

The Common
Curriculum Framework

for

International Languages

Kindergarten to Grade 12



**The Common Curriculum
Framework
for
International Languages**

Kindergarten to Grade 12

June 2000

**Western Canadian Protocol for
Collaboration in Basic Education**

Sakatchewan Education Cataloguing in Publication Data

418.0071 **The Common Curriculum Framework for International Languages,
Kindergarten to Grade 12/Western Canadian Protocol for
Collaboration in Basic Education**

**Bibliography: p
ISBN 1-894116-84-4**

- 1. Language and Languages - Curricula**
- 2. Language and Languages - Canada, Western - Curricula**

**I Western Canadian Protocol for Collaboration in Basic Education
II Title: International Languages: Kindergarten to Grade 12.**

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Acknowledgements

The Common Curriculum Framework for International Languages was developed through the cooperative efforts of the provinces of Alberta, Manitoba and Saskatchewan. These jurisdictions acknowledge the following contributors:

Alberta

Janice Aubry
John Sokolowski

The numerous stakeholders across Alberta who made a contribution at vetting sessions and replied to the framework draft vetting survey

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Introduction

Background

Western Canadian Protocol

The *Common Curriculum Framework for International Languages* is a project of the Western Canadian Protocol for Collaboration in Basic Education. This framework was developed through the cooperative efforts of the provinces of Alberta, Manitoba and Saskatchewan. The ministers of education of these provinces have agreed to collaborate in basic education because of the importance they place on four major goals:

- high standards of education;
- common educational goals;
- removing obstacles to the access of educational opportunities for students, including improving the ease of transfer from jurisdiction to jurisdiction; and,
- optimum use of educational resources.

Description of the Project

For the purposes of this document, international languages are defined as languages other than Canada's two official languages and Canada's Aboriginal languages. Aboriginal languages and cultures, and French for immersion programs are the subject of other Western Canadian Protocol projects.

The *Common Curriculum Framework for International Languages* will provide curriculum writers with student learning outcomes they can use to develop curricula for international language courses. **The framework is intended to be used for languages other than English, French and Aboriginal languages.** Teachers, educational administrators, parents and other interested parties will find useful information about what to expect from international language courses and effective approaches to language learning.

This form of language study is usually optional (for example, taking the form of an elective in high schools) and may begin at different levels. These courses are distinct from bilingual or immersion programming in which the language is not only a subject, but is also used as the medium of instruction for other school subjects during a significant part of the day.

The *Framework* provides outcomes for three entry points:

- Early entry - kindergarten or grade 1 (13 levels)
- Middle-level entry - grade 5 (8 levels)
- Late entry - grade 9 (4 levels)

Outcomes for other entry points can be adapted from these.

Rationale

Rationale for Learning International Languages

The value, for Canadian society as a whole, of learning international languages can be summarized as follows:

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

There are also many personal reasons for learning an additional language or for enrolling one's children in an international language course at school or in a community program.

Students who have no previous knowledge of the language may be interested in:

- more opportunity to communicate directly with people from other language groups and gain a deeper insight into their culture; and,
- a broader range of educational, career and leisure opportunities.

Students who have some knowledge of the language or a family connection to the culture may have different reasons for learning:

- renewing contact with a heritage language and culture that may have been lost through assimilation;
- maintaining a first language that is not the majority language in the community; and,
- developing literacy in a first language that is not the majority language in the community.

There is significant evidence to suggest that both groups will receive some additional indirect benefits from their language learning experience:

- development of increased grammatical abilities in the first language (the phenomenon of additive bilingualism); and,
- enhanced cognitive functioning, particularly increased ability to conceptualize and to think abstractly; more cognitive flexibility; greater divergent thinking; and increased creativity and metalinguistic competence.

Rationale for a Common Curriculum Framework

A common framework of general and specific learning outcomes will help:

- curriculum writers develop courses for specific international languages by providing a common base;
- program developers plan a coherent course of study that moves smoothly from one level to the next, especially at the transition points between different sections of the school system;
- post-secondary institutions plan international language courses that articulate well with secondary-level courses;

- post-secondary institutions determine equivalency between different second language courses for entrance or assessment purposes;
- parents and students transferring from one jurisdiction to another, whether from one board to another or from one province to another; and,
- employers, because they will know what to expect from students in terms of language proficiency¹.

Assumptions

The following are statements of assumptions that have guided the development of the *Common Curriculum Framework*:

- 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 an international language leads to enhanced learning in both the child's primary language and in related areas of cognitive development and knowledge acquisition. This is true of children who come to the class with no knowledge of the international language and are learning it as a second or additional language. It is also true of children who have some knowledge of the international language and are developing literacy skills in that language.

For a brief discussion of some of the factors that need to be considered when developing and implementing curricula for international languages, see Appendix I, "Using the Framework".

¹ Words followed by an asterisk [*] are defined in a Glossary in the Appendices at the end of this document.

Effective Language Learning

The following are some **general principles** of effective language learning identified in the research on second language learning and acquisition. These principles have guided the development of the conceptual model used in this framework.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks* rather than around elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g., wolves and their habitat) or carrying out a project (e.g., creating a family album). Specific language skills are taught when students notice they need certain vocabulary, structures or functions to carry out the task they have chosen to do. Language learning has a purpose and students are more highly motivated.

Focus on Interaction

Students learn languages more effectively when they have ample opportunity to work in groups on tasks they have chosen, tasks that require them to negotiate meaning with their fellow students. Negotiating meaning involves working to make themselves understood and to understand others. In classrooms structured in this way, students have more practice time, they are working on tasks that reflect their interests and they are using the language in situations that more closely resemble those outside of school.

Focus on Strategies

Successful language learners use a number of strategies that help make their learning more effective. These language learning strategies* are often categorized as cognitive, metacognitive and social/affective. Communication or language use strategies* are an important component of communicative competence. These include strategies used regularly by speakers of any language to enhance communication. But they also include repair and compensation strategies, that are particularly important in the early stages of language learning, if students are to engage in communicative activities before they have extensive knowledge of the language.

Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction regarding language learning and language use strategies, provided alongside instruction in the language itself. Once students are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experiences into what we already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should reflect students' experiences. For example, if students are involved with and interested in a particular sport, a task can be chosen that links with the sport. The learning activities will build on their knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students will come to their language learning experience with different prior knowledge, even if they have similar cultural and socio-economic backgrounds. Classroom activities that offer them choice and flexibility allow each student to make meaningful connections and to be actively involved in constructing their own learning.

Transfer

In addition to knowledge about content, students will come to their international language class with a large body of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages they know or are learning to the new language. Initially their first language may also be a source of interference as students try to apply generalizations that are valid for their dominant language to the new language. Students benefit from an awareness of differences as well as similarities in relation to any component of the language: the sound system, grammar structures, vocabulary, discourse* features. They may also transfer language learning and language use strategies from one language context to another.

Language Learning and Culture*

Intercultural competence* is an essential element of any language learning endeavour. Knowledge of the target culture alone is not sufficient. Cultures evolve over time. Minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand and relate to any culture they may come into contact with, they will be prepared for encounters with new cultural practices.

The Conceptual Model

The aim of the *Common Curriculum Framework for International Languages* is the development of communicative competence* in the specific international language.

Four Components

For the purposes of this framework, communicative competence is represented by four interrelated and interdependent components. The "**Applications**" component deals 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 situation in which they are used. "**Global Citizenship**" aims to develop intercultural competence with a particular focus on cultures associated with the target language. The "**Strategies**" component helps 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 the *Framework* itself.

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 learning outcomes.

Interaction is most often direct, face-to-face oral communication. It can also 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. Negotiating meaning involves working to make oneself understood and 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 figuring out meaning 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 author or speaker.

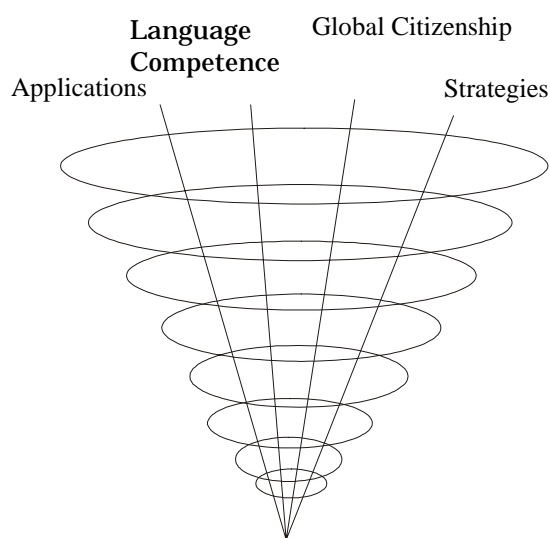
Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication (e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker).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

Topics and Domains

In the *Common Curriculum Framework*, three domains, the personal, the public and the educational, are suggested as organizers to guide the choice of tasks. Appendix II contains a list of areas of experience under each of the three domains and a table showing how topics can be developed at different levels. The topics listed are not mandatory, but are intended to provide a broad range of language learning experiences at every level. Choices should be guided by the needs, interests and daily experiences of the students.

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, experience with more text forms², contexts and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language functions 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 extended, reinforced and broadened each time a point is revisited.



² For a sample list of text forms, see Appendix IV.

Organization of the *Framework*

General Learning Outcomes

General learning outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. Four general learning outcomes serve as the foundation for the *Common Curriculum Framework for International Languages* and are based on the conceptual model outlined previously.

- Students will use the international language in a variety of **situations** and for a variety of **purposes**.
- Students will use the international language **effectively** and **competently**.
- Students will know and use strategies to maximize **effectiveness** of learning and communication.
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

The order in which the general learning outcomes are presented in this *Framework* does not represent a sequential order, nor does it indicate the relative importance of each component. A jurisdiction may choose to emphasize or expand one component more than others in response to the needs and interests of its clientele.

Specific Learning Outcomes

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

The specific learning outcomes are categorized under cluster headings that show the scope of each of the four general learning outcomes. These headings are shown as bullets in the table on the following page.

The specific learning outcomes are further categorized by strands that show the developmental flow of learning from the beginning to the end of the program. However, a learning outcome for a particular grade will not be dealt with only in that particular year of the program. Activities in the years preceding will prepare the ground for the acquisition. Activities in the years following will broaden application of the learning outcome.

Applications



Students will use the international language in a variety of **situations** and for a variety of **purposes**.

- to impart and receive information
- to express emotions and personal perspectives
- to form, maintain and change interpersonal relationships
- to get things done
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Strategies



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

- language learning
- language use
- general learning

Language Competence



Students will use the international language **effectively** and **competently**.

- attend to form
- interpret and produce oral texts
- interpret and produce written texts
- apply knowledge of the sociocultural context
- apply knowledge of how the language is organized, structured and sequenced

Global Citizenship



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

- historical and contemporary elements of the culture
- affirming diversity
- personal and career opportunities

Guide to Reading the Common Curriculum Framework

General Learning Outcome for Language Competence
Students will use the international language effectively and competently.

cluster heading for specific outcomes

attend to form

Grade 10

Grade 11

Grade 12

Students will be able to:

orthography

- recognize and correctly spell words used frequently

- spell some words with uncommon spelling patterns and words with irregular spelling

- consistently apply basic spelling rules and use mechanical conventions with reasonable accuracy

lexicon

- use multiple words or phrases to express the same idea
- select suitable words to enhance effectiveness of speech or writing

- use some specialized words in appropriate contexts
- select precise words to make meaning clear

- select the most precise, appropriate or effective words or phrases, from within their repertoire, to fulfil their purpose

grammar

- identify and use some complex grammatical structures with reasonable accuracy

- use a repertoire of simple and complex grammatical structures with reasonable accuracy

- use a variety of grammatical structures with reasonable accuracy in familiar contexts

specific outcome statements for each grade

strand headings for specific outcomes

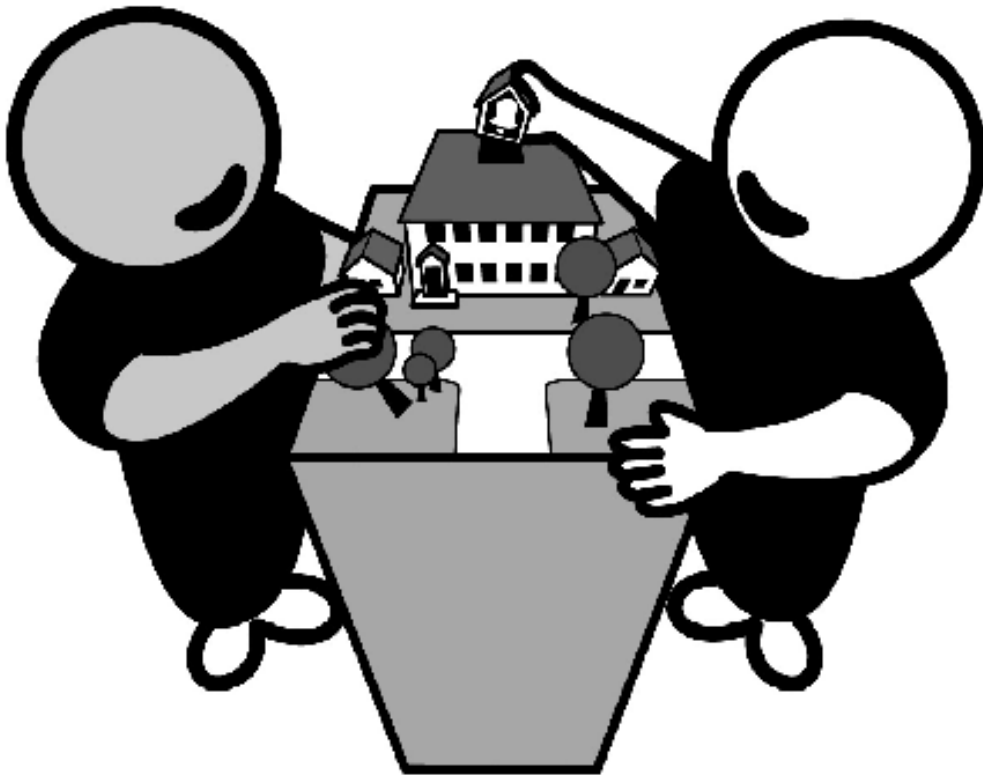
read each page horizontally for developmental flow of outcomes from grade to grade

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

Early Entry

This section provides specific learning outcomes for each grade of a thirteen-level course of study beginning with kindergarten and ending with grade 12. The learning outcomes reflect not only the level of competence expected of students at any particular grade, but also take into consideration students' developmental level.

Applications



Applications

The specific learning 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. This functional competence* (also called "actional competence*" by Celce-Murcia, Dörnyei, Thurrell 1995) is important for a content-based* or task-based* approach to language learning where students are constantly engaged in meaningful tasks.

The functions are grouped under six cluster headings (see illustration). Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand deals with a specific language function (identified by strand headings on the left end of the row), for example, "share factual information". Students at any grade level will be able to share factual information. Young beginning learners will do this in very simple ways (e.g., *This is my dog*). As students gain more knowledge and experience they will broaden the range of subjects they can deal with, learn to share information in writing as well as orally, and 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, as this is an effective way of organizing second language classrooms. The cluster of strands under the heading "to extend 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 second language.

The level of linguistic*, sociolinguistic* and discourse competence* that students will exhibit when carrying out the functions is defined in the specific learning outcomes for "Language Competence" for each grade. To know how well students will be able to perform the specific function, the application outcomes must be read in conjunction with the language competence outcomes. For example, grade 9 students might be expected to share factual information by presenting a short text* on an unfamiliar topic, a text such as a brief biography. Language competence outcomes indicate that if they are presenting orally, they will speak clearly and intelligibly. They will be able to sequence the information chronologically, using some complex grammatical structures, and will be able to use simple formal language if the context requires it.



Applications

to express emotions and
personal perspectives

to impart and
receive information

to get things done

**Students will use the international language
in a variety of situations
and for a variety of purposes**

to extend their knowledge of
the world

for imaginative purposes
and personal enjoyment

to form, maintain and change
interpersonal relationships

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to impart and receive information

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
share factual information	<ul style="list-style-type: none"> share basic information, e.g., their name 	<ul style="list-style-type: none"> identify concrete people, places, things 	<ul style="list-style-type: none"> ask for and provide information, e.g., time, dates, locations respond to simple, predictable questions 	<ul style="list-style-type: none"> describe people, places, things

to express emotions and personal perspectives

<i>Students will be able to:</i>				
share ideas, thoughts, opinions, preferences	<ul style="list-style-type: none"> express simple preferences 	<ul style="list-style-type: none"> express a personal response, e.g., respond to a song or story 	<ul style="list-style-type: none"> identify favourite people, places or things, e.g., words or phrases, characters, illustrations in texts, activities 	<ul style="list-style-type: none"> express a personal response to a variety of situations
share emotions, feelings	<ul style="list-style-type: none"> express basic emotions and feelings, e.g., pleasure or happiness 	<ul style="list-style-type: none"> respond to and express emotions and feelings, e.g., in stories or songs 	<ul style="list-style-type: none"> identify emotions and feelings, e.g., portrayed in texts 	<ul style="list-style-type: none"> express and respond to a variety of emotions and feelings, e.g., love, sadness, surprise, fear

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to impart and receive information

Grade 4

Grade 5

Grade 6

Students will be able to:

share factual
information

- ask for and provide information on a range of familiar topics, e.g., about their family or home
- describe people, places, things and series or sequences of events or actions
- provide information on several aspects of a topic, e.g., give a simple report

to express emotions and personal perspectives

Students will be able to:

share ideas, thoughts,
opinions, preferences

- inquire about and express likes and dislikes
- record and share thoughts and ideas with others, e.g., keep a journal of ideas for stories
- inquire about and express agreement and disagreement
- inquire about and express approval and disapproval

share emotions,
feelings

- inquire about and express emotions and feelings, e.g., in stories and personal experiences
- record and share personal experiences involving an emotion or feeling, e.g., happiness, anger, embarrassment
- inquire about and express emotions and feelings in a variety of familiar contexts

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to impart and receive information

Grade 7

Grade 8

Grade 9

Students will be able to:

share factual
information

- | | | |
|---|---|---|
| <ul style="list-style-type: none">understand and use definitions, comparisons, examples | <ul style="list-style-type: none">share facts about events that took place in the past or that may take place in the future | <ul style="list-style-type: none">share detailed information on a specific topic, e.g., a report or biography |
|---|---|---|

to express emotions and personal perspectives

Students will be able to:

share ideas, thoughts,
opinions, preferences

- | | | |
|---|---|---|
| <ul style="list-style-type: none">inquire about and express interest or lack of interestinquire about and express satisfaction and dissatisfaction | <ul style="list-style-type: none">inquire about and express probability and certainty | <ul style="list-style-type: none">express opinionssupport their own opinions |
|---|---|---|

share emotions,
feelings

- | | | |
|---|---|---|
| <ul style="list-style-type: none">compare the expression of emotions and feelings in a variety of informal situations | <ul style="list-style-type: none">express emotions and feelings in formal situations, e.g., make a complaint in a store, restaurant | <ul style="list-style-type: none">compare the expression of emotions and feelings in formal and informal situations |
|---|---|---|

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to impart and receive information

Grade 10

Grade 11

Grade 12

Students will be able to:

share factual
information

- ask and answer questions about an informative text read or listened to

- explain factual information for a variety of audiences

- discuss factual information on a variety of topics in a variety of situations

to express emotions and personal perspectives

Students will be able to:

share ideas, thoughts,
opinions, preferences

- express and explain preferences

- exchange and compare opinions in a variety of situations

- share ideas, thoughts, opinions and preferences on a variety of topics in a variety of situations

share emotions,
feelings

- explore the expression of strong emotions and feelings in a variety of situations, e.g., using role play

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

- share a range of emotions and feelings in a variety of situations

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to get things done

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
guide actions of others	<ul style="list-style-type: none"> indicate basic needs and wants, e.g., using gestures 	<ul style="list-style-type: none"> give and respond to simple oral instructions or commands ask for permission 	<ul style="list-style-type: none"> suggest a course of action, respond to a suggestion 	<ul style="list-style-type: none"> make and respond to a variety of simple requests seek, grant or withhold permission
state personal actions	<ul style="list-style-type: none"> respond to offers, invitations, instructions 	<ul style="list-style-type: none"> ask or offer to do something, e.g., classroom tasks 	<ul style="list-style-type: none"> indicate choice from among several options 	<ul style="list-style-type: none"> express a wish or a desire to do something
manage group actions	<ul style="list-style-type: none"> manage turn-taking 	<ul style="list-style-type: none"> encourage other group members to act appropriately, e.g., work quietly 	<ul style="list-style-type: none"> ask for help or clarification of what is being said or done in the group 	<ul style="list-style-type: none"> suggest, initiate or direct action in group activities

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships	<ul style="list-style-type: none"> exchange greetings and farewells address a new acquaintance, introduce themselves 	<ul style="list-style-type: none"> exchange some basic personal information (name, age) 	<ul style="list-style-type: none"> initiate relationships, e.g., invite others to play 	<ul style="list-style-type: none"> apologize, refuse politely
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General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to get things done

Grade 4

Grade 5

Grade 6

Students will be able to:

guide actions of others state personal actions manage group actions	<ul style="list-style-type: none"> • relay simple messages • encourage or discourage others from a course of action 	<ul style="list-style-type: none"> • give and follow a simple sequence of instructions, e.g., a series of steps to play a game 	<ul style="list-style-type: none"> • make and respond to suggestions in a variety of situations
	<ul style="list-style-type: none"> • make an offer or an invitation and respond to offers and invitations made by others 	<ul style="list-style-type: none"> • inquire about and express ability and inability to do something 	<ul style="list-style-type: none"> • state personal actions in the past, present or future
	<ul style="list-style-type: none"> • encourage other group members to participate • assume a variety of roles and responsibilities as a group member 	<ul style="list-style-type: none"> • negotiate in a simple way with peers in small-group tasks • offer to explain or clarify 	<ul style="list-style-type: none"> • check for agreement and understanding • express disagreement in an appropriate way

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships	<ul style="list-style-type: none"> • talk about themselves, respond to the talk of others by showing attention, interest 	<ul style="list-style-type: none"> • make and break social engagements 	<ul style="list-style-type: none"> • initiate and participate in casual exchanges with classmates
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General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to get things done

Grade 7

Grade 8

Grade 9

Students will be able to:

guide actions of others	<ul style="list-style-type: none"> give and respond to advice and warnings 	<ul style="list-style-type: none"> make and respond to suggestions or requests in formal situations, e.g., in a public library, post office, travel agency 	<ul style="list-style-type: none"> make a complaint
state personal actions	<ul style="list-style-type: none"> make a promise, express intention in a variety of situations 	<ul style="list-style-type: none"> accept or decline an offer or invitation with explanations 	<ul style="list-style-type: none"> express possibility in relation to their own actions
manage group actions	<ul style="list-style-type: none"> express appreciation, enthusiasm, support and respect for contributions of others 	<ul style="list-style-type: none"> paraphrase, elaborate on and clarify another member's contribution 	<ul style="list-style-type: none"> take on a leadership role in small group projects

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships	<ul style="list-style-type: none"> use routine means of interpersonal communications, e.g., telephone calls, personal notes, e-mail messages 	<ul style="list-style-type: none"> give and respond to compliments, make excuses 	<ul style="list-style-type: none"> offer and respond to congratulations, express sympathy, regret
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General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to get things done

	Grade 10	Grade 11	Grade 12
	<i>Students will be able to:</i>		
guide actions of others	<ul style="list-style-type: none"> give and follow a complex sequence of instructions, e.g., carry out an experiment 	<ul style="list-style-type: none"> persuade others 	<ul style="list-style-type: none"> guide the actions of others in a variety of formal and informal situations
state personal actions	<ul style="list-style-type: none"> express personal expectations, hopes, plans, goals, aspirations 	<ul style="list-style-type: none"> speculate on and predict their own future actions 	<ul style="list-style-type: none"> state their own actions in a variety of formal and informal situations
manage group actions	<ul style="list-style-type: none"> contribute to the assessment of group activities by providing constructive feedback to group members 	<ul style="list-style-type: none"> contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures 	<ul style="list-style-type: none"> manage the planning, functioning and assessment of group activities

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships	<ul style="list-style-type: none"> make suggestions or clarify misunderstandings to handle conflict situations 	<ul style="list-style-type: none"> initiate and participate in social exchanges in formal situations 	<ul style="list-style-type: none"> form, maintain and change personal relationships in a variety of formal and informal situations
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General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to extend their knowledge of the world

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
discover and explore	<ul style="list-style-type: none"> investigate the immediate environment, e.g., do hands-on activities 	<ul style="list-style-type: none"> investigate the immediate environment, e.g., use kinaesthetic*, spatial*, musical abilities 	<ul style="list-style-type: none"> investigate the immediate environment, e.g., use all of the senses 	<ul style="list-style-type: none"> make and talk about personal observations
gather and organize information	<ul style="list-style-type: none"> gather simple information 	<ul style="list-style-type: none"> organize items in different ways 	<ul style="list-style-type: none"> sequence items in different ways, e.g., put the elements of a simple story in order 	<ul style="list-style-type: none"> record and share personal knowledge of a topic
solve problems	<ul style="list-style-type: none"> experience problem-solving situations in classroom situations, e.g., in stories 	<ul style="list-style-type: none"> experience problem-solving situations in classroom situations, e.g., in stories 	<ul style="list-style-type: none"> choose between alternative solutions 	<ul style="list-style-type: none"> define a problem and search for solutions
explore opinions and values	<ul style="list-style-type: none"> listen attentively to the opinions expressed 	<ul style="list-style-type: none"> respond sensitively to the ideas and products of others 	<ul style="list-style-type: none"> make connections between behaviour and values, e.g., in texts or role play 	<ul style="list-style-type: none"> recognize differences of opinion

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to extend their knowledge of the world

	Grade 4	Grade 5	Grade 6
discover and explore	<ul style="list-style-type: none"> explore alternative classification systems and criteria for categories 	<ul style="list-style-type: none"> discover relationships and patterns 	<ul style="list-style-type: none"> ask questions to gain knowledge and clarify understanding
gather and organize information	<ul style="list-style-type: none"> compare and contrast items in simple ways, e.g., characters or events from different stories 	<ul style="list-style-type: none"> compose questions to guide research identify sources of information record observations 	<ul style="list-style-type: none"> gather information from a variety of resources, e.g., print, human, multimedia, electronic
solve problems	<ul style="list-style-type: none"> recognize and describe a problem, then propose solutions 	<ul style="list-style-type: none"> understand and use the steps in the problem-solving process 	<ul style="list-style-type: none"> describe and analyze a problem, then propose solutions
explore opinions and values	<ul style="list-style-type: none"> express their views on a variety of topics within their direct experience 	<ul style="list-style-type: none"> gather opinions on a topic within their direct experience, e.g., conduct an opinion poll among classmates or members of the community 	<ul style="list-style-type: none"> explore how values influence behaviour, e.g., describe characters and their motivations in a story

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to extend their knowledge of the world

	Grade 7	Grade 8	Grade 9
discover and explore	<ul style="list-style-type: none"> explore meaning in a variety of ways, e.g., by drawing a diagram, making a model, rephrasing 	<ul style="list-style-type: none"> explore and express the meaning of what they are doing, e.g., what they will learn from a particular activity 	<ul style="list-style-type: none"> explore connections and gain new insights into familiar topics, e.g., using analogy, brainstorming
gather and organize information	<ul style="list-style-type: none"> organize and manipulate information, e.g., transform information from texts into other forms such as tables, diagrams, story maps, flow charts 	<ul style="list-style-type: none"> gather information using a prepared format, e.g., interview people using prepared questions 	<ul style="list-style-type: none"> identify key ideas, summarize and paraphrase
solve problems	<ul style="list-style-type: none"> generate and evaluate alternative solutions to problems 	<ul style="list-style-type: none"> use information collected from various sources to solve problems 	<ul style="list-style-type: none"> extract and manipulate key elements from a problem
explore opinions and values	<ul style="list-style-type: none"> provide reasons for their position on an issue 	<ul style="list-style-type: none"> distinguish fact from opinion 	<ul style="list-style-type: none"> understand the concept of stereotype and recognize stereotyping in a variety of situations

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to extend their knowledge of the world

	Grade 10	Grade 11	Grade 12
discover and explore	<ul style="list-style-type: none"> explore ideas presented in a variety of ways, e.g., informal discussions or personal writing 	<ul style="list-style-type: none"> compare their own insights and understandings with those of their classmates 	<ul style="list-style-type: none"> use a broad range of skills to discover and explore various domains
gather and organize information	<ul style="list-style-type: none"> synthesize information from several sources evaluate usefulness and reliability of sources 	<ul style="list-style-type: none"> organize information to demonstrate relationships of logic 	<ul style="list-style-type: none"> evaluate and synthesize information about various domains from a variety of sources
solve problems	<ul style="list-style-type: none"> apply problem-solving skills acquired in one situation to other situations 	<ul style="list-style-type: none"> apply problem-solving skills to the resolution of real-life problems 	<ul style="list-style-type: none"> solve a variety of problems related to various domains
explore opinions and values	<ul style="list-style-type: none"> understand the concept of perspective and examine differing perspectives on an issue 	<ul style="list-style-type: none"> explore underlying values in a variety of mass media, e.g., advertisements, political cartoons 	<ul style="list-style-type: none"> explore opinions and values related to various domains

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

for imaginative purposes and personal enjoyment

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
humour/ fun	<ul style="list-style-type: none"> use the language for fun, e.g., explore words with onomatopoeic qualities 	<ul style="list-style-type: none"> use the language for fun, e.g., learn simple riddles, jingles and humorous songs 	<ul style="list-style-type: none"> use the language for fun, e.g., play simple games, do action songs, mimes or children's dances 	<ul style="list-style-type: none"> use the language for fun, e.g., make simple crafts
creative/ aesthetic purposes	<ul style="list-style-type: none"> use the language creatively, e.g., play-act variations on familiar stories 	<ul style="list-style-type: none"> use the language creatively, e.g., participate in activities which play on the sounds and rhythms of the language 	<ul style="list-style-type: none"> use the language creatively, e.g., use movement to respond to songs and poems 	<ul style="list-style-type: none"> use the language creatively, e.g., create a picture story with captions
personal enjoyment	<ul style="list-style-type: none"> use the language for personal enjoyment, e.g., listen to favorite songs or "read" favorite stories 	<ul style="list-style-type: none"> use the language for personal enjoyment, e.g., do finger plays, action rhymes 	<ul style="list-style-type: none"> use the language for personal enjoyment, e.g., make a personal dictionary of favorite words with illustrations 	<ul style="list-style-type: none"> use the language for personal enjoyment, e.g., make a collection of pictures or artifacts related to the target culture

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

for imaginative purposes and personal enjoyment

Grade 4

Grade 5

Grade 6

Students will be able to:

