, subordinating) declarative and interrogative (affirmative and negative)		

(continued)

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

(continued)

LC-1 attend to form

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	<i>Students will be able to:</i>		
	b. use, in structured situations, ³ the following grammatical elements:		
LC-1.4 grammatical elements	Nouns	Nouns	Pronouns
	<ul style="list-style-type: none"> masculine (-<i>ema/-amma</i>) and feminine (-<i>si</i>) endings; e.g., <i>il problema, i problemi, il programma, i programmi, la crisi, le crisi</i> 	<ul style="list-style-type: none"> abstract; e.g., <i>gioia</i> 	<ul style="list-style-type: none"> possessive pronouns for emphasis; e.g., <i>la colpa è mia, il merito è tuo</i>
	Pronouns	Pronouns	Adjectives
	<ul style="list-style-type: none"> indefinite: <i>ognuno, ognuna</i> 	<ul style="list-style-type: none"> double object; e.g., <i>me la, te la, gliela, ce la, ve la, la (verb) loro</i> indefinite; e.g., <i>qualcuno, qualche</i> 	<ul style="list-style-type: none"> possessive adjective: agreement with noun
	Adjectives	Adjectives	Verbs
	<ul style="list-style-type: none"> noun–adjective agreement irregular superlative; e.g., <i>ottimo, pessimo, maggiore, minore</i> demonstratives: formation and use possessive adjective: agreement with noun 	<ul style="list-style-type: none"> relative; e.g., <i>a cui, del quale</i> noun–adjective agreement adjective placement comparative of equality; e.g., <i>è alto come me</i> possessive adjective: agreement with noun 	<ul style="list-style-type: none"> gerund to indicate present progressive (<i>sto</i> + present gerund) future perfect (<i>futuro anteriore</i>) past absolute of verbs in -<i>are, -ere, -ire</i>; e.g., <i>studiai, credetti, dormii</i> past participle agreement in compound tenses (<i>avendo/essendo</i> + past participle)
	Verbs	Verbs	Conjunctions
	<ul style="list-style-type: none"> imperfect of verbs in -<i>are, -ere, -ire</i> past progressive of verbs in -<i>are, -ere, -ire</i> present conditional of verbs in -<i>are, -ere, -ire</i> present subjunctive 	<ul style="list-style-type: none"> reflexive in the past, present and future subject + <i>sto per</i> + present infinitive to indicate “about to” present gerund (-<i>ando, -endo</i>) past conditional of verbs in -<i>are, -ere, -ire</i>; e.g., <i>avrei cantato, sarei andato/a</i> present subjunctive (<i>congiuntivo presente</i>) of verbs in -<i>are, -ere, -ire</i> 	<ul style="list-style-type: none"> requiring use of subjunctive; e.g., <i>benchè, affinché</i>
	Adverbs		
	<ul style="list-style-type: none"> absolute superlative; e.g., <i>benissimo, malissimo, moltissimo, pochissimo</i> 		
Prepositions			
<ul style="list-style-type: none"> compound; e.g., <i>nel, al, del, per il, per la, con il, con la</i> 			

(continued)

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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

(continued)

LC-1 attend to form

LC-1.4
grammatical elements

Italian Language and Culture 10-12Y

Negative Expressions

- *non* (verb) *più*
- *non* (verb) *ancora*
- *non* (verb) *mai*
- *non* (verb) *niente*

Sentence Structure

- simple declarative and interrogative (affirmative and negative) in indicative mood
- complex sentences (coordinating, subordinating)
- sentences in present conditional mood

Italian Language and Culture 20-12Y

Adverbs

- adverbs of place; e.g., *vicino*, *lontano*

Conjunctions

- requiring use of subjunctive; e.g., *benchè*, *affinchè*

Sentence Structure

- verbs + infinitive structure
- impersonal structures
- sentences with reflexives
- verb use in subordinate clauses
- if clauses (type I)
- word order with negation
- mood:
 - imperative mood (affirmative and negative)
 - present conditional mood
 - subjunctive mood to express doubt, emotion, opinion, uncertainty and wish/desire, or with impersonal expressions
- sentences:
 - complex sentences (coordinating, subordinating) declarative and interrogative (affirmative and negative)

Italian Language and Culture 30-12Y

Sentence Structure

- verb use in subordinate clauses
- if clauses (type II)
- sentences with impersonal verbs; e.g., *sembrare*
- sentences in conditional mood: present (affirmative and negative)
- sentences in present subjunctive mood: affirmative and negative

(continued)

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

(continued)

LC-1 attend to form

LC-1.4
grammatical elements

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

c. use, independently and consistently,⁴ the following grammatical elements:

Nouns

- derivatives and diminutives
- compound; e.g., *capolavoro*

Pronouns

- relative; e.g., *ciò che*
- relative *chi*
- personal, reflexive and possessive
- indefinite: *ognuno, ognuna*

Adjectives

- possessive; e.g., *il mio, il tuo, il suo*
- demonstrative
- comparative and superlative

Articles

- definite and indefinite
- partitive: *del, dei, dello, degli, della, delle, dell'*

Verbs

- tense: present and future
- reflexive
- present progressive of common *-are, -ere, -ire* verbs
- present perfect (common verbs)

Adverbs

- adjectives plus *-mente*
- adverbs of time; e.g., *adesso, ora, durante, mentre*

Prepositions

- simple: *di, a, da, in, con, su, per, tra, fra*

Nouns

- masculine (*-ema/-amma*) and feminine (*-si*) endings
- collective; e.g., *classe*

Pronouns

- direct and indirect object pronouns all persons
- relative pronoun *che*

Adjectives

- superlative:
 - absolute superlative; e.g., *molto alto, altissimo*
 - irregular superlative; e.g., *ottimo, pessimo, maggiore, minore*
 - relative superlative: *il più* (adjective) *di, la più* (adjective) *di*

Verbs

- present perfect of modal verbs; e.g., *sono dovuto/a andare*
- present perfect of the verb *piacere*; e.g., *mi è piaciuto*
- imperfect of verbs in *-are, -ere, -ire*
- present conditional of verbs in *-are, -ere, -ire*

Adverbs

- comparative: *meno, più, meglio, peggio*

Nouns

- abstract; e.g., *gioia*

Pronouns

- double object; e.g., *me la, te la, gliela, ce la, ve la, la* (verb) *loro*
- indefinite; e.g., *qualcuno, qualche*
- relative; e.g., *a cui, del quale*

Adjectives

- noun–adjective agreement
- adjective placement
- comparative of equality; e.g., *è alto come me*

Verbs

- present tense of *sapere* and *conoscere*
- reflexive in the present and future
- reflexive in the past (common)
- subject + *sto per* + present infinitive to indicate “about to”
- present gerund (*-ando, -endo*)
- imperfect of verbs (common)
- past conditional of verbs in *-are, -ere, -ire*; e.g., *avrei cantato, sarei andato/a*
- present subjunctive of common verbs

(continued)

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

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

(continued)

LC-1 attend to form

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
LC-1,4 grammatical elements	<p>Conjunctions</p> <ul style="list-style-type: none"> • <i>dopo, allora, prima</i> • <i>e, o, ma, poi, però</i> <p>Expressions</p> <ul style="list-style-type: none"> • negative expressions; e.g., <i>non studio, non leggo, non dormo</i> <p>Sentence Structure</p> <ul style="list-style-type: none"> • simple and compound declarative and interrogative sentences indicative mood: affirmative and negative • sentences in imperative mood: affirmative and negative 	<p>Prepositions</p> <ul style="list-style-type: none"> • compound; e.g., <i>del, dello, dell', della, dei, degli, delle, per il, per la, con il, con la</i> <p>Sentence Structure</p> <ul style="list-style-type: none"> • negation with “non” expressions; e.g., <i>non (verb) più, non (verb) ancora, non (verb) mai, non (verb) niente</i> 	<p>Adverbs</p> <ul style="list-style-type: none"> • adverbs of place; e.g., <i>vicino, lontano</i> • absolute superlative; e.g., <i>benissimo, malissimo, moltissimo, pochissimo</i> <p>Prepositions</p> <ul style="list-style-type: none"> • compound; e.g., <i>nel, del, al</i> <p>Sentence Structure</p> <ul style="list-style-type: none"> • comparative and superlative structures • sentences with reflexives • if clauses (type I) • complex sentences (coordinating, subordinating) in past, present and future

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

LC-2 interpret and produce oral texts

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
<i>Students will be able to:</i>			
LC-2.1 aural interpretation	a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided and unguided situations
LC-2.2 oral production	a. produce lengthy oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce lengthy oral texts on a variety of familiar topics, providing some details to support the main points, in guided situations	a. produce a variety of lengthy oral texts on familiar topics, in guided and unguided situations
LC-2.3 interactive fluency	a. sustain lengthy interactions comprehensibly, with pauses for planning and repair	a. converse, spontaneously, on familiar topics and take part in routine formal discussion	a. converse with ease in familiar situations, both routine and nonroutine

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

LC-3 interpret and produce written texts

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
<i>Students will be able to:</i>			
LC-3.1 written interpretation	a. understand the main points and some supporting details of lengthy written texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy written texts on familiar topics, in guided situations	a. understand a variety of lengthy written texts on familiar topics, in guided and unguided situations
LC-3.2 written production	a. produce lengthy written texts on familiar topics, providing some details to support the main points, in guided situations	a. produce lengthy written texts on a variety of familiar topics, providing some details to support the main points, in guided situations	a. produce a variety of lengthy written texts on familiar topics, in guided and unguided situations
LC-3.3 visual interpretation	a. identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations	a. examine and interpret a variety of visual media, in guided and unguided situations
LC-3.4 representation	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	a. explore a variety of techniques and conventions used to express meaning in visual media, in guided and unguided situations

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

LC-4 apply knowledge of the sociocultural context

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
<i>Students will be able to:</i>			
LC-4.1 register	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose	a. use the appropriate level of formality with a variety of people in a variety of contexts
LC-4.2 idiomatic expressions	a. identify and interpret unfamiliar idiomatic expressions in a variety of contexts	a. explore and interpret idiomatic expressions in contemporary popular culture	a. use learned idiomatic expressions appropriately in a variety of situations
LC-4.3 variations in language	a. identify some common regional variations in language	a. explore and experiment with some variations in language	a. experiment with and use some variations in language
LC-4.4 social conventions	a. use politeness conventions in a variety of contexts; e.g., use suitable language to engage listeners' attention when beginning to speak	a. use politeness conventions in a variety of contexts; e.g., interrupt politely in a conversation	a. interpret and use a variety of social conventions in a variety of situations; e.g., at the bank, speaking with the doctor, at home
LC-4.5 nonverbal communication	a. use polite nonverbal communication techniques in a variety of contexts	a. use appropriate nonverbal communication techniques in a variety of contexts	a. interpret and use a variety of nonverbal communication techniques in a variety of contexts

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

LC-5 apply knowledge of how the Italian language is organized, structured and sequenced

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
<i>Students will be able to:</i>			
LC-5.1 cohesion/coherence	a. use a variety of references within texts; e.g., relative pronouns, space and time references	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., <i>in ogni modo, in ogni caso, ma purtroppo</i>	a. write paragraphs reflecting distinct ideas and link them into a coherent text
LC-5.2 text forms	a. analyze a variety of extended text forms in a variety of media; e.g., short stories, films, plays, magazine articles	a. analyze how different media and their intended purposes lead to differences in the way texts are organized and presented	a. use their knowledge of text forms to aid interpretation and enhance production of texts
LC-5.3 patterns of social interaction	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., accept/decline a suggestion, persuade/negotiate	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions	a. use a wide range of social interaction patterns to deal with routine and nonroutine transactions and interactions

Global Citizenship



historical and contemporary elements
of Italian-speaking cultures

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 Italian-speaking cultures,” there are strands for accessing/analyzing cultural knowledge, applying cultural knowledge, diversity within Italian-speaking cultures and valuing Italian-speaking 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 additional cultures. Rather than simply developing a bank of knowledge about the Italian-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 Italian-speaking 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 Italian-speaking cultures

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

GC-1.1 accessing/analyzing cultural knowledge	a. analyze information about elements of Italian-speaking cultures b. explore and identify elements of Italian-speaking cultures; e.g., emblems and markers of national identity and their influence on contemporary ways of life and cultural values	a. evaluate sources of information on Italian-speaking cultures; e.g., media b. identify and analyze some elements of Italian-speaking cultures; e.g., social and political institutions and their influence on contemporary ways of life and cultural values	a. organize, analyze and evaluate information about Italian-speaking cultures from a variety of sources; e.g., personal experiences b. identify and analyze the role of contemporary Italian-speaking cultures in global society
GC-1.2 applying cultural knowledge	a. apply knowledge of Italian-speaking cultures to enhance interpersonal relations in familiar contexts and to interpret texts	a. apply knowledge of elements of Italian-speaking cultures to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the meaning of culturally significant terms in authentic texts	a. apply knowledge of the role of the contemporary Italian-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts
GC-1.3 diversity within Italian-speaking cultures	a. apply knowledge of diverse elements of Italian-speaking cultures to enhance interpersonal relations in familiar contexts and to interpret texts; e.g., different social classes	a. apply knowledge of diverse elements of Italian-speaking cultures to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the role of cultural minorities	a. apply knowledge of the role of diverse elements of contemporary Italian-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts
GC-1.4 valuing Italian-speaking cultures	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within Italian-speaking cultures	a. analyze and identify the value of Italian-speaking cultures and the Italian language for themselves	a. analyze and identify the value of Italian-speaking cultures and the Italian language for the global society

General Outcome for Global Citizenship

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

GC-2 appreciating diversity

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

GC-2.1 awareness of own language(s)	a. analyze ways in which their own language(s) and Italian are similar and different; e.g., text forms	a. analyze ways in which their own language(s) and Italian are similar and different; e.g., grammar structures	a. summarize ways in which their own language(s) and Italian are similar and different; e.g., aspects of language development, key linguistic features
GC-2.2 general language knowledge	a. describe factors that influence the status of languages	a. make generalizations about the systematic nature of language	a. identify elements of linguistic diversity and commonalities within families of languages and explore their implications for language learning
GC-2.3 awareness of own culture	a. analyze ways in which their own culture and other cultures are similar and different; e.g., influence of history on contemporary life	a. analyze ways in which their own culture and other cultures are similar and different; e.g., social and political institutions	a. identify the expressions of ethnocentric perspectives in their own culture and other cultures
GC-2.4 general cultural knowledge	a. identify some of the ways that cultures evolve over time	a. identify some of the ways that individuals acquire their cultural identity/identities and participate in their society	a. identify factors involved in intercultural competence and explore their implications for language learning
GC-2.5 valuing diversity	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	a. express empathy for fictional or real-life people whose behaviour reflects a different cultural background
GC-2.6 intercultural skills	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	a. manage intercultural communication b. help members of different cultural and linguistic groups overcome conflicting perspectives

General Outcome for Global Citizenship

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

GC-3 personal and career opportunities

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

GC-3.1 Italian culture and language	a. explore careers in which they may apply their knowledge of Italian	a. explore applications of Italian language and culture in the global workplace	a. explore applications of Italian language and culture in the global community
GC-3.2 cultural and linguistic diversity	a. explore careers in which their language and intercultural skills can be applied	a. explore applications of language and culture learning in the global workplace	a. explore applications of language and culture learning in the global community

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. 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 Italian Language and Culture Twelve-year Program will have had experience with various strategies in previous years (Kindergarten to Grade 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 various strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

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 Italian 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 Italian speakers (family members, friends, community members)
- use available technological and multimedia aids that support language learning; e.g., digital, audio and video players, computers
- 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 Italian 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 provide and receive 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
-

General Outcome for Strategies

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

S–2 language use

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
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; e.g., mime, gestures
- ask for clarification or repetition when you do not understand; e.g., *scusi, mi dispiace, non ho capito, Che cosa vuoi dire? Può ripetere, per favore?*
- ask follow-up questions to check for understanding; e.g., *Mi spiego?*
- indicate lack of understanding of Italian text/expressions through questions posed in Italian
- use a simple word similar to the concept to convey, and invite correction; e.g., *pesce* for *trota*
- ask for confirmation that a form used is correct; e.g., *Si può dire così?*
- use circumlocution to compensate for lack of vocabulary; e.g., *quello per appendere i panni* for *attaccapanni*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *ma, veramente, dov'ero*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Allora, quello che tu vuoi dire è ...*
- use other speakers' words in subsequent interactions
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- self-correct if errors lead to misunderstandings; e.g., *Quello che cerco di dire è ...*
- invite others into the discussion
- summarize the point reached in a discussion to help focus the talk
- use suitable phrases to intervene in a discussion; e.g., *parlando di ...*
- start again, using a different tactic, when communication breaks down; e.g., *Quello che cerco di dire è ...*

(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 Italian 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–Italian dictionary or an Italian dictionary to increase vocabulary
 - edit and proofread the final version of a text
 - use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
 - use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
-

General Outcome for Strategies

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

S-3 general learning

Italian Language and Culture 10-12Y

Italian Language and Culture 20-12Y

Italian Language and Culture 30-12Y

Students will be able to:

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 in a variety of situations 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, using techniques such as mnemonics, chunking, associations
- 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
-

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
-

JAPANESE LANGUAGE AND CULTURE

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

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

INTRODUCTION

Japanese, spoken by over 120 million people in the world,¹ is one of the world's 10 principal languages; and Japan, with its long and evolving cultural history, is the repository of a wealth of tradition in the arts, history, religion, sports and other cultural areas. Japan is a leader in many fields, including science, technology and medicine; it plays an important role in world economics; and its culture continues to have significant impact far beyond its borders.

Interactions and partnerships between Alberta and Japan have a long history of importance in many aspects of Alberta's economy. Alberta's ties with Japan continue to be very strong. Japan is one of Alberta's top trading partners, and Alberta is a popular destination for Japanese tourists.

Partnerships with Japan are also very important in the education of Alberta's students. A large number of Alberta's students and schools are involved in exchanges and twinning programs with Japan. Since the 1980s, hundreds of Alberta students have been in Japan. Schools across the province participate in formal and informal school

twinning programs. These programs have made important contributions to enhancing the language skills and cultural/intercultural development of Alberta's students.

The study of Japanese greatly contributes to the potential of students to achieve success in their futures, giving them more opportunities in their lives and in their careers. For students who had no prior connection to the Japanese language and culture prior to Grade 4, this program of studies offers an opportunity to learn about and build bridges with a unique and influential culture. For students with a family connection to the culture, or prior experience with Japanese, there is the opportunity to improve their proficiency in, or renew contact with, their heritage language and culture.

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

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 24, 2010.)

To learn Japanese as an additional language is to embark on a profound experience of cross-cultural exploration. This program of studies promotes intercultural communication and intercultural understanding, through students' learning about a culture that may be distinctly different from their own. Students find learning Japanese to be challenging yet fun. They are often fascinated by the opportunity to learn about historical and contemporary elements of Japanese culture.

The ability to speak Japanese gives students a competitive edge in today's global marketplace and workplace. It improves the potential for career opportunities in Canada, Japan and other parts of the world in a variety of fields, such as marketing, tourism, teaching and information technology. Learning Japanese also provides students with the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada, and it provides students with the foundation that will allow them to consider opportunities for further studies in Japan.

ASSUMPTIONS

The following statements are assumptions that have guided the development 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 another language, such as Japanese, leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition.

THE CONCEPTUAL MODEL

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

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 Japanese culture.

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 negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

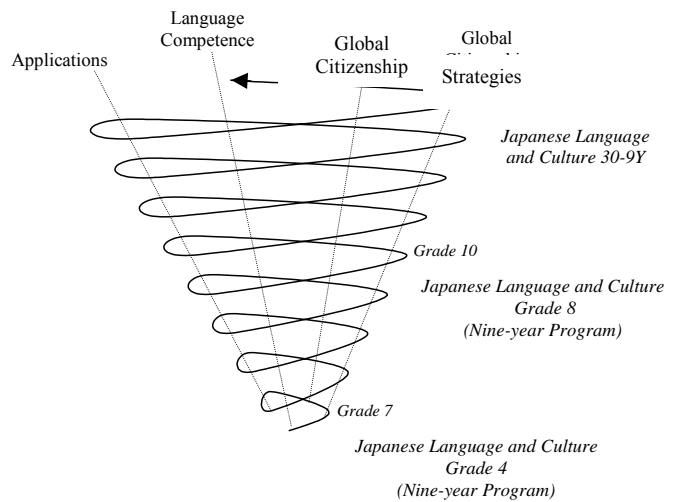
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting 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, dramatic 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 progression is an expanding spiral. Students' 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 Japanese in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]

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

- A-1 to impart and receive information
- A-2 to express feelings 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 Japanese **effectively** and **competently**.

- LC-1 attend to form
- LC-2 interpret texts
- LC-3 produce texts
- LC-4 interact
- LC-5 apply knowledge of the sociolinguistic/ sociocultural context
- LC-6 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 Japanese culture
- GC-2 appreciating diversity
- GC-3 personal growth and future 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 Japanese **effectively** and **competently**.

cluster heading
for specific
outcomes

LC-3 produce texts

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

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

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

Students will be able to:

LC-3.1 speaking	a. produce short oral texts on familiar topics, in guided and unguided situations	a. produce oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics, providing some details to support the main points
LC-3.2 writing	a. produce short written texts on familiar topics, in guided and unguided situations	a. produce written texts on familiar topics, providing some details to support the main points, in guided situations	a. produce written texts on a variety of familiar topics, providing some details to support the main points, in guided situations
LC-3.3 representing	a. explore ways that meaning can be expressed through visual and other elements of a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of media

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

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 feelings and
personal perspectives

to impart and
receive information

to get things done

**Students will use Japanese 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 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 that 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 language necessary to function independently in small groups, since this is an effective way of organizing 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 an other subject area as they learn Japanese.

Applications outcomes are achieved by selecting the Language Competence outcomes needed for the situation and purpose. 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.