	Grade 4	Grade 5	Grade 6
humour/ fun	<ul style="list-style-type: none"> use the language for fun and to interpret simple amusing texts, e.g., stories, songs, pictures 	<ul style="list-style-type: none"> use the language for fun and to interpret humour, e.g., participate in a variety of construction activities 	<ul style="list-style-type: none"> use the language for fun and to interpret humour, e.g., play a variety of sports and games, both indoors and out
creative/ aesthetic purposes	<ul style="list-style-type: none"> use the language creatively, e.g., use models to create cumulative or predictable stories 	<ul style="list-style-type: none"> use the language creatively and for aesthetic purposes, e.g., write poems based on simple, repetitive and modelled language 	<ul style="list-style-type: none"> use the language creatively and for aesthetic purposes, e.g., experiment with the sounds and rhythms of the language
personal enjoyment	<ul style="list-style-type: none"> use the language for personal enjoyment, e.g., play games alone or with friends or family members 	<ul style="list-style-type: none"> use the language for personal enjoyment, e.g., listen to favorite songs in the target language 	<ul style="list-style-type: none"> use the language for personal enjoyment, e.g., learn a craft or a dance, learn to play a musical instrument from an instructor or from written instructions

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

for imaginative purposes and personal enjoyment

Grade 7

Grade 8

Grade 9

Students will be able to:

	Grade 7	Grade 8	Grade 9
humour/ fun	<ul style="list-style-type: none">use the language for fun and to interpret and express humour, e.g., interpret figures of speech literally using illustrations or short skits	<ul style="list-style-type: none">use the language for fun and to interpret and express humour, e.g., learn and perform songs, dances, short plays	<ul style="list-style-type: none">use the language for fun and to interpret and express humour, e.g., participate in class excursions, field trips, twinning projects
creative/ aesthetic purposes	<ul style="list-style-type: none">use the language creatively and for aesthetic purposes, e.g., write short stories situated in a different time or place	<ul style="list-style-type: none">use the language creatively and for aesthetic purposes, e.g., speak or write from the viewpoint of a designated character in a story	<ul style="list-style-type: none">use the language creatively and for aesthetic purposes, e.g., write new words to a known melody
personal enjoyment	<ul style="list-style-type: none">use the language for personal enjoyment, e.g., find a personal pen-pal and exchange letters	<ul style="list-style-type: none">use the language for personal enjoyment, e.g., use the world wide web to explore the culture being studied	<ul style="list-style-type: none">use the language for personal enjoyment, e.g., keep a personal journal

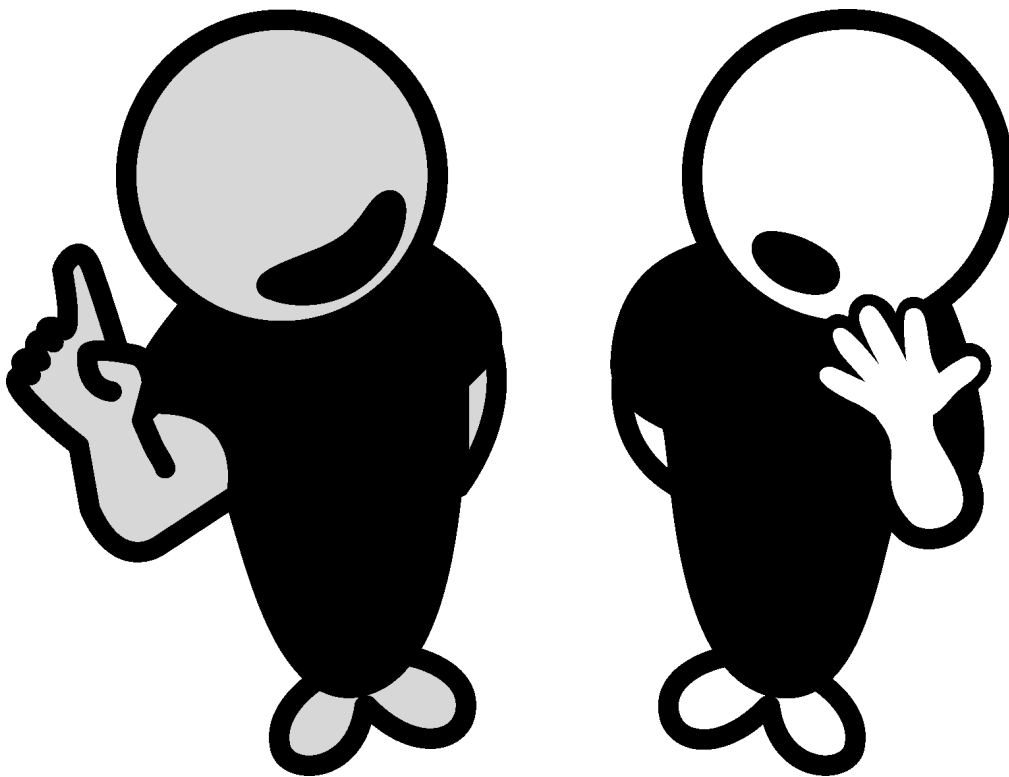
General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

for imaginative purposes and personal enjoyment

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
humour/ fun	<ul style="list-style-type: none"> use the language for fun and to interpret and express humour, e.g., interpret humorous cartoons, songs, stories, poems 	<ul style="list-style-type: none"> use the language for fun and to interpret and express humour, e.g., plan and participate in a weekend immersion, an exchange or a language camp 	<ul style="list-style-type: none"> use the language for fun and to interpret and express humour in a variety of situations
creative/ aesthetic purposes	<ul style="list-style-type: none"> use the language creatively and for aesthetic purposes, e.g., create and perform a skit 	<ul style="list-style-type: none"> use the language creatively and for aesthetic purposes, e.g., create a multimedia production on a familiar topic 	<ul style="list-style-type: none"> use the language creatively and for aesthetic purposes in a variety of situations
personal enjoyment	<ul style="list-style-type: none"> use the language for personal enjoyment, e.g., explore ways to use their knowledge of the specific language 	<ul style="list-style-type: none"> use the language for personal enjoyment, e.g., watch films or television programs 	<ul style="list-style-type: none"> use the language for personal enjoyment in a variety of situations

Language Competence



Language Competence

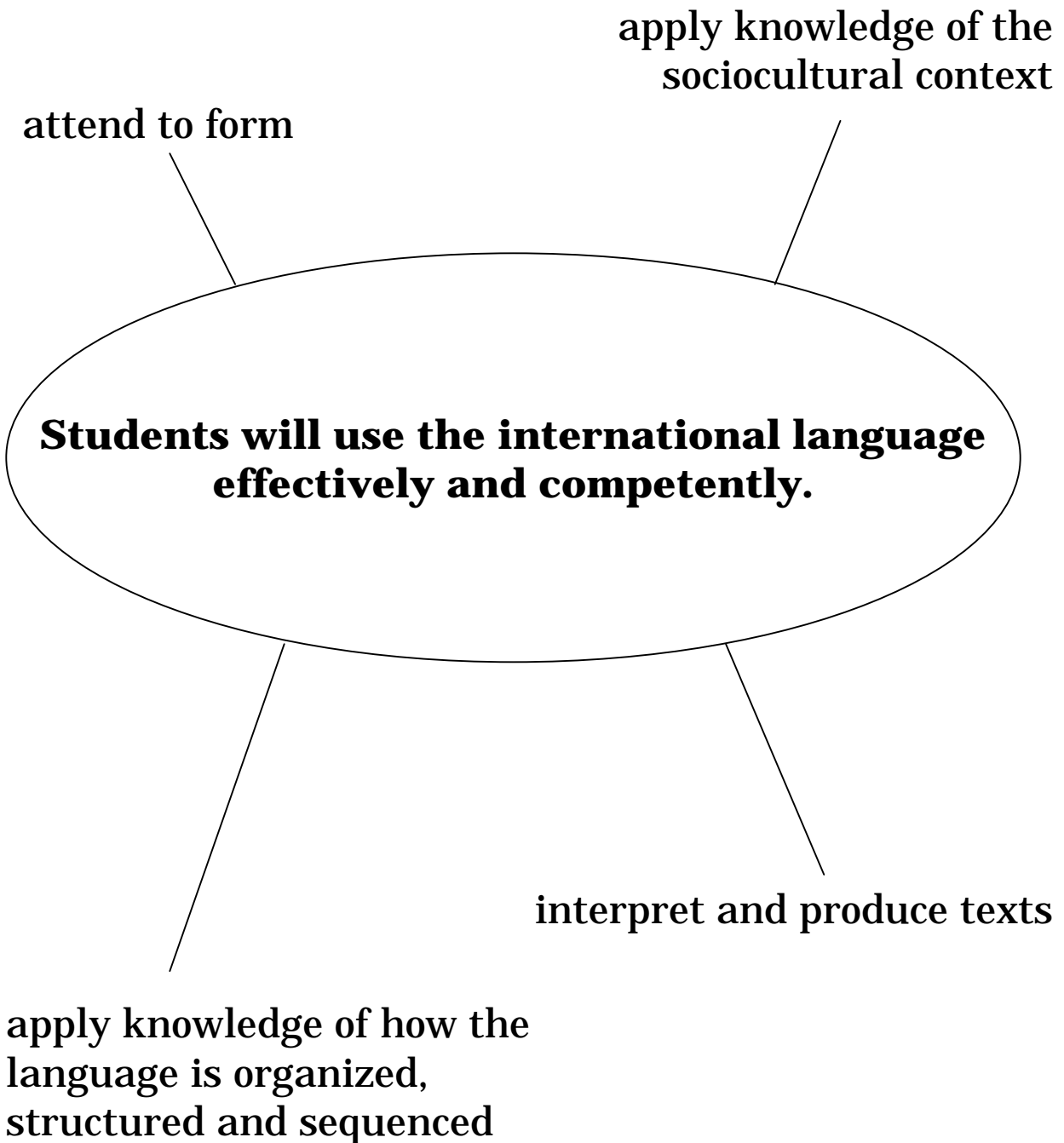
Language competence is a broad term which includes linguistic or grammatical competence*, discourse competence*, sociolinguistic or sociocultural competence* and what might be called textual competence. The specific learning outcomes under “Language Competence” deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation 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 illustration). Under each of these headings there are several strands (identified by strand headings on the left end of each row) which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to the form of the language", there is a strand for phonology* (pronunciation, stress, intonation), orthography* (spelling, mechanical features), lexicon* (vocabulary words and phrases) and grammar (syntax* and morphology*).

Although the outcomes isolate these components, 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 this 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 because students need to learn ways to compensate for low proficiency in the early stages of learning, if they are to use language for authentic communication from the beginning. This component is included in the language use strategies in the "Strategies" section.

Language Competence



General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

attend to form

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
phonology*	<ul style="list-style-type: none"> pronounce some common words and phrases comprehensibly 	<ul style="list-style-type: none"> use intonation to express meaning 	<ul style="list-style-type: none"> distinguish particular sounds of the language, e.g., rhyming words 	<ul style="list-style-type: none"> use comprehensible pronunciation, stress and intonation when producing familiar words or phrases
orthography*	<ul style="list-style-type: none"> be aware of how text is oriented, e.g., left to right and top to bottom 	<ul style="list-style-type: none"> recognize and name some elements of the writing system, e.g., letters of the alphabet or characters 	<ul style="list-style-type: none"> write their name and some words of personal significance recognize that there is a sound-symbol relationship (in alphabetic print) 	<ul style="list-style-type: none"> copy familiar words, phrases and sentences relate some letters to the sounds they commonly make
lexicon*	<ul style="list-style-type: none"> associate words in the language with the corresponding object, action or notion 	<ul style="list-style-type: none"> recognize and repeat isolated words and set phrases in concrete situations 	<ul style="list-style-type: none"> use a repertoire of isolated words and set phrases in familiar contexts 	<ul style="list-style-type: none"> use a repertoire of isolated words and set phrases in familiar contexts
grammar	<ul style="list-style-type: none"> imitate some basic grammatical structures commonly used in the classroom 	<ul style="list-style-type: none"> imitate some basic grammatical structures commonly used in the classroom 	<ul style="list-style-type: none"> recognize some basic grammatical structures in simple sentences 	<ul style="list-style-type: none"> recognize and use previously learned grammatical structures

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

attend to form

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
phonology	<ul style="list-style-type: none"> recognize some critical sound distinctions that are important for meaning 	<ul style="list-style-type: none"> recognize some of the effects that intonation and stress are used for in different situations 	<ul style="list-style-type: none"> identify and reproduce some critical sound distinctions that are important for meaning
orthography	<ul style="list-style-type: none"> recognize and use some basic spelling patterns 	<ul style="list-style-type: none"> recognize and use some basic mechanical conventions* e.g., capitalization, punctuation 	<ul style="list-style-type: none"> apply some common spelling rules
lexicon	<ul style="list-style-type: none"> combine learned words and phrases to fulfil some simple purposes 	<ul style="list-style-type: none"> experiment with and use a variety of words and expressions in familiar contexts 	<ul style="list-style-type: none"> use a variety of words and expressions in familiar contexts
grammar	<ul style="list-style-type: none"> recognize and use previously learned grammatical structures 	<ul style="list-style-type: none"> identify and use a variety of basic grammatical structures 	<ul style="list-style-type: none"> identify and use with reasonable accuracy a variety of basic grammatical structures

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

attend to form

	Grade 7	Grade 8	Grade 9
phonology	<ul style="list-style-type: none"> approximate the pronunciation of unfamiliar words 	<ul style="list-style-type: none"> use intonation, stress and rhythm appropriately in familiar situations 	<ul style="list-style-type: none"> speak clearly and intelligibly in a variety of situations
orthography	<ul style="list-style-type: none"> consistently use basic spelling patterns in writing familiar words and phrases 	<ul style="list-style-type: none"> use basic mechanical conventions, e.g., capitalization, punctuation 	<ul style="list-style-type: none"> recognize and correctly spell familiar words, e.g., sight words
lexicon	<ul style="list-style-type: none"> recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea 	<ul style="list-style-type: none"> use specialized vocabulary of personal significance use a small range of vocabulary to convey shades of meaning 	<ul style="list-style-type: none"> select vocabulary and expressions from within their repertoire to fulfil a variety of purposes in a variety of contexts
grammar	<ul style="list-style-type: none"> explore grammar by combining and manipulating learned grammatical structures 	<ul style="list-style-type: none"> recognize and use some complex grammatical structures 	<ul style="list-style-type: none"> apply understanding of grammatical structures in a variety of contexts

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

attend to form

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
phonology	<ul style="list-style-type: none"> produce the essential sounds, stress, rhythm and intonation patterns of the language where rehearsal is possible 	<ul style="list-style-type: none"> produce the essential sounds, stress, rhythm and intonation patterns of the language where rehearsal is possible 	<ul style="list-style-type: none"> speak with clear, natural pronunciation and intonation in rehearsed and spontaneous situations
orthography	<ul style="list-style-type: none"> recognize and correctly spell words used frequently 	<ul style="list-style-type: none"> spell some words with uncommon spelling patterns and words with irregular spelling 	<ul style="list-style-type: none"> consistently apply basic spelling rules and use mechanical conventions with reasonable accuracy
lexicon	<ul style="list-style-type: none"> use multiple words or phrases to express the same idea select suitable words to enhance effectiveness of speech or writing 	<ul style="list-style-type: none"> use some specialized words in appropriate contexts select precise words to make meaning clear 	<ul style="list-style-type: none"> select the most precise, appropriate or effective words or phrases, from within their repertoire, to fulfil their purpose
grammar	<ul style="list-style-type: none"> identify and use with reasonable accuracy some complex grammatical structures 	<ul style="list-style-type: none"> use a repertoire of simple and complex grammatical structures with reasonable accuracy 	<ul style="list-style-type: none"> use a variety of grammatical structures with reasonable accuracy in familiar contexts

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

interpret and produce oral texts

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
aural interpretation	<ul style="list-style-type: none"> understand simple words and phrases in guided situations* 	<ul style="list-style-type: none"> understand simple sentences in guided situations 	<ul style="list-style-type: none"> understand a series of simple sentences in guided situations 	<ul style="list-style-type: none"> understand short simple texts in guided situations
oral production	<ul style="list-style-type: none"> produce simple words and phrases in guided situations 	<ul style="list-style-type: none"> produce simple words and phrases in guided situations 	<ul style="list-style-type: none"> produce simple words and phrases in guided situations 	<ul style="list-style-type: none"> produce simple sentences in guided situations
interactive fluency	<ul style="list-style-type: none"> engage in simple interactions using isolated words 	<ul style="list-style-type: none"> engage in simple interactions using short, isolated lexical phrases* 	<ul style="list-style-type: none"> engage in simple interactions using short, isolated lexical phrases 	<ul style="list-style-type: none"> engage in simple interactions using simple sentences

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

interpret and produce oral texts

Grade 4

Grade 5

Grade 6

Students will be able to:

	Grade 4	Grade 5	Grade 6
aural interpretation	<ul style="list-style-type: none"> understand a variety of short, simple texts in guided situations 	<ul style="list-style-type: none"> understand short, simple texts in guided and unguided situations 	<ul style="list-style-type: none"> understand a variety of short, simple texts in guided and unguided situations
oral production	<ul style="list-style-type: none"> produce a series of simple sentences in guided situations 	<ul style="list-style-type: none"> produce short, simple texts in guided situations 	<ul style="list-style-type: none"> produce a variety of short, simple texts in guided situations
interactive fluency	<ul style="list-style-type: none"> engage in simple, structured interactions 	<ul style="list-style-type: none"> engage in simple interactions 	<ul style="list-style-type: none"> engage in short spontaneous exchanges with pauses for planning and repair

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

interpret and produce oral texts

Grade 7

Grade 8

Grade 9

Students will be able to:

	Grade 7	Grade 8	Grade 9
aural interpretation	<ul style="list-style-type: none"> understand short texts on unfamiliar topics in guided situations 	<ul style="list-style-type: none"> understand short texts on unfamiliar topics in guided situations 	<ul style="list-style-type: none"> understand the main point and some supporting details of lengthy texts on familiar topics in guided situations
oral production	<ul style="list-style-type: none"> produce short texts in guided and unguided situations 	<ul style="list-style-type: none"> produce a variety of short, simple texts in guided and unguided situations 	<ul style="list-style-type: none"> produce short texts on unfamiliar topics in guided situations
interactive fluency	<ul style="list-style-type: none"> manage short interactions with ease, with pauses for planning and repair 	<ul style="list-style-type: none"> manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary 	<ul style="list-style-type: none"> manage simple, routine interactions without undue difficulty

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

interpret and produce oral texts

Grade 10

Grade 11

Grade 12

Students will be able to:

	Grade 10	Grade 11	Grade 12
aural interpretation	<ul style="list-style-type: none"> understand the main point and some supporting details of lengthy texts on a variety of familiar topics, in guided situations 	<ul style="list-style-type: none"> understand a variety of lengthy texts on familiar topics in guided situations 	<ul style="list-style-type: none"> understand a variety of lengthy texts on familiar topics in guided and unguided situations
oral production	<ul style="list-style-type: none"> produce lengthy texts on familiar topics, providing some details to support the main point, in guided situations 	<ul style="list-style-type: none"> produce lengthy texts on a variety of familiar topics, providing some details to support the main point, in guided situations 	<ul style="list-style-type: none"> produce a variety of lengthy texts on familiar topics in guided situations
interactive fluency	<ul style="list-style-type: none"> sustain lengthy interactions comprehensibly with pauses for planning and repair 	<ul style="list-style-type: none"> spontaneously converse on familiar topics and take part in routine formal discussion 	<ul style="list-style-type: none"> converse with ease in familiar routine and non-routine situations

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

interpret and produce written texts

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
written interpretation	<ul style="list-style-type: none"> understand simple words and phrases in guided situations 	<ul style="list-style-type: none"> understand simple sentences in guided situations 	<ul style="list-style-type: none"> understand a series of simple sentences in guided situations 	<ul style="list-style-type: none"> understand short simple texts in guided situations
written production	<ul style="list-style-type: none"> produce simple words and phrases in guided situations 	<ul style="list-style-type: none"> produce simple words and phrases in guided situations 	<ul style="list-style-type: none"> produce simple words and phrases in guided situations 	<ul style="list-style-type: none"> produce simple sentences in guided situations
viewing	<ul style="list-style-type: none"> derive meaning from visuals and other forms of non-verbal communication in guided situations 	<ul style="list-style-type: none"> derive meaning from visuals and other forms of non-verbal communication in guided situations 	<ul style="list-style-type: none"> derive meaning from a variety of visuals and other forms of non-verbal communication in guided situations 	<ul style="list-style-type: none"> derive meaning from a variety of visuals and other forms of non-verbal communication in guided situations
representing	<ul style="list-style-type: none"> use visuals and other forms of non-verbal communication to express meaning in guided situations 	<ul style="list-style-type: none"> use visuals and other forms of non-verbal communication to express meaning in guided situations 	<ul style="list-style-type: none"> use a variety of visuals and other forms of non-verbal communication to express meaning in guided situations 	<ul style="list-style-type: none"> use a variety of visuals and other forms of non-verbal communication to express meaning in guided situations

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

interpret and produce written texts

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
written interpretation	<ul style="list-style-type: none"> understand a variety of short, simple texts in guided situations 	<ul style="list-style-type: none"> understand short, simple texts in guided and unguided situations 	<ul style="list-style-type: none"> understand a variety of short, simple texts in guided and unguided situations
written production	<ul style="list-style-type: none"> produce a series of simple sentences in guided situations 	<ul style="list-style-type: none"> produce short, simple texts in guided situations 	<ul style="list-style-type: none"> produce a variety of short, simple texts in guided situations
viewing	<ul style="list-style-type: none"> derive meaning from the visual elements of a variety of media in guided situations 	<ul style="list-style-type: none"> derive meaning from the visual elements of a variety of media in guided and unguided situations 	<ul style="list-style-type: none"> derive meaning from the visual elements of a variety of media in guided and unguided situations
representing	<ul style="list-style-type: none"> express meaning through the use of visual elements in a variety of media in guided situations 	<ul style="list-style-type: none"> express meaning through the use of visual elements in a variety of media in guided and unguided situations 	<ul style="list-style-type: none"> express meaning through the use of visual elements in a variety of media in guided and unguided situations

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

interpret and produce written texts

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
written interpretation	<ul style="list-style-type: none"> understand short texts on unfamiliar topics in guided situations 	<ul style="list-style-type: none"> understand short texts on unfamiliar topics in guided situations 	<ul style="list-style-type: none"> understand the main point and some supporting details of lengthy texts on familiar topics in guided situations
written production	<ul style="list-style-type: none"> produce short, simple texts in guided and unguided situations 	<ul style="list-style-type: none"> produce a variety of short, simple texts in guided and unguided situations 	<ul style="list-style-type: none"> produce short texts on unfamiliar topics in guided situations
viewing	<ul style="list-style-type: none"> derive meaning from multiple visual elements in a variety of media in guided situations 	<ul style="list-style-type: none"> derive meaning from multiple visual elements in a variety of media in guided and unguided situations 	<ul style="list-style-type: none"> propose several interpretations of the visual elements of a variety of media in guided situations
representing	<ul style="list-style-type: none"> express meaning through the use of multiple visual elements in a variety of media in guided situations 	<ul style="list-style-type: none"> express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations 	<ul style="list-style-type: none"> explore a variety of ways meaning can be expressed through the visual elements of a variety of media in guided situations

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

interpret and produce written texts

Grade 10

Grade 11

Grade 12

Students will be able to:

	Grade 10	Grade 11	Grade 12
written interpretation	<ul style="list-style-type: none"> understand the main point and some supporting details of lengthy texts on a variety of familiar topics in guided situations 	<ul style="list-style-type: none"> understand a variety of lengthy texts on familiar topics in guided situations 	<ul style="list-style-type: none"> understand a variety of lengthy texts on familiar topics in guided and unguided situations
written production	<ul style="list-style-type: none"> produce lengthy texts on familiar topics, providing some details to support the main point, in guided situations 	<ul style="list-style-type: none"> produce lengthy texts on a variety of familiar topics, providing some details to support the main point, in guided situations 	<ul style="list-style-type: none"> produce a variety of lengthy texts on familiar topics in guided situations
viewing	<ul style="list-style-type: none"> identify the purposes, intended audiences, messages and points of view in a variety of visual media in guided situations 	<ul style="list-style-type: none"> identify some of the techniques and conventions used in a variety of visual media in guided and unguided situations 	<ul style="list-style-type: none"> examine a variety of visual media in guided and unguided situations
representing	<ul style="list-style-type: none"> communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media in guided situations 	<ul style="list-style-type: none"> communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media in guided and unguided situations 	<ul style="list-style-type: none"> explore a variety of techniques and conventions used to express meaning in visual media in guided and unguided situations

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

apply knowledge of the sociocultural context

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
register*	<ul style="list-style-type: none"> • speak at a volume appropriate to classroom situations 	<ul style="list-style-type: none"> • respond to tone of voice 	<ul style="list-style-type: none"> • distinguish between formal and informal situations 	<ul style="list-style-type: none"> • recognize that some topics, words or intonations are inappropriate in certain contexts
idiomatic expressions*	<ul style="list-style-type: none"> • imitate age-appropriate idiomatic expressions 	<ul style="list-style-type: none"> • imitate age-appropriate idiomatic expressions 	<ul style="list-style-type: none"> • understand and use some simple idiomatic expressions as set phrases 	<ul style="list-style-type: none"> • understand and use a variety of simple idiomatic expressions as set phrases
variations in language*	<ul style="list-style-type: none"> • experience a variety of voices, e.g., male and female, young and old 	<ul style="list-style-type: none"> • experience a variety of voices 	<ul style="list-style-type: none"> • acknowledge individual differences in speech 	<ul style="list-style-type: none"> • accept individual differences in speech
social conventions*	<ul style="list-style-type: none"> • imitate simple routine social interactions 	<ul style="list-style-type: none"> • use basic social expressions appropriate to the classroom 	<ul style="list-style-type: none"> • use basic politeness conventions 	<ul style="list-style-type: none"> • use appropriate oral forms of address for people frequently encountered
non-verbal communication	<ul style="list-style-type: none"> • imitate some common non-verbal behaviours used in the target culture 	<ul style="list-style-type: none"> • understand the meaning of and imitate some common non-verbal behaviours used in the target culture 	<ul style="list-style-type: none"> • experiment with using some simple non-verbal means of communication 	<ul style="list-style-type: none"> • recognize that some non-verbal behaviours may be inappropriate in certain contexts

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

apply knowledge of the sociocultural context

Grade 4

Grade 5

Grade 6

Students will be able to:

	Grade 4	Grade 5	Grade 6
register	<ul style="list-style-type: none"> experiment with formal and informal uses of language in familiar contexts 	<ul style="list-style-type: none"> use formal and informal language in familiar situations 	<ul style="list-style-type: none"> identify socially appropriate language in specific situations
idiomatic expressions	<ul style="list-style-type: none"> use learned idiomatic expressions in new contexts 	<ul style="list-style-type: none"> use learned idiomatic expressions to enhance communication 	<ul style="list-style-type: none"> correctly use learned idiomatic expressions in new contexts
variations in language	<ul style="list-style-type: none"> experience a variety of accents and variations in speech 	<ul style="list-style-type: none"> experience a variety of regional variations in language 	<ul style="list-style-type: none"> recognize some common regional variations in language
social conventions	<ul style="list-style-type: none"> recognize verbal behaviours that are considered impolite 	<ul style="list-style-type: none"> recognize simple social conventions in informal conversation, e.g., turn-taking 	<ul style="list-style-type: none"> recognize important social conventions in everyday interactions, e.g., bowing or shaking hands
non-verbal communication	<ul style="list-style-type: none"> recognize appropriate non-verbal behaviours for people frequently encountered, e.g., interpersonal space and physical contact 	<ul style="list-style-type: none"> use appropriate non-verbal behaviours in a variety of familiar contexts, e.g., eye contact 	<ul style="list-style-type: none"> use appropriate non-verbal behaviours in a variety of familiar contexts, e.g., interpersonal space and physical contact

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

apply knowledge of the sociocultural context

Grade 7

Grade 8

Grade 9

Students will be able to:

register	<ul style="list-style-type: none"> • explore formal and informal uses of language in a variety of contexts 	<ul style="list-style-type: none"> • use suitable simple formal language in a variety of contexts 	<ul style="list-style-type: none"> • explore differences in register between spoken and written texts
idiomatic expressions	<ul style="list-style-type: none"> • use learned idiomatic expressions in a variety of contexts 	<ul style="list-style-type: none"> • examine the role of idiomatic expressions in culture 	<ul style="list-style-type: none"> • identify influences on idiomatic expressions, e.g., region, age, occupation
variations in language	<ul style="list-style-type: none"> • recognize other influences resulting in variations in language, e.g., age, gender, social class 	<ul style="list-style-type: none"> • recognize other influences resulting in variations in language, e.g., level of education, occupation 	<ul style="list-style-type: none"> • recognize other influences resulting in variations in language, e.g., office held by the speaker, his or her social status and relationship with others involved in the interaction
social conventions	<ul style="list-style-type: none"> • interpret the use of social conventions encountered in oral and written texts 	<ul style="list-style-type: none"> • interpret and use important social conventions in interactions 	<ul style="list-style-type: none"> • interpret and use appropriate oral and written forms of address with a variety of audiences
non-verbal communication	<ul style="list-style-type: none"> ♦ recognize non-verbal behaviours that are considered impolite, e.g., eye contact, touching, interpersonal space, sounds and noises 	<ul style="list-style-type: none"> ♦ avoid non-verbal behaviours that are considered impolite, e.g., eye contact, touching, interpersonal space, sounds and noises 	<ul style="list-style-type: none"> ♦ recognize a variety of non-verbal communication techniques in a variety of contexts

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

apply knowledge of the sociocultural context

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
register	<ul style="list-style-type: none"> identify differences in register between spoken and written texts 	<ul style="list-style-type: none"> adjust language to suit audience and purpose 	<ul style="list-style-type: none"> use the appropriate level of formality with a variety of people in a variety of contexts
idiomatic expressions	<ul style="list-style-type: none"> interpret unfamiliar idiomatic expressions in a variety of contexts 	<ul style="list-style-type: none"> explore and interpret idiomatic expressions in popular, contemporary culture 	<ul style="list-style-type: none"> interpret unfamiliar idiomatic expressions use learned idiomatic expressions appropriately in a variety of situations
variations in language	<ul style="list-style-type: none"> identify some common regional or other variations in language 	<ul style="list-style-type: none"> experiment with some variations in language 	<ul style="list-style-type: none"> adapt to some variations in language
social conventions	<ul style="list-style-type: none"> use politeness conventions in a variety of contexts, e.g., use suitable language to engage listeners' attention when beginning to speak 	<ul style="list-style-type: none"> use politeness conventions in a variety of contexts, e.g., how to interrupt politely in a conversation 	<ul style="list-style-type: none"> interpret and use a variety of social conventions in a variety of situations
non-verbal communication	<ul style="list-style-type: none"> use non-verbal communication techniques in a variety of contexts 	<ul style="list-style-type: none"> use non-verbal communication techniques in a variety of contexts 	<ul style="list-style-type: none"> interpret and use a variety of non-verbal communication techniques in a variety of contexts

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

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

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
cohesion/ coherence*	<ul style="list-style-type: none"> follow speech that uses simple link words, e.g., <i>because, then</i> 	<ul style="list-style-type: none"> imitate speech that uses simple link words 	<ul style="list-style-type: none"> imitate speech that uses simple link words sequence elements of a simple story, process or series of events 	<ul style="list-style-type: none"> link words or groups of words in simple ways, e.g., using words like <i>and, then</i>
text forms*	<ul style="list-style-type: none"> experience a variety of oral text forms 	<ul style="list-style-type: none"> recognize some simple oral text forms, e.g., formulaic openings and closings of stories 	<ul style="list-style-type: none"> recognize some simple oral text forms, e.g., verse and chorus of songs 	<ul style="list-style-type: none"> recognize some simple oral and written text forms, e.g., lists, letters, stories, songs
patterns of social interaction*	<ul style="list-style-type: none"> respond using very simple social interaction patterns, e.g., greeting-response 	<ul style="list-style-type: none"> respond using very simple social interaction patterns, e.g., question-answer 	<ul style="list-style-type: none"> initiate simple social interaction patterns, e.g., question-answer 	<ul style="list-style-type: none"> initiate interactions and respond using simple social interaction patterns, e.g., request-acceptance/non-acceptance

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

apply knowledge of how discourse is organized, structured and sequenced

Grade 4

Grade 5

Grade 6

Students will be able to:

cohesion/ coherence	<ul style="list-style-type: none"> link several sentences coherently, e.g., on a single theme 	<ul style="list-style-type: none"> use common conventions to structure texts, e.g., titles, paragraphs 	<ul style="list-style-type: none"> organize texts using common patterns, e.g., cause and effect, straightforward time sequencing interpret simple references within texts, e.g., pronouns, demonstratives
text forms	<ul style="list-style-type: none"> recognize a variety of oral and written text forms, e.g., recipes, invitations, messages 	<ul style="list-style-type: none"> use some simple text forms in their own productions, e.g., maps, questionnaires 	<ul style="list-style-type: none"> recognize a variety of text forms delivered through a variety of media, e.g., videotaped instructions, reports with visuals
patterns of social interaction	<ul style="list-style-type: none"> use simple conventions to open and close conversations and manage turn-taking 	<ul style="list-style-type: none"> initiate interactions and respond using a variety of social interaction patterns, e.g., statement - agreement/ disagreement - reaction 	<ul style="list-style-type: none"> initiate interactions and respond using a variety of social interaction patterns, e.g., casual conversation with classmates

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

apply knowledge of how discourse is organized, structured and sequenced

Grade 7

Grade 8

Grade 9

Students will be able to:

cohesion/ coherence	<ul style="list-style-type: none"> organize texts to indicate steps in a procedure or directions to follow 	<ul style="list-style-type: none"> use a variety of conventions to structure texts, e.g., titles, paragraphs, letter forms interpret and use references within texts, e.g., pronouns, demonstratives 	<ul style="list-style-type: none"> interpret texts which use patterns involving time or chronological sequencing
text forms	<ul style="list-style-type: none"> analyze and identify the organizational structure of a variety of text forms, e.g., folk tales, newspaper articles, instructions for a game 	<ul style="list-style-type: none"> use a variety of familiar text forms and media in their own productions, e.g., recipes, comic strips, letters, radio or TV reports, articles 	<ul style="list-style-type: none"> use a variety of familiar text forms and media in their own productions, e.g., brochures, advertisements, reports, poetry, stories
patterns of social interaction	<ul style="list-style-type: none"> initiate interactions and respond using a variety of social interaction patterns, e.g., routine telephone calls 	<ul style="list-style-type: none"> combine simple social interaction patterns to perform transactions and interactions, e.g., invitation - accept/ decline - explanation 	<ul style="list-style-type: none"> combine simple social interaction patterns to perform complex transactions and interactions, e.g., request goods/ service - assess - complain

General Learning Outcomes for Language Competence

Students will use the international language effectively and competently.

apply knowledge of how discourse is organized, structured and sequenced

Grade 10

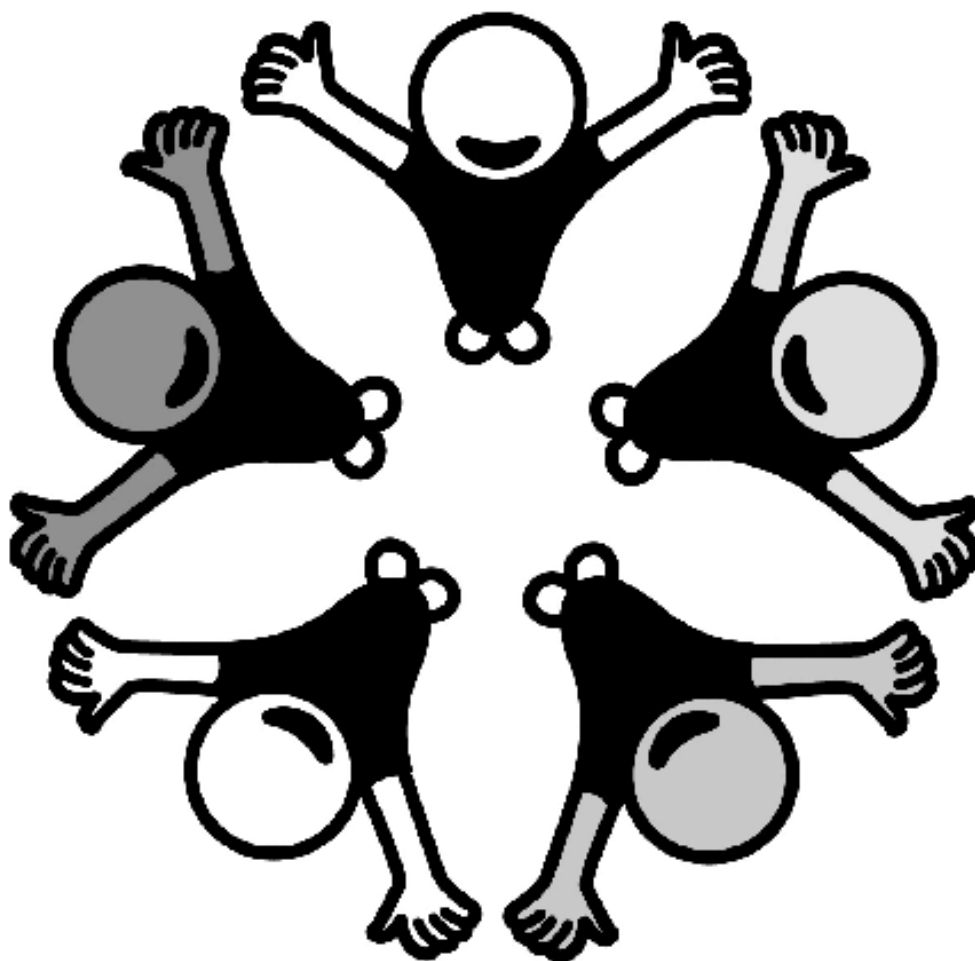
Grade 11

Grade 12

Students will be able to:

cohesion/ coherence	<ul style="list-style-type: none"> use a variety of references within texts, e.g., pronouns, space and time references 	<ul style="list-style-type: none"> use appropriate words and phrases to show a variety of relationships within texts, e.g., <i>however, unless, although, on the other hand</i> 	<ul style="list-style-type: none"> write paragraphs reflecting distinct ideas link a series of paragraphs into a coherent text
text forms	<ul style="list-style-type: none"> recognize a variety of extended text forms in a variety of media, e.g., short stories, films, plays, magazine articles 	<ul style="list-style-type: none"> analyze the way different media and purposes lead to differences in the way texts are organized and presented 	<ul style="list-style-type: none"> use their knowledge of text forms to aid interpretation and enhance production of texts
patterns of social interaction	<ul style="list-style-type: none"> combine simple social interaction patterns to perform complex transactions and interactions, e.g., suggestion - accept/ decline - persuade/ negotiate 	<ul style="list-style-type: none"> use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions 	<ul style="list-style-type: none"> use a wide range of social interaction patterns to deal with routine and some non-routine transactions and interactions

Global Citizenship



Global Citizenship

The learning outcomes for “Global Citizenship” deal with the development of intercultural competence,* encompassing some of the knowledge, attitudes and skills needed 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 illustration). Under each of these headings there are several strands (identified by strand headings on the left end of each row) that show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the heading "historical and contemporary elements of the culture*", there are strands for:

- the processes and methods of acquiring knowledge about culture;
- the cultural knowledge thus acquired;
- applications of that knowledge to aid comprehension and to communicate in appropriate ways;
- positive attitudes to the culture; and,
- knowledge of the diversity* within that 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 try to develop a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information on 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 unfamiliar elements of the culture, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming diversity” heading covers knowledge, skills and abilities 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 be from a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

Global Citizenship



historical and contemporary
elements of the culture

affirming diversity

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

personal and career opportunities

General Learning Outcome for Global Citizenship

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

historical and contemporary elements of the culture*

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
accessing/ analyzing cultural knowledge	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the culture 	<ul style="list-style-type: none"> ask questions (using their first language) about elements of the culture experienced in class 	<ul style="list-style-type: none"> make observations about the culture, e.g., as it is portrayed in texts* and in the community 	<ul style="list-style-type: none"> seek out information about the culture from authentic sources, e.g., people
knowledge of the culture	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the culture 	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the culture 	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the culture 	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the culture
applying cultural knowledge	<ul style="list-style-type: none"> recognize elements of the culture in the classroom 	<ul style="list-style-type: none"> recognize elements of the culture in the classroom 	<ul style="list-style-type: none"> identify elements of the culture in the school 	<ul style="list-style-type: none"> identify elements of the culture in the community
diversity within the culture	<ul style="list-style-type: none"> experience diverse elements of the culture 	<ul style="list-style-type: none"> experience diverse elements of the culture 	<ul style="list-style-type: none"> identify some elements that reflect diversity within the culture 	<ul style="list-style-type: none"> identify some elements that reflect diversity within the culture
valuing the culture	<ul style="list-style-type: none"> participate in cultural activities and experiences 	<ul style="list-style-type: none"> participate in cultural activities and experiences 	<ul style="list-style-type: none"> participate in cultural activities and experiences 	<ul style="list-style-type: none"> participate in cultural activities and experiences

General Learning Outcome for Global Citizenship

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

historical and contemporary elements of the culture

Grade 4

Grade 5

Grade 6

Students will be able to:

	Grade 4	Grade 5	Grade 6
accessing/ analyzing cultural knowledge	<ul style="list-style-type: none"> make connections between elements of the culture being studied and similar elements from their own 	<ul style="list-style-type: none"> compare some elements of the culture being studied with their own, e.g., geography and climate 	<ul style="list-style-type: none"> formulate questions about elements of the culture, e.g., patterns of behaviour or interaction typical of people their own age
knowledge of the culture	<ul style="list-style-type: none"> identify some things they have in common with people their own age who live in the culture 	<ul style="list-style-type: none"> explore some elements of the culture, e.g., influence of the geography and climate on people's way of life 	<ul style="list-style-type: none"> explore some elements of the culture, e.g., everyday ways of life of people their own age
applying cultural knowledge	<ul style="list-style-type: none"> identify commonalities and differences between the culture being studied and their own 	<ul style="list-style-type: none"> apply knowledge of the culture to interpret similarities and differences between that culture and their own 	<ul style="list-style-type: none"> apply knowledge of elements of the culture to interpret cultural behaviour that is different from their own
diversity within the culture	<ul style="list-style-type: none"> identify commonalities and differences between diverse groups within the culture 	<ul style="list-style-type: none"> apply knowledge of the culture to interpret similarities and differences between diverse groups within the culture, e.g., urban and rural ways of life 	<ul style="list-style-type: none"> apply knowledge of diverse elements of the culture in interactions with people and texts, e.g., differences based on age and gender
valuing the culture	<ul style="list-style-type: none"> identify similarities between themselves and people of the culture being studied 	<ul style="list-style-type: none"> express an interest in finding out about people their own age who speak the language being learned 	<ul style="list-style-type: none"> express empathy for those whose cultural behaviour is different from their own

General Learning Outcome for Global Citizenship

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

historical and contemporary elements of the culture

Grade 7

Grade 8

Grade 9

Students will be able to:

accessing/ analyzing cultural knowledge	<ul style="list-style-type: none"> use basic research skills to find out about the culture 	<ul style="list-style-type: none"> make and test hypotheses about the culture identify and use a variety of sources of information to find out about the culture 	<ul style="list-style-type: none"> organize and represent information about elements of the culture in a variety of ways
knowledge of the culture	<ul style="list-style-type: none"> explore and identify some elements of the culture, e.g., key historical events and their influence on contemporary ways of life and cultural values 	<ul style="list-style-type: none"> explore and identify some elements of the culture, e.g., major current events as a reflection of contemporary ways of life and cultural values 	<ul style="list-style-type: none"> explore and identify some elements of the culture, e.g., cultural values, attitudes and interests of people their own age in the culture
applying cultural knowledge	<ul style="list-style-type: none"> apply knowledge of elements of the culture in interactions with people and texts, e.g., interpret historical references 	<ul style="list-style-type: none"> identify different perspectives on the culture and speculate on their origins, e.g., stereotypes of the culture present in their own community 	<ul style="list-style-type: none"> apply knowledge of elements of the culture derived from a variety of sources to interpret behaviours and texts
diversity within the culture	<ul style="list-style-type: none"> apply knowledge of diverse elements of the culture in interactions with people and texts, e.g., ethnic or religious minorities 	<ul style="list-style-type: none"> identify different perspectives on diverse elements of the culture and speculate on their origins, e.g., stereotypes within the culture 	<ul style="list-style-type: none"> apply knowledge of diverse elements of the culture derived from a variety of sources to interpret behaviours and texts
valuing the culture	<ul style="list-style-type: none"> choose to participate in and contribute to activities and experiences that reflect the culture 	<ul style="list-style-type: none"> examine their own perception of the language and culture (including stereotypes) 	<ul style="list-style-type: none"> seek out and use opportunities to enter into contact with members of the culture, e.g., exchange letters with a pen pal

General Learning Outcome for Global Citizenship

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

historical and contemporary elements of the culture

Grade 10

Grade 11

Grade 12

Students will be able to:

	Grade 10	Grade 11	Grade 12
accessing/ analyzing cultural knowledge	<ul style="list-style-type: none"> analyze information about elements of the culture 	<ul style="list-style-type: none"> evaluate sources of information on the culture, e.g., the media of that culture 	<ul style="list-style-type: none"> organize, analyze and evaluate information about the culture from a variety of sources (including personal experience of the culture where possible)
knowledge of the culture	<ul style="list-style-type: none"> explore and identify elements of the culture, e.g., emblems and markers of national identity and their influence on contemporary ways of life and cultural values 	<ul style="list-style-type: none"> identify and analyze some elements of the culture, e.g., social and political institutions and their influence on contemporary ways of life and cultural values 	<ul style="list-style-type: none"> identify and analyze the role of the contemporary culture in global society
applying cultural knowledge	<ul style="list-style-type: none"> apply knowledge of elements of the culture to enhance interpersonal relations in familiar contexts and to interpret texts 	<ul style="list-style-type: none"> apply knowledge of elements of the 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 	<ul style="list-style-type: none"> apply knowledge of the role of the contemporary culture in global society to enhance interpersonal relations in a variety of contexts and to interpret texts
diversity within the culture	<ul style="list-style-type: none"> apply knowledge of diverse elements of the culture to enhance interpersonal relations in familiar contexts and to interpret texts, e.g., different social classes 	<ul style="list-style-type: none"> apply knowledge of diverse elements of the culture to enhance interpersonal relations in a variety of contexts and to interpret texts, e.g., the role of cultural minorities 	<ul style="list-style-type: none"> apply knowledge of the role of diverse elements of the contemporary culture in global society to enhance interpersonal relations in a variety of contexts and to interpret texts
valuing the culture	<ul style="list-style-type: none"> seek out and use opportunities to enter into contact with members from a range of social groups within the culture 	<ul style="list-style-type: none"> seek out and use opportunities to enter into contact with members from a range of social groups within the culture 	<ul style="list-style-type: none"> identify and analyze the value of the culture and language for themselves and for the global society

General Learning Outcome for Global Citizenship

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

affirming diversity

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
awareness of first language	<ul style="list-style-type: none"> distinguish between their first language and the language being learned, e.g., sounds 	<ul style="list-style-type: none"> distinguish between their first language and the language being learned, e.g., specific words 	<ul style="list-style-type: none"> identify similarities between their first language and the language being learned, e.g., the alphabet or writing system used 	<ul style="list-style-type: none"> identify similarities between their first language and the language being learned, e.g., basic word order
general language knowledge	<ul style="list-style-type: none"> explore the variety of languages spoken by their schoolmates and members of their community 	<ul style="list-style-type: none"> identify similarities between words from different languages within their personal experience 	<ul style="list-style-type: none"> identify differences and similarities between writing systems from different languages within their personal experience 	<ul style="list-style-type: none"> describe ways languages can be taught and learned, e.g., in natural settings (home, community), in institutions (schools)
awareness of own culture	<ul style="list-style-type: none"> explore similarities between their own culture and other cultures 	<ul style="list-style-type: none"> explore similarities between their own culture and other cultures 	<ul style="list-style-type: none"> recognize similarities between their own culture and other cultures 	<ul style="list-style-type: none"> make connections between individuals or situations in texts and their own personal experiences
general cultural knowledge	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of different cultures 	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of different cultures 	<ul style="list-style-type: none"> recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community 	<ul style="list-style-type: none"> recognize that culture is expressed through a variety of forms, e.g., stories, art forms, crafts
valuing diversity	<ul style="list-style-type: none"> work and play with others who are different 	<ul style="list-style-type: none"> work and play with others who are different 	<ul style="list-style-type: none"> work and play with others who are different 	<ul style="list-style-type: none"> engage in activities that reflect other ways of doing things or other perspectives
intercultural skills	<ul style="list-style-type: none"> adapt to new situations 	<ul style="list-style-type: none"> adapt to new situations 	<ul style="list-style-type: none"> listen with attention to the opinions of others 	<ul style="list-style-type: none"> initiate and maintain new relationships e.g., make a new classmate feel welcome

General Learning Outcome for Global Citizenship

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

affirming diversity

Grade 4

Grade 5

Grade 6

Students will be able to:

awareness of first language	<ul style="list-style-type: none"> identify similarities and differences between their first language and the language being learned, e.g., different spellings for similar words (cognates) 	<ul style="list-style-type: none"> identify similarities and differences between their first language and the language being learned, e.g., different social conventions 	<ul style="list-style-type: none"> compare oral and written aspects of their first language and the language being learned, e.g., grammar structures
general language knowledge	<ul style="list-style-type: none"> recognize that, within any linguistic group, individuals use language in personal ways, e.g., their grandparents use different words than their schoolmates 	<ul style="list-style-type: none"> recognize that in any language there are different words for the same thing 	<ul style="list-style-type: none"> recognize that languages can be grouped into families based on common origins
awareness of own culture	<ul style="list-style-type: none"> recognize similarities and differences between their own culture and other cultures, e.g., celebrations, foods, roles of family members 	<ul style="list-style-type: none"> identify similarities and differences between their own culture and other cultures, e.g., occupations, seasonal activities 	<ul style="list-style-type: none"> identify some influences (e.g., cultural conditioning) on the development of their personal identity
general cultural knowledge	<ul style="list-style-type: none"> recognize that speakers of the same language may come from different cultural backgrounds 	<ul style="list-style-type: none"> recognize some of the factors that affect the culture of a particular region, e.g., geography, climate 	<ul style="list-style-type: none"> recognize that within any culture there are important differences in the way people speak and behave
valuing diversity	<ul style="list-style-type: none"> engage in activities that reflect other ways of doing things or other perspectives 	<ul style="list-style-type: none"> identify the limitations of adopting a single perspective, e.g., on objects, persons, experiences or events 	<ul style="list-style-type: none"> demonstrate curiosity about other languages and cultures
intercultural skills	<ul style="list-style-type: none"> reflect on their actions and the consequences of their actions for others 	<ul style="list-style-type: none"> explore how their perspective is shaped by a variety of factors, e.g., personal, group, environmental 	<ul style="list-style-type: none"> explore representations of their own culture as seen from the outside, e.g., as seen by members of another culture

General Learning Outcome for Global Citizenship

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

affirming diversity

Grade 7

Grade 8

Grade 9

Students will be able to:

awareness of first language	<ul style="list-style-type: none"> identify some words in their first language that have been borrowed from the language being learned or from other languages 	<ul style="list-style-type: none"> identify some regional variations in their first language 	<ul style="list-style-type: none"> identify aspects of their personal style in both speech and writing
general language	<ul style="list-style-type: none"> identify how and why languages borrow from one another 	<ul style="list-style-type: none"> recognize that languages may have regional differences in pronunciation, vocabulary or structure 	<ul style="list-style-type: none"> describe ways languages evolve over time and the reasons for their evolution
awareness of own culture	<ul style="list-style-type: none"> identify shared references (e.g., world wars, celebrities) and the different connotations attached to them in the culture being studied and in their own culture 	<ul style="list-style-type: none"> identify some of the past and present relationships between the culture being studied and their own, e.g., immigration, war 	<ul style="list-style-type: none"> identify ethnocentric elements in documents from their own culture
general cultural knowledge	<ul style="list-style-type: none"> recognize some of the factors that affect the culture of a particular region, e.g., historical events, significant individuals 	<ul style="list-style-type: none"> recognize that different cultures may have different interpretations of texts, cultural practices or products 	<ul style="list-style-type: none"> describe some causes of breakdown in communication and misunderstanding when communicating with people from an unfamiliar culture
valuing diversity	<ul style="list-style-type: none"> recognize and acknowledge different perspectives 	<ul style="list-style-type: none"> recognize and acknowledge the value of different perspectives 	<ul style="list-style-type: none"> seek out opportunities to interact with people from various cultures who have an interest in the language and/or culture being studied
intercultural skills	<ul style="list-style-type: none"> identify and make use of public and private institutions which facilitate contact with other countries and cultures 	<ul style="list-style-type: none"> recognize stereotypical thinking 	<ul style="list-style-type: none"> use a variety of strategies for dealing with breakdowns in communication and misunderstandings when encountering an unfamiliar culture identify ethnocentric perspectives in a document or event and explain their origins

General Learning Outcome for Global Citizenship

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

affirming diversity

Grade 10

Grade 11

Grade 12

Students will be able to:

awareness of first language	<ul style="list-style-type: none"> analyze ways in which their first language and the language being learned are similar and ways in which they may differ, e.g., text forms 	<ul style="list-style-type: none"> analyze ways in which their first language and the language being learned are similar and ways in which they may differ, e.g., grammar structures 	<ul style="list-style-type: none"> summarize ways in which their first language and the language being learned are similar and ways in which they may differ, e.g., aspects of their development, key linguistic features
general language	<ul style="list-style-type: none"> describe factors that influence the status of languages 	<ul style="list-style-type: none"> make generalizations about the systematic nature of language 	<ul style="list-style-type: none"> identify elements of linguistic diversity (e.g., regional variations, commonalities within families of languages) and their implications for language learning
awareness of own culture	<ul style="list-style-type: none"> analyze ways in which their own culture and other cultures are similar and ways in which they may differ, e.g., influence of history on contemporary life 	<ul style="list-style-type: none"> analyze ways in which their own culture and other cultures are similar and ways in which they may differ, e.g., social and political institutions 	<ul style="list-style-type: none"> seek other perspectives on their own culture, particularly those of the culture being studied
general cultural knowledge	<ul style="list-style-type: none"> identify some of the ways that cultures evolve over time 	<ul style="list-style-type: none"> identify some of the ways that individuals acquire a national identity and are introduced to the dominant culture in their society 	<ul style="list-style-type: none"> identify factors involved in intercultural competence and their implications for language learning
valuing diversity	<ul style="list-style-type: none"> recognize contributions to human understanding and well-being made by people from a variety of cultures 	<ul style="list-style-type: none"> recognize the intrinsic value of cultural and linguistic diversity for themselves and for the global society 	<ul style="list-style-type: none"> express empathy for fictional or real-life people whose behaviour reflects a different cultural background
intercultural skills	<ul style="list-style-type: none"> view a situation from more than one perspective 	<ul style="list-style-type: none"> identify and use a variety of strategies for enhancing contact with people from a different culture 	<ul style="list-style-type: none"> manage intercultural communication help members of different cultural and linguistic groups overcome conflicting perspectives

General Learning Outcome for Global Citizenship

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

personal and career opportunities

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
the specific international culture and language	<ul style="list-style-type: none"> suggest some reasons for learning the specific international language 	<ul style="list-style-type: none"> suggest some reasons for learning the specific international language 	<ul style="list-style-type: none"> suggest some reasons for learning the specific international language 	<ul style="list-style-type: none"> identify some personal uses they have made of their knowledge of the specific international language and culture
cultural and linguistic diversity	<ul style="list-style-type: none"> suggest some reasons for learning an additional language 	<ul style="list-style-type: none"> suggest some reasons for participating in activities and experiences that reflect elements of different cultures 	<ul style="list-style-type: none"> suggest some reasons for participating in activities and experiences that reflect elements of different cultures 	<ul style="list-style-type: none"> identify some personal uses they have made of their knowledge of different languages and cultures

General Learning Outcome for Global Citizenship

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

personal and career opportunities

Grade 4

Grade 5

Grade 6

Students will be able to:

the specific international
culture and language

cultural and
linguistic diversity

- identify some careers for which knowledge of international languages is useful

- identify some places that they could visit where the language being learned is spoken

- identify aspects of the history, literature, arts and crafts of the culture which are of personal interest

- identify some careers for which knowledge of different languages and cultures is useful

- identify some countries where there is significant linguistic and cultural diversity

- identify aspects of the history, literature, arts and crafts of different cultures which are of personal interest

General Learning Outcome for Global Citizenship

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

personal and career opportunities

Grade 7

Grade 8

Grade 9

Students will be able to:

the specific international
culture and language

- identify some careers which use knowledge of the specific international language

- explore personal reasons for learning the specific international language

- explore opportunities for further education related to the specific international language and culture

cultural and
linguistic diversity

- identify some careers which use knowledge of international languages and cultures, and intercultural skills

- explore personal reasons for learning additional languages and experiencing other cultures

- explore opportunities for further education related to languages and cultures

General Learning Outcome for Global Citizenship

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

personal and career opportunities

Grade 10

Grade 11

Grade 12

Students will be able to:

the specific international
culture and language

cultural and
linguistic diversity

- explore careers in which knowledge of the specific international language and culture can be applied

- explore applications of the specific international language and culture in the global marketplace

- explore applications of the specific international language and culture in the global workplace and marketplace

- explore careers in which knowledge of an additional language and intercultural skills can be applied

- explore applications of language and culture learning in the global marketplace

- explore applications of language and culture learning in the global workplace and marketplace

Strategies



Strategies

Under the “Strategies” heading are specific learning outcomes which will help students learn and communicate more **effectively**. Strategic competence* has long been recognized as an important component of communicative competence, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. The learning outcomes that follow deal with strategies for language learning*, language use* in a broad sense, as well as general learning strategies which help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings (see illustration). Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand deals with a specific category of strategy (identified by a strand heading on the left end of the row). Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use a specific strategy at a particular grade level. Consequently, the learning outcomes describe the student's knowledge of and ability to use a certain type of strategy. The strategies described are **only examples** that give an idea of the kinds of strategies from which students of that age and that level of proficiency might benefit.

A global list of the strategies mentioned in the specific learning outcomes can be found in Appendix III of this document. Teachers need to know and model a broad range of strategies from which students are then able to choose. Strategies of all kinds are best taught in the context of learning activities. This allows students to apply the strategies immediately and then reflect on their use.