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 Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information

Japanese Language and Culture 10-9Y

Japanese Language and Culture 20-9Y

Japanese Language and Culture 30-9Y

Students will be able to:

A-1.1 share factual information	a. provide detailed information on a specific topic in a familiar format; e.g., biography, travel diary	a. provide detailed factual information on a specific topic; e.g., tourist brochure, report	a. explain factual information appropriately for different audiences; e.g., classmates, adults
	b. ask and answer questions on a topic	b. ask and answer questions about an informative text read or heard	

A-2 to express feelings and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, feelings, opinions, preferences	a. express and support their own opinions	a. express and explain preferences	a. exchange and compare opinions in a variety of situations
	b. express feelings appropriately in formal and informal situations; e.g., farewells, welcome ceremony	b. explore appropriate expression of feelings in a variety of situations; e.g., understand polite disapproval	b. analyze and discuss the expression of feelings in a variety of media

General Outcome for Applications

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

A-3 to get things done

Japanese Language and Culture 10-9Y

Japanese Language and Culture 20-9Y

Japanese Language and Culture 30-9Y

Students will be able to:

A-3.1 guide actions of others	a. give and respond to warnings	a. give and follow a complex sequence of instructions b. express concerns; e.g., uncertainty, safety	a. persuade others
A-3.2 state personal actions	a. express consequence in relation to their own actions; e.g., <i>Shukudai o zenbu yattara, DVD o mimasu.</i> (When/after I do all the homework, I will watch the DVD.)	a. express personal expectations, hopes, plans, goals and aspirations; e.g., <i>Tenki ga yokattara, deketai desu.</i> (If the weather is good, I want to go out.)	a. speculate on and predict their own future actions; e.g., <i>Ganbatte benkyou shitara, shougakukin ga moraeru kamoshiremasen.</i> (If I study diligently, I may obtain scholarships.)
A-3.3 manage group actions	a. take on a leadership role in small-group projects	a. provide constructive feedback to group members when assessing the success of group projects; e.g., <i>Kimi no eranda ongaku, yokatta.</i> (The music you chose was good!) <i>Motto rei ga areba yokatta.</i> (The presentation would have been better if you had provided more examples.)	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 sympathy and regret	a. make suggestions to handle a conflict situation	a. initiate and participate in social exchanges in formal situations
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General Outcome for Applications

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

A-5 to extend their knowledge of the world

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese 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., through brainstorming, interviewing, surveys	a. explore presented ideas 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 and summarize b. retell in their own words	a. synthesize information from several sources b. evaluate the usefulness of sources	a. organize information to demonstrate relationships or logic
A-5.3 solve problems	a. participate in problem-solving processes b. evaluate the effectiveness of problem-solving processes used	a. apply problem-solving skills to new situations	a. evaluate a real-life problem or situation and apply problem-solving skills to its resolution
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, anime

General Outcome for Applications

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

A-6 for imaginative purposes and personal enjoyment

Japanese Language and Culture 10-9Y

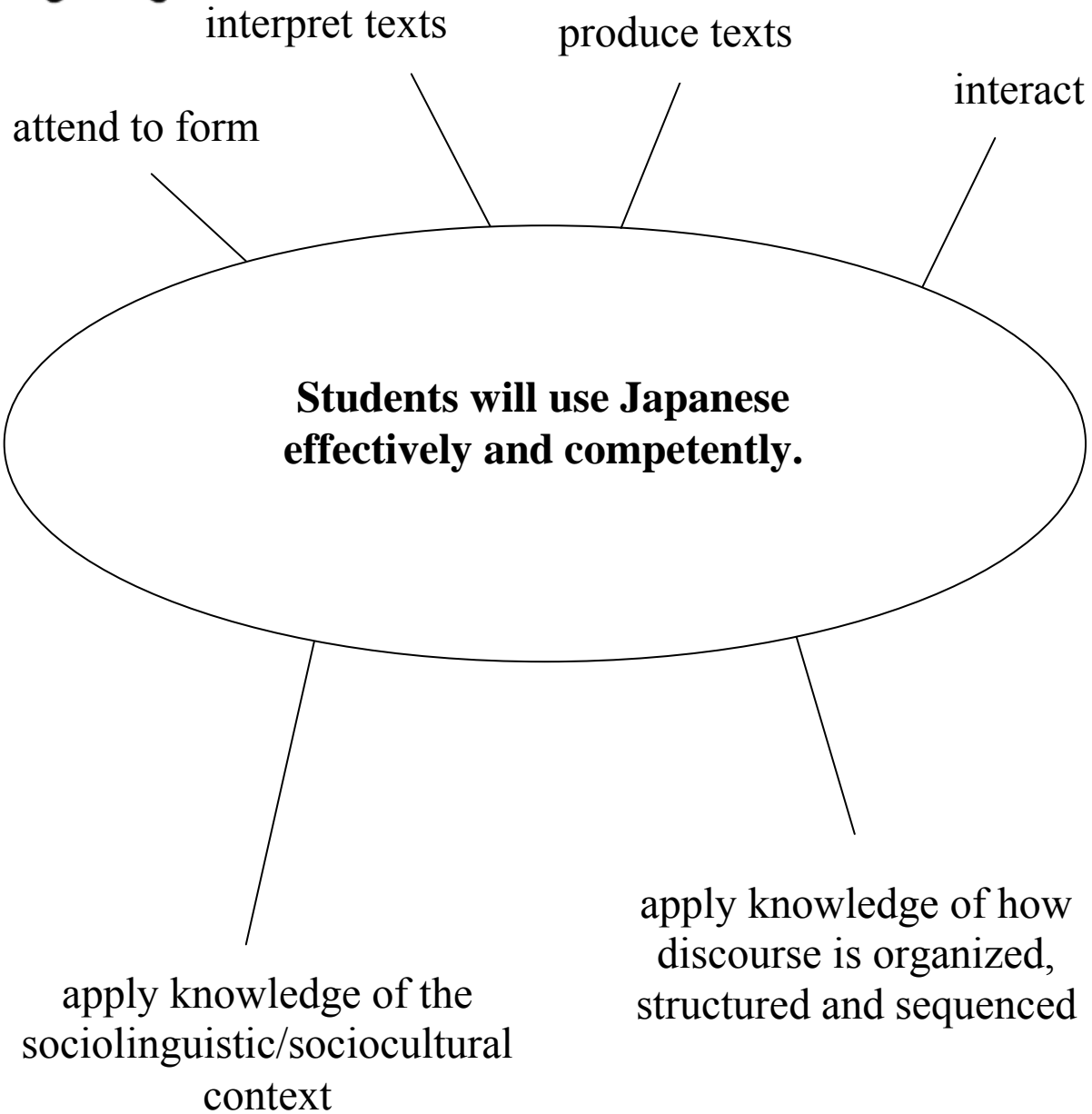
Japanese Language and Culture 20-9Y

Japanese 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., view Japanese television programs or videos, make commercials	a. use the language for fun and to interpret and express humour; e.g., read manga, listen to songs, create stories or poems	a. use the language for fun and to interpret and express humour; e.g., plan and participate in a field trip, a culture day, a language camp, a weekend immersion or an exchange
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., create and perform a skit	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., create or perform a short play
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., keep a personal journal	a. use the language for personal enjoyment; e.g., explore ways to use their knowledge of Japanese	a. use the language for personal enjoyment; e.g., watch films or television programs

Language Competence



LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Japanese 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 six cluster headings—see the illustration on the preceding page. Under each of these headings there are 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 sound system, writing systems, lexicon and grammatical elements.

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, grammatical 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 Japanese **effectively** and **competently**.

LC-1 attend to form

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-1.1 sound system	a. speak clearly and intelligibly in a variety of situations b. use intonation, stress and rhythm appropriately in a variety of situations	a. produce the essential sounds, pauses, rhythm and intonation patterns of the language where rehearsal is possible	a. produce the essential sounds, stress, rhythm and intonation patterns of the language where little rehearsal is possible
LC-1.2 writing systems	a. read the complete katakana system b. read kanji used in familiar contexts c. write a variety of simple sentences, using all three systems	a. use a repertoire of kanji in some familiar contexts b. write sentences, using all three systems	a. use a repertoire of kanji in a variety of familiar contexts b. use all three systems appropriately when writing sentences
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • geography • everyday life and customs • health and safety • pop culture • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • entertainment • environment/ecology • technology • tourism • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • current affairs and social trends • arts and literature • history and traditions • future plans • any other lexical fields that meet their needs and interests

(continued)

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

(continued)

LC-1 attend to form

Japanese Language and Culture 10-9Y

Japanese Language and Culture 20-9Y

Japanese Language and Culture 30-9Y

Students will be able to:

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
	a. use, in modelled situations, ² the following grammatical elements:		
LC-1.4 grammatical elements	• Relative clause	• Honorific/humble; e.g., お/ご + N, いらっしゃ います	• Honorific/humble; e.g., お V になります、お V し ます
	• V potential form (ら) れます	• V たあとで	• V てもらいます
	• Passive (e.g., しかられます、ほ められます)	• V たら (if)	• V てくれます
	• V volitional form	• V てしまいました	• V させてもらいます
	• V かた	• V てもらいます	• V させてくれます
	• V てみます	• V てくれます	• V/A/NaA のに
	• V てしまいます	• V ないで (V ます)	• V (d. f.) と/V ないと
	• V たら (after/when)	• N の/V ために	
	• V なければなりません/ なくてはいけません	• (Quantity) しか + negative	
	• V なくてもいいです	• あまり V/A/NaA + negative	
	• V やすいです		
	• V にくいです		
	• A く/NaA に/V ようになります		
	• V/A/NaA すぎます		
	• N の/A/NaA/V とき		
	• そうです (hearsay)		
	• んです		
	• Interrogative + か/も		
	• Interrogative + でも(いいです)		

(continued)

Legend

V means verb

V (d. f.) means verb dictionary form

N means noun

A means *i*-adjective

NaA means *na*-adjective

2. Modelled S 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 Japanese **effectively** and **competently**.

(continued)

LC-1 attend to form

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • Relative clause • V potential form (<i>rar</i>) <i>emasu</i> • Passive (e.g., <i>shikararemasu</i>, <i>homeraremasu</i>) • V volitional form • V <i>kata</i> • V <i>te mimasu</i> • V <i>te shimaimasu</i> • V <i>tara</i> (after/when) • V <i>nakereba narimasen</i>/ <i>nakutewa ikemasen</i> • V <i>nakutemo ii desu</i> • V <i>yasui desu</i> • V <i>nikui desu</i> • A <i>ku</i>/NaA <i>ni</i>/V <i>you ni</i> <i>narimasu</i> • V/A/NaA <i>sugi masu</i> • N <i>no</i>/A/NaA/V <i>toki</i> • <i>sou desu</i> (hearsay) • <i>n desu</i> • Interrogative + <i>ka/mo</i> • Interrogative + <i>demo</i> (<i>ii desu</i>) 	<ul style="list-style-type: none"> • Honorific/humble; e.g., <i>o/go + N</i>, <i>irasshaimasu</i> • V <i>ta ato de</i> • V <i>tara</i> (if) • V <i>te shimaimashita</i> • V <i>te moraimasu</i> • V <i>te kuremasu</i> • V <i>nai de</i> (V <i>masu</i>) • N <i>no</i>/V <i>tame ni</i> • (Quantity) <i>shika</i> + negative • <i>amari</i> V/A/NaA + negative 	<ul style="list-style-type: none"> • Honorific/humble; e.g., <i>o V ni</i> <i>narimasu</i>, <i>o V shimasu</i> • V <i>te moraimasu</i> • V <i>te kuremasu</i> • V <i>sasete moraimasu</i> • V <i>sasete kuremasu</i> • V/A/NaA <i>noni</i> • V (d. f.) <i>to</i>/V <i>nai to</i>

(continued)

Legend

- V means verb
- V (d. f.) means verb dictionary form
- N means noun
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- NaA means *na*-adjective

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

(continued)

LC-1 attend to form

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

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

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

Students will be able to:

b. use, in structured situations,³ the following grammatical elements:

LC-1.4
grammatical elements

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • V たことがあります • V たらどうですか • V₁ たり V₂ たりします • V たほうがいいです • V ないほうがいいです • N みたい (です/な N) • N₁ と N₂ と(では)どちらが A/NaA ですか • N₁ のほうが (N₂ より) A/NaA です • N が/を (quantity) + V ます • N₁ は N₂ とおなじです/ちがいます • かもしれません • とききます/よみます/いいます • A/NaA そう(です/な N) [appearance] • もう+ V past • まだ(です) • Quantity だけ • Counters | <ul style="list-style-type: none"> • Relative clause • V potential form (ら) れます • Passive (e.g., しかられます、ほめられます) • V volitional form • V たら (after/when) • V てみます • V なければなりません/なくてはいけません • V なくてもいいです • V かた • V やすい/V にくいです • A く/NaA に/V ようになります • V/A/NaA すぎます • N の/A/NaA/V とき • そうです (hearsay) • んです • Interrogative + か/も • Interrogative + でも(いいです) • Counters | <ul style="list-style-type: none"> • Relative clause • Passive (e.g., しかられま
ず、ほめられます) • V たあとで • V たら (after/when) • V たら (if) • V てしまいます/ました • V ないで (V ます) • V かた • V/N のために • そうです (hearsay) • んです • あまり V/A/NaA + negative • (Quantity)しか + negative • Counters |
|--|---|---|

(continued)

Legend

V means verb

V (d. f.) means verb dictionary form

N means noun

A means *i*-adjective

NaA means *na*-adjective

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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

(continued)

LC-1 attend to form

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • V <i>ta koto ga arimasu</i> • V <i>tara dou desu ka?</i> • V₁ <i>tari</i> V₂ <i>tari shimasu</i> • V <i>ta hou ga ii desu</i> • V <i>nai hou ga ii desu</i> • N <i>mitai (desu/na N)</i> • N₁ <i>to</i> N₂ <i>to (dewa) dochira ga A/NaA desu ka?</i> • N₁ <i>no hou ga (N₂ yori) A/NaA desu</i> • N <i>ga/o</i> (quantity) + V <i>masu</i> • N₁ <i>wa</i> N₂ <i>to onaji desu/chigaimasu</i> • <i>kamoshiremasen</i> • <i>to kikimasu/yomimasu/iimasu</i> • A/NaA <i>sou (desu/na N)</i> [appearance] • <i>mou</i> + V past • <i>mada (desu)</i> • Quantity <i>dake</i> • Counters 	<ul style="list-style-type: none"> • Relative clause • V potential form (<i>rar</i>) <i>emasu</i> • Passive (e.g., <i>shikararemasu, homeraremasu</i>) • V volitional form • V <i>tara</i> (after/when) • V <i>te mimasu</i> • V <i>nakereba narimasen/nakutewa ikemasen</i> • V <i>nakutemo ii desu</i> • V <i>kata</i> • V <i>yasui/V nikui desu</i> • A <i>ku/NaA ni/V you ni narimasu</i> • V/A/NaA <i>sugi masu</i> • N <i>no/A/NaA/V toki</i> • <i>sou desu</i> (hearsay) • <i>n desu</i> • Interrogative + <i>ka/mo</i> • Interrogative + <i>demo (ii desu)</i> • Counters 	<ul style="list-style-type: none"> • Relative clause • Passive (e.g., <i>shikararemasu, homeraremasu</i>) • V <i>ta ato de</i> • V <i>tara</i> (after/when) • V <i>tara</i> (if) • V <i>te shimaimasu/mashita</i> • V <i>nai de (V masu)</i> • V <i>kata</i> • V/N <i>no tame ni</i> • <i>sou desu</i> (hearsay) • <i>n desu</i> • <i>amari</i> V/A/NaA + negative • (Quantity) <i>shika</i> + negative • Counters

(continued)

Legend

- V means verb
- V (d. f.) means verb dictionary form
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- NaA means *na*-adjective

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

(continued)

LC-1 attend to form

Japanese Language and Culture 10-9Y

Japanese Language and Culture 20-9Y

Japanese Language and Culture 30-9Y

Students will be able to:

c. use, independently and consistently,⁴ the following grammatical elements:

LC-1.4
grammatical elements

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • V た • V なかった • V (d. f.) ことができます • V てから • V (d. f.) まえに • V てくれませんか • V (stem) に (いきま
す/きます/かえりま
す) • V こと/のが A/NaA
(e.g., すき/とくい)
です • V つもりです • A くて/NaA で • N だ • N だった • NaA だ • NaA だった • N は V ことです • N が/は Quantity あ
ります/います • とおもいます/おも
っています • からです [reason] • どの/なぜ/なんで/
どうして
[interrogatives] • Common counters | <ul style="list-style-type: none"> • V たことがあります • V たらどうですか • V₁ たり V₂ たりします • V たほうがいいです • V ないほうがいいです • N₁ と N₂ と(では)どちら
が A/NaA ですか • N₁ のほうが (N₂ より)
A/NaA です • N₁ は N₂ とおなじです/
ちがいます • N みたい (です/な N) • N が/を (quantity) + V
ます • かもしれない/ません • A/NaA そう (です/な N)
[appearance] • Quantity だけ • とききます/よみます/
いいます | <ul style="list-style-type: none"> • V potential form (ら) れます • V volitional form • V てみます • V なければなりません/なくて
はいけません • V なくてもいいです • V やすい/V にくいです • A く/NaA に/V ようになります • V/A/NaA すぎます • N の/A/NaA/V とき • そうです (hearsay) • Interrogative + か/も • Interrogative + でも (いいです) |
|---|---|---|

Legend

(continued)

V means verb

V (d. f.) means verb dictionary form

N means noun

A means *i*-adjective

NaA means *na*-adjective

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

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

(continued)

LC-1 attend to form

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • V <i>ta</i> • V <i>nakatta</i> • V (d. f.) <i>koto ga dekimasu</i> • V <i>te kara</i> • V (d. f.) <i>mae ni</i> • V <i>te kuremasen ka?</i> • V (stem) <i>ni (ikimasu/ kimasu/kaerimasu)</i> • V <i>koto/no ga A/NaA (e.g., suki/tokui) desu</i> • V <i>tsumori desu</i> • A <i>kute/NaA de</i> • N <i>da</i> • N <i>datta</i> • NaA <i>da</i> • NaA <i>datta</i> • N <i>wa V koto desu</i> • N <i>ga/wa</i> Quantity <i>arimasu/imasu</i> • <i>to omoimasu/omotte imasu</i> • <i>kara desu</i> [reason] • <i>dono/naze/nande/doushite</i> [interrogatives] • Common counters 	<ul style="list-style-type: none"> • V <i>ta koto ga arimasu</i> • V <i>tara dou desu ka?</i> • V₁ <i>tari V₂ tari shimasu</i> • V <i>ta hou ga ii desu</i> • V <i>nai hou ga ii desu</i> • N₁ <i>to N₂ to (dewa) dochira ga A/NaA desu ka?</i> • N₁ <i>no hou ga (N₂ yori) A/NaA desu</i> • N₁ <i>wa N₂ to onaji desu/chigaimasu</i> • N <i>mitai (desu/na N)</i> • N <i>ga/o</i> (quantity) + V <i>masu</i> • <i>kamoshirenai/masen</i> • A/NaA <i>sou (desu/na N) [appearance]</i> • Quantity <i>dake</i> • <i>to kikimasu/yomimasu/iimasu</i> 	<ul style="list-style-type: none"> • V potential form (<i>rar</i>) <i>emasu</i> • V volitional form • V <i>te mimasu</i> • V <i>nakereba narimasen/nakutewa ikemasen</i> • V <i>nakutemo ii desu</i> • V <i>yasui/V nikui desu</i> • A <i>ku/NaA ni/V you ni narimasu</i> • V/A/NaA <i>sugi masu</i> • N <i>no/A/NaA/V toki</i> • <i>sou desu</i> (hearsay) • Interrogative + <i>ka/mo</i> • Interrogative + <i>demo (ii desu)</i>

Legend

- V means verb
- V (d. f.) means verb dictionary form
- N means noun
- A means *i*-adjective
- NaA means *na*-adjective

General Outcome for Language Competence

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

LC-2 interpret texts

Japanese Language and Culture 10-9Y

Japanese Language and Culture 20-9Y

Japanese Language and Culture 30-9Y

Students will be able to:

LC-2.1 listening	a. understand the main points and some supporting details of oral texts on familiar topics, in guided situations	a. understand the main points and some supporting details of oral texts on a variety of familiar topics, in guided situations	a. understand a variety of oral texts on familiar topics, in guided situations
LC-2.2 reading	a. understand the main points and some supporting details of written texts on familiar topics, in guided situations	a. understand the main points and some supporting details of written texts on a variety of familiar topics, in guided situations	a. understand a variety of written texts on a range of topics, in guided situations
LC-2.3 viewing and nonverbal interpretation	a. propose several interpretations of the visual and other elements of a variety of media	a. identify the purposes and intended audiences of, and the messages and points of view in, a variety of media, in guided situations	a. identify the purposes and intended audiences of, and the messages and points of view in, a variety of media

General Outcome for Language Competence

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

LC-3 produce texts

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-3.1 speaking	a. produce short oral texts on familiar topics, in guided and unguided situations	a. produce oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics, providing some details to support the main points
LC-3.2 writing	a. produce short written texts on familiar topics, in guided and unguided situations	a. produce written texts on familiar topics, providing some details to support the main points, in guided situations	a. produce written texts on a variety of familiar topics, providing some details to support the main points, in guided situations
LC-3.3 representing	a. explore ways that meaning can be expressed through visual and other elements of a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of media

LC-4 interact

<i>Students will be able to:</i>			
LC-4.1 interactive fluency	a. manage simple, routine interactions without undue difficulty	a. sustain routine interactions	a. converse on familiar topics

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

LC-5 apply knowledge of the sociolinguistic/sociocultural context

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-5.1 register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. use language to suit audience and purpose, in guided situations
LC-5.2 idiomatic expressions	a. use learned idiomatic expressions to enhance communications	a. use learned idiomatic expressions to enhance communications	a. use learned idiomatic expressions to enhance communications
LC-5.3 variations in language	a. recognize influences resulting in variations in language	a. identify some variations in language	a. experiment with some variations in language
LC-5.4 social conventions	a. recognize the use of social conventions in oral and written texts	a. interpret the use of social conventions in oral and written texts	a. use social conventions in oral and written texts
LC-5.5 nonverbal communication	a. recognize a variety of nonverbal communication techniques	a. experiment with 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 Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced

Japanese Language and Culture 10-9Y

Japanese Language and Culture 20-9Y

Japanese Language and Culture 30-9Y

Students will be able to:

LC-6.1 cohesion/coherence	a. use a variety of conventions to structure texts; e.g., format for a report	a. interpret texts that use patterns involving time or chronological sequencing	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., <i>shikashi</i> , <i>demo</i> , <i>soreni</i>
LC-6.2 text forms	a. use a variety of familiar text forms and media in their own productions; e.g., letters, announcements, brochures, questionnaires, Web pages	a. use a variety of familiar media text forms in their own productions; e.g., advertisements, commercials, comic strips	a. use a variety of text forms and media in their own productions; e.g., reports, poetry, speech, digital communication
LC-6.3 patterns of social interaction	a. combine social interaction patterns; e.g., suggest-accept/decline	a. combine social interaction patterns to perform transactions; e.g., request goods/services	a. perform complex interactions; e.g., discuss, persuade/negotiate

Global Citizenship

historical and contemporary
elements of Japanese culture



appreciating diversity

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

personal growth and future 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 includes 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 Japanese culture,” there are strands for accessing/analyzing cultural knowledge, knowledge of Japanese culture, applying cultural knowledge, diversity within Japanese culture and valuing Japanese culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Rather than simply developing a bank of knowledge about Japanese culture, 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 Japanese culture 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 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 Japanese culture

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
<i>Students will be able to:</i>			
GC-1.1 accessing/analyzing cultural knowledge	a. organize and represent information about elements of Japanese culture in a variety of ways	a. analyze information about elements of Japanese culture	a. evaluate sources of information on Japanese culture
GC-1.2 knowledge of Japanese culture	a. explore and identify some elements of Japanese culture; e.g., cultural values, attitudes and interests of people their own age in the culture	a. explore, identify and examine some elements of Japanese culture; e.g., key historical events and their influence on contemporary ways of life	a. identify, examine and analyze some elements of Japanese culture; e.g., major current events as a reflection of contemporary ways of life and cultural values
GC-1.3 applying cultural knowledge	a. apply knowledge of elements of Japanese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of elements of Japanese culture to enhance interpersonal relations in familiar contexts and to interpret texts	a. apply knowledge of elements of Japanese culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., determine the meaning of culturally significant terms in authentic texts
GC-1.4 diversity within Japanese culture	a. identify different elements of Japanese culture, derived from a variety of sources, and hypothesize about their origins	a. investigate diverse elements of Japanese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of diverse elements of Japanese culture to enhance interpersonal relations in familiar contexts and to interpret texts
GC-1.5 valuing Japanese culture	a. seek out and use opportunities to enter into contact with members of the Japanese culture; e.g., exchange letters or e-mail with a pen pal or an e-pal	a. seek out and use opportunities to enter into contact with members of the Japanese culture	a. seek out and use opportunities to enter into contact with members of the Japanese culture

General Outcome for Global Citizenship

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

GC–2 appreciating diversity

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese Language and Culture 30-9Y
<i>Students will be able to:</i>			
GC-2.1 awareness of own language(s)	a. analyze ways in which their own language(s) and Japanese are similar and different; e.g., text forms	a. analyze ways in which their own language(s) and Japanese are similar and different; e.g., grammar structures	a. identify aspects of their personal style in their own language(s) and analyze how these affect their use of Japanese
GC-2.2 general language knowledge	a. recognize that languages evolve over time, and provide reasons for their evolution	a. describe factors that influence the status of languages; e.g., perceptions of regional dialects, socio-economic status of the speakers of the language, media influence	a. make generalizations about the systematic nature of language; e.g., sound system, rules of punctuation, grammar, sentence structure
GC-2.3 awareness of own culture	a. identify ethnocentric elements in documents from their own culture; e.g., author’s perspectives, newspaper points of view	a. analyze ways in which their own culture and other cultures are similar and different	a. analyze ways in which their own culture and other cultures are similar and different b. identify components of Canadian identity
GC-2.4 general cultural knowledge	a. identify some potential obstacles to communicating with people from an unfamiliar culture	a. identify some of the ways that cultures evolve over time b. examine how national identities evolve	a. identify ways that individuals develop their own cultural identity/identities and participate in their society
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. identify a variety of strategies to deal with possible breakdowns and misunderstandings in cross-cultural communication	a. identify ethnocentric perspectives in a document or in events and explain their origins	a. view a situation from more than one perspective b. identify and use 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 growth and future opportunities