Strategies



language learning

language use

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

general learning

General Learning Outcome for Strategies

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

language learning

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies, with guidance, to enhance language learning, e.g., listen attentively, do actions to match words of a song, story or rhyme 	<ul style="list-style-type: none"> use simple cognitive strategies, with guidance, to enhance language learning, e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns 	<ul style="list-style-type: none"> use simple cognitive strategies, with guidance, to enhance language learning, e.g., memorize new words by repeating them silently or aloud 	<ul style="list-style-type: none"> use a variety of simple cognitive strategies, with guidance, to enhance language learning, e.g., make personal dictionaries, experiment with various elements of the language
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies, with guidance, to enhance language learning, e.g., reflect on learning tasks with the guidance of the teacher 	<ul style="list-style-type: none"> use simple metacognitive strategies, with guidance, to enhance language learning, e.g., make choices about how they learn 	<ul style="list-style-type: none"> use simple metacognitive strategies, with guidance, to enhance language learning, e.g., rehearse or role play language 	<ul style="list-style-type: none"> use a variety of simple metacognitive strategies, with guidance, to enhance language learning, e.g., decide in advance to attend to the learning task
social/ affective	<ul style="list-style-type: none"> use simple social and affective strategies, with guidance, to enhance language learning, e.g., initiate or maintain interaction with others 	<ul style="list-style-type: none"> use simple social and affective strategies, with guidance, to enhance language learning, e.g., participate in shared reading experiences 	<ul style="list-style-type: none"> use simple social and affective strategies, with guidance, to enhance language learning, e.g., seek the assistance of a friend to interpret a text 	<ul style="list-style-type: none"> use a variety of simple social and affective strategies, with guidance, to enhance language learning, e.g., reread familiar self-chosen texts to enhance understanding and enjoyment

General Learning Outcome for Strategies

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

language learning

Grade 4

Grade 5

Grade 6

Students will be able to:

cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning, e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task 	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning, e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language 	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning, e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning, e.g., make a plan in advance about how to approach a language learning task 	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning, e.g., reflect on the listening, reading and writing process, check copied writing for accuracy 	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning, e.g., decide in advance to attend to specific aspects of input, listen or read for key words
social/ affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning, e.g., work cooperatively with peers in small groups 	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning, e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers 	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning, e.g., participate actively in conferencing and brainstorming as a pre- and post-writing exercise

General Learning Outcome for Strategies

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

language learning

Grade 7

Grade 8

Grade 9

Students will be able to:

cognitive	<ul style="list-style-type: none"> select and use a variety of cognitive strategies to enhance language learning, e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language 	<ul style="list-style-type: none"> select and use a variety of cognitive strategies to enhance language learning, e.g., find information using reference materials like dictionaries, textbooks, grammars, use available technological aids to support language learning 	<ul style="list-style-type: none"> select and use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
metacognitive	<ul style="list-style-type: none"> select and use a variety of metacognitive strategies to enhance language learning, e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log 	<ul style="list-style-type: none"> select and use a variety of metacognitive strategies to enhance language learning, e.g., experience various methods of language acquisition and identify one or more they consider particularly useful personally 	<ul style="list-style-type: none"> select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements
social/ affective	<ul style="list-style-type: none"> select and use a variety of social and affective strategies to enhance language learning, e.g., use self-talk to make themselves feel competent to do the task 	<ul style="list-style-type: none"> select and use a variety of social and affective strategies to enhance language learning, e.g., be willing to take risks, try unfamiliar tasks and approaches 	<ul style="list-style-type: none"> select and use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., repeat back new words and expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate

General Learning Outcome for Strategies

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

language learning

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
cognitive	<ul style="list-style-type: none"> select and use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., place new words or expressions in a context to make them easier to remember 	<ul style="list-style-type: none"> use appropriate cognitive strategies effectively to enhance language learning in a variety of situations, e.g., use induction to generate rules governing language use, seek opportunities outside of class to practise and observe 	<ul style="list-style-type: none"> use appropriate cognitive strategies effectively to enhance language learning in a variety of contexts, e.g., perceive and note down unknown words and expressions, noting also their context and function
metacognitive	<ul style="list-style-type: none"> select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., identify problems that might hinder successful completion of a task and seek solutions 	<ul style="list-style-type: none"> use appropriate metacognitive strategies effectively to enhance language learning in a variety of situations, e.g., monitor their own speech and writing to check for persistent errors 	<ul style="list-style-type: none"> use appropriate metacognitive strategies effectively to enhance language learning in a variety of contexts, e.g., be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly
social/ affective	<ul style="list-style-type: none"> select and use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., reduce anxiety by using mental techniques 	<ul style="list-style-type: none"> use appropriate social and affective strategies effectively to enhance language learning in a variety of situations, e.g., work with others to solve problems, get feedback on tasks 	<ul style="list-style-type: none"> use appropriate social and affective strategies effectively to enhance language learning in a variety of contexts, e.g., provide personal motivation by arranging rewards for themselves when successful

General Learning Outcome for Strategies

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

language use

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
interactive	<ul style="list-style-type: none"> use simple interactive strategies with guidance, e.g., use words from their first language to get their meaning across, acknowledge being spoken to 	<ul style="list-style-type: none"> use simple interactive strategies with guidance, e.g., interpret and use a variety of non-verbal clues to communicate 	<ul style="list-style-type: none"> use simple interactive strategies with guidance, e.g., indicate lack of understanding verbally or non-verbally 	<ul style="list-style-type: none"> use a variety of simple interactive strategies with guidance, e.g., ask for clarification or repetition when they do not understand
interpretive	<ul style="list-style-type: none"> use simple interpretive strategies with guidance, e.g., use gestures, intonation, visual supports to aid comprehension 	<ul style="list-style-type: none"> use simple interpretive strategies with guidance, e.g., make connections between texts on the one hand, and prior knowledge and personal experience on the other 	<ul style="list-style-type: none"> use simple interpretive strategies with guidance, e.g., use illustrations to aid reading comprehension 	<ul style="list-style-type: none"> use a variety of simple interpretive strategies with guidance, e.g., determine the purpose of listening, listen or look for key words
productive	<ul style="list-style-type: none"> use simple productive strategies with guidance, e.g., mimic what the teacher says, use non-verbal means to communicate 	<ul style="list-style-type: none"> use simple productive strategies with guidance, e.g., copy what others say or write, use words that are visible in the immediate environment 	<ul style="list-style-type: none"> use simple productive strategies with guidance, e.g., use familiar repetitive patterns from stories, songs, rhymes or media 	<ul style="list-style-type: none"> use a variety of simple productive strategies with guidance, e.g., use illustrations to provide detail when producing their own texts

General Learning Outcome for Strategies

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

language use

Grade 4

Grade 5

Grade 6

Students will be able to:

interactive	<ul style="list-style-type: none"> identify and use a variety of interactive strategies, e.g., use the other speaker's words in subsequent conversation 	<ul style="list-style-type: none"> identify and use a variety of interactive strategies, e.g., assess feedback from conversation partner to recognize when the message has not been understood 	<ul style="list-style-type: none"> identify and use a variety of interactive strategies, e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction
interpretive	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies, e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience 	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies, e.g., use knowledge of the sound-symbol system to aid reading comprehension 	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies, e.g., infer probable meaning of unknown words or expressions from contextual clues
productive	<ul style="list-style-type: none"> identify and use a variety of productive strategies, e.g., use various techniques to explore ideas at the planning stage 	<ul style="list-style-type: none"> identify and use a variety of productive strategies, e.g., use knowledge of sentence patterns to form new sentences 	<ul style="list-style-type: none"> identify and use a variety of productive strategies, e.g., be aware of and use the steps of the writing process

General Learning Outcome for Strategies

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

language use

Grade 7

Grade 8

Grade 9

Students will be able to:

interactive	<ul style="list-style-type: none"> select and use a variety of interactive strategies, e.g., invite others into the discussion, ask for confirmation that a form used is correct 	<ul style="list-style-type: none"> select and use a variety of interactive strategies, e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary 	<ul style="list-style-type: none"> select and use appropriate interactive strategies in a variety of situations, e.g., repeat back part of what someone has said to confirm mutual understanding
interpretive	<ul style="list-style-type: none"> select and use a variety of interpretive strategies, e.g., prepare questions or a guide to note down information found in the text 	<ul style="list-style-type: none"> select and use a variety of interpretive strategies, e.g., use key content words or discourse markers to follow an extended text 	<ul style="list-style-type: none"> select and use appropriate interpretive strategies in a variety of situations, e.g., reread several times to understand complex ideas
productive	<ul style="list-style-type: none"> select and use a variety of productive strategies, e.g., use resources to increase vocabulary 	<ul style="list-style-type: none"> select and use a variety of productive strategies, e.g., take notes when reading or listening to assist in producing their own text 	<ul style="list-style-type: none"> select and use appropriate productive strategies in a variety of situations, e.g., use a variety of resources to correct texts

General Learning Outcome for Strategies

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

language use

Grade 10

Grade 11

Grade 12

Students will be able to:

interactive	<ul style="list-style-type: none"> select and use appropriate interactive strategies in a variety of situations, e.g., summarize the point reached in a discussion to help focus the talk 	<ul style="list-style-type: none"> use appropriate interactive strategies effectively in a variety of situations, e.g., ask follow-up questions to check for understanding 	<ul style="list-style-type: none"> use appropriate interactive strategies effectively in a variety of contexts, e.g., use suitable phrases to intervene in a discussion, self-correct if errors lead to misunderstandings
interpretive	<ul style="list-style-type: none"> select and use appropriate interpretive strategies in a variety of situations, e.g., summarize information gathered 	<ul style="list-style-type: none"> use appropriate interpretive strategies effectively in a variety of situations, e.g., assess their own information needs before listening, viewing or reading 	<ul style="list-style-type: none"> use appropriate interpretive strategies effectively in a variety of contexts, e.g., use skimming and scanning to locate key information in texts
productive	<ul style="list-style-type: none"> select and use appropriate productive strategies in a variety of situations, e.g., proofread and edit final version of text, apply grammar rules to improve accuracy at the correction stage 	<ul style="list-style-type: none"> use appropriate productive strategies effectively in a variety of situations, e.g., use circumlocution and definition to compensate for gaps in vocabulary 	<ul style="list-style-type: none"> use appropriate productive strategies effectively in a variety of contexts, e.g., compensate for avoiding difficult structures by rephrasing

General Learning Outcome for Strategies

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

general learning

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning, e.g., classify objects and ideas according to their attributes 	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning, e.g., use models 	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning, e.g., connect what they already know with what they are learning 	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning, e.g., experiment with and concentrate on one thing at a time
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning, e.g., reflect on learning tasks with the guidance of the teacher 	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options 	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning, e.g., discover how their efforts can affect their learning 	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning, e.g., decide in advance to attend to the learning task
social/ affective	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning, e.g., watch others' actions and copy them 	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning, e.g., seek help from others 	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning, e.g., follow their natural curiosity and intrinsic motivation to learn 	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning, e.g., participate in cooperative group learning tasks

General Learning Outcome for Strategies

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

general learning

Grade 4

Grade 5

Grade 6

Students will be able to:

cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning, e.g., focus on and complete learning tasks 	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning, e.g., write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist performance of a learning task 	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning, e.g., use mental images to remember new information
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning, e.g., divide an overall learning task into a number of subtasks 	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning, e.g., make a plan in advance about how to approach a task 	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning, e.g., identify their own needs and interests
social/ affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning, e.g., choose learning activities that enhance understanding and enjoyment 	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning, e.g., encourage themselves to try, even though they might make mistakes 	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning, e.g., take part in group decision-making processes

General Learning Outcome for Strategies

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

general learning

Grade 7

Grade 8

Grade 9

Students will be able to:

cognitive	<ul style="list-style-type: none"> select and use a variety of cognitive strategies to enhance general learning, e.g., distinguish between fact and opinion when using a variety of sources of information 	<ul style="list-style-type: none"> select and use a variety of cognitive strategies to enhance general learning, e.g., formulate key questions to guide research 	<ul style="list-style-type: none"> select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., make inferences, identify and justify the evidence on which their inferences are based
metacognitive	<ul style="list-style-type: none"> select and use a variety of metacognitive strategies to enhance general learning, e.g., manage the physical environment in which they have to work 	<ul style="list-style-type: none"> select and use a variety of metacognitive strategies to enhance general learning, e.g., keep a learning journal such as a diary or a log 	<ul style="list-style-type: none"> select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., work with others to monitor their own learning
social/ affective	<ul style="list-style-type: none"> select and use a variety of social and affective strategies to enhance general learning, e.g., use support strategies to help peers persevere at learning tasks 	<ul style="list-style-type: none"> select and use a variety of social and affective strategies to enhance general learning, e.g., take part in group problem-solving processes 	<ul style="list-style-type: none"> select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., be willing to take risks, try unfamiliar tasks and approaches

General Learning Outcome for Strategies

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

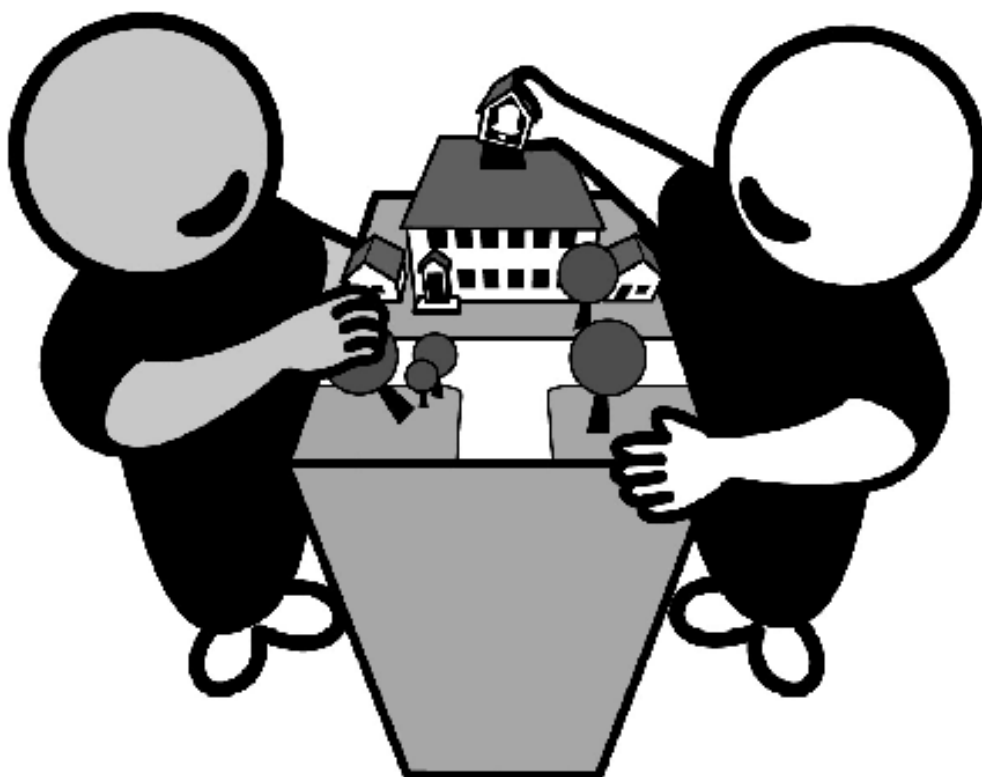
general learning

	Grade 10	Grade 11	Grade 12
cognitive metacognitive social/ affective	<i>Students will be able to:</i>		
	<ul style="list-style-type: none"> select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember 	<ul style="list-style-type: none"> select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., seek information through a network of sources including libraries, the world wide web, individuals and agencies 	<ul style="list-style-type: none"> use appropriate cognitive strategies effectively to enhance general learning in a variety of contexts, e.g., use previously acquired knowledge or skills to assist with a new learning task
	<ul style="list-style-type: none"> select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., develop criteria for evaluating their own work 	<ul style="list-style-type: none"> select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., reflect upon their thinking processes and how they learn 	<ul style="list-style-type: none"> use appropriate metacognitive strategies effectively to enhance general learning in a variety of contexts, e.g., take responsibility for planning, monitoring and evaluating learning experiences
	<ul style="list-style-type: none"> select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., use self-talk to make themselves feel competent to do the task 	<ul style="list-style-type: none"> select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., monitor their level of anxiety about learning tasks and take measures to lower it if necessary 	<ul style="list-style-type: none"> use appropriate social and affective strategies effectively to enhance general learning in a variety of contexts, e.g., use social interaction skills to enhance group learning tasks

Middle-Level Entry

This section provides specific learning outcomes for each grade of an eight-level course of study beginning with grade 5 and ending with grade 12. The learning outcomes reflect not only the level of competence expected of students at any particular grade, but also take into consideration students' developmental level.

Applications



Applications

The specific learning 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. This functional competence* (also called "actional competence*" by Celce-Murcia, Dörnyei, Thurrell 1995) is important for a content-based* or task-based* approach to language learning where students are constantly engaged in meaningful tasks.

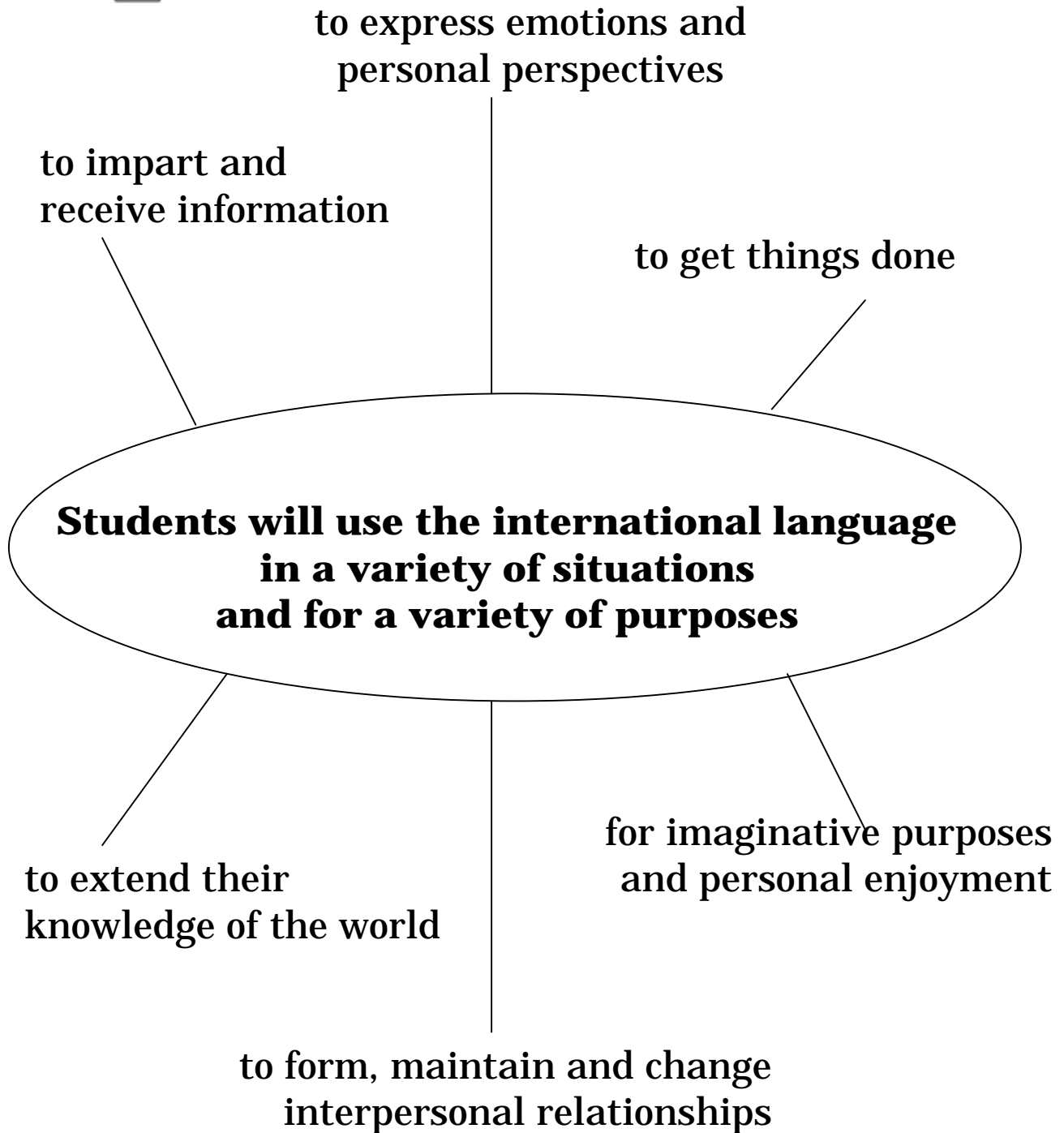
The functions are grouped under six cluster headings (see illustration). Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand deals with a specific language function (identified by strand headings on the left end of the row), for example, "share factual information". Students at any grade level will be able to share factual information. Young beginning learners will do this in very simple ways (e.g., *This is my dog*). As students gain more knowledge and experience they will broaden the range of subjects they can deal with, learn to share information in writing as well as orally, and 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, as this is an effective way of organizing second language classrooms. The cluster of strands under the heading "to extend 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 second language.

The level of linguistic*, sociolinguistic* and discourse competence* that students will exhibit when carrying out the functions is defined in the specific learning outcomes for "Language Competence" for each grade. To know how well students will be able to perform the specific function, the application outcomes must be read in conjunction with the language competence outcomes. For example, grade 11 students might be expected to share factual information by presenting a short text* on an unfamiliar topic, a text such as a brief biography. Language competence outcomes indicate that if they are presenting orally, they will speak clearly and intelligibly. They will be able to sequence the information chronologically, using some complex grammatical structures, and will be able to use simple formal language if the context requires it.



Applications



General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to impart and receive information

Grade 5

Grade 6

Students will be able to:

share factual information

- share basic information, e.g., their name
- identify concrete people, places, things

- ask for and provide information, e.g., time, dates, locations
- respond to simple, predictable questions
- describe people, places, things, actions

to express emotions and personal perspectives

Students will be able to:

share ideas, thoughts, opinions, preferences

- express simple preferences
- express a personal response, e.g., respond to a song or story

- identify favourite people, places or things, e.g., words or phrases, characters, illustrations in texts, activities
- express a personal response to a variety of situations

share emotions, feelings

- respond to and express emotions and feelings, e.g., pleasure or happiness

- identify emotions and feelings, e.g., portrayed in texts
- express and respond to a variety of emotions and feelings, e.g., love, sadness, surprise, fear

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to impart and receive information

Grade 7

Grade 8

Students will be able to:

share factual
information

- ask for and provide information on a range of familiar topics, e.g., about their family or home
- describe people, places, things and series or sequences of events or actions
- provide information on several aspects of a topic, e.g., give a simple report

to express emotions and personal perspectives

Students will be able to:

share ideas, thoughts,
opinions, preferences

- inquire about and express likes and dislikes
- record and share thoughts and ideas with others, e.g., keep a journal of ideas for stories
- inquire about and express agreement and disagreement
- inquire about and express approval and disapproval

share emotions,
feelings

- inquire about and express emotions and feelings, e.g., in stories and personal experiences
- record and share personal experiences involving an emotion or feeling, e.g., happiness, anger, embarrassment
- inquire about and express emotions and feelings in a variety of familiar contexts

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to impart and receive information

Grade 9

Grade 10

Students will be able to:

Share factual information

- understand and use definitions, comparisons, examples
- share facts about events that took place in the past or that may take place in the future

to express emotions and personal perspectives

Students will be able to:

Share ideas, thoughts, opinions, preferences

- inquire about and express interest or lack of interest
- inquire about and express satisfaction and dissatisfaction
- inquire about and express interest or lack of interest
- inquire about and express satisfaction and dissatisfaction

Share emotions, feelings

- inquire about and express emotions and feelings in a variety of familiar contexts
- compare the expression of emotions and feelings in a variety of informal situations

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to impart and receive information

Grade 11

Grade 12

Students will be able to:

share factual
information

- share detailed information on a specific topic, e.g., a report or biography
- ask and answer questions about an informative text read or listened to

to express emotions and personal perspectives

Students will be able to:

share ideas, thoughts,
opinions, preferences

- express opinions
- support their own opinions
- express and explain preferences

share emotions,
feelings

- compare the expression of emotions and feelings in formal and informal situations
- explore the expression of strong emotions and feelings in a variety of situations, e.g., using role play

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to get things done

Grade 5

Grade 6

Students will be able to:

guide actions of others	<ul style="list-style-type: none">• indicate basic needs and wants, e.g., using gestures• give and respond to simple oral instructions or commands• ask for permission	<ul style="list-style-type: none">• suggest a course of action, respond to a suggestion• make and respond to a variety of simple requests• seek, grant or withhold permission
state personal actions	<ul style="list-style-type: none">• ask or offer to do something, e.g., classroom tasks• respond to offers, invitations, instructions	<ul style="list-style-type: none">• indicate choice from among several options• express a wish or a desire to do something
manage group actions	<ul style="list-style-type: none">• encourage other group members to act appropriately, e.g., work quietly• manage turn-taking	<ul style="list-style-type: none">• ask for help or clarification of what is being said or done in the group• suggest, initiate or direct action in group activities

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships	<ul style="list-style-type: none">• exchange greetings and farewells• address a new acquaintance, introduce themselves• exchange some basic personal information, e.g., name, age	<ul style="list-style-type: none">• initiate relationships, e.g., invite others to play• apologize, refuse politely
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General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to get things done

Grade 7

Grade 8

Students will be able to:

guide actions of others
state personal actions
manage group actions

- relay simple messages
- encourage or discourage others from a course of action
- give and follow a simple sequence of instructions, e.g., a series of steps to play a game
- make an offer or an invitation and respond to offers and invitations made by others
- inquire about and express ability and inability to do something
- encourage other group members to participate
- assume a variety of roles and responsibilities as a group member
- offer to explain or clarify
- make and respond to suggestions in a variety of situations
- state personal actions in the past, present or future
- negotiate in a simple way with peers in small-group tasks
- check for agreement and understanding
- express disagreement in an appropriate way

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships

- talk about themselves, respond to the talk of others by showing attention, interest
- make and break social engagements
- initiate and participate in casual exchanges with classmates

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to get things done

Students will/will be able to

	Grade 9	Grade 10
guide actions of others	<ul style="list-style-type: none">• give and respond to advice and warnings	<ul style="list-style-type: none">• make and respond to suggestions or requests in formal situations, e.g., in a public library, post office, travel agency
state personal actions	<ul style="list-style-type: none">• make a promise, express intention in a variety of situations	<ul style="list-style-type: none">• accept or decline an offer or invitation with explanations
manage group actions	<ul style="list-style-type: none">• express appreciation, enthusiasm, support and respect for contributions of others	<ul style="list-style-type: none">• paraphrase, elaborate on and clarify another member's contribution

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships	<ul style="list-style-type: none">• use routine means of interpersonal communications, e.g., telephone calls, personal notes, e-mail messages	<ul style="list-style-type: none">• give and respond to compliments, make excuses
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General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to get things done

Grade 11

Students will be able to:

manage group actions
state personal actions
guide actions of others

- make a complaint
- express possibility in relation to their own actions
- take on a leadership role in small group projects

Grade 12

- give and follow a complex sequence of instructions, e.g., carry out an experiment
- express personal expectations, hopes, plans, goals, aspirations
- contribute to the assessment of group activities by providing constructive feedback to group members

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships

- offer and respond to congratulations, express sympathy, regret
- initiate and participate in social exchanges in formal situations

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to extend their knowledge of the world

Grade 5

Grade 6

Students will be able to:

discover and explore	<ul style="list-style-type: none">investigate the immediate environment, e.g., do hands-on activities, use all of the senses	<ul style="list-style-type: none">make and talk about personal observations
gather and organize information	<ul style="list-style-type: none">gather simple informationorganize items in different ways	<ul style="list-style-type: none">sequence items in different ways, e.g., put the elements of a simple story in orderrecord and share personal knowledge of a topic
solve problems	<ul style="list-style-type: none">experience problem-solving situations in classroom situations, e.g., in stories	<ul style="list-style-type: none">define a problem and search for solutionschoose between alternative solutions
explore opinions and values	<ul style="list-style-type: none">listen attentively to the opinions expressedrespond sensitively to the ideas and products of others	<ul style="list-style-type: none">recognize differences of opinionmake connections between behaviour and values, e.g., in texts or role play

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to extend their knowledge of the world

Students will be able to:

	Grade 7	Grade 8
discover and explore	<ul style="list-style-type: none">• explore alternative classification systems and criteria for categories• discover relationships and patterns	<ul style="list-style-type: none">• ask questions to gain knowledge and clarify understanding
gather and organize information	<ul style="list-style-type: none">• compare and contrast items in simple ways, e.g., characters or events from different stories• identify sources of information• record observations	<ul style="list-style-type: none">• compose questions to guide research• gather information from a variety of resources, e.g., print, human, multimedia, electronic
solve problems	<ul style="list-style-type: none">• recognize and describe a problem, then propose solutions• understand and use the steps in the problem-solving process	<ul style="list-style-type: none">• describe and analyze a problem, then propose solutions
explore opinions and values	<ul style="list-style-type: none">• express their views on a variety of topics within their direct experience• gather opinions on a topic within their direct experience, e.g., conduct an opinion poll among classmates or members of the community	<ul style="list-style-type: none">• explore how values influence behaviour, e.g., describe characters and their motivations in a story

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to extend their knowledge of the world

Students will be able to:

	Grade 9	Grade 10
discover and explore	<ul style="list-style-type: none">• explore meaning in a variety of ways, e.g., by drawing a diagram, making a model, rephrasing	<ul style="list-style-type: none">• explore and express the meaning of what they are doing, e.g., what they will learn from a particular activity
gather and organize information	<ul style="list-style-type: none">• organize and manipulate information, e.g., transform information from texts into other forms such as tables, diagrams, story maps, flow charts	<ul style="list-style-type: none">• gather information using a prepared format, e.g., interview people using prepared questions
solve problems	<ul style="list-style-type: none">• generate and evaluate alternative solutions to problems	<ul style="list-style-type: none">• use information collected from various sources to solve problems
explore opinions and values	<ul style="list-style-type: none">• provide reasons for their position on an issue	<ul style="list-style-type: none">• distinguish fact from opinion

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

to extend their knowledge of the world

Students will be able to:

	Grade 11	Grade 12
discover and explore	<ul style="list-style-type: none">• explore connections and gain new insights into familiar topics, e.g., using analogy, brainstorming	<ul style="list-style-type: none">• explore ideas presented in a variety of ways, e.g., informal discussions or personal writing
gather and organize	<ul style="list-style-type: none">• identify key ideas, summarize and paraphrase	<ul style="list-style-type: none">• synthesize information from several sources• evaluate usefulness and reliability of sources
solve problems	<ul style="list-style-type: none">• extract and manipulate key elements from a problem	<ul style="list-style-type: none">• apply problem-solving skills acquired in one situation to other situations
explore opinions and values	<ul style="list-style-type: none">• understand the concept of stereotype and recognize stereotyping in a variety of situations	<ul style="list-style-type: none">• understand the concept of perspective and examine differing perspectives on an issue

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

for imaginative purposes and personal enjoyment

Grade 5

Grade 6

Students will be able to:

humour/ fun	<ul style="list-style-type: none">• use the language for fun, e.g., learn simple riddles, jingles and humorous songs, explore words with onomatopoeic qualities	<ul style="list-style-type: none">• use the language for fun, e.g., make simple crafts, play simple games, do action songs, mimes or dances for young people
creative/ aesthetic purposes	<ul style="list-style-type: none">• use the language creatively, e.g., participate in activities which play on the sounds and rhythms of the language, play-act variations on familiar stories	<ul style="list-style-type: none">• use the language creatively, e.g., create a picture story with captions, use movement to respond to songs and poems
personal enjoyment	<ul style="list-style-type: none">• use the language for personal enjoyment, e.g., listen to favourite songs or "read" favourite stories	<ul style="list-style-type: none">• use the language for personal enjoyment, e.g., make a collection of pictures or artifacts related to the culture, make a personal dictionary of favourite words with illustrations

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

for imaginative purposes and personal enjoyment

Students will be able to:

	Grade 7	Grade 8
humour/ fun	<ul style="list-style-type: none">• use the language for fun and to interpret simple amusing texts, e.g., stories, songs, pictures	<ul style="list-style-type: none">• use the language for fun and to interpret humour, e.g., play a variety of sports and games, both indoors and out
creative/ aesthetic purposes	<ul style="list-style-type: none">• use the language creatively and for aesthetic purposes, e.g., write poems based on simple, repetitive language, use models to create cumulative or predictable stories	<ul style="list-style-type: none">• use the language creatively and for aesthetic purposes, e.g., experiment with the sounds and rhythms of the language
personal enjoyment	<ul style="list-style-type: none">• use the language for personal enjoyment, e.g., listen to favourite songs, play games alone or with friends or family members	<ul style="list-style-type: none">• use the language for personal enjoyment, e.g., learn a craft or a dance, learn to play a musical instrument from an instructor or from written instructions

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

for imaginative purposes and personal enjoyment

Students will be able to:

	Grade 9	Grade 10
humour/ fun	<ul style="list-style-type: none">use the language for fun and to interpret and express humour, e.g., interpret figures of speech literally using illustrations or short skits	<ul style="list-style-type: none">use the language for fun and to interpret and express humour, e.g., learn and perform songs, dances, short plays
creative/ aesthetic purposes	<ul style="list-style-type: none">use the language creatively and for aesthetic purposes, e.g., write short stories situated in a different time or place	<ul style="list-style-type: none">use the language creatively and for aesthetic purposes, e.g., speak or write from the viewpoint of a designated character in a story
personal enjoyment	<ul style="list-style-type: none">use the language for personal enjoyment, e.g., find a personal pen pal and exchange letters	<ul style="list-style-type: none">use the language for personal enjoyment, e.g., use the world wide web to explore the culture being studied