Japanese Language and Culture 10-9Y

Japanese Language and Culture 20-9Y

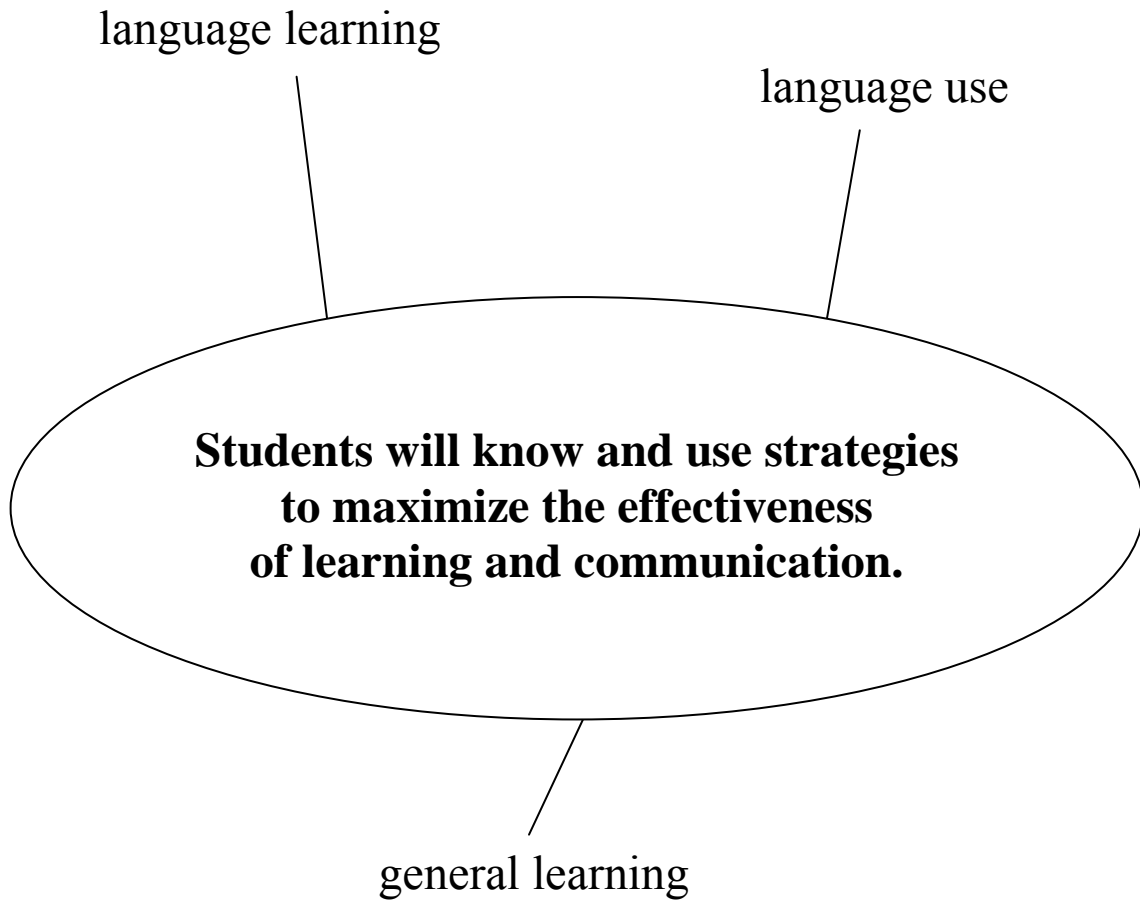
Japanese Language and Culture 30-9Y

Students will be able to:

GC–3.1 Japanese language and culture	a. explore opportunities for further education, personal enjoyment and personal growth related to the Japanese language and culture	a. explore careers in which knowledge of Japanese language and culture can be applied	a. explore applications of Japanese language and culture in the global workplace
GC–3.2 cultural and linguistic diversity	a. explore opportunities for further education, personal enjoyment and personal growth related to international 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 slow, 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 Japanese 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

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese 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 Japanese 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 Japanese speakers (family members, friends, community members)
- use available technological and multimedia 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 Japanese 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
-

General Outcome for Strategies

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

S–2 language use

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese 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:

- acknowledge being spoken to, using verbal and nonverbal cues; e.g., *hai, ee, sou desu ka* and nodding
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *eeto ..., anou ..., sou desu ne, demo ..., sumimasen*
- interpret and use a variety of nonverbal cues to communicate
- ask for clarification or repetition when you do not understand; e.g., “*Mou ichido itte kudasai.*” “*~tte, nan desu ka?*”
- ask follow-up questions to check for understanding; e.g., “*Wakarimashita ka?*”
- indicate lack of understanding of Japanese text/expressions; e.g., “*Wakarimasen.*”
- use a simple word similar to the concept to convey, and invite correction; e.g., *hon* for *kyoukasho*
- ask for confirmation that a form used is correct; e.g., “*Ii desu ka?*” “*Tadashii desu ka?*”
- use circumlocution to compensate for lack of vocabulary; e.g., *hon no heya* for *toshoshitsu*
- repeat part of what someone has said to confirm mutual understanding; e.g., “*~to yuu koto desu ka?*” “*~n desu ka?*”
- 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., “*Machigaemashita.*” “*Wakari-nikukatta desu ne?*”
- invite others into the discussion; e.g., “*Dou omoimasu ka?*”
- summarize the point reached in a discussion to help focus the talk; e.g., *ja, tsumari*
- use suitable phrases to intervene in a discussion; e.g., *tokorode, chotto, sumimasen*
- start again, using a different tactic, when communication breaks down

(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, view selectively or read selectively based on purpose
 - use knowledge of the sound–symbol system or kanji 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 Japanese 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–Japanese dictionary or a Japanese dictionary/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)
-

General Outcome for Strategies

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

S-3 general learning

	Japanese Language and Culture 10-9Y	Japanese Language and Culture 20-9Y	Japanese 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
-

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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PUNJABI LANGUAGE AND CULTURE

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

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

INTRODUCTION

Global Citizenship

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

A Means of Communication

Punjabi is spoken as a first language by more than 100 million people in the world.¹ The language originated in India and Pakistan. Today, Punjabi is a global language spoken in many countries, including India, Pakistan, Australia, Bangladesh,

Canada, East Africa, Fiji, Malaysia, Singapore, Mauritius, New Zealand, the United Arab Emirates, the United Kingdom and the United States of America.

Punjabi continues to be a rapidly growing language and culture within Alberta and other parts of Canada. In the 2006 Census, Punjabi was reported to be a widely spoken mother tongue, the fifth most spoken in Alberta, the sixth in Canada.² Acquiring Punjabi as an additional language, therefore, opens up important doors for communicating with others.

First Language Skills and Cultural Connections

For those students who already have some knowledge of Punjabi or a family connection to the culture, there is the opportunity to maintain contact with the language, culture and heritage. For some, learning Punjabi is an opportunity to renew and further develop their first language skills.

1. Lewis, M. Paul (ed.), 2009. *Ethnologue: Languages of the World*, Sixteenth edition. Dallas, Tex.: SIL International. Online version: <http://www.ethnologue.com/>. (Accessed March 23, 2010.)
2. Statistics Canada. *Detailed Mother Tongue (148), Single and Multiple Language Responses (3) and Sex (3) for the Population of Canada, Provinces, Territories, Census Metropolitan Areas and Census Agglomerations, 2006 Census – 20% Sample Data* (table). Statistics Canada Catalogue no. 97-555-XCB2006007. Ottawa, Ontario. Last updated January 6, 2010. Available on the Statistics Canada Web site at <http://www.statcan.gc.ca>. Click on “Census,” “2006 Census: Data products,” “Topic-based tabulations,” “Language,” “Mother tongue.” (Accessed March 23, 2010.) Mother tongue is defined by Statistics Canada as the first language learned at home in childhood and still understood by the individual at the time of the census.

Personal and Cognitive Benefits

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence. Learning another language also fosters cross-cultural understanding and appreciation of diversity.

Economic Benefits

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

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 Punjabi as a second or an additional 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 for students who have some knowledge of Punjabi and further develop their skills in the language. It is also true for students who come to the class with no knowledge of Punjabi, who are learning it as a second or an additional language.

THE CONCEPTUAL MODEL

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

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 associated with Punjabi.

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 negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

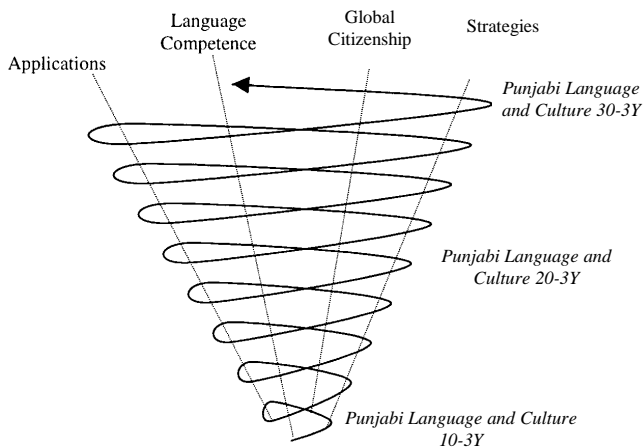
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting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

Language Competence [LC]

- Students will use Punjabi **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 one year will prepare the ground for further development in the years following; each subsequent course will broaden applications.

General Outcomes

Applications



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

- LC-1 attend to form
- LC-2 interpret and produce oral texts
- LC-3 interpret and produce written and visual texts
- LC-4 apply knowledge of the sociocultural context
- LC-5 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 Punjabi culture
- GC-2 appreciating diversity
- GC-3 personal and career opportunities

Strategies



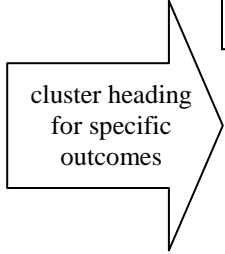
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- 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 Punjabi **effectively** and **competently**.



LC-2 interpret and produce oral texts

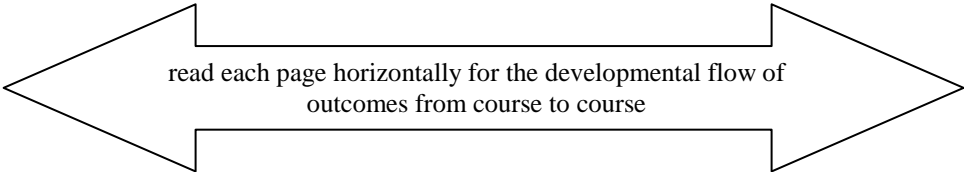
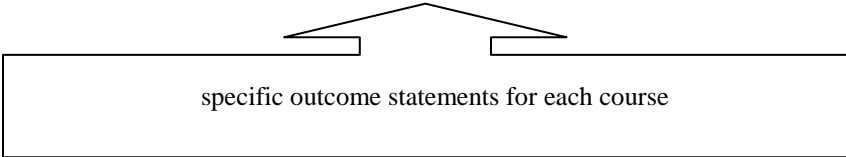
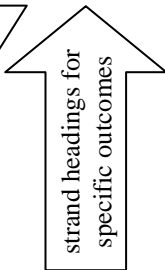
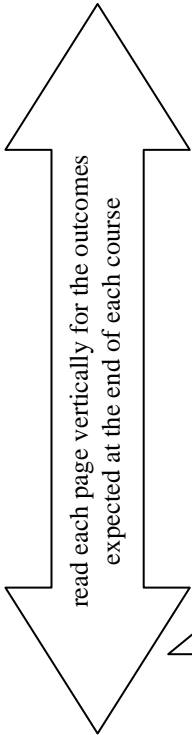
Punjabi Language and Culture 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Students will be able to:

LC-2.1 aural interpretation	a. understand a series of simple spoken sentences in guided situations	a. understand short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC-2.2 oral production	a. produce simple words and phrases, orally, in guided situations	a. produce short oral texts in guided situations	a. produce short oral texts
LC-2.3 interactive fluency	a. engage in simple interactions, using familiar words and phrases	a. manage simple, routine interactions, with pauses for planning and self-correction	a. manage short interactions on familiar topics with ease, using pauses for planning and repair





Applications

to express emotions and
personal perspectives

to impart and receive
information

to get things done

**Students will use Punjabi 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 Punjabi; 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 that 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 Punjabi language skills necessary to function independently in small groups, since this is an effective way of organizing 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 Punjabi.

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 Punjabi in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information

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

A-2 to express emotions and personal perspectives

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

General Outcome for Applications

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

A-3 to get things done

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
A-3.1 guide actions of others	a. indicate basic needs and wants	a. make and respond to a variety of simple requests	a. make and respond to suggestions in a variety of situations
	b. give and respond to simple oral instructions or commands	b. seek/grant/withhold permission	b. give and respond to advice and warnings
	c. relay simple messages	c. encourage or discourage others from a course of action	c. suggest a course of action
		d. give and follow a simple sequence of instructions	d. respond to a suggested course of action
A-3.2 state personal actions	a. respond to offers, invitations and instructions	a. express a wish or a desire to do something	a. state personal actions in the past, present and future
	b. ask or offer to do something	b. make an offer and an invitation and respond to offers and invitations made by others	b. make a promise and express intention in familiar situations
	c. indicate choice from among several options	c. inquire about and express ability and inability to do something	
A-3.3 manage group actions	a. manage turn taking	a. suggest, initiate or direct action in group activities	a. check for agreement and understanding
	b. encourage other group members to act appropriately	b. encourage other group members to participate	b. express disagreement in an appropriate way
	c. ask for help or clarification of what is being said or done in the group	c. assume a variety of roles and responsibilities as group members	c. express appreciation, enthusiasm, support and respect for contributions of others
		d. negotiate in a simple way with peers in small-group tasks	
		e. offer to explain or clarify	

General Outcome for Applications

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

A-4 to form, maintain and change interpersonal relationships

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
A-4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information d. initiate relationships	a. apologize and refuse politely b. talk about themselves and respond to the talk of others by showing attention and interest c. make and break social engagements	a. initiate and participate in casual exchanges with classmates b. use routine means of interpersonal communications

A-5 to extend their knowledge of the world

<i>Students will be able to:</i>			
A-5.1 discover and explore	a. investigate the immediate environment	a. make and talk about personal observations b. explore classification systems and criteria for categories c. discover relationships and patterns	a. ask questions to gain knowledge and clarify understanding b. explore meaning in a variety of ways
A-5.2 gather and organize information	a. gather simple information b. organize items in different ways c. sequence items in different ways	a. record and share personal knowledge of a topic b. compare and contrast items c. compose questions to guide research d. identify sources of information e. record observations	a. gather information from a variety of sources b. organize and manipulate information

(continued)

General Outcome for Applications

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

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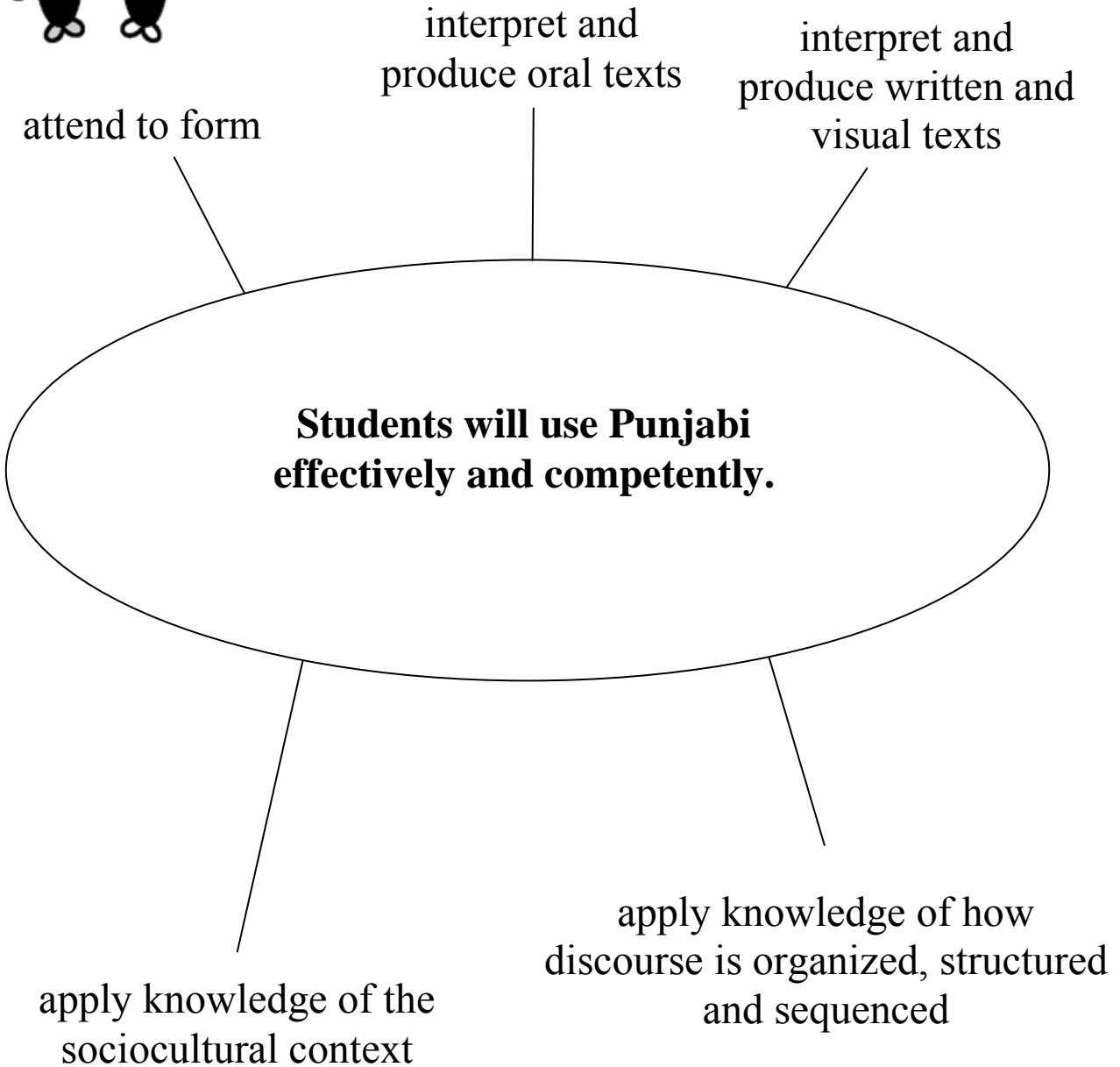
A-5 to extend their knowledge of the world

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
A-5.3 solve problems	a. experience problem-solving situations in the classroom b. choose between alternative solutions	a. recognize and describe a problem, then propose solutions b. understand and use the steps in the problem-solving process	a. describe and analyze a problem, then propose solutions b. generate and evaluate alternative solutions to problems c. negotiate a solution to a problem
A-5.4 explore opinions and values	a. listen attentively to opinions expressed b. respond sensitively to the ideas and products of others c. make connections between behaviour and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience c. recognize differences of opinion	a. explore how values influence behaviour b. provide reasons for their position on an issue

A-6 for imaginative purposes and personal enjoyment

<i>Students will be able to:</i>			
A-6.1 humour/fun	a. use Punjabi for fun	a. use Punjabi for fun and to interpret humour	a. use Punjabi for fun and to interpret and express humour
A-6.2 creative/aesthetic purposes	a. use Punjabi creatively	a. use Punjabi creatively and for aesthetic purposes	a. use Punjabi creatively and for aesthetic purposes
A-6.3 personal enjoyment	a. use Punjabi for personal enjoyment	a. use Punjabi for personal enjoyment	a. use Punjabi for personal enjoyment

Language Competence



LANGUAGE COMPETENCE

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

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there 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 Punjabi **effectively** and **competently**.

LC-1 attend to form

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-1.1 phonology	a. pronounce some common words and phrases comprehensibly b. use intonation to express meaning c. distinguish particular sounds of the language d. use different tones in Punjabi with guidance	a. recognize some of the effects that intonation and stress have in different situations b. use different tones in Punjabi with guidance c. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases	a. approximate the pronunciation of unfamiliar words b. use different tones in Punjabi c. identify and reproduce critical sound distinctions and intonation patterns that are important for meaning
LC-1.2 orthography	a. understand how text is oriented in Punjabi b. recognize and use the Gurmukhi Lippi syllables and Lagga Matra ^é signs that correspond to high frequency sounds c. apply some common spelling rules	a. recognize and use the Gurmukhi Lippi syllables and Lagga Matra ^é signs that correspond to high frequency sounds b. recognize and correctly spell familiar words and phrases	a. use the Gurmukhi Lippi syllables and Lagga Matra, Lagakhar and pair-ch akhar ^é signs b. use basic spelling rules consistently in writing familiar words and phrases c. use basic mechanical conventions to convey ideas
LC-1.3 lexicon	a. associate words in the language with the corresponding object, action or notion b. recognize and use a repertoire of isolated words and set phrases, within a variety of lexical fields, including: <ul style="list-style-type: none"> • leisure time • personal identity • family and friends • traditions and cultural festivals • any other lexical fields that meet their needs and interests 	a. combine learned words and phrases to fulfill some simple purposes b. experiment with and use a variety of words and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • family relationships^{éé} • Punjabi media • peace and human rights • responsible citizenship • any other lexical fields that meet their needs and interests 	a. recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea b. use a variety of words and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • rites of passage and life cycle practices^{éé} • career options • consumerism • literature and arts • any other lexical fields that meet their needs and interests

(continued)

é Lagga Matra = 1 gwmqrw Lagakhar = 1 gwkr, pair-ch akhar = pY'c Akr

éé The topics “family relationships” and “rites of passage/life cycle practices” require caution and sensitivity on the part of the teacher.

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

(continued)

LC-1 attend to form

Punjabi Language and Culture 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Students will be able to:

a. use, in modelled situations,³ the following grammatical elements:

LC-1.4
grammatical elements

Nouns

- singular and plural (direct)
 - masculine; e.g., **mūw/mūy**
 - feminine; e.g., **kūw/kūy**
- colours; e.g.,
 - **nīl w l vī**, **pīl w kvī w**
- abstract; e.g., **s̄c**, **Zmī**, **imīv̄s**

Pronouns

- personal (1st and 2nd person informal); e.g., **mū Asī qm̄qsīN**
- personal (3rd person); e.g., **ah**
- possessive (1st and 2nd person); e.g., **mūw mīl**; **q̄rw̄q̄hv̄w q̄r̄l/q̄hv̄l**, **sv̄w sv̄fī**
- possessive (3rd person); e.g., **dw** – **mūdykw̄qw dy** – **mūdyk̄w̄qy dī** – **mūdy GVI**
- demonstrative (place/location); e.g., **ieh/ah**
- interrogative; e.g., **kū/iks**, **kl**, **ik-Qy?**

Verbs

- simple present tense (singular and plural, masculine and feminine); e.g.,
 - mūkf̄dwhW** (s/m)
 - mūkf̄dī hW** (s/f)
- AsINKf̄dyhW** (p/m)
- AsINKf̄dIAWhW** (p/f)
- q̄MKf̄dwhW** (s/m)
- qs̄INKf̄dyh̄** (s/p/m)
- ah Kf̄dwhY** (s/m)
- ah Kf̄dyhn[** (p/m)
- ah Kf̄dī hY** (s/f)
- ah Kf̄dIAWhn[** (p/f)

Nouns

- noun–adjective agreement (gender, number); e.g.,
 - feminine
- singular: **pīl I km̄z**, **ictI ḡhī**
- plural: **pīl IAWkm̄zW ictIAWḡhīW**
- masculine
- singular: **pīl wk̄y w B̄w̄b̄l w**
- plural: **pīl yk̄y y B̄ȳb̄l y**

Pronouns

- interrogative; e.g., **ikañ?** **kdn̄?** **ikv̄?** **ikm̄wik̄m̄?** **v̄fw?** **ikho?** **ij hw?**
- relative; e.g., **j o ij hv̄y ij s**, **ij nW** **ieh**, **iehnW ah**, **ahnW j dn̄ kd̄n̄ qd̄n̄ add̄ ij hv̄y**
- indefinite; e.g., **sB**, **bh̄qy An̄k**, **keI**, **keI sw̄y bh̄q sw̄y k̄l**, **k̄l h̄w**, **ivr̄l y Q̄v̄h̄sr̄b̄q**

Verbs

- present continuous (singular and plural, masculine and feminine); e.g.,
 - mūkf̄ irhwhW** (s/m)
 - mūkf̄ rh̄l hW** (s/f)
- AsINKf̄ rhyhW** (p/m)
- AsINKf̄ rh̄IAWhW** (p/f)
- q̄MKf̄ irhwhW** (s/m)
- qs̄INKf̄ rhyh̄** (s/p/m)
- ah Kf̄ irhwhY** (s/m)
- ah Kf̄ rhyhn[** (p/m)
- ah Kf̄ rh̄l hY** (s/f)
- ah Kf̄ rh̄IAWhn[** (p/f)

Nouns

- a noun’s semantic role: agent (doer), instrument (factor ... how/by _____ means), patient (acted upon); e.g., I opened the door with the key.

Verbs

- future perfect tense (singular and plural, masculine and feminine); e.g.,
 - mūkf̄ ckwh̄v̄w** (s/m)
 - mūkf̄ c̄kI h̄v̄v̄I** (s/f)
- AsINKf̄ ckyh̄v̄w** (p/m)
- AsINKf̄ c̄kIAWh̄v̄v̄IAW** (p/f)
- q̄MKf̄ ckwh̄v̄w** (s/m)
- qs̄INKf̄ ckyh̄v̄w** (s/p/m)
- ah Kf̄ ckwh̄v̄w** (s/m)
- ah Kf̄ ckyh̄v̄w/h̄v̄v̄w** (p/m)
- ah Kf̄ c̄kI h̄v̄v̄I** (s/f)
- ah Kf̄ c̄kIAWh̄v̄v̄IAW** (p/f)
- h̄v̄v̄wIAW** (p/f)
- present and past perfect tense (singular and plural, masculine and feminine); e.g.,
 - mūkf̄ ckwh̄W** (s/m) present
 - mūkf̄ c̄kI sI** (s/f) past
- AsINKf̄ ckyh̄W** (p/m) present
- AsINKf̄ c̄kIAWsI** (p/f) past
- q̄MKf̄ ckwh̄W** (s/m) present
- qs̄INKf̄ ckysI** (s/p/m) past
- ah Kf̄ ckwh̄Y** (s/m) present
- ah Kf̄ ckysn[** (p/m) past
- ah Kf̄ c̄kI h̄Y** (s/f) present
- ah Kf̄ c̄kIAWsn[** (p/f) past

(continued)

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 Punjabi **effectively** and **competently**.