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes

for imaginative purposes and personal enjoyment

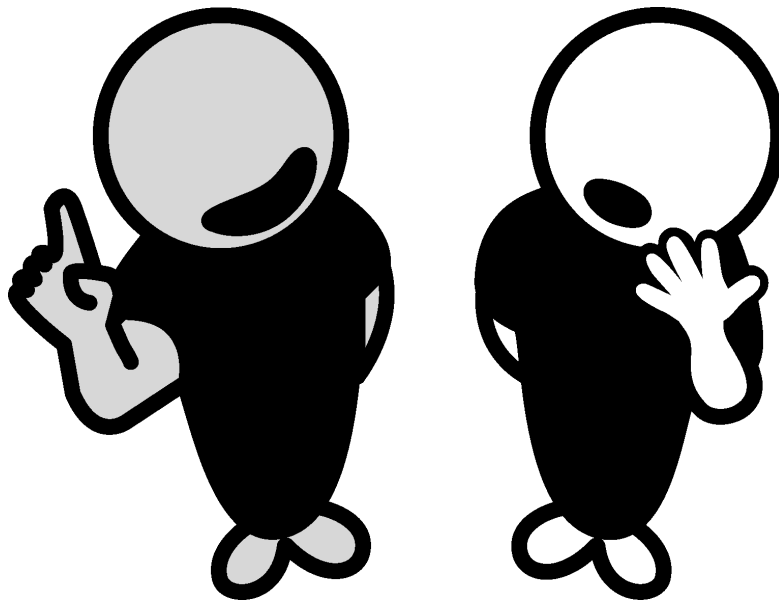
Students will be able to:

Grade 11

Grade 12

humour/ fun	<ul style="list-style-type: none">use the language for fun and to interpret and express humour, e.g., participate in class excursions, field trips, twinning projects, a weekend immersion, an exchange or a language camp	<ul style="list-style-type: none">use the language for fun and to interpret and express humour, e.g., interpret humorous cartoons, songs, stories, poems
creative/ aesthetic purposes	<ul style="list-style-type: none">use the language creatively and for aesthetic purposes, e.g., write new words to a known melody, create and perform a skit	<ul style="list-style-type: none">use the language creatively and for aesthetic purposes, e.g., create a multimedia production on a familiar topic
personal enjoyment	<ul style="list-style-type: none">use the language for personal enjoyment, e.g., keep a personal journal	<ul style="list-style-type: none">use the language for personal enjoyment, e.g., watch films or television programs

Language Competence



Language Competence

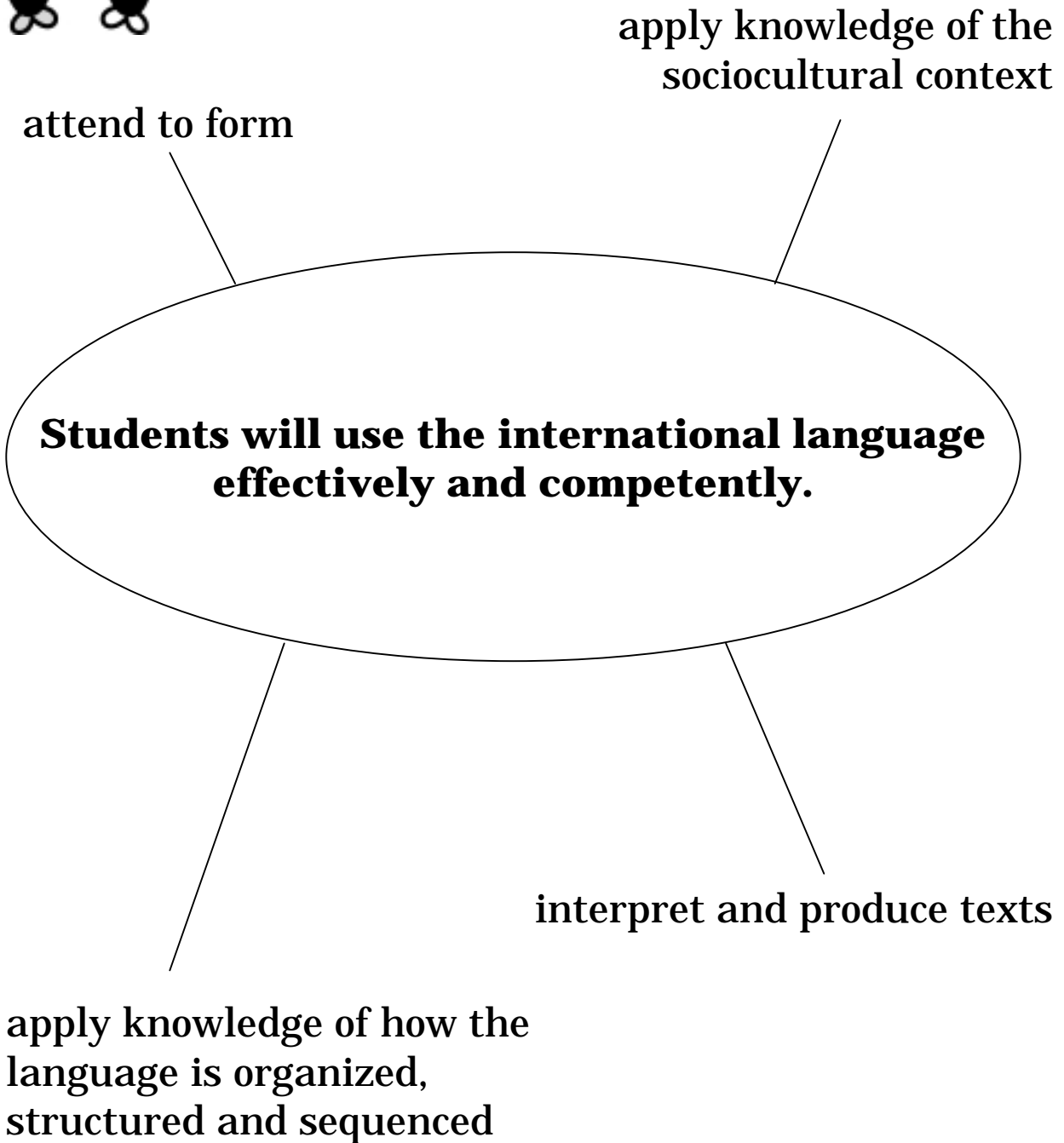
Language competence is a broad term which includes linguistic or grammatical competence*, discourse competence*, sociolinguistic or sociocultural competence* and what might be called textual competence. The specific learning outcomes under “Language Competence” deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation 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 illustration). Under each of these headings there are several strands (identified by strand headings on the left end of each row) which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to the form of the language", there is a strand for phonology* (pronunciation, stress, intonation), orthography* (spelling, mechanical features), lexicon* (vocabulary words and phrases) and grammar (syntax* and morphology*).

Although the outcomes isolate these components, 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 this 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 because students need to learn ways to compensate for low proficiency in the early stages of learning, if they are to use language for authentic communication from the beginning. This component is included in the language use strategies in the "Strategies" section.

Language Competence



General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

attend to form

Grade 5

Grade 6

Students will be able to:

phonology	<ul style="list-style-type: none">• pronounce some common words and phrases comprehensibly• use intonation to express meaning	<ul style="list-style-type: none">• distinguish particular sounds of the language, e.g., rhyming words• use comprehensible pronunciation, stress and intonation when producing familiar words or phrases
orthography	<ul style="list-style-type: none">• be aware of how text is oriented (if different from the first language), e.g., left to right and top to bottom• recognize and name some elements of the writing system, e.g., letters of the alphabet or characters• write their name and some words of personal significance	<ul style="list-style-type: none">• write some familiar words, phrases and sentences• relate some letters to the sounds they commonly make
lexicon	<ul style="list-style-type: none">• associate words in the language with the corresponding object, action or notion• recognize and repeat isolated words and set phrases in concrete situations	<ul style="list-style-type: none">• use a repertoire of isolated words and set phrases in familiar contexts
grammar	<ul style="list-style-type: none">♦ imitate some basic grammatical structures commonly used in the classroom	<ul style="list-style-type: none">♦ recognize and use previously learned grammatical structures

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

attend to form

Grade 7

Grade 8

Students will be able to:

phonology	<ul style="list-style-type: none">• recognize some critical sound distinctions that are important for meaning• recognize some of the effects that intonation and stress are used for in different situations	<ul style="list-style-type: none">• identify and reproduce some critical sound distinctions that are important for meaning
orthography	<ul style="list-style-type: none">• recognize and use some basic spelling patterns• recognize and use some basic mechanical conventions,* e.g., capitalization, punctuation	<ul style="list-style-type: none">• apply some common spelling rules
lexicon	<ul style="list-style-type: none">• combine learned words and phrases to fulfil some simple purposes• experiment with and use a variety of words and expressions in familiar contexts	<ul style="list-style-type: none">• use a variety of words and expressions in familiar contexts
grammar	<ul style="list-style-type: none">• identify and use a variety of basic grammatical structures	<ul style="list-style-type: none">• identify and use with reasonable accuracy a variety of basic grammatical structures

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

attend to form

Grade 9

Grade 10

Students will be able to:

phonology	<ul style="list-style-type: none">approximate the pronunciation of unfamiliar words	<ul style="list-style-type: none">use intonation, stress and rhythm appropriately in familiar situations
orthography	<ul style="list-style-type: none">consistently use basic spelling patterns in writing familiar words and phrases	<ul style="list-style-type: none">use basic mechanical conventions, e.g., capitalization, punctuation
lexicon	<ul style="list-style-type: none">recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea	<ul style="list-style-type: none">use specialized vocabulary of personal significanceuse a small range of vocabulary to convey shades of meaning
grammar	<ul style="list-style-type: none">explore grammar by combining and manipulating learned grammatical structures	<ul style="list-style-type: none">recognize and use some complex grammatical structures

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

attend to form

Grade 11

Grade 12

Students will be able to:

phonology	<ul style="list-style-type: none">• speak clearly and intelligibly in a variety of situations	<ul style="list-style-type: none">• produce the essential sounds, stress, rhythm and intonation patterns of the language where rehearsal is possible
orthography	<ul style="list-style-type: none">• recognize and correctly spell familiar words, e.g., sight words	<ul style="list-style-type: none">• recognize and correctly spell words used frequently
lexicon	<ul style="list-style-type: none">• select vocabulary and expressions from within their repertoire to fulfil a variety of purposes in a variety of contexts	<ul style="list-style-type: none">• use multiple words or phrases to express the same idea• select suitable words to enhance effectiveness of speech or writing
grammar	<ul style="list-style-type: none">• apply understanding of grammatical structures in a variety of contexts	<ul style="list-style-type: none">• identify and use with reasonable accuracy some complex grammatical structures

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce oral texts

Grade 5

Grade 6

Students will be able to:

aural interpretation	<ul style="list-style-type: none">understand simple sentences in guided situations	<ul style="list-style-type: none">understand short simple texts in guided situations
oral production	<ul style="list-style-type: none">produce simple words and phrases in guided situations	<ul style="list-style-type: none">produce simple sentences in guided situations
interactive fluency	<ul style="list-style-type: none">engage in simple interactions using words and short, isolated lexical phrases*	<ul style="list-style-type: none">engage in simple interactions using simple sentences

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce oral texts

Grade 7

Grade 8

Students will be able to:

aural interpretation	<ul style="list-style-type: none">• understand a variety of short, simple texts in guided situations	<ul style="list-style-type: none">• understand a variety of short, simple texts in guided and unguided situations
oral production	<ul style="list-style-type: none">• produce short, simple texts in guided situations	<ul style="list-style-type: none">• produce a variety of short, simple texts in guided situations
interactive fluency	<ul style="list-style-type: none">• engage in simple interactions	<ul style="list-style-type: none">• engage in short, spontaneous exchanges with pauses for planning and repair

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce oral texts

Grade 9

Grade 10

Students will be able to:

aural interpretation	<ul style="list-style-type: none">• understand short texts on unfamiliar topics in guided situations	<ul style="list-style-type: none">• understand short texts on unfamiliar topics in guided situations
oral production	<ul style="list-style-type: none">• produce short texts in guided and unguided situations	<ul style="list-style-type: none">• produce a variety of short, simple texts in guided and unguided situations
interactive fluency	<ul style="list-style-type: none">• manage short interactions with ease, with pauses for planning and repair	<ul style="list-style-type: none">• manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce oral texts

Grade 11

Grade 12

Students will be able to:

aural interpretation	<ul style="list-style-type: none">understand the main point and some supporting details of lengthy texts on familiar topics in guided situations	<ul style="list-style-type: none">understand the main point and some supporting details of lengthy texts on a variety of familiar topics in guided situations
oral production	<ul style="list-style-type: none">produce short texts on unfamiliar topics in guided situations	<ul style="list-style-type: none">produce lengthy texts on familiar topics, providing some details to support the main point, in guided situations
interactive fluency	<ul style="list-style-type: none">manage simple, routine interactions without undue difficulty	<ul style="list-style-type: none">sustain lengthy interactions comprehensibly with pauses for planning and repair

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce written texts

Grade 5

Grade 6

Students will be able to:

written interpretation	<ul style="list-style-type: none">• understand words, phrases and simple sentences in guided situations	<ul style="list-style-type: none">• understand short simple texts in guided situations
written production	<ul style="list-style-type: none">• produce simple words and phrases in guided situations	<ul style="list-style-type: none">• produce simple sentences in guided situations
viewing	<ul style="list-style-type: none">• derive meaning from visuals and other forms of non-verbal communication in guided situations	<ul style="list-style-type: none">• derive meaning from a variety of visuals and other forms of non-verbal communication in guided situations
representing	<ul style="list-style-type: none">• use visuals and other forms of non-verbal communication to express meaning in guided situations	<ul style="list-style-type: none">• use a variety of visuals and other forms of non-verbal communication to express meaning in guided situations

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce written texts

Grade 7

Grade 8

Students will be able to:

written interpretation	<ul style="list-style-type: none">understand a variety of short, simple texts in guided situations	<ul style="list-style-type: none">understand a variety of short, simple texts in guided and unguided situations
written production	<ul style="list-style-type: none">produce short, simple texts in guided situations	<ul style="list-style-type: none">produce a variety of short, simple texts in guided situations
viewing	<ul style="list-style-type: none">derive meaning from the visual elements of a variety of media in guided situations	<ul style="list-style-type: none">derive meaning from the visual elements of a variety of media in guided and unguided situations
representing	<ul style="list-style-type: none">express meaning through the use of visual elements in a variety of media in guided situations	<ul style="list-style-type: none">express meaning through the use of visual elements in a variety of media in guided and unguided situations

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce written texts

Grade 9

Grade 10

Students will be able to:

written interpretation	<ul style="list-style-type: none">• understand short texts on unfamiliar topics in guided situations	<ul style="list-style-type: none">• understand short texts on unfamiliar topics in guided situations
written production	<ul style="list-style-type: none">• produce short, simple texts in guided and unguided situations	<ul style="list-style-type: none">• produce a variety of short, simple texts in guided and unguided situations
viewing	<ul style="list-style-type: none">• derive meaning from multiple visual elements in a variety of media in guided situations	<ul style="list-style-type: none">• derive meaning from multiple visual elements in a variety of media in guided and unguided situations
representing	<ul style="list-style-type: none">• express meaning through the use of multiple visual elements in a variety of media in guided situations	<ul style="list-style-type: none">• express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce written texts

Grade 11

Grade 12

Students will be able to:

written interpretation	<ul style="list-style-type: none">understand the main point and some supporting details of lengthy texts on familiar topics in guided situations	<ul style="list-style-type: none">understand the main point and some supporting details of lengthy texts on a variety of familiar topics in guided situations
written production	<ul style="list-style-type: none">produce short texts on unfamiliar topics in guided situations	<ul style="list-style-type: none">produce lengthy texts on familiar topics, providing some details to support the main point, in guided situations
viewing	<ul style="list-style-type: none">propose several interpretations of the visual elements of a variety of media in guided situations	<ul style="list-style-type: none">identify the purposes, intended audiences, messages and points of view in a variety of visual media in guided situations
representing	<ul style="list-style-type: none">explore a variety of ways meaning can be expressed through the visual elements of a variety of media in guided situations	<ul style="list-style-type: none">communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media in guided situations

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

apply knowledge of the sociocultural context

Grade 5

Grade 6

Students will be able to:

register	<ul style="list-style-type: none"> respond to tone of voice distinguish between formal and informal situations 	<ul style="list-style-type: none"> recognize that some topics, words or intonations are inappropriate in certain contexts
idiomatic expressions	<ul style="list-style-type: none"> imitate age-appropriate idiomatic expressions 	<ul style="list-style-type: none"> understand and use a variety of simple idiomatic expressions as set phrases
variations in language	<ul style="list-style-type: none"> experience a variety of voices, e.g., male and female, young and old 	<ul style="list-style-type: none"> acknowledge and accept individual differences in speech
Social conventions	<ul style="list-style-type: none"> imitate simple routine social interactions use basic social expressions appropriate to the classroom 	<ul style="list-style-type: none"> use basic politeness conventions use appropriate oral forms of address for people frequently encountered
non-verbal communication	<ul style="list-style-type: none"> understand the meaning of and imitate some common non-verbal behaviours used in the culture 	<ul style="list-style-type: none"> recognize that some non-verbal behaviours may be inappropriate in certain contexts experiment with using some simple non-verbal means of communication

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

apply knowledge of the sociocultural context

Grade 7

Grade 8

Students will be able to:

register	<ul style="list-style-type: none">• use formal and informal language in familiar situations	<ul style="list-style-type: none">• identify socially appropriate language in specific situations
idiomatic expressions	<ul style="list-style-type: none">• use learned idiomatic expressions to enhance communication	<ul style="list-style-type: none">• correctly use learned idiomatic expressions in new contexts
variations in language	<ul style="list-style-type: none">• experience a variety of accents and other regional variations in language	<ul style="list-style-type: none">• recognize some common regional variations in language
social conventions	<ul style="list-style-type: none">• recognize verbal behaviours that are considered impolite• recognize simple social conventions in informal conversation, e.g., turn-taking	<ul style="list-style-type: none">• recognize important social conventions in everyday interactions, e.g., bowing or shaking hands
non-verbal communication	<ul style="list-style-type: none">• recognize and use appropriate non-verbal behaviours in a variety of familiar contexts, e.g., eye contact, interpersonal space and physical contact	<ul style="list-style-type: none">• use appropriate non-verbal behaviours in a variety of familiar contexts, e.g., interpersonal space and physical contact

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

apply knowledge of the sociocultural context

Grade 9

Grade 10

Students will be able to:

register	<ul style="list-style-type: none"> • explore formal and informal uses of language in a variety of contexts 	<ul style="list-style-type: none"> • use suitable simple formal language in a variety of contexts
idiomatic expressions	<ul style="list-style-type: none"> • use learned idiomatic expressions in a variety of contexts 	<ul style="list-style-type: none"> • examine the role of idiomatic expressions in culture
variations in language	<ul style="list-style-type: none"> • recognize other influences resulting in variations in language, e.g., age, gender, social class 	<ul style="list-style-type: none"> • recognize other influences resulting in variations in language, e.g., level of education, occupation
social conventions	<ul style="list-style-type: none"> • interpret the use of social conventions encountered in oral and written texts 	<ul style="list-style-type: none"> • interpret and use important social conventions in interactions
non-verbal communication	<ul style="list-style-type: none"> • recognize non-verbal behaviours that are considered impolite, e.g., eye contact, touching, interpersonal space, sounds and noises 	<ul style="list-style-type: none"> • avoid non-verbal behaviours that are considered impolite, e.g., eye contact, touching, interpersonal space, sounds and noises

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

apply knowledge of the sociocultural context

Grade 11

Grade 12

Students will be able to:

register	<ul style="list-style-type: none"> • explore differences in register between spoken and written texts 	<ul style="list-style-type: none"> • identify differences in register between spoken and written texts • adjust language to suit audience and purpose
idiomatic expressions	<ul style="list-style-type: none"> • identify influences on idiomatic expressions, e.g., region, age, occupation 	<ul style="list-style-type: none"> • interpret unfamiliar idiomatic expressions in a variety of contexts
variations in language	<ul style="list-style-type: none"> • recognize other influences resulting in variations in language, e.g., office held by the speaker, his or her social status and relationship with others involved in the interaction 	<ul style="list-style-type: none"> • identify some common regional or other variations in language
social conventions	<ul style="list-style-type: none"> • interpret and use appropriate oral and written forms of address with a variety of audiences 	<ul style="list-style-type: none"> • use politeness conventions in a variety of contexts, e.g., use suitable language to engage listeners' attention when beginning to speak, how to interrupt politely in a conversation
non-verbal communication	<ul style="list-style-type: none"> • recognize a variety of non-verbal communication techniques in a variety of contexts 	<ul style="list-style-type: none"> • use non-verbal communication techniques in a variety of contexts

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

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

Grade 5

Grade 6

Students will be able to:

cohesion/ coherence	<ul style="list-style-type: none">• follow and imitate speech that uses simple link words, e.g., <i>because, then</i>	<ul style="list-style-type: none">• link words or groups of words in simple ways, e.g., using words like <i>and, then</i>• sequence elements of a simple story, process or series of events
text forms	<ul style="list-style-type: none">• recognize some simple oral text forms, e.g., formulaic openings and closings of stories, verse and chorus of songs	<ul style="list-style-type: none">• recognize a variety of simple oral and written text forms, e.g., lists, letters, stories, songs
patterns of social interaction	<ul style="list-style-type: none">• respond using very simple social interaction patterns, e.g., greeting-response, question-answer	<ul style="list-style-type: none">• initiate interactions and respond using simple social interaction patterns, e.g., request-acceptance/ non-acceptance

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

apply knowledge of how discourse is organized, structured and sequenced

Grade 7

Grade 8

Students will be able to:

cohesion/ coherence

- link several sentences coherently, e.g., on a single theme
- use common conventions to structure texts, e.g., titles, paragraphs

- organize texts using common patterns, e.g., cause and effect, straightforward time sequencing
- interpret simple references within texts, e.g., pronouns, demonstratives

text forms

- use some simple text forms in their own productions, e.g., maps, questionnaires, recipes, invitations, messages

- recognize a variety of text forms delivered through a variety of media, e.g., videotaped instructions, reports with visuals

patterns of social interaction

- use simple conventions to open and close conversations and manage turn-taking
- initiate interactions and respond using a variety of social interaction patterns, e.g., statement - agreement/ disagreement - reaction

- initiate interactions and respond using a variety of social interaction patterns, e.g., casual conversation with classmates

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

apply knowledge of how discourse is organized, structured and sequenced

Grade 9

Grade 10

Students will be able to:

cohesion/ coherence	<ul style="list-style-type: none">organize texts to indicate steps in a procedure or directions to follow	<ul style="list-style-type: none">use a variety of conventions to structure texts, e.g., titles, paragraphs, letter formsinterpret and use references within texts, e.g., pronouns, demonstratives
text forms	<ul style="list-style-type: none">analyze and identify the organizational structure of a variety of text forms, e.g., folk tales, newspaper articles, instructions for a game	<ul style="list-style-type: none">use a variety of familiar text forms and media in their own productions, e.g., recipes, comic strips, letters, radio or TV reports, articles
patterns of social interaction	<ul style="list-style-type: none">initiate interactions and respond using a variety of social interaction patterns, e.g., routine telephone calls	<ul style="list-style-type: none">combine simple social interaction patterns to perform transactions and interactions, e.g., invitation - accept/ decline - explanation

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

apply knowledge of how discourse is organized, structured and sequenced

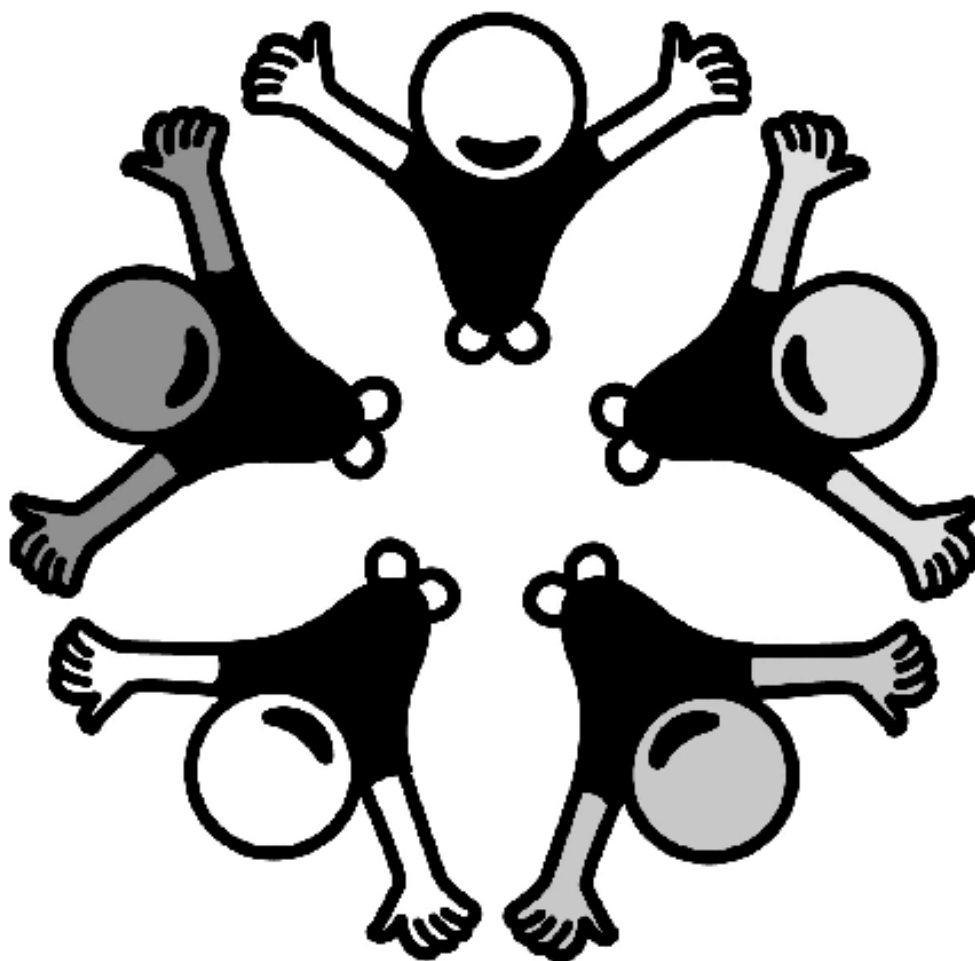
Grade 11

Grade 12

Students will be able to:

cohesion/ coherence	<ul style="list-style-type: none">interpret texts which use patterns involving time or chronological sequencing	<ul style="list-style-type: none">use appropriate words and phrases to show a variety of relationships within texts, e.g., <i>however, unless, although, on the other hand</i>use a variety of references within texts, e.g., pronouns, space and time references
text forms	<ul style="list-style-type: none">use a variety of familiar text forms and media in their own productions, e.g., brochures, advertisements, reports, poetry, stories	<ul style="list-style-type: none">recognize a variety of extended text forms in a variety of media, e.g., short stories, films, plays, magazine articles
patterns of social interaction	<ul style="list-style-type: none">combine simple social interaction patterns to perform complex transactions and interactions, e.g., request goods/ service - assess - complain	<ul style="list-style-type: none">combine simple social interaction patterns to perform complex transactions and interactions, e.g., suggestion - accept/ decline - persuade/ negotiate

Global Citizenship



Global Citizenship

The learning outcomes for “Global Citizenship” deal with the development of intercultural competence,* encompassing some of the knowledge, attitudes and skills needed 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 illustration). Under each of these headings there are several strands (identified by strand headings on the left end of each row) that show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the heading "historical and contemporary elements of the culture*", there are strands for:

- the processes and methods of acquiring knowledge about culture;
- the cultural knowledge thus acquired;
- applications of that knowledge to aid comprehension and to communicate in appropriate ways;
- positive attitudes to the culture; and,
- knowledge of the diversity* within that 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 try to develop a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information on 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 unfamiliar elements of the culture, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming diversity” heading covers knowledge, skills and abilities 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 be from a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

Global Citizenship



historical and contemporary
elements of the culture

affirming diversity

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

personal and career opportunities

General Learning Outcome for Global Citizenship

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

historical and contemporary elements of the culture

Grade 5

Grade 6

Students will be able to:

accessing/ analyzing cultural knowledge	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the culture ask questions (using their first language) about elements of the culture experienced in class 	<ul style="list-style-type: none"> make observations of the culture, e.g., as it is portrayed in texts* and in the community seek out information about the culture from authentic sources, e.g., people
knowledge of the culture	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the culture 	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the culture
applying cultural knowledge	<ul style="list-style-type: none"> recognize elements of the culture in the classroom 	<ul style="list-style-type: none"> identify elements of the culture in the school and community
diversity within the culture	<ul style="list-style-type: none"> experience diverse elements of the culture 	<ul style="list-style-type: none"> identify some elements that reflect diversity within the culture
valuing the culture	<ul style="list-style-type: none"> participate in cultural activities and experiences 	<ul style="list-style-type: none"> participate in cultural activities and experiences

General Learning Outcome for Global Citizenship

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

historical and contemporary elements of the culture

Grade 7

Grade 8

Students will be able to:

accessing/ analyzing cultural knowledge	<ul style="list-style-type: none">• make connections and comparisons between elements of the culture being studied and similar elements from their own, e.g., geography and climate	<ul style="list-style-type: none">• formulate questions about elements of the culture, e.g., patterns of behaviour or interaction typical of people their own age
knowledge of the culture	<ul style="list-style-type: none">• explore some elements of the culture, e.g., influence of the geography and climate on the way of life• identify some things they have in common with people their own age who live in the culture/	<ul style="list-style-type: none">• explore some elements of the culture, e.g., everyday ways of life of people their own age
applying cultural knowledge	<ul style="list-style-type: none">• apply knowledge of the culture to identify and interpret similarities and differences between that culture and their own	<ul style="list-style-type: none">• apply knowledge of elements of the culture to interpret cultural behaviour that is different from their own
diversity within the culture	<ul style="list-style-type: none">• apply knowledge of the culture to identify and interpret similarities and differences between diverse groups within the culture, e.g., urban and rural ways of life	<ul style="list-style-type: none">• apply knowledge of diverse elements of the culture in interactions with people and texts, e.g., differences based on age and gender
valuing the culture	<ul style="list-style-type: none">• express an interest in finding out about people their own age who speak the language being studied• identify similarities between themselves and people from that culture	<ul style="list-style-type: none">• express empathy for those whose cultural behaviour is different from their own

General Learning Outcome for Global Citizenship

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

historical and contemporary elements of the culture

Grade 9

Grade 10

Students will be able to:

accessing/ analyzing cultural knowledge	<ul style="list-style-type: none">• use basic research skills to find out about the culture	<ul style="list-style-type: none">• make and test hypotheses about the culture• identify and use a variety of sources of information to find out about the culture
knowledge of the culture	<ul style="list-style-type: none">• explore and identify some elements of the culture, e.g., key historical events and their influence on contemporary ways of life and cultural values	<ul style="list-style-type: none">• explore and identify some elements of the culture, e.g., major current events as a reflection of contemporary ways of life and cultural values
applying cultural knowledge	<ul style="list-style-type: none">• apply knowledge of elements of the culture in interactions with people and texts, e.g., interpret historical references	<ul style="list-style-type: none">• identify different perspectives on the culture and speculate on their origins, e.g., stereotypes of the culture present in their own community
diversity within the culture	<ul style="list-style-type: none">• apply knowledge of diverse elements of the culture in interactions with people and texts, e.g., ethnic or religious minorities	<ul style="list-style-type: none">• identify different perspectives on diverse elements of the culture and speculate on their origins, e.g., stereotypes within the culture
valuing the culture	<ul style="list-style-type: none">• choose to participate in and contribute to activities and experiences that reflect the culture	<ul style="list-style-type: none">• examine their own perception of the language and culture (including stereotypes)

General Learning Outcome for Global Citizenship

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

historical and contemporary elements of the culture

Grade 11

Grade 12

Students will be able to:

accessing/ analyzing cultural knowledge	<ul style="list-style-type: none">organize and represent information about elements of the culture in a variety of ways	<ul style="list-style-type: none">analyze information about elements of the culture, e.g., information gathered from the media of that culture
knowledge of the culture	<ul style="list-style-type: none">explore and identify some elements of the culture, e.g., cultural values, attitudes and interests of people their own age in the culture	<ul style="list-style-type: none">explore and identify some elements of the culture, e.g., social and political institutions, emblems and markers of national identity and their influence on contemporary ways of life and cultural values
applying cultural knowledge	<ul style="list-style-type: none">apply knowledge of elements of the culture derived from a variety of sources to interpret behaviours and texts	<ul style="list-style-type: none">apply knowledge of elements of the culture to enhance interpersonal relations in familiar contexts and to interpret texts
diversity within the culture	<ul style="list-style-type: none">use knowledge of diverse elements of the culture derived from a variety of sources to interpret behaviours and texts	<ul style="list-style-type: none">apply knowledge of diverse elements of the culture to enhance interpersonal relations in familiar contexts and to interpret texts, e.g., different social classes
valuing the culture	<ul style="list-style-type: none">seek out and use opportunities to enter into contact with members of the culture, e.g., exchange letters with a pen pal	<ul style="list-style-type: none">seek out and use opportunities to enter into contact with members from a range of social groups within the culture

General Learning Outcome for Global Citizenship

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

affirming diversity

Grade 5

Grade 6

Students will be able to:

awareness of first language	<ul style="list-style-type: none"> distinguish between their first language and the language being learned, e.g., sounds and specific words 	<ul style="list-style-type: none"> identify similarities between their first language and the language being learned, e.g., the alphabet or writing system used, basic word order
general language knowledge	<ul style="list-style-type: none"> explore the variety of languages spoken by their schoolmates and members of their community identify similarities between words from different languages within their personal experience 	<ul style="list-style-type: none"> identify differences and similarities between writing systems from different languages within their personal experience describe ways languages can be taught and learned, e.g., in natural settings (home, community), in institutions (schools)
awareness of own culture	<ul style="list-style-type: none"> explore similarities between their own culture and other cultures 	<ul style="list-style-type: none"> recognize similarities between their own culture and other cultures make connections between individuals or situations in texts and their own personal experiences
general cultural knowledge	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of different cultures recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community 	<ul style="list-style-type: none"> recognize that culture is expressed through a variety of forms, e.g., stories, art forms, crafts recognize that speakers of the same language may come from different cultural backgrounds
valuing diversity	<ul style="list-style-type: none"> work and play with others who are different 	<ul style="list-style-type: none"> engage in activities that reflect other ways of doing things or other perspectives
intercultural skills	<ul style="list-style-type: none"> adapt to new situations listen with attention to the opinions of others 	<ul style="list-style-type: none"> initiate and maintain new relationships e.g., make a new classmate feel welcome reflect on their actions and the consequences of their actions for others

General Learning Outcome for Global Citizenship

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

affirming diversity

Grade 7

Grade 8

Students will be able to:

awareness of first language	<ul style="list-style-type: none"> identify similarities and differences between their first language and the language being learned, e.g., different social conventions, different spellings for similar words (cognates) 	<ul style="list-style-type: none"> compare oral and written aspects of their first language and the language being learned, e.g., grammar structures
general language knowledge	<ul style="list-style-type: none"> recognize that in any language there are different words for the same thing and that individuals use language in personal ways, e.g., their grandparents use different words than their schoolmates 	<ul style="list-style-type: none"> recognize that languages can be grouped into families based on common origins
awareness of own culture	<ul style="list-style-type: none"> recognize and identify similarities and differences between their own culture and other cultures, e.g., occupations, seasonal activities, celebrations, foods, roles of family members 	<ul style="list-style-type: none"> identify some influences (e.g., cultural conditioning) on the development of their personal identity
general cultural knowledge	<ul style="list-style-type: none"> recognize some of the factors that affect the culture of a particular region, e.g., geography, climate 	<ul style="list-style-type: none"> recognize that within any culture there are important differences in the way people speak and behave
valuing diversity	<ul style="list-style-type: none"> engage in activities that reflect other ways of doing things or other perspectives identify the limitations of adopting a single perspective, e.g., on objects, persons, experiences or events 	<ul style="list-style-type: none"> demonstrate curiosity about other languages and cultures
intercultural skills	<ul style="list-style-type: none"> explore how their perspective is shaped by a variety of factors, e.g., personal, group, environmental 	<ul style="list-style-type: none"> explore representations of their own culture as seen from the outside, e.g., as seen by members of another culture

General Learning Outcome for Global Citizenship

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

affirming diversity

Grade 9

Grade 10

Students will be able to:

awareness of first language	<ul style="list-style-type: none"> identify some words in their first language that have been borrowed from the language being learned or from other languages 	<ul style="list-style-type: none"> identify some regional variations in their first language
general language knowledge	<ul style="list-style-type: none"> identify how and why languages borrow from one another 	<ul style="list-style-type: none"> recognize that languages may have regional differences in pronunciation, vocabulary or structure
awareness of own culture	<ul style="list-style-type: none"> identify shared references (e.g., world wars, international celebrities) and the different connotations attached to them in the other culture and in their own 	<ul style="list-style-type: none"> identify some of the past and present relationships between other cultures and their own, e.g., immigration, war
general cultural knowledge	<ul style="list-style-type: none"> recognize some of the factors that affect the culture of a particular region, e.g., historical events, significant individuals 	<ul style="list-style-type: none"> recognize that different cultures may have different interpretations of texts, cultural practices or products
valuing diversity	<ul style="list-style-type: none"> recognize and acknowledge different perspectives 	<ul style="list-style-type: none"> recognize and acknowledge the value of different perspectives
intercultural skills	<ul style="list-style-type: none"> identify and make use of public and private institutions which facilitate contact with other countries and cultures 	<ul style="list-style-type: none"> recognize stereotypical thinking identify ethnocentric perspectives in a document or event and explain their origins

General Learning Outcome for Global Citizenship

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

affirming diversity

Grade 11

Grade 12

Students will be able to:

awareness of first language	<ul style="list-style-type: none"> identify aspects of their personal style in both speech and writing 	<ul style="list-style-type: none"> analyze ways in which their first language and the language being learned are similar and ways in which they may differ, e.g., text forms, grammar structures
general language knowledge	<ul style="list-style-type: none"> describe ways languages evolve over time and the reasons for their evolution 	<ul style="list-style-type: none"> describe factors that influence the status of languages
awareness of own culture	<ul style="list-style-type: none"> identify ethnocentric elements in documents from their own culture 	<ul style="list-style-type: none"> analyze ways in which their own culture and other cultures are similar and ways in which they may differ, e.g., influence of history on contemporary life, social and political institutions
general cultural knowledge	<ul style="list-style-type: none"> describe some causes of breakdown in communication and misunderstanding when communicating with people from an unfamiliar culture 	<ul style="list-style-type: none"> identify some of the ways that cultures evolve over time identify some of the ways that individuals acquire a national identity and are introduced to the dominant culture in their society
valuing diversity	<ul style="list-style-type: none"> seek out opportunities to interact with people from various cultures who have an interest in the language and/or culture being learned 	<ul style="list-style-type: none"> recognize contributions to human understanding and well-being made by people from a variety of cultures
Intercultural skills	<ul style="list-style-type: none"> use a variety of strategies for dealing with breakdowns in communication and misunderstandings when encountering an unfamiliar culture 	<ul style="list-style-type: none"> view a situation from more than one perspective identify and use a variety of strategies for enhancing contact with people from a different culture

General Learning Outcome for Global Citizenship

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

personal and career opportunities

Grade 5

Grade 6

Students will be able to:

the specific international
culture and language

cultural and
linguistic diversity

- suggest some reasons for learning the specific international language
- identify some personal uses they have made of their knowledge of the specific international language and culture
- suggest some reasons for learning an additional language and participating in activities and experiences that reflect elements of different cultures
- identify some personal uses they have made of their knowledge of different languages and cultures

General Learning Outcome for Global Citizenship

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

personal and career opportunities

Grade 7

Grade 8

Students will be able to:

the specific international
culture and language

cultural and linguistic
diversity

- | | |
|---|--|
| <ul style="list-style-type: none">• identify some places that they could visit where the language being learned is spoken | <ul style="list-style-type: none">• identify aspects of the history, literature, arts, crafts of the culture which are of personal interest |
| <ul style="list-style-type: none">• identify some countries where there is significant linguistic and cultural diversity | <ul style="list-style-type: none">• identify aspects of the history, literature, arts, crafts of different cultures which are of personal interest |

General Learning Outcome for Global Citizenship

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

personal and career opportunities

Grade 9

Grade 10

Students will be able to:

the specific international
culture and language

- explore careers in which knowledge of the specific international language and culture can be applied

- explore personal reasons for learning the specific international language

cultural and linguistic
diversity

- explore careers in which knowledge of an additional language and intercultural skills can be applied

- explore personal reasons for learning additional languages and experiencing other cultures

General Learning Outcome for Global Citizenship

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

personal and career opportunities

Grade 11

Grade 12

Students will be able to:

the specific international
culture and language

- explore opportunities for further education related to the specific international language and culture

- explore applications of the specific international language and culture in the global workplace and marketplace

cultural and linguistic
diversity

- explore opportunities for further education related to languages and cultures

- explore applications of language and culture learning in the global workplace and marketplace

Strategies



Strategies

Under the “Strategies” heading are specific learning outcomes which will help students learn and communicate more **effectively**. Strategic competence* has long been recognized as an important component of communicative competence, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. The learning outcomes that follow deal with strategies for language learning*, language use* in a broad sense, as well as general learning strategies which help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings (see illustration). Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand deals with a specific category of strategy (identified by a strand heading on the left end of the row). Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use a specific strategy at a particular grade level. Consequently, the learning outcomes describe the student's knowledge of and ability to use a certain type of strategy. The strategies described are **examples** that give an idea of the kinds of strategies from which students of that age and that level of proficiency might benefit from.

A global list of the strategies mentioned in the specific learning outcomes can be found in Appendix III of this document. Teachers need to know and model a broad range of strategies from which students are then able to choose. Strategies of all kinds are best taught in the context of learning activities. This allows students to apply the strategies immediately and then reflect on their use.

Strategies



language learning

language use

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

general learning

General Learning Outcome for Strategies

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

language learning

Grade 5

Grade 6

Students will be able to:

cognitive	<ul style="list-style-type: none">• use simple cognitive strategies, with guidance, to enhance language learning, e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns	<ul style="list-style-type: none">• use a variety of simple cognitive strategies, with guidance, to enhance language learning, e.g., make personal dictionaries, experiment with various elements of the language
metacognitive	<ul style="list-style-type: none">• use simple metacognitive strategies, with guidance, to enhance language learning, e.g., make choices about how they learn	<ul style="list-style-type: none">• use a variety of simple metacognitive strategies, with guidance, to enhance language learning, e.g., decide in advance to attend to the learning task
social/ affective	<ul style="list-style-type: none">• use simple social and affective strategies, with guidance, to enhance language learning, e.g., participate in shared reading experiences, initiate or maintain interaction with others	<ul style="list-style-type: none">• use a variety of simple social and affective strategies, with guidance, to enhance language learning, e.g., reread familiar self-chosen texts to enhance understanding and enjoyment, seek the assistance of a friend to interpret a text

General Learning Outcome for Strategies

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

language learning

Grade 7

Grade 8

Students will be able to:

cognitive	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance language learning, e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance language learning, e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
metacognitive	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance language learning, e.g., reflect on the listening, reading and writing process, check copied writing for accuracy, make a plan in advance about how to approach a language learning task	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance language learning, e.g., decide in advance to attend to specific aspects of input, listen or read for key words
social/ affective	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance language learning, e.g., work cooperatively with peers in small groups, understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance language learning, e.g., participate actively in conferencing and brainstorming as a pre- and post-writing exercise

General Learning Outcome for Strategies

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

language learning

Grade 9

Grade 10

Students will be able to:

cognitive	<ul style="list-style-type: none">select and use a variety of cognitive strategies to enhance language learning, e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language	<ul style="list-style-type: none">select and use a variety of cognitive strategies to enhance language learning, e.g., find information using reference materials like dictionaries, textbooks, grammars, use available technological aids to support language learning
metacognitive	<ul style="list-style-type: none">select and use a variety of metacognitive strategies to enhance language learning, e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	<ul style="list-style-type: none">select and use a variety of metacognitive strategies to enhance language learning, e.g., experience various methods of language acquisition and identify one or more they consider particularly useful personally
social/ affective	<ul style="list-style-type: none">select and use a variety of social and affective strategies to enhance language learning, e.g., use self-talk to make themselves feel competent to do the task	<ul style="list-style-type: none">select and use a variety of social and affective strategies to enhance language learning, e.g., be willing to take risks, try unfamiliar tasks and approaches

General Learning Outcome for Strategies

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

language learning

Grade 11

Grade 12

Students will be able to:

cognitive	<ul style="list-style-type: none">select and use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember	<ul style="list-style-type: none">select and use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., place new words or expressions in a context to make them easier to remember
metacognitive	<ul style="list-style-type: none">select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements	<ul style="list-style-type: none">select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., identify problems that might hinder successful completion of a task and seek solutions
social/ affective	<ul style="list-style-type: none">select and use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., repeat back new words and expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate	<ul style="list-style-type: none">select and use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., reduce anxiety by using mental techniques

General Learning Outcome for Strategies

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

language use

Grade 5

Grade 6

Students will be able to:

interactive

- use simple interactive strategies with guidance, e.g., interpret and use a variety of non-verbal clues to communicate

- use a variety of simple interactive strategies with guidance, e.g., ask for clarification or repetition when they do not understand

interpretive

- use simple interpretive strategies with guidance, e.g., make connections between texts on the one hand, and prior knowledge and personal experience on the other, use gestures, intonation, visual supports to aid comprehension

- use a variety of simple interpretive strategies with guidance, e.g., determine the purpose of listening, listen or look for key words, use illustrations to aid reading comprehension

productive

- use simple productive strategies with guidance, e.g., copy what others say or write, use words that are visible in the immediate environment, mimic what the teacher says, use non-verbal means to communicate

- use a variety of simple productive strategies with guidance, e.g., use illustrations to provide detail when producing their own texts, use familiar repetitive patterns from stories, songs, rhymes or media

General Learning Outcome for Strategies

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

language use

Grade 7

Grade 8

Students will be able to:

interactive	<ul style="list-style-type: none">• identify and use a variety of interactive strategies, e.g., assess feedback from conversation partner to recognize when the message has not been understood, use the other speaker's words in subsequent conversation	<ul style="list-style-type: none">• identify and use a variety of interactive strategies, e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction
interpretive	<ul style="list-style-type: none">• identify and use a variety of interpretive strategies, e.g., use knowledge of the sound-symbol system to aid reading comprehension, make predictions about what they expect to hear or read based on prior knowledge and personal experience	<ul style="list-style-type: none">• identify and use a variety of interpretive strategies, e.g., infer probable meaning of unknown words or expressions from contextual clues, listen selectively based on purpose
productive	<ul style="list-style-type: none">• identify and use a variety of productive strategies, e.g., use knowledge of sentence patterns to form new sentences, use various techniques to explore ideas at the planning stage	<ul style="list-style-type: none">• identify and use a variety of productive strategies, e.g., be aware of and use the steps of the writing process

General Learning Outcome for Strategies

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

language use

Grade 9

Grade 10

Students will be able to:

interactive	<ul style="list-style-type: none">select and use a variety of interactive strategies, e.g., invite others into the discussion, ask for confirmation that a form used is correct	<ul style="list-style-type: none">select and use a variety of interactive strategies, e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary
interpretive	<ul style="list-style-type: none">select and use a variety of interpretive strategies, e.g., prepare questions or a guide to note down information found in the text	<ul style="list-style-type: none">select and use a variety of interpretive strategies, e.g., use key content words or discourse markers to follow an extended text
productive	<ul style="list-style-type: none">select and use a variety of productive strategies, e.g., use resources to increase vocabulary	<ul style="list-style-type: none">select and use a variety of productive strategies, e.g., take notes when reading or listening to assist in producing their own text

General Learning Outcome for Strategies

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

language use

Grade 11

Grade 12

Students will be able to:

interactive	<ul style="list-style-type: none">select and use appropriate interactive strategies in a variety of situations, e.g., repeat back part of what someone has said to confirm mutual understanding	<ul style="list-style-type: none">select and use appropriate interactive strategies in a variety of situations, e.g., summarize the point reached in a discussion to help focus the talk
interpretive	<ul style="list-style-type: none">select and use appropriate interpretive strategies in a variety of situations, e.g., reread several times to understand complex ideas	<ul style="list-style-type: none">select and use appropriate interpretive strategies in a variety of situations, e.g., summarize information gathered
productive	<ul style="list-style-type: none">select and use appropriate productive strategies in a variety of situations, e.g., use a variety of resources to correct texts	<ul style="list-style-type: none">select and use appropriate productive strategies in a variety of situations, e.g., proofread and edit final version of text, apply grammar rules to improve accuracy at the correction stage

General Learning Outcome for Strategies

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

general learning

Grade 5

Grade 6

Students will be able to:

cognitive	<ul style="list-style-type: none">• use simple cognitive strategies to enhance general learning, e.g., use models, classify objects and ideas according to their attributes	<ul style="list-style-type: none">• use simple cognitive strategies to enhance general learning, e.g., experiment with and concentrate on one thing at a time, connect what they already know with what they are learning
metacognitive	<ul style="list-style-type: none">• use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options, reflect on learning tasks with the guidance of the teacher	<ul style="list-style-type: none">• use simple metacognitive strategies to enhance general learning, e.g., decide in advance to attend to the learning task, discover how their efforts can affect their learning
social/ affective	<ul style="list-style-type: none">• use simple social and affective strategies to enhance general learning, e.g., seek help from others, watch others' actions and copy them	<ul style="list-style-type: none">• use simple social and affective strategies to enhance general learning, e.g., participate in cooperative group learning tasks, follow their natural curiosity and intrinsic motivation to learn

General Learning Outcome for Strategies

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

general learning

Grade 7

Grade 8

Students will be able to:

cognitive	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance general learning, e.g., write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist performance of a learning task	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance general learning, e.g., use mental images to remember new information, focus on and complete learning tasks
metacognitive	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance general learning, e.g., make a plan in advance about how to approach a task, divide an overall learning task into a number of subtasks	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance general learning, e.g., identify their own needs and interests
social/ affective	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance general learning, e.g., encourage themselves to try, even though they might make mistakes	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance general learning, e.g., take part in group decision-making processes, choose learning activities that enhance understanding and enjoyment

General Learning Outcome for Strategies

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

general learning

Grade 9

Grade 10

Students will be able to:

cognitive

- select and use a variety of cognitive strategies to enhance general learning, e.g., distinguish between fact and opinion when using a variety of sources of information

- select and use a variety of cognitive strategies to enhance general learning, e.g., formulate key questions to guide research

metacognitive

- select and use a variety of metacognitive strategies to enhance general learning, e.g., manage the physical environment in which they have to work

- select and use a variety of metacognitive strategies to enhance general learning, e.g., keep a learning journal such as a diary or a log

social/ affective

- select and use a variety of social and affective strategies to enhance general learning, e.g., use support strategies to help peers persevere at learning tasks

- select and use a variety of social and affective strategies to enhance general learning, e.g., take part in group problem-solving processes

General Learning Outcome for Strategies

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

general learning

Grade 11

Grade 12

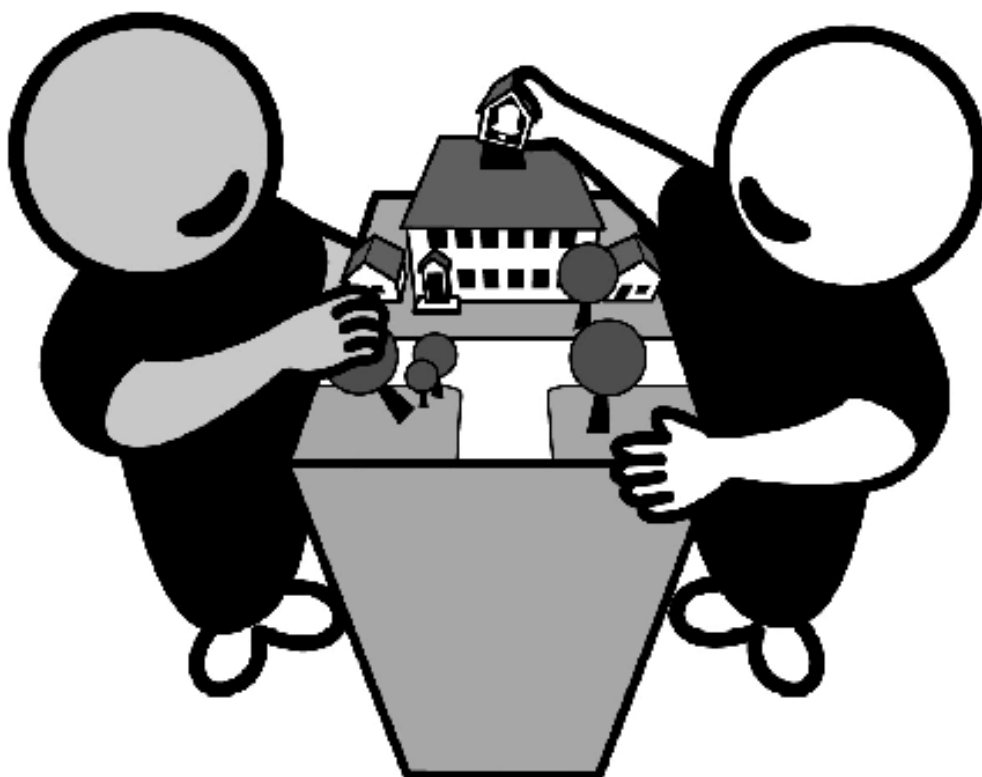
Students will be able to:

cognitive	<ul style="list-style-type: none">select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., make inferences, identify and justify the evidence on which their inferences are based	<ul style="list-style-type: none">select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
metacognitive	<ul style="list-style-type: none">select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., work with others to monitor their own learning	<ul style="list-style-type: none">select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., develop criteria for evaluating their own work
social/ affective	<ul style="list-style-type: none">select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., be willing to take risks, try unfamiliar tasks and approaches	<ul style="list-style-type: none">select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., use self-talk to make themselves feel competent to do the task

Late Entry

This section provides specific learning outcomes for each grade of a four-level course of study beginning with grade 9 and ending with grade 12. The learning outcomes reflect not only the level of competence expected of students at any particular grade, but also take into consideration students' developmental level.

Applications



Applications

The specific learning 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. This functional competence* (also called "actional competence*" by Celce-Murcia, Dörnyei, Thurrell 1995) is important for a content-based* or task-based* approach to language learning where students are constantly engaged in meaningful tasks.

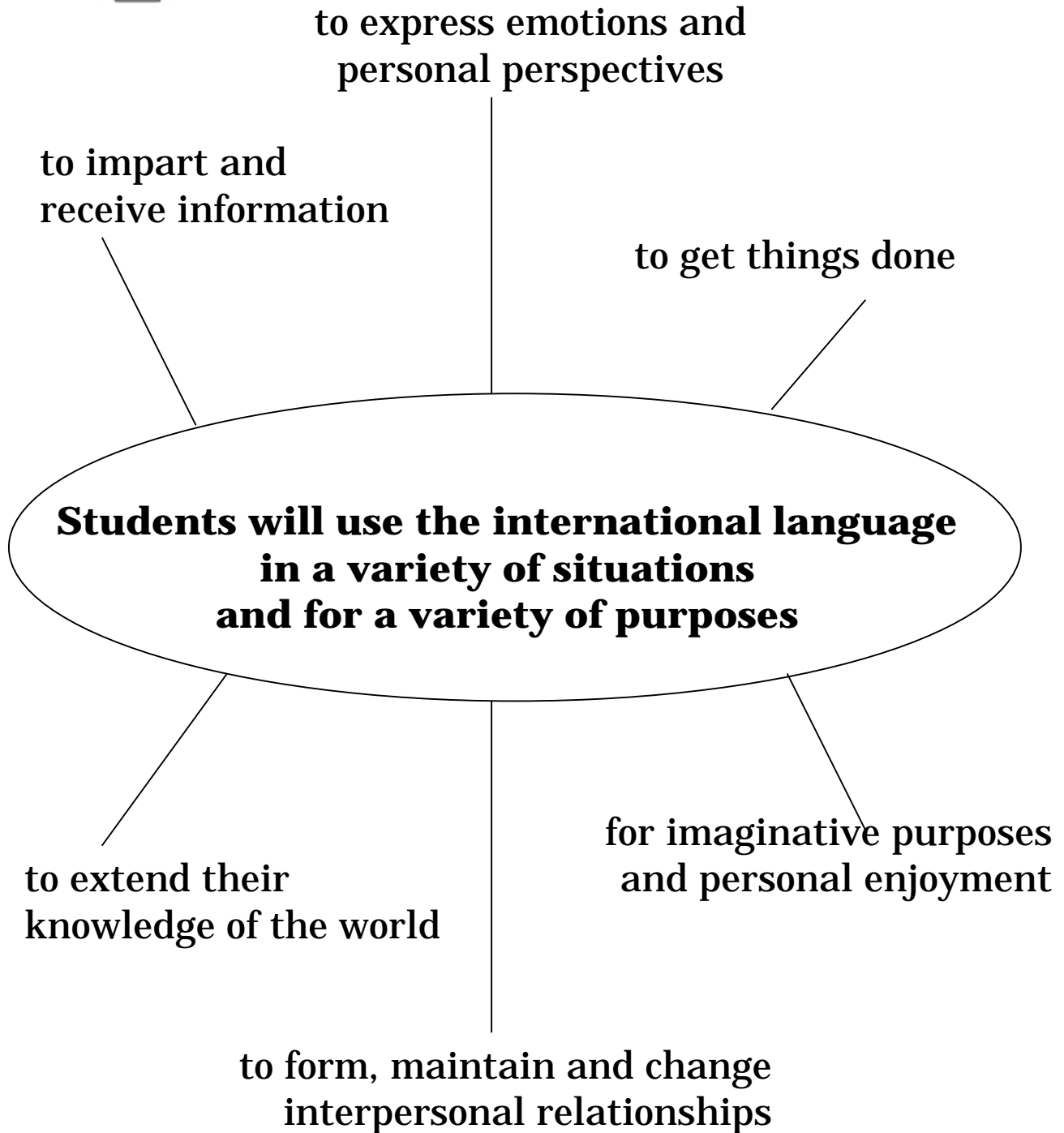
The functions are grouped under six cluster headings (see illustration). Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand deals with a specific language function (identified by strand headings on the left end of the row), for example, "share factual information". Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways (e.g., *This is my dog.*). As students gain more knowledge and experience they will broaden the range of subjects they can deal with, learn to share information in writing as well as orally, and 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, as this is an effective way of organizing second language classrooms. The cluster of strands under the heading "to extend 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 second language.

The level of linguistic*, sociolinguistic* and discourse competence* that students will exhibit when carrying out the functions is defined in the specific learning outcomes for "Language Competence" for each grade. To know how well students will be able to perform the specific function, the application outcomes must be read in conjunction with the language competence outcomes. For example, grade 12 students might be expected to share factual information by presenting a short text* on an unfamiliar topic, a text such as a brief biography. Language competence outcomes indicate that if they are presenting orally, they will speak clearly and intelligibly. They will be able to sequence the information chronologically, using some complex grammatical structures, and will be able to use simple formal language if the context requires it.