(continued)

LC-1 attend to form

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
LC-1.4 grammatical elements	Adverbs	Adverbs	
	<ul style="list-style-type: none"> common adverbs: <ul style="list-style-type: none"> of time; e.g., Aj, k1, prSñ of place; e.g., hYw aPr, AMr, bhr, nñ, ivc, svhnx of manner; e.g., hñI bñ q, CqI krq 	<ul style="list-style-type: none"> of emphasis; e.g., ibl kñ, zrñ, qW vI/vI of causes; e.g., ikañk, ikañ j o qW, j o qWhI, ies kr ky ij Qy j dñ kdñ, adñ kdI kdveñ ij Dr añr, ij vñ iqvñ, ij Qymñrihñ hW aQybhq BIV hY 	
	Adverbial Expressions	Adverbial Expressions	
	<ul style="list-style-type: none"> to indicate polite affirmation and negation; e.g., hWj I (j I hW), nhñj I (j I nhñ) 	<ul style="list-style-type: none"> to indicate number, frequency; e.g., ie-k-iek, swy wy iek-iek krky kel vrI 	
	Adjectives	Adjectives	
	<ul style="list-style-type: none"> colours; e.g., nñ w lñ, pñ w kvñ w 	<ul style="list-style-type: none"> comparative and superlative; e.g., vñw as qñvñw sB qñvñw 	
	Modifiers (Adjectives/Adverbs)	Numbers	
	<ul style="list-style-type: none"> quality; e.g., chñ mñw vDIaw GtIAw quantity; e.g., Gt, Qññ bhq, bhqw izAwdw 	<ul style="list-style-type: none"> ordinal; e.g., dsvWhñw dsvñQW fractions; e.g., fñ, FñI 	
	Numbers	Postpositions	
	<ul style="list-style-type: none"> cardinal (0-99, 100-999) 	<ul style="list-style-type: none"> postpositions to show direction nñ, mñGr nñ wrhI hW 	
Obliques; e.g., mñny(mññ) mñAWny(mññ) mñmññ(mññ) swñsvññ(Asññ) iehnñies nñiehqñ(ieh)	Conjunctions		
Postpositions	<ul style="list-style-type: none"> qñwikañk, nñ ypr 		
<ul style="list-style-type: none"> postpositions to show possession; e.g., dw dI, dy dIAW postpositions to show location; e.g., dyivc, ivcñ, Gr dyivc, Gr dyivcñ 	Interjections		
Conjunctions	<ul style="list-style-type: none"> to scold/rebuke; e.g., dr !, iDrkr ! iPtymñ ! as a warning; e.g., ^brdw ! Tihz zrwj w! sñoj I ! htøj I ! hñ! 		
<ul style="list-style-type: none"> Aqy(qy), j W ik 	Opposites; e.g., idn-rñq mñwpqI w Añwsñw sñ-Jñ grñI-srdI		

(continued)

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

(continued)

LC-1 attend to form

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
LC-1.4 grammatical elements	Interjections <ul style="list-style-type: none"> to show surprise; e.g., hM! Ahw! E ! to get someone’s attention; e.g., auy! AiVAw! AVley! kWley! nI ! E bIbw! vy! to praise or to show admiration; e.g., Svws ! bI y! ^B ! ASky! Sww! sdky! 	Sentence Structure <ul style="list-style-type: none"> flexible word order comparative structures clauses joined by and/or/but; e.g., gwikrn Aqyhrpw qz dUdyhn, pr eJm ahnWqNvI qz dUdwhY sentences in imperative mood (affirmative and negative requests); e.g., cw krQ nyyvl vJQ rDwnwpvaf interrogative sentences; e.g., qhwfwkI nwm hY? qsNikQyrihMyho? sentences with relative pronoun structure; e.g., ij hVyimhnq krdyhn, ah cMynMr l Ykypws hMyhn[j dNmSkU phMAWqdNGM vj ckI sI[
	Sentence Structure <ul style="list-style-type: none"> using interjections E mME ! nI kWley! using interjections to praise Svws ! qsNBhq vDIAwkm kIqw hY clauses joined by Aqy simple affirmative and negative sentence word order <i>Subject + verb root + postposition + (negative) + (aspect indicator/auxiliary)[;</i> e.g., mKf dw(nhI) hW 		

(continued)

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

(continued)

LC-1 attend to form

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
LC-1.4 grammatical elements	<i>Students will be able to:</i>		
	b. use, in structured situations, ⁴ the following grammatical elements:		
	<p>Nouns (Direct)</p> <ul style="list-style-type: none"> singular and plural, masculine and feminine <p>Pronouns</p> <ul style="list-style-type: none"> personal (1st and 2nd person informal); e.g., ਮੈਂ ਅਸੀਂ ਤੂੰ personal (3rd person); e.g., ਹੈ possessive (1st and 2nd person) <p>Verbs</p> <ul style="list-style-type: none"> expressing actions in simple past, present and future <p>Adverbial Expressions</p> <ul style="list-style-type: none"> polite affirmation and negation ਹਾਂ ਜੀ (ਜੀ ਹਾਂ) ਨਹੀਂ ਜੀ (ਜੀ ਨਹੀਂ) <p>Postpositions</p> <ul style="list-style-type: none"> postpositions to show location; e.g., ਦਿੱਖ, ਵਿੱਚ ਗਰ ਦਿੱਖ, ਗਰ ਵਿੱਚ <p>Conjunctions</p> <ul style="list-style-type: none"> ਅਤੇ, ਜੋ <p>Sentence Structure</p> <ul style="list-style-type: none"> word order in simple affirmative and negative sentences common interjections 	<p>Nouns</p> <ul style="list-style-type: none"> singular and plural, masculine and feminine colours abstract; e.g., ਸ਼ਾਂਤੀ, ਮਨ:ਮਾਨਸ noun–adjective agreement (gender, number) <p>Pronouns</p> <ul style="list-style-type: none"> possessive (3rd person) demonstrative (place/location); e.g., ਇਹ/ਉਹ interrogative; e.g., ਕੌ/ਕਿਸ ? ਕੀ ? ਕਿ-ਕੌ ? indefinite <p>Verbs</p> <ul style="list-style-type: none"> simple present tense (singular and plural, masculine and feminine) simple past tense (singular and plural, masculine and feminine) simple future tense (singular and plural, masculine and feminine) imperative mood: <ul style="list-style-type: none"> class commands offer and refuse politely <p>Adverbs</p> <ul style="list-style-type: none"> adverbs of time, place and manner <p>Adjectives</p> <ul style="list-style-type: none"> colours <p>Modifiers (Adjectives/Adverbs)</p> <ul style="list-style-type: none"> quality quantity 	<p>Nouns</p> <ul style="list-style-type: none"> abstract; e.g., ਸ਼ਾਂਤੀ, ਮਨ:ਮਾਨਸ noun–adjective agreement (gender, number) <p>Pronouns</p> <ul style="list-style-type: none"> interrogative; e.g., ਕੌ/ਕਿਸ ? ਕਿ-ਕੌ ? ਵੱਧ ? ਕਿਹੋ ? ਜਿਹ ? relative indefinite <p>Verbs</p> <ul style="list-style-type: none"> present continuous (singular and plural, masculine and feminine) past continuous (singular and plural, masculine and feminine) future continuous (singular and plural, masculine and feminine) imperative mood: <ul style="list-style-type: none"> advice and warnings promise <p>Adverbs</p> <ul style="list-style-type: none"> of emphasis of causes <p>Adverbial Expressions</p> <ul style="list-style-type: none"> to indicate number, frequency <p>Adjectives</p> <ul style="list-style-type: none"> colours comparative and superlative

(continued)

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 Punjabi **effectively** and **competently**.

(continued)

LC-1 attend to form

LC-1.4
grammatical elements

Punjabi Language and Culture 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Numbers

- cardinal (0–99, 100–999)

Obliques; e.g.,

ਮੰਨ੍ਹੰਨ੍ਹੀ (mānḥḥī)
ਮੰਨ੍ਹੰਨ੍ਹੀ ਆਵੰਨ੍ਹੀ (mānḥḥī āvānḥḥī)
ਮੰਨ੍ਹੰਨ੍ਹੀ ਮੰਨ੍ਹੰਨ੍ਹੀ (mānḥḥī mānḥḥī)
ਸਵੰਨ੍ਹੀ ਸਵੰਨ੍ਹੀ (sāvanḥḥī sāvanḥḥī)
ਇਹਨ੍ਹੀ ਆਵੰਨ੍ਹੀ (iehānḥḥī āvānḥḥī)

Postpositions

- postpositions to show possession and location

Conjunctions

- ਆਕੀ (āqī), ਜੀਕੀ (jīkī)

Interjections

- to show surprise
- to get someone’s attention
- to show admiration

Sentence Structure

- using common interjections
- using interjections to praise
- simple affirmative and negative sentence word order
Subject + verb root + postposition + (negative) + (aspect indicator/auxiliary);
e.g., ਮੰਨ੍ਹੰਨ੍ਹੀ ਆਵੰਨ੍ਹੀ (mānḥḥī āvānḥḥī)

Numbers

- ordinal
- fractions

Obliques; e.g.,

ਮੰਨ੍ਹੰਨ੍ਹੀ (mānḥḥī)
ਮੰਨ੍ਹੰਨ੍ਹੀ ਆਵੰਨ੍ਹੀ (mānḥḥī āvānḥḥī)
ਮੰਨ੍ਹੰਨ੍ਹੀ ਮੰਨ੍ਹੰਨ੍ਹੀ (mānḥḥī mānḥḥī)
ਸਵੰਨ੍ਹੀ ਸਵੰਨ੍ਹੀ (sāvanḥḥī sāvanḥḥī)
ਇਹਨ੍ਹੀ ਆਵੰਨ੍ਹੀ (iehānḥḥī āvānḥḥī)

Postpositions

- postpositions to show direction

Conjunctions

- ਕੀਕੀ (kīkī), ਜੀਕੀ (jīkī)

Interjections

- to scold/rebuke
- as a warning

Opposites; e.g.,

ਇਹਨ੍ਹੀ-ਉਹਨ੍ਹੀ (iehānḥḥī-ūhānḥḥī)
ਮੰਨ੍ਹੰਨ੍ਹੀ-ਮੰਨ੍ਹੰਨ੍ਹੀ (mānḥḥī-mānḥḥī)
ਆਵੰਨ੍ਹੀ-ਘੁਰੰਨ੍ਹੀ (āvanḥḥī-ghurānḥḥī)
ਸਵੰਨ੍ਹੀ-ਸੁਰੰਨ੍ਹੀ (sāvanḥḥī-surānḥḥī)
ਗੰਨ੍ਹੀ-ਗੁਰੰਨ੍ਹੀ (gānḥḥī-gurānḥḥī)

Sentence Structure

- comparative structures
- clauses joined by ਆਕੀ (āqī)
- flexible word order
- imperative mood: affirmative and negative requests
- interrogative sentences
- sentences with relative pronoun structure

(continued)

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

(continued)

LC-1 attend to form

Punjabi Language and Culture 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Students will be able to:

c. use, independently and consistently,⁵ the following grammatical elements:

LC-1.4
grammatical elements

Nouns (Direct)

- singular and plural, masculine and feminine

Pronouns

- personal (1st and 2nd person informal); e.g., **m** **As** **q** **M** **s** **N**
- personal (3rd person); e.g., **ah**

Verbs

- expressing actions in simple past and present

Adverbs

- common adverbs of time, place and manner

Sentence Structure

- word order in simple affirmative and negative sentences
- common interjections

Nouns (Direct)

- common familiar (singular and plural, masculine and feminine)
- abstracts

Pronouns

- possessive (1st, 2nd and 3rd person)
- demonstrative (place/location)
- interrogative

Verbs

- common verbs in simple present, past and future tenses (singular and plural, masculine and feminine)
- imperative mood:
 - class commands
 - offer and refuse politely

Adverbial Expressions

- polite affirmation and negation
hWj I (j I hW)
nhNj I (j I nhN)

Adjectives

- colours (common, familiar)

Modifiers (Adjectives/Adverbs)

- quality
- quantity

Numbers

- cardinal (0–99, 100–999)

(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 Punjabi **effectively** and **competently**.

(continued)

LC-1 attend to form

LC-1.4
 grammatical elements

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

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

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

Obliques; e.g.,
 ਮੰਠਿਯੰ(ਮੰਠਿਯੰ)
 ਮੰਠਿਯੰ(ਮੰਠਿਯੰ)
 ਮੰਠਿਯੰ(ਮੰਠਿਯੰ)
 ਸੰਠਿਯੰ(ਸੰਠਿਯੰ)
 ਈਠਿਯੰ(ਈਠਿਯੰ)

Postpositions

- postpositions to show
 - possession; e.g., ਦੁਆਰਾ, ਦੁਆਰਾ
 - location; e.g., ਦਿੱਖੋ, ਦਿੱਖੋ

Conjunctions

- ਅਤੇ(ਅਤੇ), ਜਾਂ(ਜਾਂ)

Interjections

- using interjections to
 - show surprise
 - get someone’s attention
 - praise or show admiration

Sentence Structure

- using common interjections
- clauses joined by and, or, but
- simple affirmative and negative sentences

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

LC-2 interpret and produce oral texts

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-2.1 aural interpretation	a. understand a series of simple spoken sentences in guided situations	a. understand short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC-2.2 oral production	a. produce simple words and phrases, orally, in guided situations	a. produce short oral texts in guided situations	a. produce short oral texts
LC-2.3 interactive fluency	a. engage in simple interactions, using familiar words and phrases	a. manage simple, routine interactions, with pauses for planning and self-correction	a. manage short interactions on familiar topics with ease, using pauses for planning and repair

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

LC-3 interpret and produce written and visual texts

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-3.1 written interpretation	a. understand a series of simple written sentences in guided situations	a. understand short, simple written texts in guided and unguided situations	a. understand short written texts on unfamiliar topics in guided situations
LC-3.2 written production	a. produce simple words and phrases, in writing, in guided situations	a. produce short, simple written texts in guided situations	a. produce short, simple written texts in guided and unguided situations
LC-3.3 viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from the visual elements of a variety of media in guided and unguided situations	a. derive meaning from the visual elements of a variety of media in unguided situations
LC-3.4 representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided situations

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

LC-4 apply knowledge of the sociocultural context

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-4.1 register	a. respond to tone of voice b. distinguish between formal and informal situations	a. recognize that some topics, words or intonations are inappropriate in certain contexts b. use formal and informal language in familiar situations	a. identify socially appropriate language in specific situations b. explore formal and informal uses of language in a variety of contexts
LC-4.2 idiomatic expressions	a. understand and use some simple idiomatic expressions as set phrases; e.g., ਅਮੁੱਕੀ ਖੁਸ਼ੀ ਖਾਣੀ	a. use learned idiomatic expressions to enhance communication; e.g., ਮੈਂ ਤੇਰੇ ਵਾਂਗ ਹੀ ਸੋਚਦਾ ਹਾਂ	a. use learned idiomatic expressions in a variety of contexts; e.g., ਮੈਂ ਤੇਰੇ ਵਾਂਗ ਹੀ ਸੋਚਦਾ ਹਾਂ
LC-4.3 variations in language	a. experience a variety of voices b. acknowledge individual differences in speech	a. experience a variety of accents, variations in speech and regional variations in language	a. recognize some common regional variations in language b. recognize other influences resulting in variations in language
LC-4.4 social conventions	a. imitate simple routine social interactions b. use basic social expressions appropriate to the classroom c. use basic politeness conventions; e.g., forms of address: ਸਿਰੀ ਮਾਮੀ ਜੀ	a. use appropriate oral forms of address for people frequently encountered b. recognize verbal behaviours that are considered impolite c. recognize simple social conventions in informal conversation; e.g., ਭਾਈ-ਭਾਈ ਡਾਕਟਰ ਜੀ	a. recognize important social conventions in everyday interactions b. interpret the use of social conventions encountered in oral and written texts
LC-4.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Punjabi culture b. experiment with using some simple nonverbal means of communication	a. recognize that some nonverbal behaviours may be inappropriate in certain contexts b. recognize and use appropriate nonverbal behaviours in a variety of familiar contexts	a. use appropriate nonverbal behaviours in a variety of familiar contexts b. recognize nonverbal behaviours that are considered impolite

General Outcome for Language CompetenceStudents will use Punjabi **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced****Punjabi Language
and Culture 10-3Y****Punjabi Language
and Culture 20-3Y****Punjabi Language
and Culture 30-3Y***Students will be able to:*

LC-5.1 cohesion/coherence	a. sequence elements of a simple story, process or series of events	a. link several sentences coherently	a. organize texts, using common patterns
	b. link words or groups of words in simple ways	b. use common conventions to structure texts	b. interpret simple references within texts c. organize texts to indicate steps in a procedure or directions to follow
LC-5.2 text forms	a. experience a variety of oral text forms	a. recognize a variety of oral and written text forms	a. recognize a variety of text forms delivered through a variety of media
	b. recognize some simple oral and written text forms	b. use some simple text forms in their own productions	b. analyze and identify the organizational structure of a variety of text forms
LC-5.3 patterns of social interaction	a. initiate and respond to social interaction patterns	a. use simple conventions to open and close conversations and to manage turn taking	a. initiate interactions and respond, using a variety of social interaction patterns
		b. initiate interactions and respond, using a variety of social interaction patterns	b. combine simple social interaction patterns to perform common interactions/transactions

Global Citizenship



historical and contemporary
elements of Punjabi culture

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 Punjabi culture,” there are strands for accessing/analyzing cultural knowledge, knowledge of Punjabi culture, applying cultural knowledge, diversity within Punjabi culture and valuing Punjabi culture.

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 additional cultures. Rather than simply developing a bank of knowledge about Punjabi culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “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 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 Punjabi culture

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
GC–1.1 accessing/analyzing cultural knowledge	<ul style="list-style-type: none"> a. ask questions about elements of Punjabi culture experienced in class b. make observations of Punjabi culture 	<ul style="list-style-type: none"> a. seek out information about Punjabi culture from authentic sources b. compare and make connections between some elements of Punjabi culture and elements of their own culture 	<ul style="list-style-type: none"> a. formulate questions about elements of Punjabi culture b. use basic research skills to find out about Punjabi culture
GC–1.2 knowledge of Punjabi culture	<ul style="list-style-type: none"> a. participate in activities and experiences that reflect elements of Punjabi culture 	<ul style="list-style-type: none"> a. participate in activities and experiences that reflect elements of Punjabi culture b. identify some things they have in common with people their own age who live in Punjabi culture c. explore some elements of Punjabi culture 	<ul style="list-style-type: none"> a. explore and identify some elements of Punjabi culture
GC–1.3 applying cultural knowledge	<ul style="list-style-type: none"> a. identify elements of Punjabi culture in the classroom, school and community 	<ul style="list-style-type: none"> a. identify commonalities and differences between Punjabi culture and their own culture b. apply knowledge of Punjabi culture to interpret these commonalities and differences 	<ul style="list-style-type: none"> a. apply knowledge of elements of Punjabi culture in interactions with people and texts and interpret actions that are culturally different from their own
GC–1.4 diversity within Punjabi culture	<ul style="list-style-type: none"> a. experience diverse elements of Punjabi culture b. identify some elements that reflect diversity within Punjabi culture 	<ul style="list-style-type: none"> a. identify commonalities and differences among diverse groups within Punjabi culture b. apply knowledge of Punjabi culture to interpret these commonalities and differences 	<ul style="list-style-type: none"> a. apply knowledge of diverse elements of Punjabi culture in interactions with people and texts
GC–1.5 valuing Punjabi culture	<ul style="list-style-type: none"> a. participate in cultural activities and experiences 	<ul style="list-style-type: none"> a. participate in cultural activities and experiences b. identify similarities between themselves and people of Punjabi culture c. express an interest in finding out about people their own age who speak Punjabi 	<ul style="list-style-type: none"> a. demonstrate empathy for those whose culture is different from their own b. choose to participate in, and contribute to, activities and experiences that reflect Punjabi culture

General Outcome for Global Citizenship

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

GC–2 appreciating diversity

Punjabi Language and Culture 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Students will be able to:

GC-2.1 awareness of own language(s)	<ul style="list-style-type: none"> a. identify similarities between their own language(s) and Punjabi 	<ul style="list-style-type: none"> a. identify similarities and differences between their own language(s) and Punjabi 	<ul style="list-style-type: none"> a. compare oral and written aspects of their own language(s) and Punjabi b. identify some words in their own language(s) that have been borrowed
GC-2.2 general language knowledge	<ul style="list-style-type: none"> a. explore the variety of languages spoken by those around them b. identify differences and similarities in the words and writing systems of different languages within their personal experience 	<ul style="list-style-type: none"> a. describe ways that languages can be taught and learned b. recognize that, within any linguistic group, individuals use language in personal ways c. recognize that in any language there are different words for the same thing 	<ul style="list-style-type: none"> a. recognize that languages can be grouped into families based on common origins b. identify how and why languages borrow from one another
GC-2.3 awareness of own culture	<ul style="list-style-type: none"> a. explore and recognize similarities between their own culture and other cultures 	<ul style="list-style-type: none"> a. make connections between individuals or situations in texts and their own personal experiences b. recognize and identify similarities and differences between their own culture and other cultures 	<ul style="list-style-type: none"> a. identify some influences on the development of their personal identities b. identify shared references and the different connotations attached to them in their own culture and Punjabi culture
GC-2.4 general cultural knowledge	<ul style="list-style-type: none"> a. participate in activities and experiences that reflect elements of different cultures b. recognize that a variety of cultural practices are followed by their classmates and different groups in their community 	<ul style="list-style-type: none"> a. recognize that culture is expressed through a variety of forms b. recognize that speakers of the same language may come from different cultural backgrounds c. identify some of the factors that affect the culture of a particular region 	<ul style="list-style-type: none"> a. recognize that within any culture there are important differences in the way people speak and behave b. describe some of the factors that affect the culture of a particular region

(continued)

General Outcome for Global Citizenship

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

(continued)

GC–2 appreciating diversity

Punjabi Language and Culture 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Students will be able to:

GC-2.5 valuing diversity	a. work and interact with others from diverse backgrounds	a. engage in activities that reflect other ways of doing things or other perspectives	a. demonstrate curiosity about other languages and cultures
		b. identify the limitations of adopting a single perspective	b. recognize and acknowledge different perspectives
GC-2.6 intercultural skills	a. adapt to new situations	a. reflect on their actions and the consequences of their actions for others	a. explore representations of their own culture as seen from the outside
	b. listen with attention to the opinions of others	b. explore how their perspective is shaped by a variety of factors	b. identify and make use of institutions that facilitate contact with other countries and cultures
	c. initiate and maintain new relationships		

General Outcome for Global Citizenship

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

GC-3 personal and career opportunities

Punjabi Language and Culture 10-3Y

Punjabi Language and Culture 20-3Y

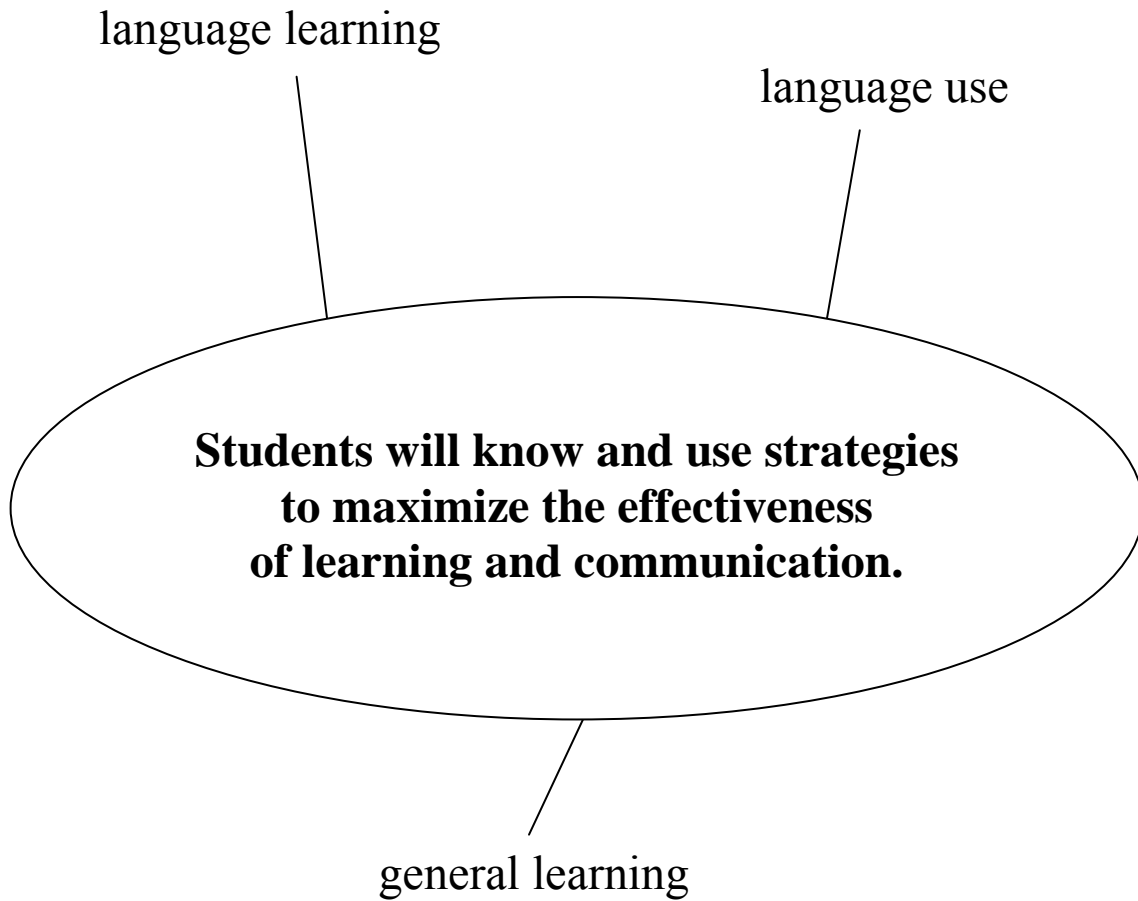
Punjabi Language and Culture 30-3Y

Students will be able to:

GC-3.1 Punjabi language and culture	a. suggest some reasons for learning Punjabi	a. identify some personal uses they have made of their knowledge of Punjabi language and culture b. identify some careers for which knowledge of Punjabi is useful c. identify some places that they could visit where Punjabi is spoken	a. identify aspects of the history, literature, arts and crafts of Punjabi culture that are of personal interest b. identify some careers that use knowledge of Punjabi language and culture
GC-3.2 cultural and linguistic diversity	a. suggest some reasons for learning an additional language b. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	a. identify some personal uses they have made of their knowledge of different languages and cultures b. identify some careers for which knowledge of different languages and cultures is useful c. identify some countries where there is significant linguistic and cultural diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest b. identify some careers that use knowledge of international languages and cultures, and intercultural skills



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. 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.

Senior high school students have had previous experience with learning strategies, and possibly have had language-learning experience. 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

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
	<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 Punjabi 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 Punjabi speakers (family members, friends, community members)
- use available technological and multimedia 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 Punjabi 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
-

General Outcome for Strategies

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

S-2 language use

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<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; e.g., mime, pointing, gestures, **isr ihl wæw**— shaking head to refuse or accept
- ask for clarification or repetition when you do not understand; e.g., “What do you mean by ...?” “Could you say that again, please?” (Formal: **qhwfwkI mql b hY? zrwdbwrwdsxwI kI ikhwqsIN?** Informal: **kI ikhw? iPr dsIN?** [with raised eyebrows])
- ask follow-up questions to check for understanding; e.g., “Am I making sense?” (**kI mITik kih rhi / irhwhW?**)
- indicate lack of understanding of Punjabi text/expressions through questions posed in Punjabi; e.g., Formal: **m& krnw mIMsmJ nhINAveI** Informal: **kI ikhw?**
- use a simple word similar to the concept to convey, and invite correction; e.g., “fruit” for “banana” (**PI for kJ w**)
- ask for confirmation that a form used is correct; e.g., “Can you say that?” (**kI qsNieh kih skdyho?**)
- use circumlocution to compensate for lack of vocabulary; e.g., “the thing you use to serve food with” for “serving spoon” (**ij s dynw AsINsbzI pwallyhW kVCI**)
- repeat part of what someone has said to confirm mutual understanding; e.g., “So what you are saying is ...” (**so qsNieh kih rhyho... []**)
- use other speakers’ words in subsequent interactions
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- self-correct if errors lead to misunderstandings; e.g., “What I mean to say is ...” (Formal: **mykihx dw mql b hY... [] mlieh kihxwSI ... []**)
- invite others into the discussion; e.g., **ies bryqhwfwkI iKAw hY?**
- summarize the point reached in a discussion to help focus the talk; e.g., **swI gI bwI qIppqwcl dwhYik ... [] ij Qyqk mIMsmJ AveI hYik ... []**
- use suitable phrases to intervene in a discussion; e.g., “Speaking of ...” (Formal: **hW mIMhryXwI AveAw... []** Informal: **s& mlieh xwSI ik ... []**)
- start again, using a different tactic, when communication breaks down; e.g., “What I’m trying to say is ...” (Formal: **mykihx dwmql b hY... []** Informal: **mlieh ds rhi / irhwhW... []**)

(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 Punjabi 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–Punjabi dictionary or a Punjabi dictionary to increase vocabulary
 - edit and proofread the final version of a text
 - use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
 - use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
-

General Outcome for Strategies

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

S-3 general learning

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
	<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
-

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
-

PUNJABI LANGUAGE AND CULTURE

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

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

INTRODUCTION

Global Citizenship

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

A Means of Communication

Punjabi is spoken as a first language by more than 100 million people in the world.¹ The language originated in India and Pakistan. Today, Punjabi is a global language spoken in many countries,

including India, Pakistan, Australia, Bangladesh, Canada, East Africa, Fiji, Malaysia, Singapore, Mauritius, New Zealand, the United Arab Emirates, the United Kingdom and the United States of America. Punjabi continues to be a rapidly growing language and culture within Alberta and other parts of Canada. In the 2006 Census, Punjabi was reported to be a widely spoken mother tongue, the fifth most spoken in Alberta, the sixth in Canada.² Acquiring Punjabi as an additional language, therefore, opens up important doors for communicating with others.

First Language Skills and Cultural Connections

For those students who already have some knowledge of Punjabi or a family connection to the culture, there is the opportunity to maintain contact with the language, culture and heritage. For some, learning Punjabi is an opportunity to renew and further develop their first language skills.

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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 March 5, 2010.)
 2. Statistics Canada. *Detailed Mother Tongue (148), Single and Multiple Language Responses (3) and Sex (3) for the Population of Canada, Provinces, Territories, Census Metropolitan Areas and Census Agglomerations, 2006 Census – 20% Sample Data* (table). Statistics Canada Catalogue no. 97-555-XCB2006007. Ottawa, Ontario. Last updated January 6, 2010. Available on the Statistics Canada Web site at <http://www.statcan.gc.ca>. Click on “Census,” “2006 Census: Data products,” “Topic-based tabulations,” “Language,” “Mother tongue.” (Accessed March 5, 2010.) Mother tongue is defined by Statistics Canada as the first language learned at home in childhood and still understood by the individual at the time of the census.

Personal and Cognitive Benefits

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence. Learning another language also fosters cross-cultural understanding and appreciation of diversity.

Economic Benefits

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

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 Punjabi as a second or an additional 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 for students who have some knowledge of Punjabi and further develop their skills in the language. It is also true for students who come to the class with no knowledge of Punjabi, who are learning it as a second or an additional language.

THE CONCEPTUAL MODEL

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

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 associated with Punjabi.

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 negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

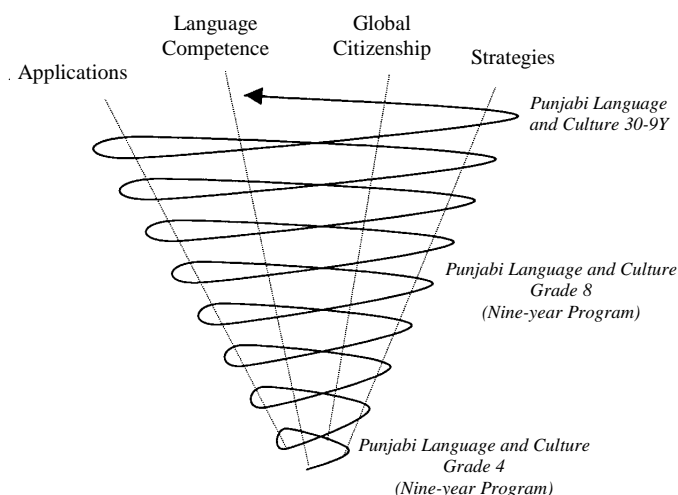
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting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

Language Competence [LC]

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

- LC-1 attend to form
- LC-2 interpret and produce oral texts
- LC-3 interpret and produce written and visual texts
- LC-4 apply knowledge of the sociocultural context
- LC-5 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 Punjabi culture
- 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 Punjabi **effectively** and **competently**.

cluster heading
for specific
outcomes

LC-2 interpret and produce oral texts

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

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

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

Students will be able to:

LC-2.1 listening	a. understand the main points and some supporting details of oral texts on familiar topics in guided situations	a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics in guided situations	a. understand a variety of lengthy oral texts on familiar topics in guided situations
LC-2.2 speaking	a. produce short oral texts on unfamiliar topics in guided situations	a. produce oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics, providing some details to support the main points, in guided situations
LC-2.3 interactive fluency	a. manage simple, routine interactions without undue difficulty	a. sustain interactions comprehensibly, with pauses for planning and self-correction	a. converse on familiar topics

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

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 Punjabi 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 Punjabi; 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 that 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 Punjabi language skills necessary to function independently in small groups, since this is an effective way of organizing 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 Punjabi.

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 Punjabi in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information

Punjabi Language and Culture 10-9Y

Punjabi Language and Culture 20-9Y

Punjabi Language and Culture 30-9Y

Students will be able to:

A-1.1 share factual information	a. share detailed information on a specific topic	a. ask and answer questions about an informative text read, heard, viewed or experienced	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 Punjabi in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

Punjabi Language and Culture 10-9Y

Punjabi Language and Culture 20-9Y

Punjabi Language and Culture 30-9Y

Students will be able to:

A-3.1 guide actions of others	a. make and respond to suggestions or requests in formal situations	a. give and follow a complex sequence of instructions	a. persuade others
A-3.2 state personal actions	a. express possibility in relation to their own 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 leadership role 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. offer and respond to accolades and congratulations, expressions of sympathy and regret, and empathy	a. clarify misunderstandings and/or make suggestions 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 Punjabi in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi 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	a. explore ideas presented in a variety of ways	a. compare their own insights and understandings with those of their classmates
A-5.2 gather and organize information	a. identify key ideas and summarize and paraphrase information	a. synthesize information from several sources b. evaluate the usefulness and reliability of sources	a. organize information to demonstrate relationships of logic
A-5.3 solve problems	a. analyze problems and generate alternative solutions to problems	a. apply problem-solving skills acquired in one situation to other situations	a. evaluate real-life problems and apply problem-solving skills to their resolution
A-5.4 explore opinions and values	a. understand the concept of perspective and examine differing perspectives on an issue	a. understand the concept of stereotype and recognize stereotyping in a variety of situations	a. explore underlying values in a variety of mass media

General Outcome for Applications

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

A-6 for imaginative purposes and personal enjoyment

Punjabi Language and Culture 10-9Y

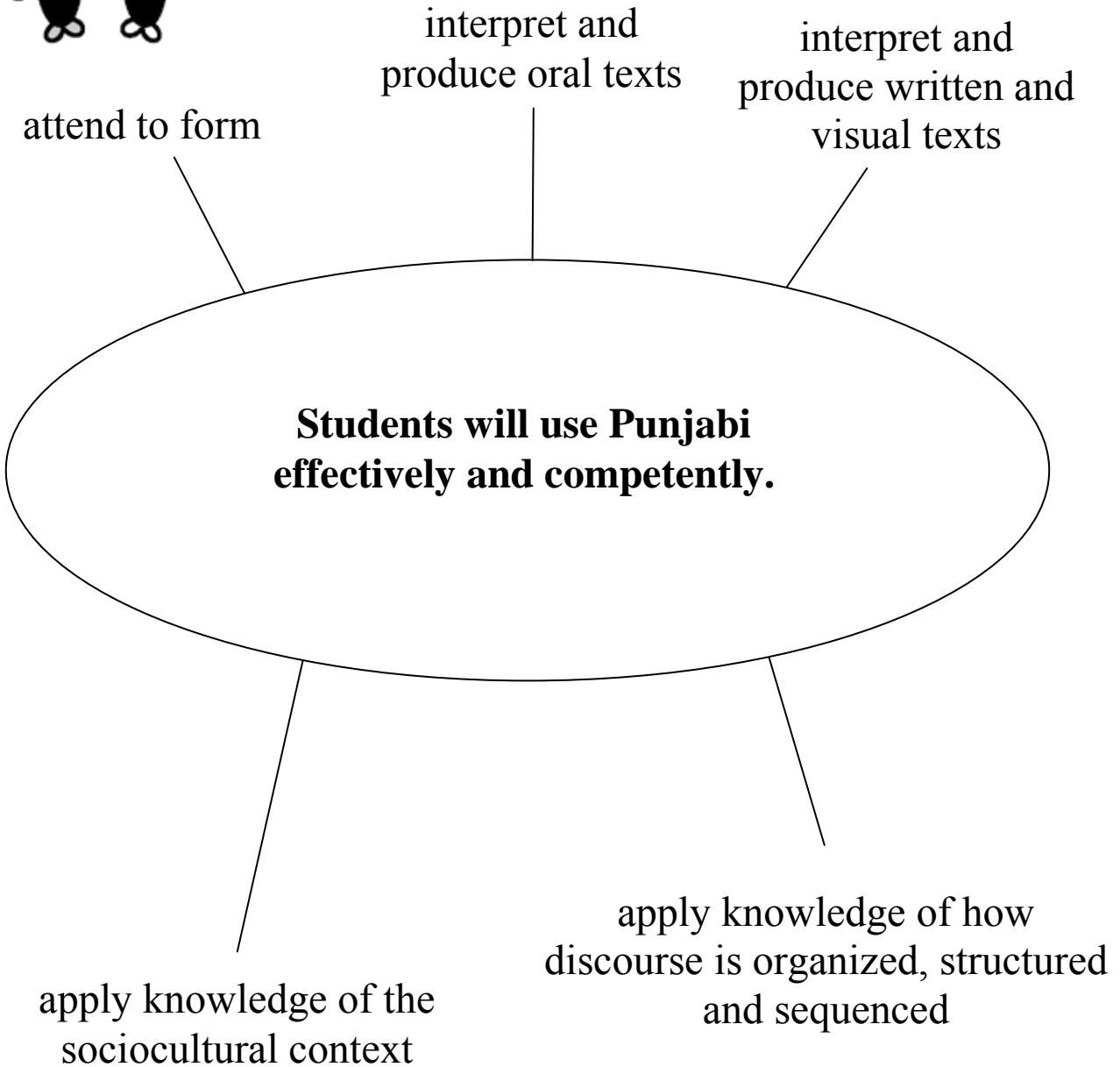
Punjabi Language and Culture 20-9Y

Punjabi 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	a. use the language for fun and to interpret and express humour	a. use the language for fun and to interpret and express humour
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A-6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

Language Competence



LANGUAGE COMPETENCE

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

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there 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 Punjabi **effectively** and **competently**.

LC-1 attend to form

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-1.1 phonology	a. produce the essential sounds, stress, rhythm and intonation patterns of the language with guidance	a. produce the essential sounds, stress, rhythm and intonation patterns of the language where rehearsal is possible	a. speak clearly and comprehensibly in a variety of situations
LC-1.2 orthography	a. use the Gurmukhi Lippi syllables and Lagga Matra, Lagakhar and pair-ch akhar ^é signs b. apply mechanical conventions c. recognize and correctly spell familiar words	a. use the Gurmukhi Lippi syllables and Lagga Matra, Lagakhar and pair-ch akhar ^é signs b. spell some words with uncommon spelling patterns and words with irregular spelling c. apply mechanical conventions consistently	a. use the Gurmukhi Lippi syllables and Lagga Matra, Lagakhar and pair-ch akhar ^é signs b. spell words with uncommon spelling patterns and words with irregular spelling c. apply mechanical conventions consistently
LC-1.3 lexicon	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • media • personal identity • relationships^{éé} • any other lexical fields that meet their needs and interests 	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • arts and literature • current events • environment, peace and human rights • any other lexical fields that meet their needs and interests 	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • career and future plans • rites of passage and life cycle practices • history and culture • any other lexical fields that meet their needs and interests

(continued)

é Lagga Matra = 1 gwmqrw Lagakhar = 1 gKr, pair-ch akhar = pF'c AKr
 éé The topic of relationships requires caution and sensitivity on the part of the teacher.

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

(continued)

LC-1 attend to form

Punjabi Language and Culture 10-9Y

Punjabi Language and Culture 20-9Y

Punjabi Language and Culture 30-9Y

Students will be able to:

LC-1.4
grammatical elements

a. use, in modelled situations,³ the following grammatical elements:

Pronouns

- relative pronouns (causal); e.g.,
j o ij hVy ij nW ah, ahnW

Verbs

- present and past perfect tense (singular and plural, masculine and feminine); e.g.,
mKf ckwhW (s/m) present
mKf cki sI (s/f) past

AsNKf ckyhW (p/m) present
AsNKf ckIAWsl/sW (p/f) past

qMf ckwhI (s/m) present
qsNKf ckysI (s/p/m) past

ah Kf ckwhI (s/m) present
ah Kf ckysnI (p/m) past
ah Kf cki hI (s/f) present
ah Kf ckIAWsnI (p/f) past

Adverbs

- emphasis; e.g.,
ibl kI, zrB, qWvIvI
- causes; e.g.,
ikaMk, ikah j o qWj o qWhI, ies kr
ky ij Qy j dN kdN adN kdi-kdveN
ij -Dr aDr, ij vN iqvN
ij QymRihM hW aQybhq BIV hI

Pronouns

- indefinite pronouns; e.g.,
sB, bhqy AnK, keI, keI, swy bhq
swy kI, kI h, ivrl y QWsrBq

Verbs

- future perfect tense (singular and plural, masculine and feminine); e.g.,
mKf ckwhWvI (s/m)
mKf cki hWvI (s/f)

AsNKf ckyhWvI (p/m)
AsNKf ckIAWhWvIAW (p/f)

qMf ckwhWvI (s/m)
qsNKf ckyhWvI (s/p/m)

ah Kf ckwhWvI (s/m)
ah Kf ckyhWvI (p/m)
ah Kf cki hWvI (s/f)
ah Kf ckIAWhWvIAW (p/f)

Postpositions

nM
mGr nM wrhI hW

Adverbial Expressions

- in complex sentences; e.g.,
ij Qy j dN kdN adN kdi-kdveN ij -Dr
aDr, ij vN iqvN

Nouns

- role/function (direct, oblique, in adverbial/prepositional phrases, direct address); e.g.,
kvkwj I, bIbI j I, sMn j I

Interjections

- grief/sorrow; e.g.,
a! hveI! hveymW! hveyrbw! Avh !
- respect; e.g.,
AvE j I ! j I AvEAWnM DM Bg !
Avelej I !
- blessing; e.g.,
^S rhu! j AwIAWnko! BI whoy!
- wish; e.g.,
hyvnhgrU! j ykdy!

Word Formation (Suffix)

- noun → adjective; e.g.,
sC-sCw
Srm-SrmkI
Asnm-AsnmI
nmk-nmkn
I v- I vI w
adjective → noun; e.g.,
^S-^SI
srd-srdI
qz-qzI
sMr-sMrqw
pvgI -pvgI px
verb → noun; e.g.,
I V- I VveI
pVhpVhI
Gbrw-Gbrwt

(continued)

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 Punjabi effectively and competently.

(continued)

LC-1 attend to form

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
LC-1.4 grammatical elements	<p>Numbers</p> <ul style="list-style-type: none"> fractions; e.g., svw fYFF, FwL, pAw svFy <p>Adjectives</p> <ul style="list-style-type: none"> comparative and superlative; e.g., vfw as qNvfW sB qNvfW <p>Postpositions</p> <ul style="list-style-type: none"> directional (e.g., into/out of/towards) and locational/positional (e.g., in/inside, out/on/beside); e.g., dyivc, ivcN nM Gr dyivc, Gr dyivcN Gr dybwr, Gr dynv <p>Interjections</p> <ul style="list-style-type: none"> to praise/show admiration; e.g., SvbS ! bl y! ^B ! ASky! Sww! sdky! <p>Synonyms; e.g., j l -pwl aur-j vwb Afwmskl Tlk-shl grm-qqw</p> <p>Sentence Structure</p> <ul style="list-style-type: none"> sentences with relative pronouns; e.g., ij hVyimhnq kr dyhn, ah cMynMr l Y kypws hMlyhn[j dNmWskU phMAWqdNGMI vj ckl sl[sentences with interjections: – to praise; e.g., SvbS ! qsNbhq vDIAwkm klqwhY 	<p>Interjections</p> <ul style="list-style-type: none"> scold/rebuke; e.g., dr ! iDrkr ! iPtymM ! warning; e.g., ^brdw ! Tihz zrwj w! sxoJ I ! htOj I ! hM! <p>Sentence Structure</p> <ul style="list-style-type: none"> sentences with indefinite pronouns; e.g., keI AwMlyhn qykeI j Wlyhn[as nMB chMlyhn[bhq svryl k nY wdYx gef complex sentences with adverbial expressions; e.g., ij QymRihM hW asQybhq BIV hY 	<p>Modifiers (Adjectival/Adverbial)</p> <ul style="list-style-type: none"> comparatives and superlatives; e.g., rw qz dUdwhY Sun as qNvI qz dUdwhY pr hrnk sB qNvD qz dUdwhY <p>Word Formation</p> <ul style="list-style-type: none"> prefixes (common) A, Ax, ^S, su ku dr, inr, mhwmhW l w e.g.: – A (nWvck, ibnW hX)–Asih, AihMw Asq, Arg – Ax (nWvck, inKPk)–Axj w, AxpVHAxsikAw – ^S (cM)–^Siksmq, ^Sidl, ^S^brl, ^SbU – pV (iek drj wpr)–pVdvw pVpqw pVnwv pVdhqw – by(ibnW–bAM, byL, bAkI, bje-zq, bSrm, bMmn, bkr abstracts (substituting a single word for a group of words); e.g., pYwb dwrihx vt w= pMbl ij hVwrb ivc ivSvws rKy= Awqk <p>Sentence Structure</p> <ul style="list-style-type: none"> sentences with prefix/suffix; e.g.: – bl prl nycMynMr l Ykypws hX dl ^S^brl AwpXypVdvwj l nM sXvE[– il Mzl AwpXymqwpqwdl l wfl l kWI hY pr ah bhq Srmkl hY complex affirmative and negative sentence word order; e.g., mnpRl nybl ey pws kr l eI hYqyah nRrI dl Bv ivc hY ikamk as dy ipqwj l as nMwryl pVwE l eI Krc nhNdyskdY

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

(continued)

LC-1 attend to form

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
	<i>Students will be able to:</i>		
	b. use, in structured situations, ⁴ the following grammatical elements:		
LC-1.4 grammatical elements	Nouns	Nouns	Pronouns
	<ul style="list-style-type: none"> abstracts; e.g., ਸਚ, ਤਮਿਲ, ਅੰਗਰੇਜ਼ 	<ul style="list-style-type: none"> abstracts; e.g., ਸਚ, ਤਮਿਲ, ਅੰਗਰੇਜ਼ 	<ul style="list-style-type: none"> relative pronouns (causal); e.g., ਜੋ ਜਿਹਵੀਂ ਜਿਨ੍ਹਾਂ, ਅਨ੍ਹਾਂ
	Pronouns	Pronouns	Verbs
	<ul style="list-style-type: none"> interrogatives ਕੀ? ਕਿਸਨੂੰ? ਕੜੀ? ਕੜੀ? ਕੜੀ? ਕਿਵੇਂ? ਕਿਹੜਾ? (singular) ਕਿਹੜੇ? (plural) ਕਿ-ਓ? ਕਿਹੜੇਵਾਂ? ਕਿਹੜੇ ਹਨ? 	<ul style="list-style-type: none"> relative pronouns (causal); e.g., ਜੋ ਜਿਹਵੀਂ ਜਿਨ੍ਹਾਂ, ਅਨ੍ਹਾਂ 	<ul style="list-style-type: none"> present and past perfect tense (singular and plural, masculine and feminine); e.g., ਮੈਂ ਕੀ ਕੀਤਾ (s/m) present ਮੈਂ ਕੀ ਕੀਤਾ (s/f) past ਅਸੀਂ ਕੀ ਕੀਤਾ (p/m) present ਅਸੀਂ ਕੀ ਕੀਤਾ (p/f) past ਕੀ ਕੀਤਾ (s/m) present ਕੀ ਕੀਤਾ (s/p/m) past ਅੱਜ ਕੀ ਕੀਤਾ (s/m) present ਅੱਜ ਕੀ ਕੀਤਾ (p/m) past ਅੱਜ ਕੀ ਕੀਤਾ (s/f) present ਅੱਜ ਕੀ ਕੀਤਾ (p/f) past
	Verbs	Verbs	
	<ul style="list-style-type: none"> past continuous (singular and plural, masculine and feminine); e.g., ਮੈਂ ਕੀ ਕੀਤਾ (s/m) ਮੈਂ ਕੀ ਕੀਤਾ (s/f) ਅਸੀਂ ਕੀ ਕੀਤਾ (p/m) ਅਸੀਂ ਕੀ ਕੀਤਾ (p/f) ਕੀ ਕੀਤਾ (s/m) ਕੀ ਕੀਤਾ (s/p/m) 	<ul style="list-style-type: none"> future continuous (singular and plural, masculine and feminine); e.g., ਮੈਂ ਕੀ ਕੀਤਾ (s/m) ਮੈਂ ਕੀ ਕੀਤਾ (s/f) ਅਸੀਂ ਕੀ ਕੀਤਾ (p/m) ਅਸੀਂ ਕੀ ਕੀਤਾ (p/f) ਕੀ ਕੀਤਾ (s/m) ਕੀ ਕੀਤਾ (s/p/m) ਅੱਜ ਕੀ ਕੀਤਾ (s/m) ਅੱਜ ਕੀ ਕੀਤਾ (p/m) ਅੱਜ ਕੀ ਕੀਤਾ (s/f) ਅੱਜ ਕੀ ਕੀਤਾ (p/f) ਕੀ ਕੀਤਾ (s/m) ਕੀ ਕੀਤਾ (s/p/m) 	<ul style="list-style-type: none"> future perfect tense (singular and plural, masculine and feminine); e.g., ਮੈਂ ਕੀ ਕੀਤਾ (s/m) ਮੈਂ ਕੀ ਕੀਤਾ (s/f) ਅਸੀਂ ਕੀ ਕੀਤਾ (p/m) ਅਸੀਂ ਕੀ ਕੀਤਾ (p/f) ਕੀ ਕੀਤਾ (s/m) ਕੀ ਕੀਤਾ (s/p/m)

(continued)

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 Punjabi **effectively** and **competently**.