Applications



General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to impart and receive information

Grade 9

Students will be able to:

share factual information

- ask for and provide basic information, e.g., name, time, dates, locations
- identify concrete people, places, things
- respond to simple, predictable questions

Grade 10

- describe people, places, things, actions
- ask for and provide information on a range of familiar topics, e.g., about their family or home

to express emotions and personal perspectives

Students will be able to:

share ideas, thoughts, opinions, preferences

- express simple preferences
- express a personal response, e.g., respond to a song or story
- identify favourite people, places or things, e.g., words or phrases, characters, illustrations in texts, activities

- express a personal response to a variety of situations
- inquire about and express likes and dislikes

share emotions, feelings

- respond to and express emotions and feelings, e.g., pleasure or happiness
- identify emotions and feelings, e.g., portrayed in texts

- respond to and express a variety of emotions and feelings, e.g., love, sadness, surprise, fear
- inquire about and identify emotions and feelings, e.g., in stories, songs and personal experiences

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to impart and receive information

Grade 11

Grade 12

Students will be able to:

share factual information

- | | |
|--|---|
| <ul style="list-style-type: none">• describe people, places, things and series or sequences of events or actions• provide information on several aspects of a topic, e.g., give a simple report | <ul style="list-style-type: none">• share facts about events that took place in the past or that may take place in the future• understand and use definitions, comparisons, examples• share detailed information on a specific topic, e.g., a report or biography |
|--|---|

to express emotions and personal perspectives

Students will be able to:

share ideas, thoughts, opinions, preferences

- | | |
|--|---|
| <ul style="list-style-type: none">• record and share thoughts and ideas with others, e.g., keep a journal of ideas for stories• inquire about and express agreement and disagreement• inquire about and express approval and disapproval | <ul style="list-style-type: none">• inquire about and express interest or lack of interest• inquire about and express satisfaction and dissatisfaction• inquire about and express probability and certainty• express opinions• support their own opinions |
|--|---|

share emotions, feelings

- | | |
|--|---|
| <ul style="list-style-type: none">• record and share personal experiences involving an emotion or feeling, e.g., happiness, anger, embarrassment• inquire about and express emotions and feelings in a variety of familiar contexts | <ul style="list-style-type: none">• compare the expression of emotions and feelings in a variety of informal situations• express emotions and feelings in formal situations, e.g., make a complaint in a store, restaurant |
|--|---|

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to get things done

Grade 9

Grade 10

Students will be able to:

guide actions of others	<ul style="list-style-type: none">• indicate basic needs and wants, e.g., using gestures• give and respond to simple oral instructions or commands• ask for permission• suggest a course of action, respond to a suggestion	<ul style="list-style-type: none">• make and respond to a variety of simple requests• seek, grant or withhold permission• relay simple messages• encourage or discourage others from a course of action
state personal actions	<ul style="list-style-type: none">• ask or offer to do something, e.g., classroom tasks• respond to offers, invitations, instructions• indicate choice from among several options	<ul style="list-style-type: none">• express a wish or a desire to do something• make an offer or an invitation and respond to offers and invitations made by others
manage group actions	<ul style="list-style-type: none">• manage turn-taking• encourage other group members to act appropriately• ask for help or clarification of what is being said or done in the group	<ul style="list-style-type: none">• suggest, initiate or direct action in group activities• encourage other group members to participate• assume a variety of roles and responsibilities as a group member

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships	<ul style="list-style-type: none">• exchange greetings and farewells• address a new acquaintance, introduce themselves• exchange some basic personal information (name, age)• initiate relationships, e.g., invite others to participate	<ul style="list-style-type: none">• apologize, refuse politely• talk about themselves, respond to the talk of others by showing attention, interest
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General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to get things done

Grade 11

Grade 12

Students will be able to:

guide actions of others	<ul style="list-style-type: none">• give and follow a simple sequence of instructions, e.g., a series of steps to play a game• make and respond to suggestions in a variety of situations	<ul style="list-style-type: none">• give and respond to advice and warnings• make and respond to suggestions or requests in formal situations, e.g., in a public library, post office, travel agency
state personal actions	<ul style="list-style-type: none">• inquire about and express ability and inability to do something• state personal actions in the past, present or future	<ul style="list-style-type: none">• make a promise, express intention in a variety of situations• accept or decline an offer or invitation with explanations
manage group actions	<ul style="list-style-type: none">• negotiate in a simple way with peers in small-group tasks• offer to explain or clarify• check for agreement and understanding• express disagreement in an appropriate way	<ul style="list-style-type: none">• paraphrase, elaborate on and clarify another member's contribution• express appreciation, enthusiasm, support and respect for contributions of others

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships	<ul style="list-style-type: none">• make and break social engagements• initiate and participate in casual exchanges with classmates	<ul style="list-style-type: none">• use routine means of interpersonal communications, e.g., telephone calls, personal notes, e-mail messages• give and respond to compliments, make excuses• offer and respond to congratulations, express sympathy, regret
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General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to extend their knowledge of the world

Grade 9

Grade 10

Students will be able to:

discover and explore	<ul style="list-style-type: none"> investigate the immediate environment, e.g., use all of the senses, do hands-on activities 	<ul style="list-style-type: none"> make and talk about personal observations explore alternative classification systems and criteria for categories
gather and organize information	<ul style="list-style-type: none"> gather simple information organize and sequence items in different ways, e.g., put the elements of a simple story in order 	<ul style="list-style-type: none"> record and share personal knowledge of a topic compare and contrast items in simple ways, e.g., characters or events from different stories
solve problems	<ul style="list-style-type: none"> experience problem-solving situations in fictitious and real-life situations, e.g., in the classroom choose between alternative solutions 	<ul style="list-style-type: none"> recognize, define and describe a problem search for and propose solutions
explore opinions and values	<ul style="list-style-type: none"> listen attentively and respond sensitively to the opinions, ideas and products of others make connections between behaviour and values, e.g., in texts or role play 	<ul style="list-style-type: none"> recognize differences of opinion express their views on a variety of topics within their direct experience

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

to extend their knowledge of the world

Grade 11

Grade 12

Students will be able to:

discover and explore	<ul style="list-style-type: none"> discover relationships and patterns ask questions to gain knowledge and clarify understanding 	<ul style="list-style-type: none"> explore meaning in a variety of ways, e.g., by drawing a diagram, making a model, rephrasing explore and express the meaning of what they are doing, e.g., what they will learn from a particular activity
gather and organize information	<ul style="list-style-type: none"> compose questions to guide research identify sources of information gather information from a variety of resources, e.g., print, human, multimedia, electronic record observations 	<ul style="list-style-type: none"> identify key ideas, summarize and paraphrase gather information using a prepared format, e.g., interview people using prepared questions organize and manipulate information, e.g., transform information from texts into other forms such as tables, diagrams, story maps, flow charts
solve problems	<ul style="list-style-type: none"> understand and use the steps in the problem-solving process describe and analyze a problem, then propose solutions 	<ul style="list-style-type: none"> generate and evaluate alternative solutions to problems use information collected from various sources to solve problems
explore opinions and values	<ul style="list-style-type: none"> gather opinions on a topic within their direct experience, e.g., conduct an opinion poll among classmates or members of the community explore how values influence behaviour, e.g., describe characters and their motivations in a story 	<ul style="list-style-type: none"> provide reasons for their position on an issue distinguish fact from opinion understand the concept of stereotype and recognize stereotyping in a variety of situations

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

for imaginative purposes and personal enjoyment

Grade 9

Grade 10

Students will be able to:

humour/ fun	<ul style="list-style-type: none">• use the language for fun, e.g., learn simple riddles, jingles and humorous songs, explore words with onomatopoeic qualities	<ul style="list-style-type: none">• use the language for fun and to interpret simple amusing texts, e.g., stories, songs, pictures
creative/ aesthetic purposes	<ul style="list-style-type: none">• use the language creatively, e.g., participate in activities that play on the sounds and rhythms of the language, play-act variations on familiar stories	<ul style="list-style-type: none">• use the language creatively, e.g., create a picture story with captions, use models to create cumulative or predictable stories
personal enjoyment	<ul style="list-style-type: none">• use the language for personal enjoyment, e.g., listen to favourite songs or read favourite stories, make a personal dictionary of favourite words with illustrations	<ul style="list-style-type: none">• use the language for personal enjoyment, e.g., make a collection of pictures or artifacts related to the culture, play games alone or with friends or family members

General Learning Outcome for Applications

Students will use the international language in a variety of **situations** and for a variety of purposes.

for imaginative purposes and personal enjoyment

Grade 11

Grade 12

Students will be able to:

humour/ fun

- use the language for fun and to interpret humour, e.g., play a variety of sports and games, both indoors and out, participate in a variety of construction activities

- use the language for fun and to interpret and express humour, e.g., interpret humorous cartoons, songs, stories, poems, participate in class excursions, field trips, twinning projects

creative/ aesthetic purposes

- use the language creatively and for aesthetic purposes, e.g., experiment with the sounds and rhythms of the language, participate in a variety of construction activities

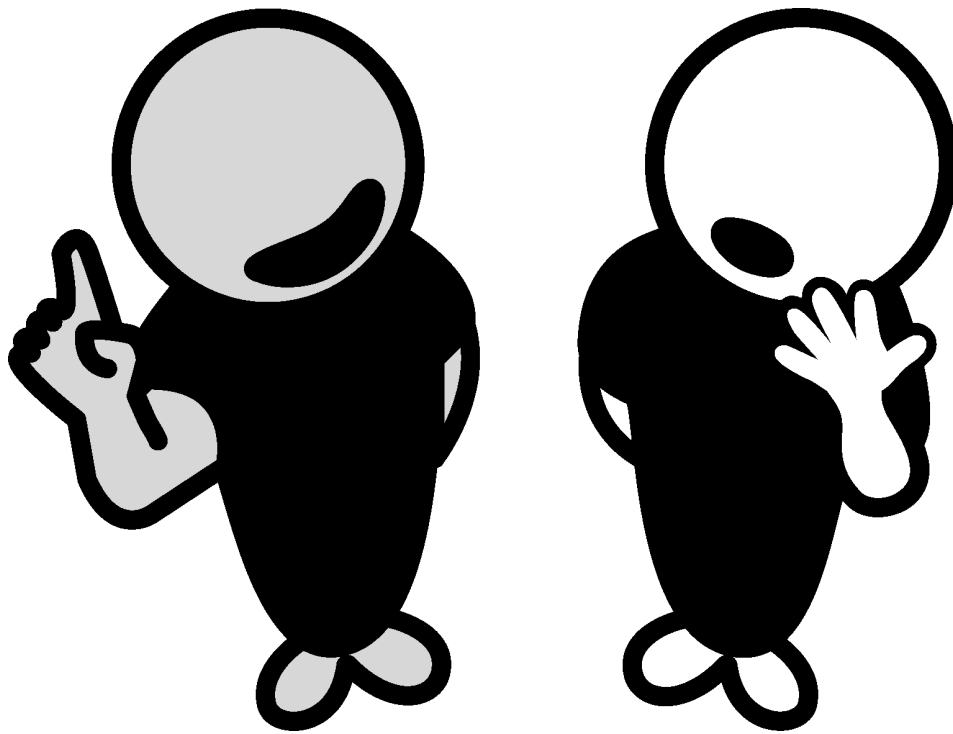
- use the language creatively and for aesthetic purposes, e.g., write new words to a known melody, create and perform a skit

personal enjoyment

- use the language for personal enjoyment, e.g., learn a craft or a dance, learn to play a musical instrument from an instructor or from written instructions, listen to favourite songs in the language

- use the language for personal enjoyment, e.g., use the world wide web to explore the culture being studied, find a personal pen pal and exchange letters, keep a personal journal

Language Competence



Language Competence

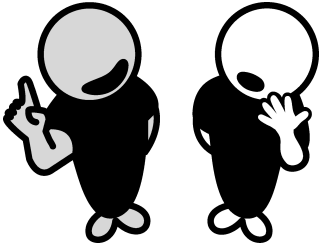
Language competence is a broad term which includes linguistic or grammatical competence*, discourse competence*, sociolinguistic or sociocultural competence* and what might be called textual competence. The specific learning outcomes under “Language Competence” deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation 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 illustration). Under each of these headings there are several strands (identified by strand headings on the left end of each row) which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to the form of the language", there is a strand for phonology* (pronunciation, stress, intonation), orthography* (spelling, mechanical features), lexicon* (vocabulary words and phrases) and grammar (syntax* and morphology*).

Although the outcomes isolate these components, 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 this 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 because students need to learn ways to compensate for low proficiency in the early stages of learning, if they are to use language for authentic communication from the beginning. This component is included in the language use strategies in the "Strategies" section.

Language Competence



attend to form

apply knowledge of the
sociocultural context

**Students will use the international language
effectively and competently.**

interpret and produce texts

apply knowledge of how the
language is organized,
structured and sequenced

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

attend to form

Grade 9

Grade 10

Students will be able to:

phonology*	<ul style="list-style-type: none"> pronounce some common words and phrases comprehensibly use intonation to express meaning distinguish particular sounds of the language, e.g., rhyming words 	<ul style="list-style-type: none"> use comprehensible pronunciation, stress and intonation when producing familiar words or phrases recognize some of the effects that intonation and stress are used for in different situations recognize some critical sound distinctions that are important for meaning
orthography*	<ul style="list-style-type: none"> be aware of how text is oriented (if it is different from the first language), e.g., left to right and top to bottom recognize and name some elements of the writing system, e.g., letters of the alphabet or characters copy familiar words, phrases and sentences relate some letters to the sounds they commonly make 	<ul style="list-style-type: none"> recognize and use some basic spelling patterns recognize and use some basic mechanical conventions,* e.g., capitalization, punctuation
lexicon*	<ul style="list-style-type: none"> associate words in the language with the corresponding object, action or notion use a repertoire of isolated words and set phrases in familiar contexts 	<ul style="list-style-type: none"> combine learned words and phrases to fulfil some simple purposes experiment with and use a variety of words and expressions in familiar contexts
grammar	<ul style="list-style-type: none"> recognize some basic grammatical structures in simple sentences 	<ul style="list-style-type: none"> identify and use a variety of basic grammatical structures

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

attend to form

Grade 11

Grade 12

Students will be able to:

phonology	<ul style="list-style-type: none"> approximate the pronunciation of unfamiliar words identify and reproduce some critical sound distinctions that are important for meaning 	<ul style="list-style-type: none"> use intonation, stress and rhythm appropriately in familiar situations speak clearly and intelligibly in a variety of situations
orthography	<ul style="list-style-type: none"> consistently use basic spelling patterns in writing familiar words and phrases 	<ul style="list-style-type: none"> use basic mechanical conventions, e.g., capitalization, punctuation recognize and correctly spell words used frequently
lexicon	<ul style="list-style-type: none"> recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea use a variety of words and expressions in familiar contexts 	<ul style="list-style-type: none"> use specialized vocabulary of personal significance use a small range of vocabulary to convey shades of meaning select vocabulary and expressions from within their repertoire to fulfil a variety of purposes in a variety of contexts
grammar	<ul style="list-style-type: none"> identify and use with reasonable accuracy a variety of basic grammatical structures explore grammar by combining and manipulating learned grammatical structures 	<ul style="list-style-type: none"> recognize and use some complex grammatical structures apply understanding of grammatical structures in a variety of contexts

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce oral texts

Grade 9

Grade 10

Students will be able to:

aural interpretation	<ul style="list-style-type: none">understand short simple texts in guided situations	<ul style="list-style-type: none">understand short, simple texts in guided and unguided situations
oral production	<ul style="list-style-type: none">produce simple sentences in guided situations	<ul style="list-style-type: none">produce short, simple texts in guided situations
interactive fluency	<ul style="list-style-type: none">engage in simple interactions using simple sentences	<ul style="list-style-type: none">engage in a variety of simple interactions

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce oral texts

Grade 11

Grade 12

Students will be able to:

aural interpretation	<ul style="list-style-type: none">• understand short texts on unfamiliar topics in guided situations	<ul style="list-style-type: none">• understand the main point and some supporting details of lengthy texts on familiar topics in guided situations
	<ul style="list-style-type: none">• produce short texts in guided and unguided situations	<ul style="list-style-type: none">• produce short texts on unfamiliar topics in guided situations
	<ul style="list-style-type: none">• manage short interactions with ease, with pauses for planning and repair	<ul style="list-style-type: none">• manage simple, routine interactions without undue difficulty

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce written texts

Grade 9

Grade 10

Students will be able to:

written interpretation	<ul style="list-style-type: none">understand short simple texts in guided situations	<ul style="list-style-type: none">understand short, simple texts in guided and unguided situations
written production	<ul style="list-style-type: none">produce simple sentences in guided situations	<ul style="list-style-type: none">produce short, simple texts in guided situations
viewing	<ul style="list-style-type: none">derive meaning from a variety of visuals and other forms of non-verbal communication in guided situations	<ul style="list-style-type: none">derive meaning from the visual elements of a variety of media in guided and unguided situations
representing	<ul style="list-style-type: none">use a variety of visuals and other forms of non-verbal communication to express meaning in guided situations	<ul style="list-style-type: none">express meaning through the use of visual elements in a variety of media in guided and unguided situations

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

interpret and produce written texts

Grade 11

Grade 12

Students will be able to:

written interpretation
written production
viewing
representing

- understand short texts on unfamiliar topics in guided situations
-

- understand the main point and some supporting details of lengthy texts on familiar topics in guided situations

- produce short, simple texts in guided and unguided situations

- produce short texts on unfamiliar topics in guided situations

- derive meaning from multiple visual elements in a variety of media in guided situations

- propose several interpretations of the visual elements of a variety of media in guided situations

- express meaning through the use of multiple visual elements in a variety of media in guided situations

- explore a variety of ways meaning can be expressed through the visual elements of a variety of media in guided situations

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

apply knowledge of the sociocultural context

Grade 9

Grade 10

Students will be able to:

register	<ul style="list-style-type: none"> distinguish between formal and informal situations recognize that some words or intonations are inappropriate in certain contexts 	<ul style="list-style-type: none"> use formal and informal language in familiar situations
idiomatic expressions	<ul style="list-style-type: none"> understand and use some simple idiomatic expressions as set phrases 	<ul style="list-style-type: none"> understand and use a variety of simple idiomatic expressions as set phrases explore the use of idiomatic expressions in new contexts
variations in language	<ul style="list-style-type: none"> experience a variety of voices, e.g., male and female, young and old acknowledge and accept individual differences in speech 	<ul style="list-style-type: none"> experience a variety of regional variations in language, e.g., regional accents and differences in lexicon
social conventions	<ul style="list-style-type: none"> use basic social expressions appropriate to the classroom use basic politeness conventions use appropriate oral forms of address for people frequently encountered 	<ul style="list-style-type: none"> recognize simple social conventions in informal conversation, e.g., for turn-taking recognize verbal behaviours that are considered impolite
non-verbal communication	<ul style="list-style-type: none"> understand the meaning of and experiment with using some common non-verbal behaviours used in the target culture recognize that some non-verbal behaviours may be inappropriate in certain contexts 	<ul style="list-style-type: none"> recognize appropriate non-verbal behaviours for people frequently encountered, e.g., interpersonal space, physical contact, eye contact

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

apply knowledge of the sociocultural context

Grade 11

Grade 12

Students will be able to:

register	<ul style="list-style-type: none"> • identify socially inappropriate language in specific situations • explore formal and informal uses of language in a variety of contexts 	<ul style="list-style-type: none"> • use suitable simple formal language in a variety of contexts • explore differences in register between spoken and written texts
idiomatic expressions	<ul style="list-style-type: none"> • correctly use learned idiomatic expressions in familiar contexts 	<ul style="list-style-type: none"> • examine the role of idiomatic expressions in culture • use learned idiomatic expressions in a variety of contexts
variations in language	<ul style="list-style-type: none"> • recognize other influences resulting in variations in language, e.g., age, gender, social class 	<ul style="list-style-type: none"> • recognize other influences resulting in variations in language, e.g., level of education, occupation, office held by the speaker, his or her social status and relationship with others involved in the interaction
social conventions	<ul style="list-style-type: none"> • interpret the use of social conventions encountered in oral and written texts • recognize important social conventions in everyday interactions, e.g., bowing or shaking hands 	<ul style="list-style-type: none"> • interpret and use important social conventions in interactions
non-verbal communication	<ul style="list-style-type: none"> • use appropriate non-verbal behaviours in a variety of familiar contexts, e.g., interpersonal space and physical contact • recognize non-verbal behaviours that are considered impolite, e.g., eye contact, touching, interpersonal space, sounds and noises 	<ul style="list-style-type: none"> • recognize a variety of non-verbal communication techniques in a variety of contexts • avoid non-verbal behaviours that are considered impolite, e.g., eye contact, touching, interpersonal space, sounds and noises

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

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

Grade 9

Grade 10

Students will be able to:

cohesion/ coherence	<ul style="list-style-type: none"> link words or groups of words in simple ways, e.g., using words like <i>and, because, then</i> sequence elements of a simple story, process or series of events 	<ul style="list-style-type: none"> use common conventions to structure texts, e.g., titles, paragraphs link several sentences coherently, e.g., on a single theme
text forms	<ul style="list-style-type: none"> recognize some simple oral and written text forms, e.g., lists, letters, stories, songs, recipes, invitations, messages 	<ul style="list-style-type: none"> use some simple text forms in their own productions, e.g., maps, questionnaires
patterns of social interaction	<ul style="list-style-type: none"> initiate interactions and respond using simple social interaction patterns, e.g., greeting-response, question-answer 	<ul style="list-style-type: none"> use simple conventions to open and close conversations and manage turn-taking initiate interactions and respond using a variety of social interaction patterns, e.g., statement - agreement/ disagreement - reaction; request-acceptance/ non-acceptance

General Learning Outcome for Language Competence

Students will use the international language effectively and competently.

apply knowledge of how discourse is organized, structured and sequenced

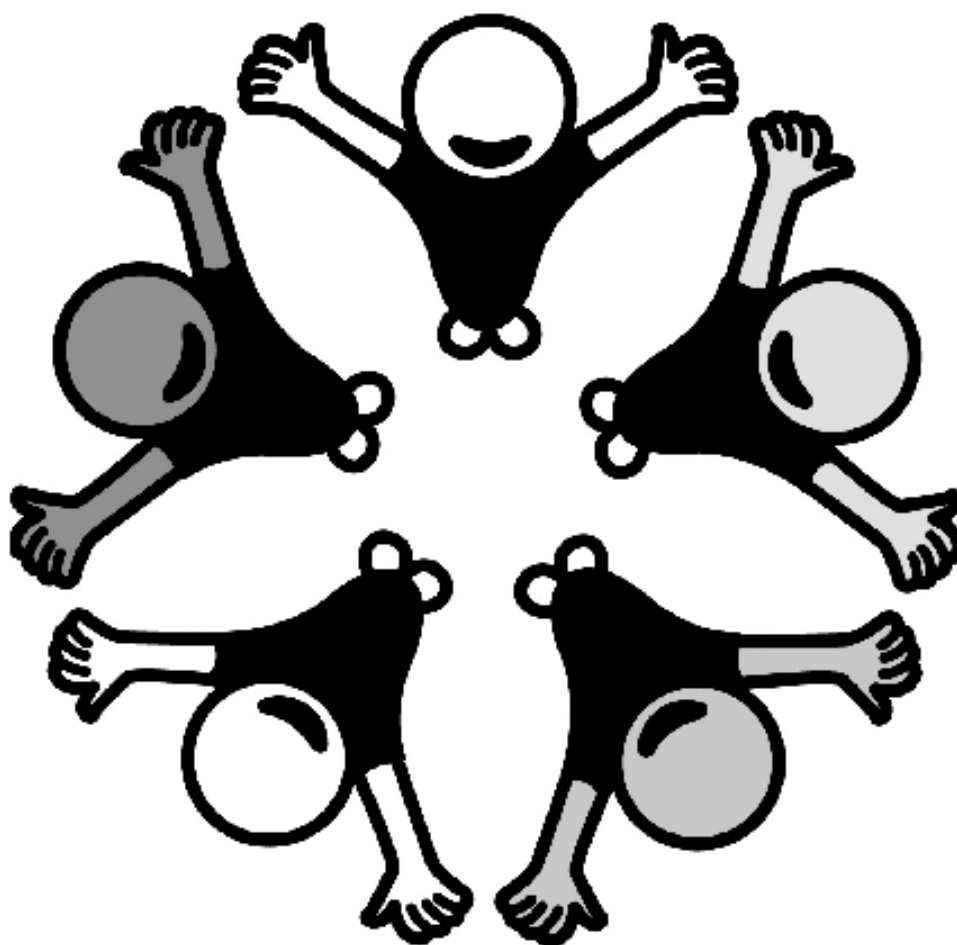
Grade 11

Grade 12

Students will be able to:

cohesion/ coherence	<ul style="list-style-type: none"> organize texts using common patterns, e.g., cause and effect, steps in a procedure or directions to follow interpret simple references within texts, e.g., pronouns, demonstratives 	<ul style="list-style-type: none"> use a variety of conventions to structure texts, e.g., conventions for writing dialogue interpret and use references within texts, e.g., pronouns, demonstratives interpret and produce texts which use patterns involving time or chronological sequencing
text forms	<ul style="list-style-type: none"> analyze and identify the organizational structure of a variety of text forms, e.g., folk tales, newspaper articles, instructions for a game recognize a variety of text forms delivered through a variety of media, e.g., videotaped instructions, reports with visuals 	<ul style="list-style-type: none"> use a variety of familiar text forms and media in their own productions, e.g., brochures, advertisements, reports, poetry, stories, recipes, comic strips, letters, radio or TV reports, articles
patterns of social interaction	<ul style="list-style-type: none"> initiate interactions and respond using a variety of social interaction patterns, e.g., casual conversation with classmates, routine telephone calls 	<ul style="list-style-type: none"> combine simple social interaction patterns to perform complex transactions and interactions, e.g., invitation - accept/ decline - explanation; request goods/ service - assess - complain

Global Citizenship



Global Citizenship

The learning outcomes for “Global Citizenship” deal with the development of intercultural competence,* encompassing some of the knowledge, attitudes and skills needed 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 illustration). Under each of these headings there are several strands (identified by strand headings on the left end of each row) that show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the heading "historical and contemporary elements of the culture*", there are strands for:

- the processes and methods of acquiring knowledge about culture;
- the cultural knowledge thus acquired;
- applications of that knowledge to aid comprehension and to communicate in appropriate ways;
- positive attitudes to the culture; and,
- knowledge of the diversity* within that 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 try to develop a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information on 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 unfamiliar elements of the culture, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming diversity” heading covers knowledge, skills and abilities 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 be from a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

Global Citizenship



historical and contemporary
elements of the culture

affirming diversity

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

personal and career opportunities

General Learning Outcome for Global Citizenship

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

historical and contemporary elements of the culture*

Grade 9

Grade 10

Students will be able to:

accessing/ analyzing cultural knowledge	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the culture ask questions about elements of the culture experienced in class make observations of the culture, e.g., as it is portrayed in texts* and in the community 	<ul style="list-style-type: none"> seek out information about the culture from authentic sources, e.g., people make connections between elements of the culture being studied and similar elements from their own compare some elements of the culture being studied with their own, e.g., geography and climate
knowledge of the culture	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the culture 	<ul style="list-style-type: none"> explore some elements of the culture, e.g., influence of the geography and climate on their way of life identify some things they have in common with people their own age who live in the culture
applying cultural knowledge	<ul style="list-style-type: none"> identify elements of the culture in the classroom, the school and the community identify commonalities and differences between the culture being studied and their own 	<ul style="list-style-type: none"> apply knowledge of elements of the culture to interpret cultural behaviour that is different from their own
diversity within the culture	<ul style="list-style-type: none"> identify some elements that reflect diversity within the culture identify commonalities and differences between diverse groups within the culture 	<ul style="list-style-type: none"> apply knowledge of diverse elements of the culture in interactions with people and texts, e.g., differences based on age and gender, urban and rural ways of life
valuing the culture	<ul style="list-style-type: none"> participate in cultural activities and experiences identify similarities between themselves and people of the culture being studied 	<ul style="list-style-type: none"> express an interest in finding out about people their own age who speak the language being studied express empathy for those whose cultural behaviour is different from their own

General Learning Outcome for Global Citizenship

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

historical and contemporary elements of the culture

Grade 11

Grade 12

Students will be able to:

accessing/ analyzing cultural knowledge	<ul style="list-style-type: none"> formulate questions about elements of the culture, e.g., patterns of behaviour or interaction typical of people their own age identify and use a variety of sources of information to find out about the culture 	<ul style="list-style-type: none"> organize, analyze and represent information about elements of the culture in a variety of ways make and test hypotheses about the culture
knowledge of the culture	<ul style="list-style-type: none"> explore and identify some elements of the culture, e.g., key historical events, emblems and markers of national identity, and their influence on contemporary ways of life and cultural values; everyday ways of life of people their own age 	<ul style="list-style-type: none"> explore and identify some elements of the culture, e.g., social and political institutions, major current events as a reflection of contemporary ways of life and cultural values
applying cultural knowledge	<ul style="list-style-type: none"> apply knowledge of elements of the culture in interactions with people and texts, e.g., interpret historical references 	<ul style="list-style-type: none"> apply knowledge of elements of the culture derived from a variety of sources to interpret behaviours and texts identify different perspectives on the culture and speculate on their origins, e.g., stereotypes of the culture present in their own community
diversity within the culture	<ul style="list-style-type: none"> apply knowledge of diverse elements of the culture in interactions with people and texts, e.g., ethnic or religious minorities 	<ul style="list-style-type: none"> apply knowledge of diverse elements of the culture derived from a variety of sources to interpret behaviours and texts identify different perspectives on diverse elements of the culture and speculate on their origins, e.g., stereotypes within the culture
valuing the culture	<ul style="list-style-type: none"> choose to participate in and contribute to activities and experiences that reflect the culture seek out and use opportunities to enter into contact with members of the culture, e.g., exchange letters with a pen pal 	<ul style="list-style-type: none"> examine their own perception of the language and culture (including stereotypes) seek out and use opportunities to enter into contact with members from a range of social groups within the culture

General Learning Outcome for Global Citizenship

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

affirming diversity

Grade 9

Grade 10

Students will be able to:

awareness of first language	<ul style="list-style-type: none"> identify similarities between their first language and the language being learned, e.g., sounds, specific words, the alphabet or writing system used 	<ul style="list-style-type: none"> identify similarities and differences between their first language and the language being learned, e.g., word order, different spellings for similar words (cognates), different social conventions, grammar structures
general language knowledge	<ul style="list-style-type: none"> explore the variety of languages spoken by their schoolmates and members of their community identify differences and similarities between different languages within their personal experience, e.g., words, writing systems describe ways languages can be taught and learned, e.g., in natural settings (home, community), in institutions (schools) 	<ul style="list-style-type: none"> recognize that in any language there are different words for the same thing and that individuals use language in personal ways, e.g., their grandparents use different words than their schoolmates recognize that languages can be grouped into families based on common origins
awareness of own culture	<ul style="list-style-type: none"> recognize similarities between their own culture and other cultures make connections between individuals or situations in texts and their own personal experiences 	<ul style="list-style-type: none"> identify similarities and differences between their own culture and other cultures, e.g., occupations, seasonal activities, celebrations, foods, roles of family members
general cultural knowledge	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of different cultures recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community recognize that culture is expressed through a variety of forms, e.g., stories, art forms, crafts 	<ul style="list-style-type: none"> recognize that speakers of the same language may come from different cultural backgrounds recognize some of the factors that affect the culture of a particular region, e.g., geography, climate
valuing diversity	<ul style="list-style-type: none"> work and play with others who are different engage in activities that reflect other ways of doing things or other perspectives 	<ul style="list-style-type: none"> identify the limitations of adopting a single perspective, e.g., on objects, persons, experiences or events demonstrate curiosity about other languages and cultures
intercultural skills	<ul style="list-style-type: none"> adapt to new situations listen with attention to the opinions of others initiate and maintain new relationships e.g., make a new classmate feel welcome 	<ul style="list-style-type: none"> reflect on their actions and the consequences of their actions for others explore how their perspective is shaped by a variety of factors, e.g., personal, group, environmental

General Learning Outcome for Global Citizenship

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

affirming diversity

Grade 11

Grade 12

Students will be able to:

awareness of first language	<ul style="list-style-type: none"> identify some words in their first language that have been borrowed from the language being learned or from other languages identify some regional variations in their first language 	<ul style="list-style-type: none"> analyze ways in which their first language and the language being learned are similar and ways in which they may differ, e.g., grammar structures, text forms identify aspects of their personal style in both speech and writing
general language knowledge	<ul style="list-style-type: none"> identify how and why languages borrow from one another recognize that languages may have regional differences in pronunciation, vocabulary or structure 	<ul style="list-style-type: none"> describe ways languages evolve over time and the reasons for their evolution describe factors that influence the status of languages
awareness of own culture	<ul style="list-style-type: none"> identify some influences (e.g., cultural conditioning) on the development of their personal identity identify shared references (e.g., world wars, immigration, celebrities) and the different connotations attached to them in the culture being studied and in their own culture 	<ul style="list-style-type: none"> identify ethnocentric elements in documents from their own culture analyze ways in which their own culture and the culture being studied are similar and ways in which they may differ, e.g., social and political institutions, influence of history on contemporary life
general cultural knowledge	<ul style="list-style-type: none"> recognize that within any culture there are important differences in the way people speak and behave recognize some of the factors that affect the culture of a particular region, e.g., historical events, significant individuals 	<ul style="list-style-type: none"> recognize that different cultures may have different interpretations of texts, cultural practices or products describe some causes of breakdown in communication and misunderstanding when communicating with people from an unfamiliar culture
valuing diversity	<ul style="list-style-type: none"> recognize and acknowledge different perspectives and the value of these differences seek out opportunities to interact with people from various cultures that have an interest in the language and/or culture being studied 	<ul style="list-style-type: none"> recognize contributions to human understanding and well-being made by people from a variety of cultures
intercultural skills	<ul style="list-style-type: none"> explore representations of their own culture as seen from the outside, e.g., as seen by members of another culture identify and make use of public and private institutions which facilitate contact with other countries and cultures 	<ul style="list-style-type: none"> recognize stereotypical thinking use a variety of strategies for dealing with breakdowns in communication and misunderstandings when encountering an unfamiliar culture identify ethnocentric perspectives in a document or event and explain their origins

General Learning Outcome for Global Citizenship

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

personal and career opportunities

Grade 9

Grade 10

Students will be able to:

the specific international
culture and language

- suggest some reasons for learning the specific language
- identify some personal uses they have made of their knowledge of the specific language and culture

- identify some careers for which knowledge of international languages is useful
- identify some places that they could visit where the language being learned is spoken
- identify aspects of the history, literature, arts, crafts of the culture which are of personal interest

cultural and linguistic
diversity

- suggest some reasons for learning an additional language, and for participating in activities and experiences that reflect elements of different cultures
- identify some personal uses they have made of their knowledge of different languages and cultures

- identify some careers for which knowledge of different languages and cultures is useful
- identify some countries where there is significant linguistic and cultural diversity
- identify aspects of the history, literature, arts, crafts of different cultures that are of personal interest

General Learning Outcome for Global Citizenship

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

personal and career opportunities

Grade 11

Grade 12

Students will be able to:

the specific international
culture and language

- identify some careers that use knowledge of the language being learned
- explore personal reasons for learning the specific language
- explore opportunities for further education related to the specific language and culture

- explore careers in which knowledge of the specific international language and culture can be applied
- explore applications of the specific international language and culture in the global workplace and marketplace

cultural and linguistic
diversity

- identify some careers that use knowledge of international languages and cultures, and intercultural skills
- explore personal reasons for learning additional languages and experiencing other cultures
- explore opportunities for further education related to languages and cultures

- explore careers in which knowledge of an additional language and intercultural skills can be applied
- explore applications of language and culture learning in the global workplace and marketplace

Strategies



Strategies

Under the “Strategies” heading are specific learning outcomes which will help students learn and communicate more **effectively**. Strategic competence* has long been recognized as an important component of communicative competence, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. The learning outcomes that follow deal with strategies for language learning*, language use* in a broad sense, as well as general learning strategies which help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings (see illustration). Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand deals with a specific category of strategy (identified by a strand heading on the left end of the row). Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use a specific strategy at a particular grade level. Consequently, the learning outcomes describe the student's knowledge of and ability to use a certain type of strategy. The strategies described are **only examples** that give an idea of the kinds of strategies from which students of that age and that level of proficiency might benefit.