(continued)

LC-1 attend to form

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
LC-1.4 grammatical elements	<p> ah Kf irhwsI (s/m) ah Kf rhysn (p/m) ah Kf rhl sI (s/f) ah Kf rhlAwsn (p/f) </p> <ul style="list-style-type: none"> future continuous (singular and plural, masculine and feminine); e.g., mKf irhwhogv (s/m) mKf rhl hogI (s/f) <p> AsNKf rhyhogv (p/m) AsNKf rhlAwhogIAW (p/f) </p> <p> qMKf irhwhogv (s/m) qsNKf rhyhogv (s/p/m) </p> <p> ah Kf irhwhogv (s/m) ah Kf rhyhogv (p/m) ah Kf rhl hogI (s/f) ah Kf rhlAwhogIAW (p/f) </p> <p>Adverbs</p> <ul style="list-style-type: none"> using numbers; e.g., iek-iek, swyj wy iek-iek kr ky <p>Adjectives</p> <ul style="list-style-type: none"> colours; e.g., nI w l w, pI w kv w comparative and superlative; e.g., v-fw as qNvfw sB qNvfw <p>Modifiers (Adjectival/Adverbial)</p> <ul style="list-style-type: none"> quality; e.g., chw mWw vDIAw GtIAw quantity; e.g., Gt, QW bhq, bhqw izAwdw <p>Numbers</p> <ul style="list-style-type: none"> ordinal; e.g., dsvWihsw dsvNQW 	<p> qMKf ckwhI (s/m) present qsNKf ckysI (s/p/m) past </p> <p> ah Kf ckwhI (s/m) present ah Kf ckysn (p/m) past ah Kf ckI hI (s/f) present ah Kf ckIAwsn (p/f) past </p> <p>Adverbs</p> <ul style="list-style-type: none"> using numbers; e.g., iek-iek, swyj wy iek-iek kr ky emphasis; e.g., ibl kI, zrE, qWvIvI causes; e.g., ikaIk, ikaN j o qWj o qWhI, ies kr ky ij Qy j dN kdN adN kdI-kdveN ij Dr aDr, ij vN iqvN ij QymRihM hW aQybhq BIV hI <p>Adjectives</p> <ul style="list-style-type: none"> comparative and superlative; e.g., v-fw as qNvfw sB qNvfw <p>Modifiers (Adjectival/Adverbial)</p> <ul style="list-style-type: none"> colours; e.g., gUhrw bdwl, shw tmtrI quality; e.g., chw mWw vDIAw GtIAw quantity; e.g., Gt, QW bhq, bhqw izAwdw <p>Numbers</p> <ul style="list-style-type: none"> ordinal; e.g., dsvWihsw dsvNQW fractions; e.g., svw fYfF, FvE, pAw svF 	<p> ah Kf ckw hogv (s/m) ah Kf ckyhogv (p/m) ah Kf ckI hogI (s/f) ah Kf ckIAwhogIAW hogIAW (p/f) </p> <p>Adverbs</p> <ul style="list-style-type: none"> using numbers; e.g., iek-iek, swyj wy iek-iek kr ky emphasis; e.g., ibl kI, zrE, qWvIvI causes; e.g., ikaIk, ikaN j o qWj o qWhI, ies kr ky ij Qy j dN kdN adN kdI-kdveN ij Dr aDr, ij vN iqvN ij QymRihM hW aQybhq BIV hI in complex sentences; e.g., ij Qy j dN kdN adN kdI-kdveN ij Dr aDr, ij vN iqvN ij QymRihM hW aQybhq BIV hI <p>Modifiers (Adjectival/Adverbial)</p> <ul style="list-style-type: none"> quality; e.g., chw mWw vDIAw GtIAw quantity; e.g., Gt, QW bhq, bhqw izAwdw <p>Numbers</p> <ul style="list-style-type: none"> ordinal; e.g., dsvWihsw dsvNQW <p>Using Obliques; e.g., mNny(mN) mFAWny(mN) mNmQn(mN) swMsvQn(AsI) iehnMies nMiehqN(ieh) </p>

(continued)

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

(continued)

LC-1 attend to form

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
LC-1.4 grammatical elements	<ul style="list-style-type: none"> masculine → feminine (singular); e.g., gBrUBM VwpwirhwhY mit Aw igDwpwrhI hY masculine → feminine (plural); e.g., gBrUBM Vwpwrhyhn[mit Aw WigDwpwrhIAWhn[<p>Gender</p> <ul style="list-style-type: none"> masculine → feminine (singular); e.g., gBrUBM VwpwirhwhY mit Aw igDwpwrhI hY masculine → feminine (plural); e.g., gBrUBM Vwpwrhyhn[mit Aw WigDwpwrhIAWhn[
	<p>Sentence Structure</p> <ul style="list-style-type: none"> sentences with comparative structures; e.g., mywGr vfwwhY myyBrwdwGr as qNvI vfwwhY pr myI Bx dwGr sB qNvfwwhY clauses joined by and/or/but; e.g., grikrn Aqyhrpw qz dUdyhn, pr ejm ahnWqNvI qz dUdwhY sentences with interjections to obtain listener’s attention; e.g., EeymE ! nI kUley! 	<p>Sentence Structure</p> <ul style="list-style-type: none"> sentences with comparative structures; e.g., mywGr vfwwhY myyBrwdwGr as qNvI vfwwhY pr myI Bx dwGr sB qNvfwwhY clauses joined by and/or/but; e.g., grikrn Aqyhrpw qz dUdyhn, pr ejm ahnWqNvI qz dUdwhY sentences with interjections – to praise; e.g., SvbS ! qsNbhq vDIAwkM kIqwhY 	

(continued)

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

(continued)

LC-1 attend to form

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
	<i>Students will be able to:</i>		
	c. use, independently and consistently, ⁵ the following grammatical elements:		
LC-1.4 grammatical elements	Nouns	Pronouns	Nouns
	<ul style="list-style-type: none"> noun–adjective agreement (gender, number) for common familiar nouns; e.g., cw shxIAWkIAWigDwpwrhIAW hn[<ul style="list-style-type: none"> interrogatives k0/ iksnksdw? kI ? ikañ? kðñ? ikvñ? ikhñ? (singular) ikhñ? (plural) ik-Qy? ikhñvfv? ikhøj hw? 	<ul style="list-style-type: none"> abstracts
	Verbs		Verbs
	<ul style="list-style-type: none"> present continuous (singular and plural, masculine and feminine); e.g., mñkf irhwhW (s/m) Asñkf rhIAWhW (p/f) 		<ul style="list-style-type: none"> future continuous (singular and plural, masculine and feminine); e.g., mñkf irhwhWv (s/m) Asñkf rhIAWhWv (p/f)
	Adverbs	Verbs	Adjectives
	<ul style="list-style-type: none"> place; e.g., hñw aþr, Anr, bñr, nñ, ivc, sunñy manner; e.g., h0I b00 CñI kr0 	<ul style="list-style-type: none"> past continuous (singular and plural, masculine and feminine); e.g., mñkf irhwsI (s/m) mñkf rhI sI (s/f) 	<ul style="list-style-type: none"> comparative and superlative; e.g., v-fw aþ qñvfw sB qñvfw
	Numbers; e.g.,	Asñkf rhysI/sW (p/m) Asñkf rhIAWsI/sW (p/f)	Modifiers (Adjectival/Adverbial)
	Conjunctions; e.g.,	qñkf irhwsI (s/m) qsñkf rhysI (s/p/m)	<ul style="list-style-type: none"> colours; e.g., gñhrw bdwl, sliv tñtñI
	Sentence Structure	ah kf irhwsI (s/m) ah kf rhysn (p/m) ah kf rhI sI (s/f) ah kf rhIAWsn (p/f)	Numbers
	<ul style="list-style-type: none"> simple affirmative and negative (present and past) imperative (affirmative and negative); e.g., cþ kr0 mñyvI vñ0 r0wnwpw0 	Interjections	<ul style="list-style-type: none"> fractions; e.g., svw fñhf, fweI, p0w svfy
	Interjections	Conjunctions	
	<ul style="list-style-type: none"> to obtain listener’s attention; e.g., aey! AiVAw! AVley! kñley! nI ! E bñw! vy! 	<ul style="list-style-type: none"> for the reason that; e.g., ies kr ky mñmñwñI ibmñr sn ies kr kymñ kI skU nhIAweAv 	
		Interjections	
		<ul style="list-style-type: none"> to praise/show admiration; e.g., S0b0 ! bIy! ^B ! ASky! Sww! sdky! 	
		Gender	
		<ul style="list-style-type: none"> masculine → feminine (singular); e.g., gBrUBñVwpwrhwhñ mñAr igDwpwrhI hñ masculine → feminine (plural); e.g., gBrUBñVwpwrhwhñ mñArWigDwpwrhIAWhñ 	

(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 Punjabi **effectively** and **competently**.

(continued)

LC-1 attend to form

LC-1.4
grammatical elements

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

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

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

Gender

- masculine → feminine by adding **kMw kMwqyxI**, **kI** at the end of the word; e.g., **AiDAwpk–AiDAwpkw**
nRr–nRrwxI
Fb–Fb kI
- masculine → feminine by replacing **ibhwI** with **x**, **n**, **nI** at the end of the word; e.g., **pJMbI–pJMb x**
Sihri–Sihrn
pqI–pqnI
- masculine → feminine; e.g., **ipqw–mqw**
Brw–Bx
pq–DI
gBr–Unit Awr
PwV–BAw
- masculine → feminine (singular); e.g., **gBrUBMwVwpwirhwhY**
mit Awr igDwpwrhI hY
- masculine → feminine (plural); e.g., **gBrUBMwVwpwrhyhn[**
mit AwrWigDwpwrhIAWhn[

Sentence Structure

- interrogative sentences; e.g., **qhwfwkI nwn hY?**
qsINikQyrinhMyho?
- sentences with interjections to obtain listener’s attention

Sentence Structure

- clauses joined by and/or/but; e.g., **gwikrn AqyhrpwI qz dUdyhn, pr eJm ahnWqNvi qz dUdwhY**
- simple and complex sentences with:
 - comparative structures; e.g., **ngwGr vfwwhY ngyBrwdwGr as qN vI vfwwhY pr ngyI Bx dwGr sB qN vfwwhY**
 - interjections; e.g., **SwbS ! qsINbhq vDIAwkM kIqwhY**
EeynME ! qsINieQyki kr dyho?
nI kUley! hDI–hDI nC [

General Outcome for Language Competence

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

LC-2 interpret and produce oral texts

Punjabi Language and Culture 10-9Y

Punjabi Language and Culture 20-9Y

Punjabi Language and Culture 30-9Y

Students will be able to:

LC-2.1 listening	a. understand the main points and some supporting details of oral texts on familiar topics in guided situations	a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics in guided situations	a. understand a variety of lengthy oral texts on familiar topics in guided situations
LC-2.2 speaking	a. produce short oral texts on unfamiliar topics in guided situations	a. produce oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics, providing some details to support the main points, in guided situations
LC-2.3 interactive fluency	a. manage simple, routine interactions without undue difficulty	a. sustain interactions comprehensibly, with pauses for planning and self-correction	a. converse on familiar topics

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

LC-3 interpret and produce written and visual texts

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-3.1 reading	a. understand key details in written texts on familiar topics	a. understand the main points and some supporting details of written texts on familiar topics	a. understand a variety of written texts
LC-3.2 written production	a. produce short written texts on familiar topics	a. produce lengthy written texts on familiar topics in guided situations	a. produce lengthy written texts on a variety of familiar topics
LC-3.3 viewing	a. propose several interpretations of the visual elements of a variety of media in guided situations	a. identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media
LC-3.4 representing	a. explore, in guided situations, a variety of ways that meaning can be expressed through the visual elements of a variety of media	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 unguided situations

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

LC-4 apply knowledge of the sociocultural context

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-4.1 register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose
LC-4.2 idiomatic expressions	a. understand learned idiomatic expressions and sayings (proverbs) and use them appropriately in new contexts; e.g., ... A-K dwqwrw... [AM B1 ydwB1 v]	a. understand learned idiomatic expressions and sayings (proverbs) and use them appropriately in new contexts; e.g., ... isr dyw.. [l v kv dI mWhY	a. explore and interpret idiomatic expressions and sayings (proverbs) in a variety of contexts; e.g., ... isr Kw.. [... isr aCwrKxw.. [nIm hklm ^qrwj w]
LC-4.3 variations in language	a. recognize other influences resulting in variations in Punjabi	a. identify some common regional or other variations in Punjabi	a. experiment with some variations in Punjabi
LC-4.4 social conventions	a. use politeness conventions in a variety of contexts; e.g., forms of address: mMkqb idatdyoj I [ikrpwkrky mMkqb idatdyoj I [a. use politeness conventions in a variety of contexts; e.g., mMkqb vkwrl dx dwl eI bhq-bhq DMvd [a. interpret and use appropriate oral and written forms of address with a variety of audiences
LC-4.5 nonverbal communication	a. understand and apply a variety of nonverbal communication techniques in a variety of contexts	a. understand and apply a variety of nonverbal communication techniques in a variety of contexts	a. understand and apply a variety of nonverbal communication techniques in a variety of contexts

General Outcome for Language Competence

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

LC-5 apply knowledge of how discourse is organized, structured and sequenced

Punjabi Language and Culture 10-9Y

Punjabi Language and Culture 20-9Y

Punjabi Language and Culture 30-9Y

Students will be able to:

LC-5.1 cohesion/coherence	a. interpret texts that use patterns involving time or chronological sequencing	a. use a variety of references within texts	a. use appropriate words and phrases to show a variety of relationships within texts
LC-5.2 text forms	a. use a variety of familiar text forms and media in their own productions	a. recognize a variety of 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
LC-5.3 patterns of social interaction	a. combine simple social interaction patterns to perform interactions and transactions	a. combine simple social interaction patterns to perform complex interactions and transactions	a. use a wide range of simple social interaction patterns flexibly to deal with interactions and transactions

Global Citizenship



historical and contemporary
elements of Punjabi culture

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 Punjabi culture,” there are strands for accessing/analyzing cultural knowledge, knowledge of Punjabi culture, applying cultural knowledge, diversity within Punjabi culture and valuing Punjabi culture.

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 additional cultures. Rather than simply developing a bank of knowledge about Punjabi culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “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 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 Punjabi culture

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
<i>Students will be able to:</i>			
GC-1.1 accessing/analyzing cultural knowledge	a. put forth their own ideas about Punjabi culture b. identify and use a variety of sources of information to investigate the validity of their own ideas about Punjabi culture	a. explore and analyze information about elements of Punjabi culture	a. analyze and evaluate sources of information on Punjabi culture
GC-1.2 knowledge of Punjabi culture	a. explore, identify and analyze some elements of Punjabi culture	a. explore, identify and analyze some elements of Punjabi culture	a. explore, identify and analyze some elements of Punjabi culture
GC-1.3 applying cultural knowledge	a. apply knowledge of elements of Punjabi culture, derived from a variety of sources, to interpret actions and texts	a. apply knowledge of elements of Punjabi culture to enhance interpersonal relations in familiar contexts	a. apply knowledge of elements of Punjabi culture to enhance interpersonal relations in a variety of contexts
GC-1.4 diversity within Punjabi culture	a. apply knowledge of diverse elements of Punjabi culture, derived from a variety of sources	a. apply knowledge of diverse elements of Punjabi culture to enhance interpersonal relations in familiar contexts	a. apply knowledge of diverse elements of Punjabi culture to enhance interpersonal relations in a variety of contexts
GC-1.5 valuing Punjabi culture	a. identify and use opportunities to enter into contact with members of Punjabi culture	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within Punjabi culture	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within Punjabi culture

General Outcome for Global Citizenship

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

GC–2 appreciating diversity

Punjabi Language and Culture 10-9Y

Punjabi Language and Culture 20-9Y

Punjabi Language and Culture 30-9Y

Students will be able to:

GC-2.1 awareness of own language(s)	a. identify aspects of their personal style in formal and informal language use	a. analyze ways in which their own language(s) and Punjabi are similar and different	a. analyze ways in which their own language(s) and Punjabi are similar and different
GC-2.2 general language knowledge	a. describe ways languages evolve over time and identify reasons for their evolution	a. describe factors that influence the status of languages	a. make generalizations about the systematic nature of language
GC-2.3 awareness of own culture	a. identify ethnocentric elements in texts from their own culture	a. examine ways in which their own culture and other cultures are similar and different	a. analyze ways in which their own culture and other cultures are similar and different
GC-2.4 general cultural knowledge	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture	a. examine some of the ways and reasons why the concept of culture changes b. identify some of the ways that cultures change over time	a. identify some of the ways that individuals acquire a national identity
GC-2.5 valuing diversity	a. seek out opportunities to interact with people from other cultures	a. recognize contributions to society 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	a. analyze and reflect upon a situation from different perspectives	a. identify and use a variety of strategies for enhancing interactions with people from a different culture b. identify ethnocentric perspectives in a text or an event and explain their origins

General Outcome for Global Citizenship

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

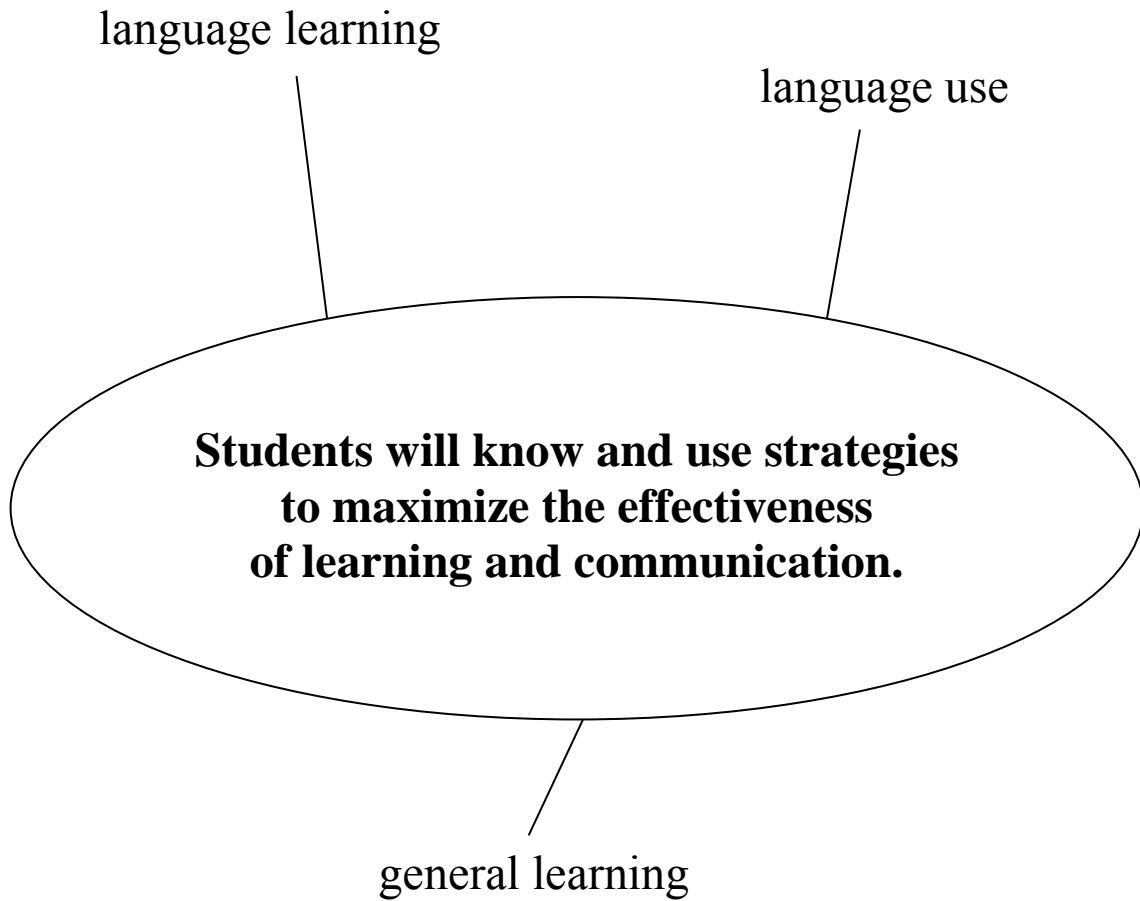
GC–3 personal and career opportunities**Punjabi Language and Culture 10-9Y****Punjabi Language and Culture 20-9Y****Punjabi Language and Culture 30-9Y**

Students will be able to:

GC–3.1 Punjabi language and culture	a. explore careers in which knowledge of Punjabi language and culture can be applied	a. explore opportunities for further education related to Punjabi language and culture	a. explore applications of Punjabi language and culture in the global workplace
		b. identify opportunities that facilitate contact with people and places within Punjabi language and culture	
GC–3.2 cultural and linguistic diversity	a. explore careers in which knowledge of additional languages and cultures can be applied	a. explore opportunities for further education related to languages and cultures	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 slow, 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 Punjabi 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

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi 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 Punjabi 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 Punjabi speakers (family members, friends, community members)
- use available technological and multimedia aids that support language learning
- use induction to generate rules governing language use

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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 Punjabi 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
-

General Outcome for Strategies

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

S-2 language use

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi 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; e.g., mime, pointing, gestures, **isr ihl vaxw**— shaking head to refuse or accept
- ask for clarification or repetition when you do not understand; e.g., “What do you mean by ...?” “Could you say that again, please?” (Formal: **qhwfwkI mql b hY? zrwdbwrwdsxw kI ikhwqsIN?** Informal: **kI ikhw? iPr dsIN?** [with raised eyebrows])
- ask follow-up questions to check for understanding; e.g., “Am I making sense?” (**kI mITk kih rhi / irhwhW?**)
- indicate lack of understanding of Punjabi text/expressions through questions posed in Punjabi; e.g., Formal: **m& krnw mIMsmJ nhINAveI** Informal: **kI ikhw?**
- use a simple word similar to the concept to convey, and invite correction; e.g., “fruit” for “banana” (**PI for kJ w**)
- ask for confirmation that a form used is correct; e.g., “Can you say that?” (**kI qsINieh kih skdyho?**)
- use circumlocution to compensate for lack of vocabulary; e.g., “the thing you use to serve food with” for “serving spoon” (**ij s dynw AsINsbzI pwallyhW kVCI**)
- repeat part of what someone has said to confirm mutual understanding; e.g., “So what you are saying is ...” (**so qsINieh kih rhyho... []**)
- use other speakers’ words in subsequent interactions
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- self-correct if errors lead to misunderstandings; e.g., “What I mean to say is ...” (Formal: **mrykihx dw mql b hY... [] mlieh kihxwSI ... []**)
- invite others into the discussion; e.g., **ies bryqhwfwkI iKAw hY?**
- summarize the point reached in a discussion to help focus the talk; e.g., **swrI gI bw qbpqwcl dwhYik ... [] ij Qyqk mIMsmJ AveI hYik ... []**
- use suitable phrases to intervene in a discussion; e.g., “Speaking of ...” (Formal: **hW mIMhryXwI AveAw... []** Informal: **s& mliehkihxwSI ik ... []**)
- start again, using a different tactic, when communication breaks down; e.g., “What I’m trying to say is ...” (Formal: **mrykihx dwmql b hY... []** Informal: **mlieh ds rhi / irhwhW... []**)

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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 Punjabi 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–Punjabi dictionary or a Punjabi dictionary to increase vocabulary
 - edit and proofread the final version of a text
 - use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
 - use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
-

General Outcome for Strategies

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

S-3 general learning

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi 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)

(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
-

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
-

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.¹ It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including 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.²

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 a new 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 a second 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.