A global list of the strategies mentioned in the specific learning outcomes can be found in Appendix III of this document. Teachers need to know and model a broad range of strategies from which students are then able to choose. Strategies of all kinds are best taught in the context of learning activities. This allows students to apply the strategies immediately and then reflect on their use.

Strategies



language learning

language use

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

general learning

General Learning Outcome for Strategies

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

language learning

Grade 9

Grade 10

Students will be able to:

cognitive	<ul style="list-style-type: none">• use simple cognitive strategies, with guidance, to enhance language learning, e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, listen attentively, memorize new words by repeating them silently or aloud	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance language learning, e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task, make personal dictionaries, experiment with various elements of the language
metacognitive	<ul style="list-style-type: none">• use simple metacognitive strategies, with guidance, to enhance language learning, e.g., reflect on learning tasks with the guidance of the teacher, make choices about how they learn,	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance language learning, e.g., make a plan in advance about how to approach a language learning task, reflect on the listening, reading and writing process, check copied writing for accuracy
social/ affective	<ul style="list-style-type: none">• use simple social and affective strategies, with guidance, to enhance language learning, e.g., seek the assistance of a friend to interpret a text, initiate or maintain interaction with others, participate in shared reading experiences	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance language learning, e.g., work cooperatively with peers in small groups, understand that making mistakes is a natural part of language learning, experiment with various forms of expression and note their acceptance or non-acceptance by more experienced speakers

General Learning Outcome for Strategies

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

language learning

Grade 11

Grade 12

Students will be able to:

cognitive	<ul style="list-style-type: none">select and use a variety of cognitive strategies to enhance language learning, e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language; look for patterns and relationships	<ul style="list-style-type: none">select and use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
metacognitive	<ul style="list-style-type: none">select and use a variety of metacognitive strategies to enhance language learning, e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	<ul style="list-style-type: none">select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements
social/ affective	<ul style="list-style-type: none">select and use a variety of social and affective strategies to enhance language learning, e.g., use self-talk to make themselves feel competent to do the task, be willing to take risks, try unfamiliar tasks and approaches	<ul style="list-style-type: none">select and use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., repeat back new words and expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate; reduce anxiety by using mental techniques

General Learning Outcome for Strategies

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

language use

Grade 9

Grade 10

Students will be able to:

interactive	<ul style="list-style-type: none">• use simple interactive strategies with guidance, e.g., indicate lack of understanding verbally or non-verbally, interpret and use a variety of non-verbal clues to communicate, ask for clarification or repetition when they do not understand	<ul style="list-style-type: none">• identify and use a variety of interactive strategies, e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction, use the other speaker's words in subsequent conversation
interpretive	<ul style="list-style-type: none">• use simple interpretive strategies with guidance, e.g., use illustrations to aid reading comprehension; make connections between texts on the one hand, and prior knowledge and personal experience on the other	<ul style="list-style-type: none">• identify and use a variety of interpretive strategies, e.g., determine the purpose of listening or reading, then listen or read selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience, listen or look for key words,
productive	<ul style="list-style-type: none">• use simple productive strategies with guidance, e.g., use familiar repetitive patterns from stories, songs, rhymes or media; copy what others say or write; use words that are visible in the immediate environment	<ul style="list-style-type: none">• identify and use a variety of productive strategies, e.g., use knowledge of sentence patterns to form new sentences, use illustrations to provide detail when producing their own texts, be aware of and use the steps of the writing process

General Learning Outcome for Strategies

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

language use

Grade 11

Grade 12

Students will be able to:

interactive	<ul style="list-style-type: none">select and use a variety of interactive strategies, e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary, ask for confirmation that a form used is correct	<ul style="list-style-type: none">select and use appropriate interactive strategies in a variety of situations, e.g., repeat back part of what someone has said to confirm mutual understanding, summarize the point reached in a discussion to help focus the talk
interpretive	<ul style="list-style-type: none">select and use a variety of interpretive strategies, e.g., prepare questions or a guide to note down information found in the text, reread several times to understand complex ideas	<ul style="list-style-type: none">select and use appropriate interpretive strategies in a variety of situations, e.g., infer probable meaning of unknown words or expressions from contextual clues, summarize information gathered
productive	<ul style="list-style-type: none">select and use a variety of productive strategies, e.g., use resources to increase vocabulary, use a variety of resources to correct texts, take notes when reading or listening to assist in producing their own text	<ul style="list-style-type: none">select and use appropriate productive strategies in a variety of situations, e.g., proofread and edit final version of text, apply grammar rules to improve accuracy at the correction stage, use circumlocution and definition to compensate for gaps in vocabulary

General Learning Outcome for Strategies

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

general learning

Grade 9

Grade 10

Students will be able to:

cognitive	<ul style="list-style-type: none">• use simple cognitive strategies to enhance general learning, e.g., classify objects and ideas according to their attributes, connect what they already know with what they are learning	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance general learning, e.g., focus on and complete learning tasks, use mental images to remember new information, experiment with and concentrate on one thing at a time
metacognitive	<ul style="list-style-type: none">• use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options, reflect on learning tasks with the guidance of the teacher, discover how their efforts can affect their learning	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance general learning, e.g., divide an overall learning task into a number of subtasks, make a plan in advance about how to approach a task, identify their own needs and interests
social/ affective	<ul style="list-style-type: none">• use simple social and affective strategies to enhance general learning, e.g., follow their natural curiosity and intrinsic motivation to learn, seek help from others, participate in cooperative group learning tasks	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance general learning, e.g., choose learning activities that enhance understanding and enjoyment; encourage themselves to try, even though they might make mistakes; take part in group decision-making processes

General Learning Outcome for Strategies

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

general learning

Grade 11

Grade 12

Students will be able to:

cognitive	<ul style="list-style-type: none">select and use a variety of cognitive strategies to enhance general learning, e.g., distinguish between fact and opinion when using a variety of sources of information; formulate key questions to guide research; use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember	<ul style="list-style-type: none">select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., make inferences, identify and justify the evidence on which their inferences are based, use previously acquired knowledge or skills to assist with a new learning task
metacognitive	<ul style="list-style-type: none">select and use a variety of metacognitive strategies to enhance general learning, e.g., manage the physical environment in which they have to work, keep a learning journal such as a diary or a log, work with others to monitor their own learning	<ul style="list-style-type: none">select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., develop criteria for evaluating their own work, reflect upon their thinking processes and how they learn
social/ affective	<ul style="list-style-type: none">select and use a variety of social and affective strategies to enhance general learning, e.g., use support strategies to help peers persevere at learning tasks, be willing to take risks, try unfamiliar tasks and approaches, take part in group problem-solving processes	<ul style="list-style-type: none">select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., use self-talk to make themselves feel competent to do the task, use social interaction skills to enhance group learning tasks

Appendices

- I. Using the Framework
- II. Areas of Experience
- III. Global List of Strategies
- IV. Sample List of Text Forms
- V. Glossary

I. Using the *Framework*

When using this *Framework* to develop curricula for specific international languages, a number of factors need to be considered during curriculum development:

- the amount of **time** available for instruction;
- the **grade level** at which programming will begin;
- the students' **prior knowledge** of and experience with the language and the skills they have developed as a result; and
- the **nature of the language** being learned and, particularly, how different it is from the language or languages with which students are already familiar..

Other factors need consideration later when the curricula that have been developed are ready to be implemented. These include:

- **support** for the international language in the school, among parents and in the community at large;
- the skill and knowledge of the **teacher**;
- how classes are **scheduled** on a weekly and yearly basis;
- the choice of **topics and tasks**;
- the **resources** used for learning activities;
- the **language of instruction**;
- how **multi-grade groupings** are handled;
- the **assessment and evaluation** strategies used; and,
- the opportunities for **real-life applications** of language learning.

Curriculum Development Issues

When using the *Common Curriculum Framework* to develop a curriculum for a specific international language, the context in which the language will be taught should be considered. The following are some guidelines for adjusting the information in this document to suit local circumstances.

Time

The amount of time allocated to the study of an international language may vary. The *Framework* was designed on the basis of the following time allocations:

- from 20-30 minutes per day at the elementary level (kindergarten to grade 5);
- from 30-40 minutes per day at the middle level (grades 6 to 9); and,
- courses of 100-110 hours at the secondary level (grades 10 to 12).

If the amount of time is reduced, then the expected level of achievement should be adjusted accordingly.

Where there is a good collaborative relationship between the international language teacher and the classroom teacher, or where one person is teaching a variety of subject areas, the international language can be integrated with other subjects. This allows for more efficient use of limited time and should enhance language learning.

Entry Level

The debate over whether it is better to begin learning a second language at an early age or to wait until students are more mature has not been resolved. There is, however, some evidence in support of starting second language learning early. Students have a greater exposure to the language over time and develop more native-like pronunciation. The increased cognitive abilities of older students who enter a language program later may partially compensate for the reduced amount of time spent on language learning. However, late-entry students cannot be expected to attain the same level of skill and knowledge as students who begin in kindergarten or grade one.

Prior Knowledge

The *Common Curriculum Framework* assumes that students will have limited or no previous knowledge of the specific international language. When the majority of students do have previous knowledge of the international language, schools may offer an accelerated program or may assess students and plan courses which suit students' particular needs. In situations where there is a mix of levels in one grade, students should be assessed and activities planned to meet their individual language learning needs.

Students who already have a second language, particularly one that is related to the language being studied, can be expected to learn additional languages more quickly and more easily than those beginning their study of a second language. For example, English-speaking students enrolled in French Immersion, who are beginning the study of Spanish in grade 4, will probably progress more quickly in that language than students beginning Spanish with no other experience of a second language.

Nature of the Language

The *Common Curriculum Framework* is designed to be used to develop curriculum for any language. However, the amount of time and practice needed to attain comparable performance outcomes will vary from language to language. All other variables being equal, students will take longer to learn a language that is very different from their first language.

Some curriculum writers may have to adjust the learning outcomes to accommodate the difficulty of the specific international language for English speakers. In particular, expectations may need to be adjusted to reflect the dissimilarity between the written form of specific international languages and that of English.

Implementation Issues

Once the curriculum for the specific international language has been developed and is ready to be implemented, a number of decisions must be made about how the course will be staffed and administered. The following are some guidelines for making these decisions.

Community Support

Successful international language programming is dependent on the support of all the partners in education. It is critical, however, to have the active involvement of:

- the administration and staff of the school;
- parents of the students enrolled; and,
- members of the community at large, particularly those who speak the language being taught.

Teachers

A communicative approach to second language teaching uses content based on the interests and experiences of the students. This approach demands a broad range of teacher knowledge and skills, both in the international language and in second language pedagogy.

Teachers need to be proficient in the language being taught, and have training and experience in a variety of current approaches to second language teaching, including the communicative approach. In addition, teachers will benefit from experience and expertise in:

- responding to diversity in the classroom and using multilevel groupings;
- cooperative learning and student-centred learning;
- multi-media and computer-assisted learning; and,
- resource-based language learning.

Teachers also need to participate in professional development in order to maintain or improve their fluency in the language and keep their teaching skills current.

Scheduling

International language courses should be scheduled to ensure maximum continuity of exposure to the language. If students lose contact with the language for long periods of time, whether on a weekly or a yearly basis, time is lost reviewing previously learned material that has been forgotten. Students benefit from using the language on a daily basis. Classroom periods of less than 30 minutes make it difficult to use a student-centred, task- or content-based approach.

Choice of Topics and Tasks

In the *Common Curriculum Framework*, three domains, the personal, the public and the educational, are suggested as organizers to guide the choice of tasks. Appendix I contains a list of areas of experience under each of the three domains and a table showing how topics can be developed at different levels. The topics listed are not mandatory, but intended to encourage teachers to provide a broad range of language learning experiences at every level. Choices should be guided by the needs, interests and daily experiences of the students.

Resources

Planning lessons and assembling resources for a task-based language course means more than finding a good text with accompanying workbook and listening tapes. As much as possible, students should work with all kinds of authentic documents, that is, documents that were designed for speakers of the language in question rather than for the purpose of second language teaching. These documents should also be appropriate for the age and the developmental level of the students. Activities should reflect the principles outlined previously in "Effective Language Learning" (p 4).

Language of Instruction

It is expected that the international language will be used for instruction in order to maximize exposure to the language. Learners will sometimes use their first language, especially in the early stages of learning, but will gradually move to the second language as they gain more skill and knowledge. Occasionally, a few minutes of class time may be used for reflection on the learning process in the students' first language.

Multi-Grade Groupings

In some situations, students from two or more grades may have to be combined into one international language class. By organizing classroom activities around a task- or a content-related project, students of different ages and different levels of ability can be accommodated in a single classroom. Although all students will be working on the same task or project, expectations will be different for each grade or subgroup. Careful planning from year to year will ensure that students experience a variety of learning activities on a broad range of topics.

Assessment and Evaluation

Language learning that is task-based and student-centred cannot adequately be assessed by traditional grammar quizzes or even structured oral interviews. Teachers need to use a variety of authentic assessment strategies, such as:

- observation checklists;
- rating scales;
- anecdotal records;
- communicative tests;
- portfolios;

- self-assessment;
- peer and group assessment;
- portfolios; and,
- performance profiles.

Real-life Applications

Students will be more successful language learners if they have opportunities to use the language for authentic communication in a broad range of contexts. The *Common Curriculum Framework* supports and encourages the real-life application of language learning through meaningful contact with fluent speakers of the specific international language.

Language programs being taught in a "foreign language" context, in other words, with no language community immediately available, can make use of authentic materials, electronic communications and multimedia resources to support language learning. They can also facilitate student participation in exchanges (within Canada or abroad), language camps or weekend immersion experiences, field trips or longer excursions. Schools or communities can be twinned, pen pals arranged, visitors invited into the school.

II. Areas of Experience

PERSONAL

FAMILY (EXTENDED)

- roles and responsibilities
- special events and family celebrations

HOME

- rooms and furnishings

SELF

- physical
 - body
 - clothing
- emotional

FRIENDS

- relationships
- shared activities

DAILY ACTIVITIES

- routines and chores
- meals
- family traditions

LEISURE ACTIVITIES

- sports
- hobbies
- music

PUBLIC

COMMERCIAL

TRANSACTIONS AND BUSINESS

- shopping
- restaurants
- services

TRAVEL

- daily
- vacations

OCCUPATIONS

- trades
- professions
- careers

MASS MEDIA

- television
- newspapers and magazines
- world wide web

ARTS AND ENTERTAINMENT

- professional sports
- theatre, dance, films
- music performances
- visual arts and design

INSTITUTIONS

- government, churches, schools
- public celebrations
- business and industry

CIVIC RESPONSIBILITIES

- conservation
- charitable

EDUCATIONAL

HUMANITIES

- literature
- arts

SOCIAL SCIENCES

- geography
- history
- social issues

NATURAL SCIENCES AND MATHEMATICS

- weather and climate
- animals and plants
- technology
- inventions
- money
- ecology and the environment
- outer space

HEALTH AND PHYSICAL EDUCATION

- physical activity
- nutrition
- public health issues

Areas of Experience: Example of Distribution by Grades

	Personal	Public	Educational
K - 3	My family My home My body Clothing for each season Games and songs Favorite foods My birthday	Going shopping Going on vacation Jobs people do Being a good neighbour Holidays and festivals Around school	Stories and rhymes Today's weather Domestic/ wild animals Counting things Songs and dances Sports and games
4 - 6	My family tree Helping at home My room Friends My hobbies and pastimes Happy and sad Favorite times of the year	Public transport What's on TV? My community People who help others Going to the doctor	Caring for pets Food and nutrition Maps and plans Making things grow Spatial relationships Making music/ art
7 - 9	Family traditions Fashion Peer pressure Extracurricular activities Cooking at home	Going out (restaurants, movies, sports, shows) Emergencies Cartoons and comics Community service Summer holidays	Healthy living Space travel Helping the environment Peoples that make up Canada Short stories and poems The arts around the world How much will it cost?
10 - 12	Family relationships Special friends Personal identity and style Leisure time	Career options Getting information Consumerism Media Public institutions Travel	Literature and the arts Personal finances Technology Peace and human rights Responsible citizenship Lifelong fitness

III. Global List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- do actions to match words of a song, story or rhyme
- learn short rhymes or songs incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express their meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the language being learned and their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in the language being learned or in their own language
- find information using reference materials like dictionaries, textbooks, grammars
- use available technological aids to support language learning, e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate their own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition and identify one or more they consider particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers
- participate actively in conferencing and brainstorming as a pre- and post-writing exercise
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, try unfamiliar tasks and approaches
- repeat back new words and expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive

- use words from their first language to get their meaning across, e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- acknowledge being spoken to
- interpret and use a variety of non-verbal clues to communicate, e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally, e.g., *Pardon, Sorry, I didn't understand*, raised eyebrows, blank look
- ask for clarification or repetition when they do not understand, e.g., What do you mean by...?, Could you say that again, please?
- use the other speakers' words in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood, e.g., raised eyebrows, blank look
- start again using a different tactic when communication breaks down, e.g., What I'm trying to say is...
- invite others into the discussion
- ask for confirmation that a form used is correct, e.g., Can you say that?
- use a range of fillers, hesitation devices and gambits to sustain conversations, e.g., Well, actually..., Where was I?...
- use circumlocution to compensate for lack of vocabulary, e.g., the thing you hang clothes on for hanger
- repeat back part of what someone has said to confirm mutual understanding, e.g., So what you are saying is...
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding, e.g., Am I making sense?
- use suitable phrases to intervene in a discussion, e.g., Speaking of...
- self-correct if errors lead to misunderstandings, e.g., *What I mean to say is...*

Interpretive

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

Productive

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

General Learning Strategies

Cognitive

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

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of sub-tasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/affective

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

IV. Sample List of Text Forms

Written Texts

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopaedia entries
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other "how to" texts
- Invitations
- Journals, diaries and logs
- Labels and packaging
- Letters (business and personal)
- Lists, notes, personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices, announcements
- Stories
- Textbook articles
- Tickets, timetables and schedules

Oral Texts

- Advertisements
- Announcements
- Ceremonies (religious and secular)
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Reports and presentations
- Songs and hymns
- Telephone conversations

Multimedia Texts

- Comic strips
- Computer and board games
- Movies and films
- Slide/tape and video presentations
- TV programs
- Websites

V. Glossary

Actional competence

See "communicative competence".

Cohesion and coherence

Cohesion and coherence are two important elements of discourse competence (see below). Cohesion in a discourse sequence is created by many words or phrases (see "discourse markers" below) that link one part of the text to another. Coherence is more concerned with the large structure of texts: a single theme or topic, the sequencing or ordering of the sentences, the organizational pattern (temporal sequencing, cause and effect, condition and result, etc.). Texts that are cohesive and coherent are easier to interpret.

Communicative competence

The model of communicative competence adopted in this document is roughly based on the models of Canale and Swain (1980), and Celce-Murcia, Dörnyei and Thurrell (1995), but it includes insights from a number of other researchers including Byram (1997), Bachman (1990) and Cohen (1998). It is comprised of the following components:

Grammatical competence is defined by Savignon (1983) as "mastery of the linguistic code, the ability to recognize the *lexical, morphological, syntactic, and phonological* features of a language and to manipulate these features to form words and sentences." (p. 37) These elements of communicative competence are developed in the Language Competence component under the cluster heading "attend to form". Following Celce-Murcia, Dörnyei and Thurrell, *orthography* has been added in the *Framework*.

Discourse competence "is the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context." (Savignon, 1983, p. 40) It involves understanding and being able to use the words and grammatical functions which are used to make connections between elements of a text so that the text forms a meaningful whole.

Some examples are noun – pronoun references, relative pronouns, conjunctions such as *but, and, so*, as well as many words and phrases such as *therefore, afterwards, on the other hand, besides, for example*. Discourse competence is developed in the Language Competence component under the cluster heading "apply knowledge of how discourse is organized, structured and sequenced".

Sociolinguistic or sociocultural competence has to do with the appropriateness of language in relation to the context or situation. It includes elements such as sensitivity to differences in register or variations in language, non-verbal communication and idiomatic expressions. Sociocultural competence is developed in the Language Competence component under the cluster heading "apply knowledge of the sociocultural context".

Functional or actional competence covers the purposes of language users, the contexts in which they can operate and the functions which they can carry out using the language. This component is defined in the Applications component of the framework.

Intercultural competence is a combination of knowledge, skills and attitudes which enable individuals to communicate and interact across cultural boundaries. These include the skills of finding information about a culture, interpreting it in order to understand the beliefs, meanings and behaviours of members of that culture, relating one's own culture to the target culture and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of the other culture, a heightened awareness of their own, as well as knowledge of the processes of interaction between two cultures. Pre-conditions for successful intercultural interaction are an attitude of openness and curiosity, and a willingness to look at the world from the point of view of the other culture. Intercultural competence is developed in the Global Citizenship component of the framework.

Strategic competence, in early models of communicative competence, was defined as "ways to avoid potential, or repair actual difficulties in communication, coping with communication breakdown, using affective devices." (Citizenship and Immigration Canada, 1996, p. 13). The concept was later expanded to include any strategies used to enhance communication and language learning. See "language learning strategies" and "language use strategies" below. Strategic competence is developed in the Strategies component of the *Framework*.

Content-based language learning

In content-based language learning, students learn a second language while they are learning content from another subject area. This is the approach taken in French immersion and bilingual programming.

Culture

The members of the culture task force of the National Core French Study (LeBlanc, 1990) have defined culture as "the general context and way of life. It is the behaviors and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups." (p. 44) An important element of a people's way of life is their means of communicating amongst themselves, that is, their language.

Historical and contemporary elements of the culture may include historical and contemporary events; significant individuals; emblems or markers of national identity (myths, cultural products, significant sites, events in the collective memory); public institutions; geographical space (regions, landmarks, borders, frontiers); social distinctions; conventions of behaviour; beliefs, taboos, perceptions and perspectives. Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.

Discourse	Discourse is connected speech or writing that extends beyond a single sentence or utterance.
Discourse competence	See "communicative competence".
Diverse, diversity	Within most cultures, there are groups of people who have cultural beliefs, values and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race or colour.
Functional competence	See "communicative competence".
Grammatical competence	See "communicative competence".
Guided situations	<p>This term is used to describe all the methods teachers and other helpful conversational partners use to help language learners understand and produce language.</p> <p>Oral language is more easily understood if speech is slow and clearly articulated with pauses to assimilate meaning and if it is accompanied by gestures, facial expressions, body language or visuals which help to express the meaning. Language learners will have less difficulty understanding a familiar speaker (one whose voice, accent and speech habits are well known to them) speaking about a topic that they know well and are interested in.</p> <p>Written language is more easily understood if, for example, there are illustrations to support the text, titles and subtitles to guide the reader and the topic is a familiar one.</p> <p>Both oral and written production can be guided by providing students with language models (e.g., sample sentence structures, text forms, patterns of social interaction) and a language-rich environment (e.g., illustrated thematic vocabulary lists on classroom walls, labels on classroom objects, correction guides, illustrated dictionaries).</p>

Idiomatic expression

As students become more proficient, these supports can gradually be removed until the language they are exposed to closely resembles language in authentic situations.

An idiom or an idiomatic expression is a word or group of words that has a commonly accepted meaning that is not the literal meaning. Some examples are: *he passed away* (he died), *happy as a lark* (very happy), *I'm fed up* (I've had enough, I'm disgusted, bored).

Intercultural competence

See "communicative competence".

Kinaesthetic ability

This is the ability to use the body to express ideas and feelings, and the ability to use the hands to produce or transform things.

Language learning strategies

These are actions taken by learners to enhance their learning.

Cognitive strategies operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language.

Metacognitive strategies are higher order skills that students use to manage their own learning. They include planning for, monitoring and evaluating the success of language learning.

Social strategies are actions learners take in order to interact with other learners or with speakers of the target language.

Affective strategies are methods learners use to regulate their emotions, motivation and attitudes to make them more conducive to learning.

Language use strategies These are actions taken to enhance communication. In early conceptual models of communicative competence (Canale and Swain, 1980), strategic competence was one component. It was defined as the strategies used "to compensate for breakdowns in communication due to performance variables or to insufficient competence" (p. 30). Subsequent models have broadened the definition to include non-compensatory strategies. The term "language use strategies" is being used, rather than "communication strategies" to reflect this broader range. The strategies in the *Common Curriculum Framework* are organized according to the three communicative modes: interaction, interpretation and production.

Language use strategies can be seen as a subcategory of language learning strategies since any action taken to enhance communication or to avoid communication breakdown can be seen as increasing the chances that language learning will take place. Language use strategies can, however, be used with no intention of trying to learn the language better.

Lexical phrase A group of words that functions like a single word, e.g., *all of a sudden, lie down, well done*.

Lexicon Lexicon covers all kinds of words, both content words (e.g., *dog, run, happy*) and function words (e.g., *him, from, but*). It also includes lexical phrases, which are groups of words that function like a single word (e.g., *all of a sudden*).

Linguistic competence See "communicative competence".

Mechanical conventions These are the conventions used to make written text easier to read. They include such things as capitalization, punctuation, paragraphs, titles or headings.

Morphology Morphology is the part of grammar that deals with changes in words which mark their function in the sentence, e.g., changes in verb endings or adjectives to mark agreement.

Non-verbal communication

A large part of what we communicate is done without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, touching as well as sounds, noises and silence.

Orthography

Orthography describes the writing system of the language, the correlation between the sounds and the spelling where the writing system is alphabetic, the rules of spelling, as well as mechanical conventions such as capitalization and punctuation.

Patterns of social interaction

Social interaction often follows fairly predictable patterns. Very simple patterns are made up of two or three exchanges (e.g., greeting-response). More complex patterns may have some compulsory elements and some optional elements that depend on the situation (e.g., express an apology, accept responsibility, offer an explanation, offer repair, promise non-recurrence). Lengthy interactions and transactions can be carried out by combining simpler ones to suit the situation.

Phonology

Phonology describes the sound system of the language, including pronunciation of vowels and consonants, intonation, rhythm and stress.

Proficiency

Canadian Language Benchmarks (Citizenship and Immigration Canada, 1996) defines proficiency as "communicative competence, demonstrated through the ability to communicate and negotiate meaning and through the ability to interact meaningfully with other speakers, discourse, texts and the environment in a variety of situations." (p. 10)

Register

Register is the level of formality of speech or writing based on the social context in which the language is used. Casual conversation uses an informal register while situations like a public lecture or a radio broadcast demand a more formal register. The language used in a personal letter to a good friend or a close family member differs considerably from a formal letter in the business world.

Social conventions	These are the customs that accompany speech in social situations. They include actions such as bowing, shaking hands or kissing; topics that are taboo in conversation; conventions for turn-taking and interrupting or refusing politely; appropriate amounts of silence before responding.
Sociocultural competence	See "communicative competence".
Sociolinguistic competence	See "communicative competence".
Spatial ability	This is the ability to perceive the visual-spatial world accurately and to work with these perceptions. It includes sensitivity to color, line, shape, form, space and the relationships between them.
Strategic competence	See "language use strategies".
Syntax	Syntax is the part of grammar that deals with language at the sentence level, for example, word order, types of sentences, the way sentences are constructed.
Task	Task is used in the <i>Common Curriculum Framework</i> to mean “a piece of work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (adapted from Nunan, 1989).
Task-based language learning	In task-based language learning, classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes or language functions.
Text	Any connected piece of language, whether spoken utterance or a piece of writing which language users/ learners interpret, produce or exchange. There can, thus, be no act of communication through language without a text.

Text forms

Different kinds of texts have typical structures. A letter, for example, has a different form or structure than a report or a poem. An oral interview is different from an announcement or an oral presentation. A sample list of text forms can be found in the Appendices.

Variations in language

Within any language, there are variations in the way people speak and write. Language can vary with the age, gender, social class, level of education and occupation of the speaker. It can also vary from region to region within a country. Variations include differences in accent, vocabulary and sometimes syntax as well as different social conventions.

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