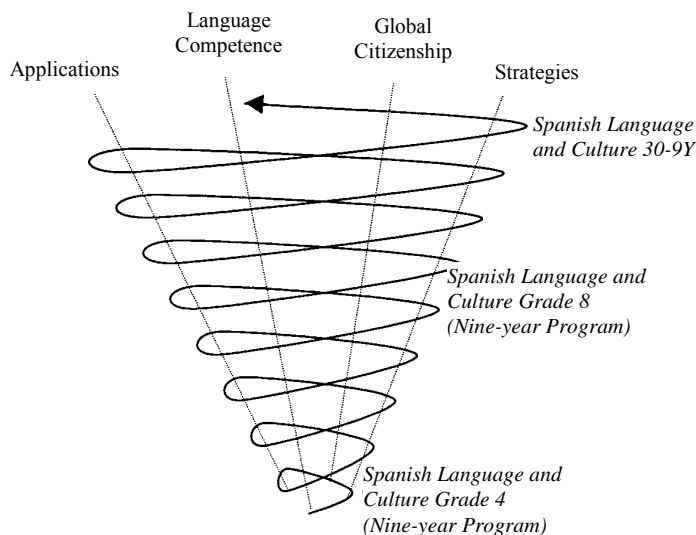
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting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

<h2 style="text-align: center;">Applications</h2>  <p>Students will use Spanish in a variety of situations and for a variety of purposes.</p> <ul style="list-style-type: none"> 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 	<h2 style="text-align: center;">Language Competence</h2>  <p>Students will use Spanish effectively and competently.</p> <ul style="list-style-type: none"> 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
<h2 style="text-align: center;">Global Citizenship</h2>  <p>Students will acquire the knowledge, skills and attitudes to be effective global citizens.</p> <ul style="list-style-type: none"> GC-1 historical and contemporary elements of the cultures of the Spanish-speaking world GC-2 appreciating diversity GC-3 personal and career opportunities 	<h2 style="text-align: center;">Strategies</h2>  <p>Students will know and use strategies to maximize the effectiveness of learning and communication.</p> <ul style="list-style-type: none"> 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

LC-4.1 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>
LC-4.2 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
LC-4.3 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

	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>			
LC-1.1 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
LC-1.2 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
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • entertainment • travel in the Spanish-speaking world • emergencies • education • relationships • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • personal well-being and healthy living • the environment • current events • the arts and literature • driving • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • history of the Spanish-speaking world • social issues in the Spanish-speaking world • career and future plans • everyday banking and commerce • media • any other lexical fields that meet their needs and interests

(continued)

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

(continued)

LC-1 attend to form

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	<p>a. use, in modelled situations,³ the following grammatical elements:</p> <ul style="list-style-type: none"> double object pronouns indefinite pronouns; i.e., <i>alguien, nadie, algo, nada</i> pronoun/adjective determiners <i>todo, otro, varios</i> simple future tense imperfect tense (all forms) past progressive subjunctive mood (present): <ul style="list-style-type: none"> to express persuasion: <i>aconsejar, decir</i> to express doubt; e.g., <i>Es dudoso que</i> <i>Es probable que</i> after impersonal expressions: <i>Es una lástima que</i> <i>Es necesario que</i> after adverbial conjunctions such as <i>cuando</i> and <i>aunque</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> use of conjunctions: <ul style="list-style-type: none"> in coordinating sentences; e.g., <i>sin embargo, mientras que</i> in complex sentences (to express consequence/cause); e.g., <i>así que, por lo tanto, porque, ya que</i> 	<ul style="list-style-type: none"> appropriate use of preterit and imperfect tenses past perfect/pluperfect⁶ common verbs followed by the preposition: <ul style="list-style-type: none"> <i>de</i>; e.g., <i>acabar de</i> <i>con</i>; e.g., <i>casarse con, soñar con</i> <i>a</i>; e.g., <i>ayudar a</i> <i>en</i>; e.g., <i>pensar en</i> use of coordinating conjunctions; e.g., <i>sin embargo, no obstante, mientras que</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> relative clauses with: <ul style="list-style-type: none"> <i>lo(s)/la(s)/el que</i> as relative pronoun <i>quien/quienes, como</i> conditional sentence structure: <i>si</i> + past subjunctive, conditional present; e.g., <i>Si tuviera dinero, compraría un coche.</i> indirect speech with an introductory verb in the past tense and the following verbs in an appropriate tense; e.g., preterit, imperfect, past perfect 	<ul style="list-style-type: none"> variable determiners (pronoun/adjective) such as <i>alguno/algún, ninguno/ningún</i> showing distribution, using <i>cada</i> subjunctive mood (present) to express finality: <i>para que ...</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> passive voice; e.g., <i>El Quijote fue escrito por Cervantes.</i> sentences with relative clauses (appositive/explicative); e.g., <i>Pedro, que vive en la casa de al lado, fue a la escuela conmigo.</i>
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(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 a non-merging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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

(continued)

LC-1 attend to form

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

(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
	<i>Students will be able to:</i>		
	b. use, in structured situations, ⁴ the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • diminutive <i>-ito, -ita, -itos, -itas</i> • indirect object pronouns: <i>me, te, le, nos, os, les</i> • adjectival determiners indicating indefinite quantity; i.e., <i>poco, mucho, bastante, demasiado</i> • comparison (irregular); e.g., <i>bueno/mejor, malo/peor, grande/mayor</i> • distinction between/use of <i>saber</i> and <i>conocer</i> • reflexive verbs, all forms, present tense • preterit stem-changing verbs • simple future tense • present perfect • use of “a” when direct object is a person/are people; e.g., <i>Vi a tu hermano</i> • use of <i>por</i> and <i>para</i> • use of the conjunctions <i>o ... o, ni ... ni</i> 	<ul style="list-style-type: none"> • demonstrative pronouns (all forms) • double object pronouns • indefinite pronouns; i.e., <i>alguien, nadie, algo, nada</i> • pronoun/adjective determiners <i>todo, otro, varios</i> • simple future tense • conditional (present, past) • preterit stem-changing verbs • imperfect tense (all forms) • past progressive • use of <i>por</i> and <i>para</i> • use of interrogative determiners: <ul style="list-style-type: none"> – <i>¿Qué ...? ¿Cuándo ...?</i> <i>¿Cómo ...? ¿Dónde ...?</i> <i>¿Por qué ...?</i> – <i>¿Quién/es ...?</i> <i>¿Cuál/es ...?</i> <i>¿Cuánto/a/os/as ...?</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> • appropriate use of preterit and imperfect tenses • sentences using conditional structure (present, future) • sentences with impersonal <i>se</i>; e.g., <i>Se alquila piso</i> 	<ul style="list-style-type: none"> • imperfect tense (all forms) • past perfect/pluperfect⁴ • common verbs followed by the preposition: <ul style="list-style-type: none"> – <i>de</i>; e.g., <i>acabar de</i> – <i>con</i>; e.g., <i>casarse con, soñar con</i> – <i>a</i>; e.g., <i>ayudar a</i> – <i>en</i>; e.g., <i>pensar en</i> <p>Sentence Structure:</p> <ul style="list-style-type: none"> • appropriate use of preterit and imperfect tenses • relative clauses with: <ul style="list-style-type: none"> – <i>lo(s)/la(s)/el que</i> as relative pronoun – <i>quien/quienes, como</i> • indirect speech with an introductory verb in the past tense and the following verbs in an appropriate tense; e.g., preterit, imperfect, past perfect • sentences using common conditional structures (past)

« 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,⁵ the following grammatical elements:

LC-1.4
grammatical elements

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

(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

	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>			
LC-2.1 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
LC-2.2 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
LC-2.3 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
LC-2.4 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
LC-2.5 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

	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>			
LC-2.6 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
LC-2.7 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

	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>			
LC-3.1 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
LC-3.2 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
LC-3.3 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
LC-3.4 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
LC-3.5 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

	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>			
LC-4.1 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>
LC-4.2 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
LC-4.3 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 a deeper 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>			
GC–1.1 accessing/analyzing cultural knowledge	<ul style="list-style-type: none"> a. put forth their own ideas about cultures of the Spanish-speaking world b. identify and use a variety of sources of information to investigate the validity of their own ideas 	<ul style="list-style-type: none"> a. evaluate sources of information on the cultures of the Spanish-speaking world b. analyze information about elements of the cultures of the Spanish-speaking world 	<ul style="list-style-type: none"> a. seek out, organize and analyze information about Spanish-speaking cultures from a variety of sources
GC–1.2 knowledge of the cultures of the Spanish-speaking world	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
GC–1.3 applying cultural knowledge	<ul style="list-style-type: none"> a. organize and represent knowledge of the cultures of the Spanish-speaking world, derived from a variety of sources, to interpret behaviours and texts 	<ul style="list-style-type: none"> a. apply knowledge of the cultures of the Spanish-speaking world to enhance interpersonal relations in familiar contexts and to interpret texts 	<ul style="list-style-type: none"> a. apply knowledge of the cultures of the Spanish-speaking world to enhance interpersonal relations in a variety of contexts and to interpret texts

(continued)

General Outcome for Global Citizenship

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

(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:

GC-1.4 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
GC-1.5 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:

GC-2.1 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
GC-2.2 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
GC-2.3 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
GC-2.4 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

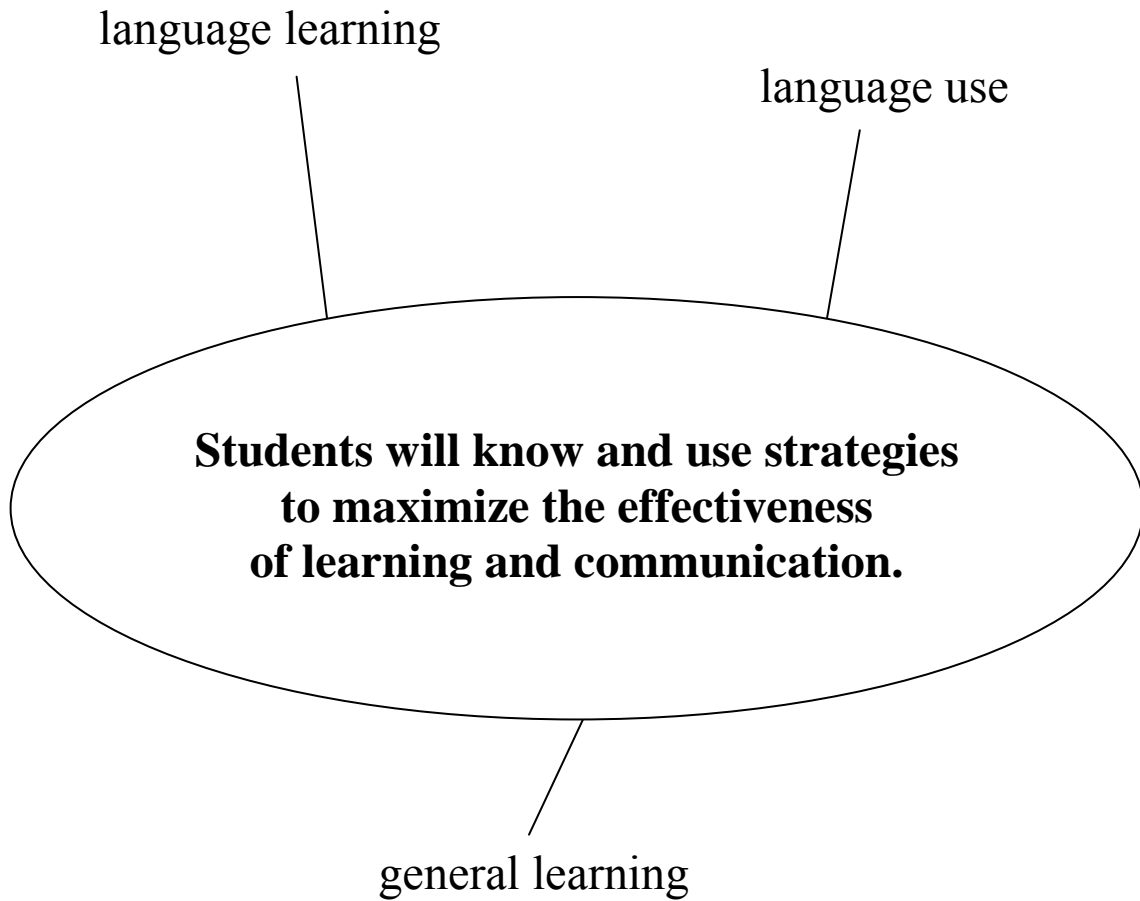
Spanish Language and Culture 30-9Y

Students will be able to:

GC–3.1 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
	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
GC–3.2 cultural and linguistic diversity			



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 slow, 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
-

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)
-

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
-

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
-

UKRAINIAN LANGUAGE AND CULTURE

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

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

INTRODUCTION

The learning of Ukrainian, as any other language, develops awareness of, and sensitivity to, cultural and linguistic diversity. In addition to preserving cultural identity, language learning is 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 to contribute positively to society.

A Means of Communication

Ukrainian is the first language of more than 37 million people in the world living in Ukraine, Argentina, Australia, Brazil, Canada, the United Kingdom, the United States of America and other countries.¹ It is closely related to other Slavic languages, making it an important key to communication in many parts of the world. Speakers of Ukrainian can make themselves understood in many countries in eastern and southeastern Europe and Asia; e.g., Belarus, Bosnia, Bulgaria, Croatia, the Czech Republic, Macedonia, Montenegro, Poland, Russia, Serbia,

Slovakia and Slovenia. Acquiring Ukrainian as an additional language, therefore, opens up important doors for communicating with others around the world.

Personal and Cognitive Benefits

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

First Language Skills and Cultural Connections

For those students who already have some knowledge of Ukrainian or a family connection to the culture, there is the opportunity to renew contact with their language, culture and heritage. For some, there is the opportunity to maintain and further develop their skills in their first language, which is not necessarily the majority language in the community.

1. Lewis, M. Paul (ed.), 2009. *Ethnologue: Languages of the World*, Sixteenth edition. Dallas, Tex.: SIL International. Online version: <http://www.ethnologue.com/>. (Accessed March 8, 2010.)

Economic Benefits

In today's world, knowledge of another language and culture in general, and Ukrainian 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 Ukrainian as an additional 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 for students who come to the class with some background knowledge of Ukrainian and further develop their skills in the language. It is also true for students who have no cultural or linguistic background in Ukrainian and are studying Ukrainian as an additional language.

THE CONCEPTUAL MODEL

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

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 associated with Ukrainian.

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.

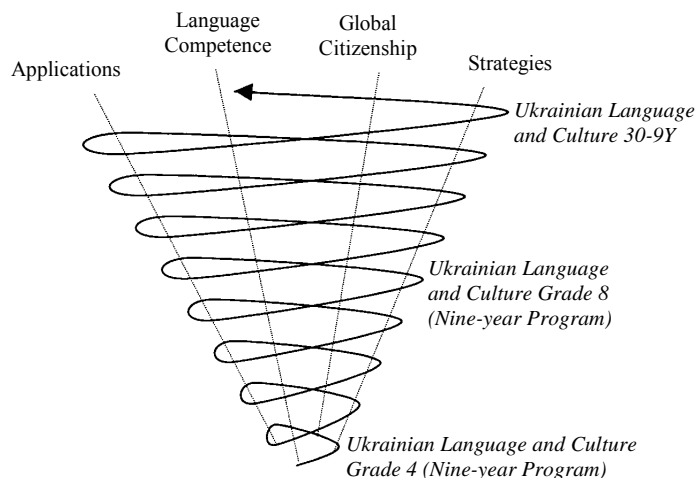
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting 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, dramatic 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 progression is an expanding spiral. Students' progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, 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 Ukrainian in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]

- Students will use Ukrainian **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.

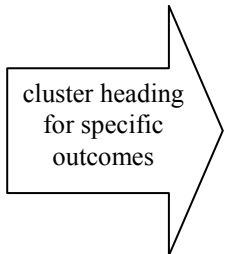
The Four Components and Their General Outcomes

<h2>Applications [A]</h2>  <p>Students will use Ukrainian in a variety of situations and for a variety of purposes.</p> <ul style="list-style-type: none"> 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 	<h2>Language Competence [LC]</h2>  <p>Students will use Ukrainian effectively and competently.</p> <ul style="list-style-type: none"> LC-1 attend to form LC-2 interpret and produce oral texts LC-3 interpret and produce written and visual texts LC-4 apply knowledge of the sociocultural context LC-5 apply knowledge of how discourse is organized, structured and sequenced
<h2>Global Citizenship [GC]</h2>  <p>Students will acquire the knowledge, skills and attitudes to be effective global citizens.</p> <ul style="list-style-type: none"> GC-1 historical and contemporary elements of Ukrainian culture GC-2 appreciating diversity GC-3 personal and career opportunities 	<h2>Strategies [S]</h2>  <p>Students will know and use strategies to maximize the effectiveness of learning and communication.</p> <ul style="list-style-type: none"> 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 Ukrainian **effectively** and **competently**.



LC-5 apply knowledge of how discourse is organized, structured and sequenced

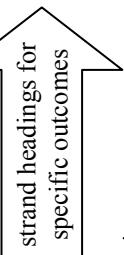
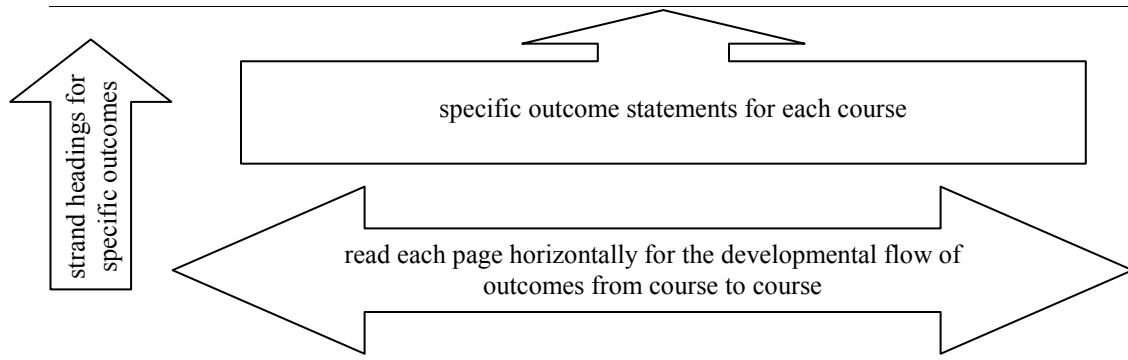
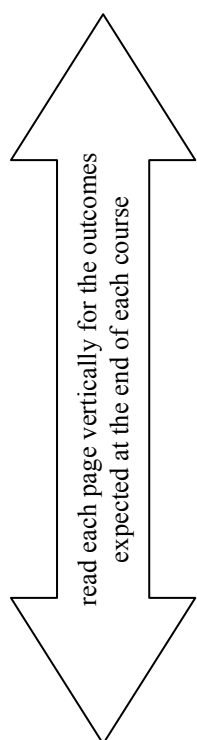
Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

LC-5.1 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
LC-5.2 text forms	a. use a variety of familiar text forms and media in their own productions; e.g., brochures, advertisements, reports, poetry, stories	a. recognize a variety of extended text forms in a variety of media; e.g., short stories, films, plays, magazine articles	a. analyze the way different media and purposes lead to differences in the way texts are organized and presented
LC-5.3 patterns of social interaction	a. combine simple social interaction patterns to perform complex 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	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions





Applications

to express emotions and
personal perspectives

to impart and
receive information

to get things done

**Students will use Ukrainian 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 Ukrainian 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 that 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 Ukrainian language skills necessary to function independently in small groups, since this is an effective way of organizing 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 Ukrainian 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 Ukrainian in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

A-1.1
share factual
information

a. share detailed information on a specific topic

a. ask and answer questions about an informative text read or heard

a. share information in a variety of situations

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 preferences

a. exchange and support opinions in a variety of situations

b. support their own opinions

b. explain preferences

A-2.2
share emotions,
feelings

a. express emotions and feelings in formal and informal situations

a. communicate strong emotions and feelings appropriately in a variety of situations; e.g., using role-play

a. analyze and discuss the expression of emotions and feelings in a variety of media

General Outcome for Applications

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

A-3 to get things done

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

A-3.1 guide actions of others	a. give a compliment b. lodge a complaint	a. give and follow a sequence of instructions	a. persuade/dissuade others
A-3.2 state personal actions	a. express possibility in relation to their own 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 leadership role in small-group projects	a. clarify task goals b. negotiate roles and suggest procedures	a. contribute to the assessment of group activities by providing constructive feedback to group members

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. give and respond to compliments	a. make suggestions to handle a variety of situations	a. initiate and participate in social exchanges in formal situations
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General Outcome for Applications

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

A-5 to extend their knowledge of the world

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

A-5.1 discover and explore	a. explore connections among, and gain new insights into, familiar topics; e.g., using brainstorming, word origins, surveys, interviews	a. explore ideas presented in a variety of ways; e.g., informal discussions, 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. organize information in a logical manner	a. evaluate the usefulness and reliability of sources b. synthesize information from several sources
A-5.3 solve problems	a. understand key elements of 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 b. recognize stereotyping in a variety of situations	a. understand the concept of perspective b. examine differing perspectives on an issue	a. explore underlying values in a variety of mass media; e.g., advertisements, political cartoons

General Outcome for Applications

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

A-6 for imaginative purposes and personal enjoyment

Ukrainian Language and Culture 10-9Y

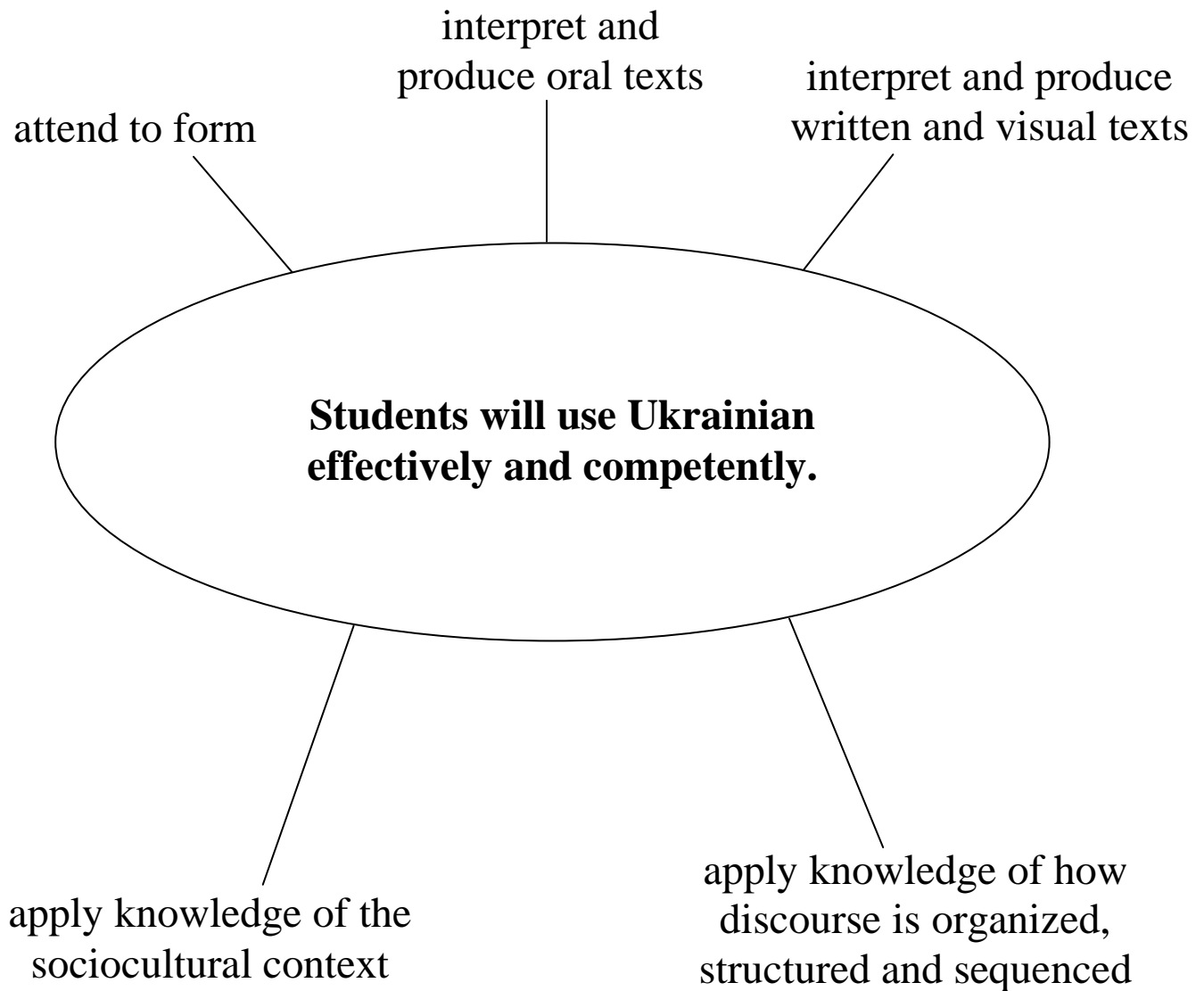
Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

A-6.1 humour/fun	a. use Ukrainian for fun and to interpret and express humour; e.g., student-created games, class comic (humour) book, tongue twisters	a. use Ukrainian for fun and to interpret and express humour; e.g., rhymes, puzzles, newspaper cartoons, anecdotes	a. use Ukrainian for fun and to interpret and express humour; e.g., create humorous skits, host a comedy night, create commercials, read fables
A-6.2 creative/aesthetic purposes	a. use Ukrainian creatively and for aesthetic purposes; e.g., create and perform a skit	a. use Ukrainian creatively and for aesthetic purposes; e.g., create an original work (story, short play, song) on a familiar topic	a. use Ukrainian creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic
A-6.3 personal enjoyment	a. use Ukrainian for personal enjoyment; e.g., participate in class excursions, field trips and e-twinning projects, make a scrapbook of items that reflect Ukrainian culture	a. use Ukrainian for personal enjoyment; e.g., plan and participate in a weekend immersion or in twinning projects, create a menu or a PowerPoint presentation	a. use Ukrainian for personal enjoyment; e.g., participate in an exchange, a language camp or in twinning projects, watch films or television programs, listen to the radio

Language Competence



LANGUAGE COMPETENCE

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

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

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Ukrainian 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 Ukrainian **effectively** and **competently**.

LC-1 attend to form

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-1.1 phonology	a. produce the essential sounds, stress, rhythm and intonation patterns of the language	a. produce sounds, stress, rhythm and intonation of the language	a. speak clearly and comprehensibly in a variety of situations
LC-1.2 orthography	a. apply common orthographic and punctuation rules	a. use orthographic and punctuation rules consistently in writing	a. use orthographic and punctuation rules consistently in writing (spelling rules, common mechanical conventions, such as the use of commas, semicolons, colons and dashes)
LC-1.3 lexicon	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • travel • leisure/shopping • everyday commerce/business transactions • Ukrainian history • any other lexical fields that meet their needs and interests 	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • dreams/goals • nature and environment • famous Ukrainians • mass media • any other lexical fields that meet their needs and interests b. select suitable words to enhance the effectiveness of speech or writing	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • careers • contemporary Ukraine • the arts and entertainment • any other lexical fields that meet their needs and interests b. select precise words to make meaning clear

(continued)

General Outcome for Language Competence

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

(continued)

LC-1 attend to form

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

a. use, in modelled situations,² the following grammatical elements:

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
LC-1.4 grammatical elements	<p>Nouns</p> <ul style="list-style-type: none">governed by preposition: accusative, genitive, instrumental cases	<p>Nouns</p> <ul style="list-style-type: none">irregular plural: all casesdiminutives (річка, братик, віконце, серденько)	<p>Sentence Structure</p> <ul style="list-style-type: none">complex sentences with subordinate clauses in conditional (past indicative + particle би/б); e.g., Я пішов би завтра в кіно, коли б мав квиток.passive voice in past; e.g., Він був вбитий. Місто було захоплене.
	<p>Pronouns</p> <ul style="list-style-type: none">demonstrative: genitive (того, цього), dative (тому, цьому), instrumental (тим, цим), locative (на тому [тім], на цьому)interrogative: personal (хто?, що?) all casesreflexive: all cases; i.e., себе	<p>Pronouns</p> <ul style="list-style-type: none">interrogative: qualitative, possessive, ordinal (all cases)	
	<p>Verbs</p> <ul style="list-style-type: none">non-past (imperfective present and perfective future); e.g., пишу– напишуpresent irregular; e.g., дати, їсти, розповісти	<p>Verbs</p> <ul style="list-style-type: none">verbal adverbs; e.g., читаючи, прочитавшиverbal adjectives; e.g., печений, куплений, зайнятийpassive voice: reflexive in passive meaning; e.g., Школа будується робітниками з України.simple future; e.g., нестиму, нестимутьimpersonal verbs; e.g., Світає. Смеркає.	
	<p>Conjunctions</p> <ul style="list-style-type: none">subordinating conjunction якщо in complex conditional sentences	<p>Expressions</p> <ul style="list-style-type: none">date ordinal to express year in the genitive; e.g., Поет народився дев'ятсот сорок третього року.	
	<p>Expressions</p> <ul style="list-style-type: none">date ordinal to express year; e.g., Поет народився у 1943 році.		
	<p>Numerals</p> <ul style="list-style-type: none">fractions, percentagescollective numerals; e.g., двоє, четверо	<p>Sentence Structure</p> <ul style="list-style-type: none">sentences using impersonal verbs; e.g., Йому везе.alternate sentence structures:<ul style="list-style-type: none">Книжку читає учень. (OVS)Читає учень книжку. (VSO)alternate sentence structures for complex and compound sentences	
	<p>Sentence Structure</p> <ul style="list-style-type: none">negation with multiple negatives; e.g., Ніхто ніколи нікому нічого не прощає.		

(continued)

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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

(continued)

LC-1 attend to form

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

b. use, in structured situations,³ the following grammatical elements:

LC-1.4
grammatical elements

Nouns

- noun–adjective agreement (all cases)

Pronouns

- personal: locative (на мені, на нас, на тобі, на вас, на ньому, на нім, на ній, на них)
- possessive: genitive (мого, твого), dative (моєму, твоєму), instrumental (моїм, твоїм), locative (на моєму [моїм], твоєму)

Adjectives

- noun–adjective agreement:
 - accusative singular animate
 - accusative plural animate
 - instrumental singular
 - instrumental plural
 - genitive plural (possession)
 - comparative, superlative (новіший–найновіший)

Verbs

- -ся + instrumental (займатися, цікавитися, гордитися)
- verbs of motion; e.g., іти, їхати
- modal verbs (могти, хотіти)
- perfective aspect (past, future)
- present conditional mood; e.g., якби я знав

Nouns

- noun–adjective agreement (all cases)
- governed by preposition: accusative, genitive, instrumental cases

Pronouns

- personal: locative (на мені, на нас, на тобі, на вас, на ньому, на нім, на ній, на них)
- demonstrative: genitive (того, цього), dative (тому, цьому), instrumental (тим, цим), locative (на тому [тім], на цьому)
- possessive: all cases
- interrogative: personal (хто?, що?)
- reflexive: all cases; i.e., себе

Adjectives

- noun–adjective agreement:
 - accusative plural animate
 - dative plural
 - genitive singular
 - instrumental singular
 - instrumental plural
 - comparative, superlative (новіший–найновіший)

Nouns

- noun–adjective agreement (all cases)
- irregular plural: all cases
- diminutives (річка, братик, віконце, серденько)

Pronouns

- demonstrative: genitive (того, цього), dative (тому, цьому), instrumental (тим, цим), locative (на тому [тім], на цьому)
- possessive: genitive (мого, твого), dative (моєму, твоєму), instrumental (моїм, твоїм), locative (на моєму [моїм], твоєму)
- interrogative: personal (хто?, що?) genitive, dative, accusative, instrumental, locative cases
- interrogative: qualitative, possessive, ordinal (all cases)

Verbs

- present irregular; e.g., дати, їсти, розповісти
- -ся + instrumental/present reflexive (займатися, цікавитися)
- impersonal verbs; e.g., Світає. Смеркає.
- simple future; e.g., нестиму, нестимуть
- verbal adverbs; e.g., читаючи, прочитавши
- verbal adjectives; e.g., печений, куплений, зайнятий
- passive voice: reflexive in passive meaning; e.g., Школа будується робітниками з України.

(continued)

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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

(continued)

LC-1 attend to form

LC-14
grammatical elements

Ukrainian Language and Culture 10-9Y

Adverbs

- comparative, superlative; e.g., повільніше, найповільніше; краще, найкраще
- definite, indefinite (колинебудь/коли-небудь, колись)

Expressions

- time: hours, minutes, intervals (година, хвилина)

Numerals

- 5 and higher and noun agreement inanimate
- 5 and higher and noun agreement animate

Sentence Structure

- sentences with verbs of motion
- sentences in past, present and future
- sentences in imperative mood (affirmative and negative)
- common complex sentences with subordinating conjunctions

Ukrainian Language and Culture 20-9Y

Verbs

- -ся + instrumental/present reflexive (займатися, цікавитися)
- non-past (imperfective present and perfective future); e.g., пишу–напишу
- present irregular; e.g., дати, їсти, розповісти
- modal verbs (могти, хотіти)
- present conditional mood; e.g., якби я знав

Conjunctions

- subordinating conjunction якщо in complex conditional sentences

Expressions

- date ordinal to express year; e.g., Поет народився у 1943 році.

Numerals

- 5 and higher and noun agreement animate
- fractions, percentages
- collective numerals; e.g., двоє, четверо

Sentence Structure

- sentences in present conditional mood; e.g., Якби я знав ...
- negation with multiple negatives; e.g., Ніхто ніколи нікому нічого не прощає.
- common complex sentences with subordinating conjunctions

Ukrainian Language and Culture 30-9Y

Numerals

- 5 and higher and noun agreement animate

Expressions

- date ordinal to express year in the genitive; e.g., Поет народився тисяча дев'ятсот сорок третього року.

Sentence Structure

- negation with multiple negatives; e.g., Ніхто ніколи нікому нічого не прощає.
- sentences using impersonal verbs; e.g., Йому везе.
- alternate sentence structures:
 - Книжку читає учень. (OVS)
 - Читає учень книжку. (VSO)
 - Читає книжку учень. (VOS)
- alternate sentence structures for complex and compound sentences

(continued)

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

(continued)

LC-1 attend to form

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

c. use, independently and consistently,⁴ the following grammatical elements:

LC-1.4
grammatical elements

Nouns

- instrumental plural

Pronouns

- personal: instrumental
- demonstrative: nominative (той, цей), accusative (той, того, цей, цього)
- possessive: accusative (мій, мого, твій, твого)
- interrogative possessive: nominative (чий?)

Adjectives

- noun–adjective agreement:
 - accusative singular inanimate (новий зошит, нову книжку, нове радіо)
 - accusative plural inanimate

Verbs

- past tense

Adjectives

- noun–adjective agreement:
 - accusative plural animate

Verbs

- perfective aspect (past, future)
- verbs of motion; e.g., іти, їхати

Adverbs

- comparative, superlative; e.g., повільніше, найповільніше; краще, найкраще
- definite, indefinite (колинебудь/коли-небудь, колись)

Expressions

- time: hours, minutes, intervals (година, хвилина)

Numerals

- 5 and higher and noun agreement inanimate

Nouns

- noun gender/number/case (familiar nouns)
- governed by preposition: accusative, genitive, instrumental cases

Pronouns

- personal: locative (на мені, на нас, на тобі, на вас, на ньому, на нім, на ній, на них)
- reflexive: all cases; i.e., себе

Adjectives

- noun–adjective agreement:
 - accusative singular animate
 - instrumental singular
 - instrumental plural
 - dative plural
 - genitive singular, plural (possession)
 - comparative, superlative (новіший–найновіший)

Verbs

- non-past (imperfective present and perfective future); e.g., пишу–напишу
- present conditional mood; e.g., якби я знав
- modal verbs (могти, хотіти)

Conjunctions

- subordinating conjunction якщо in complex conditional sentences

Expressions

- date ordinal to express year; e.g., Поет народився у 1943 році.

(continued)

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

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

(continued)

LC-1 attend to form

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
LC-1.4 grammatical elements	<p>Adverbs</p> <ul style="list-style-type: none"> location, direction (тут, там, туди, сюди, далеко, близько, всюди, внизу, вгорі, навкруги, навколо) quantity (багато, мало, трохи) 	<p>Sentence Structure</p> <ul style="list-style-type: none"> sentences with verbs of motion sentences in imperative mood (affirmative and negative) common complex sentences 	<p>Numerals</p> <ul style="list-style-type: none"> fractions, percentages collective numerals; e.g., двоє, четверо
	<p>Prepositions</p> <ul style="list-style-type: none"> noun case in prepositional phrase: <ul style="list-style-type: none"> preposition + noun preposition + adjective + noun (case) 		<p>Sentence Structure</p> <ul style="list-style-type: none"> complex sentences with subordinating conjunctions sentences in present conditional mood; e.g., Якби я знав ...
	<p>Conjunctions</p> <ul style="list-style-type: none"> subordinating conjunctions (як, якщо, коли ...) in common complex sentences 		
	<p>Expressions</p> <ul style="list-style-type: none"> in [season] (навесні, влітку, восени, взимку) 		
	<p>Numerals</p> <ul style="list-style-type: none"> 1-4 and noun agreement, all genders animate 		
	<p>Sentence Structure</p> <ul style="list-style-type: none"> simple and compound sentences with common coordinating conjunctions (і, а/але) simple negation; e.g., Учень не чув. negation with genitive; e.g., Учениця не читала журналу. 		

General Outcome for Language CompetenceStudents will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****Ukrainian Language
and Culture 10-9Y****Ukrainian Language
and Culture 20-9Y****Ukrainian Language
and Culture 30-9Y***Students will be able to:*

LC-2.1 aural interpretation	a. understand the main points and some supporting details of lengthy oral texts on familiar topics, in guided situations	a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided situations
LC-2.2 oral production	a. produce short oral texts on unfamiliar topics, in guided situations	a. produce lengthy oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce lengthy oral texts on a variety of familiar topics, providing some details to support the main points, in guided situations
LC-2.3 interactive fluency	a. manage simple interactions without undue difficulty	a. sustain interactions comprehensibly, with pauses for planning and repair	a. converse, spontaneously, on familiar topics and take part in routine formal discussions

General Outcome for Language CompetenceStudents will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****Ukrainian Language
and Culture 10-9Y****Ukrainian Language
and Culture 20-9Y****Ukrainian Language
and Culture 30-9Y***Students will be able to:*

LC-3.1 written interpretation	a. understand the main points and some supporting details of lengthy written texts on familiar topics, in guided situations	a. understand the main points and some supporting details of lengthy written texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy written texts on familiar topics, in guided situations
LC-3.2 written production	a. produce short written texts on unfamiliar topics, in guided situations	a. produce lengthy written texts on familiar topics, providing some details to support the main points, in guided situations	a. produce lengthy written texts on a variety of familiar topics, providing some details to support the main points, in guided situations
LC-3.3 viewing	a. propose several interpretations of the visual elements of a variety of media, in guided situations	a. identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations
LC-3.4 representing	a. explore a variety of 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 Ukrainian **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

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

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

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

Students will be able to:

LC-4.1 register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose
LC-4.2 idiomatic expressions	a. identify influences on idiomatic expressions; e.g., region, age, occupation	a. interpret unfamiliar idiomatic expressions in a variety of contexts	a. explore and interpret idiomatic expressions in contemporary popular culture
LC-4.3 variations in language	a. recognize influences resulting in variations in language	a. identify some common regional or other variations in language	a. experiment with some variations in language
LC-4.4 social conventions	a. interpret and use appropriate oral and written forms of address with a variety of audiences	a. use politeness conventions in a variety of contexts; e.g., use suitable language to engage listeners' attention when beginning to speak	a. use politeness conventions in a variety of contexts; e.g., interrupt politely in a conversation
LC-4.5 nonverbal communication	a. recognize a variety of nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts

General Outcome for Language CompetenceStudents will use Ukrainian **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced****Ukrainian Language
and Culture 10-9Y****Ukrainian Language
and Culture 20-9Y****Ukrainian Language
and Culture 30-9Y***Students will be able to:*

LC-5.1 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
LC-5.2 text forms	a. use a variety of familiar text forms and media in their own productions; e.g., brochures, advertisements, reports, poetry, stories	a. recognize a variety of extended text forms in a variety of media; e.g., short stories, films, plays, magazine articles	a. analyze the way different media and purposes lead to differences in the way texts are organized and presented
LC-5.3 patterns of social interaction	a. combine simple social interaction patterns to perform complex 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	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions

Global Citizenship



historical and contemporary
elements of Ukrainian culture

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 Ukrainian culture,” there are strands for accessing/analyzing cultural knowledge, knowledge of Ukrainian culture, applying cultural knowledge, diversity within Ukrainian culture and valuing Ukrainian culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. In addition to developing a bank of knowledge about Ukrainian culture, students will develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “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 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 Ukrainian culture

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

GC-1.1 accessing/analyzing cultural knowledge	a. organize and represent information about elements of Ukrainian culture in a variety of ways	a. analyze information about elements of Ukrainian culture	a. evaluate sources of information on Ukrainian culture; e.g., the media of the culture
GC-1.2 knowledge of Ukrainian culture	a. identify and compare some elements of Ukrainian culture	a. share their knowledge of Ukrainian culture with the school community	a. identify and analyze some elements of Ukrainian culture
GC-1.3 applying cultural knowledge	a. apply knowledge of elements of Ukrainian culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of elements of Ukrainian culture to enhance interpersonal relations in familiar contexts and to interpret texts	a. analyze and compare various elements of Ukrainian culture in their community and worldwide
GC-1.4 diversity within Ukrainian culture	a. apply knowledge of diverse elements of Ukrainian culture to interpret behaviours and texts	a. share knowledge of diverse elements of Ukrainian culture to enhance interpersonal relations in familiar contexts	a. apply knowledge of diverse elements of Ukrainian culture to enhance interpersonal relations in a variety of contexts and to interpret texts
GC-1.5 valuing Ukrainian culture	a. identify and seek out opportunities to interact with Ukrainians in their community	a. seek out and use opportunities to interact with Ukrainians; e.g., in Canada, in other parts of the Ukrainian diaspora	a. interact with Ukrainians in a variety of contexts

General Outcome for Global Citizenship

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

GC-2 appreciating diversity

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

GC-2.1 awareness of own language(s)	a. compare oral and written aspects of their own language(s) and Ukrainian; e.g., diminutives, formality, noun declension	a. analyze ways in which their own language(s) and Ukrainian are similar and different; e.g., word order, gender, words borrowed from other languages	a. analyze ways in which learning Ukrainian affects their own language(s)
GC-2.2 general language knowledge	a. recognize that languages evolve over time for various reasons	a. identify factors that influence the evolution of languages	a. make generalizations about the nature of language
GC-2.3 awareness of own culture	a. identify ethnocentric elements in texts from their own culture	a. examine similarities and differences between their own culture and other cultures	a. analyze similarities and differences between their own culture and other cultures
GC-2.4 general cultural knowledge	a. identify some causes of breakdown in communication and of misunderstanding when communicating with people from other cultures	a. analyze some of the ways that cultures evolve over time	a. examine some of the ways that individuals acquire their cultural identity/identities and participate in their society
GC-2.5 valuing diversity	a. seek out opportunities to interact with people from other cultures	a. recognize contributions to society made by people from a variety of cultures	a. recognize the 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 b. use a variety of strategies for dealing with cultural misunderstanding	a. identify ethnocentric perspectives in a text or an event and explore their origins b. view a situation from more than one perspective	a. identify and use a variety of strategies for enhancing communication 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

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

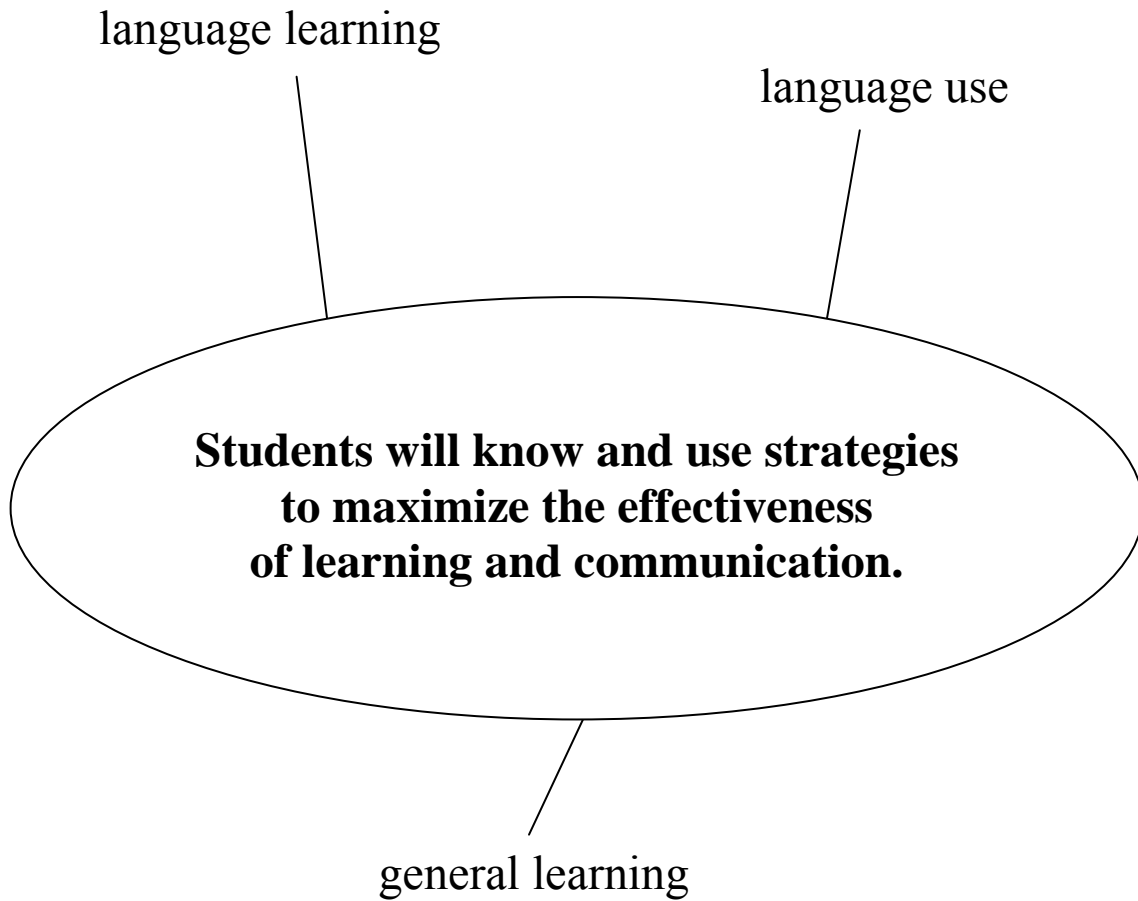
Ukrainian Language and Culture 30-9Y

Students will be able to:

GC-3.1 Ukrainian culture and language	a. explore opportunities for further education related to the Ukrainian language and culture	a. explore careers in which knowledge of the Ukrainian language and culture can be applied	a. explore applications of the Ukrainian language and culture in the global workplace
	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 slow, 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 Ukrainian 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

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian 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; e.g., idioms, jokes
- identify similarities and differences between aspects of Ukrainian 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 Ukrainian speakers (family members, friends, community members)
- use available technological and multimedia 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
 - make time daily for language learning
 - 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
 - identify strengths, needs and goals
 - 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 Ukrainian 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 (speakers of Ukrainian)
 - 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

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian 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., Прошу повторіть. Що ви сказали?
- ask follow-up questions to check for understanding; e.g., Чи це зрозуміло?
- indicate lack of understanding of text/expressions through questions posed in Ukrainian
- use a simple word similar to the concept to convey, and invite correction
- ask for confirmation that a form used is correct; e.g., Чи так можна сказати? Чи це правильно? Чи так говорять?
- use circumlocution to compensate for lack of vocabulary; e.g., те, на що вішають одяг for вішак
- repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку І так, на ваш погляд Ви кажете, що Так, як я розумію
- use other speakers' words in subsequent interactions/conversations/discussions/communications
- assess feedback from a conversation partner to recognize when a message has not been understood
- self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що Я намагалася сказати, що Я мала на увазі те, що
- invite others into the discussion
- summarize the point reached in a discussion to help focus the talk; e.g., отже, одним словом
- use suitable phrases to intervene in a discussion; e.g., Говорячи про Щодо (чого), то На рахунок (чого),
- start again, using a different tactic, when communication breaks down; e.g., Я хотів сказати, що

(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, view 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
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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 Ukrainian 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–Ukrainian dictionary or a Ukrainian dictionary to increase vocabulary
 - edit and proofread the final version of a text
 - use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
 - use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
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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

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

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

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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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