

Progression of Learning in Secondary School

Spanish as a Third Language

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Progression of Learning in Secondary School

The progression of learning in secondary school constitutes a complement to each school subject, providing further information on the knowledge that the students must acquire and be able to use in each year of secondary school. This tool is intended to assist teachers in planning both their teaching and the learning that their students are to acquire.

The role of knowledge in learning

The knowledge that young people acquire enables them to better understand the world in which they live. From a very early age, within their families and through contact with the media and with friends, they accumulate and learn to use an increasingly greater body of knowledge. The role of the school should be to progressively broaden, deepen and structure this knowledge.

Knowledge and competencies must mutually reinforce each other. On the one hand, knowledge becomes consolidated when it is used and, on the other hand, the exercise of competencies entails the acquisition of new knowledge. Helping young people acquire knowledge raises the challenging question of how to make this knowledge useful and durable, and thus evokes the notion of competency. For example, we can never be really assured that a grammar rule has been assimilated until it is used appropriately in a variety of texts and contexts that go beyond the confines of a repetitive, targeted exercise.

Intervention by the teacher

The role of the teacher in knowledge acquisition and competency development is essential, and he or she must intervene throughout the learning process. In effect, the *Education Act* confers on the teacher the right to “select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care.” It is therefore the teacher’s responsibility to adapt his or her instruction and to base it on a variety of strategies, whether this involves lecture-based teaching for the entire class, individualized instruction for a student or a small group of students, a series of exercises to be done, a team activity or a particular project to be carried out.

In order to meet the needs of students with learning difficulties, teachers should encourage their participation in the activities designed for the whole class, although support measures should also be provided, when necessary. These might involve more targeted teaching of certain key elements of knowledge, or they might take the form of other specialized interventions.

As for the evaluation of learning, it serves two essential functions. Firstly, it enables us to look at the students’ learning in order to guide and support them effectively. Secondly, it enables us to verify the extent to which the students have acquired the expected learning. Whatever its function, in accordance with the *Policy on the Evaluation of Learning*, evaluation should focus on the acquisition of knowledge and the students’ ability to use this knowledge effectively in contexts that draw upon their competencies.

Structure

The progression of learning is presented in the form of tables that organize the elements of knowledge similarly to the way they are organized in the subject-specific programs. In mathematics, for example, learning is presented in fields: arithmetic, geometry, etc. For subjects that continue on from elementary school, the *Progression of Learning in Secondary School* has been harmonized with the *Progression of Learning in Elementary School*. Every element of learning indicated is associated with one or more years of secondary school during which it is formally taught.

A uniform legend is used for all subjects. The legend employs three symbols: an arrow, a star and a shaded box. What is expected of the student is described as follows:

→	Student constructs knowledge with teacher guidance.
★	Student applies knowledge by the end of the school year.
	Student reinvests knowledge.

An **arrow** indicates that teaching must be planned in a way that enables students to begin acquiring knowledge during the school year and continue or conclude this process in the following year, with ongoing systematic intervention from the teacher.

A **star** indicates that the teacher must plan for the majority of students to have acquired this knowledge by the end of the school year.

A **shaded box** indicates that the teacher must plan to ensure that this knowledge will be applied during the school year.

Spanish as a Third Language

Introduction

This document is complementary to the Spanish as a Third Language program at the secondary level. It is intended to help teachers with their lesson planning and specifies the knowledge that the students must acquire and be able to use during Secondary Cycle Two.¹ It comprises seven sections that contain the elements of knowledge required to develop oral and written competencies in Spanish. Each section consists of a brief introduction that provides an overview of what the students are expected to learn and a table that provides details on this knowledge and its progression throughout Secondary Cycle Two.

Students who start studying Spanish in secondary school generally have very limited or no knowledge of the language, and their immediate environment offers little opportunity to interact with Spanish speakers. The classroom is therefore the place where they will do most of their learning. It will be mainly through constant exposure to Spanish in communication situations that are as varied and authentic as possible that students will be able to develop their competencies in this language.

Learning a third language relies heavily on prior language learning in a first and second language. Thus, by reinvesting the strategies and knowledge acquired in these languages, students will find it easier to learn Spanish and will begin to reflect on their language learning. Transferring prior learning in another language to Spanish does not always happen automatically, and the teacher will play a key role in helping students accomplish this transfer.

Second language acquisition is characterized by a spiral approach: students must be repeatedly exposed to concepts before they can assimilate and use them correctly. By drawing upon prior learning in different contexts and acquiring new knowledge, students will gradually develop their Spanish-language competencies. Through contact with increasingly complex texts, they will not only expand their vocabulary and repertoire of cultural references, but also develop their ability to use knowledge related to communication situations and to Spanish phonetics and grammar. They will also learn to use processes and strategies that allow them to become increasingly autonomous.

The knowledge presented in this document cannot be acquired in isolation. It is only within the framework of meaningful communication situations that students can assimilate this knowledge and learn to use it spontaneously. Learning a language is a long and complex process. Students must have multiple opportunities to use Spanish in a variety of contexts in order to acquire a functional knowledge of the language by the end of secondary school.

1. The program was designed based on 100 hours of instruction a year.

Spanish as a Third Language

Elements of the communication situation

The communication situation is central to language teaching and learning. It is by identifying the elements of the communication situation that students gradually construct the meaning of the texts to which they are exposed and by adapting their message to the communication situation that they learn to communicate effectively.

In their interactions and their oral and written work in their first and second languages, students have already learned to take into account the subject, the purpose of the message and the audience and to pay attention to the relationship between the various elements of a communication situation and the influence of these elements on the meaning of the texts. They reinvest this knowledge in Spanish and also learn to express a variety of communicative purposes through different language productions in this language.

The following table presents the knowledge related to the elements of the communication situation and the various communicative purposes.

Communication situation				
→ Student constructs knowledge with teacher guidance.	Secondary			
★ Student applies knowledge by the end of the school year.	Cycle 2			
Student reinvests knowledge.				
A. Elements of the communication situation	3	4	5	
1. Recognizes the elements of the communication situation: speaker, audience, context, message, code and communication medium	★			
2. Recognizes the characteristics of the				
a. speaker and audience (e.g. age)	→	★		
b. context (e.g. where and when)	→	★		
c. message (e.g. transmitted ideas, themes)	→	★		
d. code (e.g. speech pattern)	★			
e. communication medium (e.g. multimedia document)	★			
3. Recognizes how certain characteristics of one or more elements of the communication situation influence the others (e.g. the type and form of the speaker's message varies, depending on his/her relationship with the audience.)	→	★		
4. Uses his/her knowledge of the elements of the communication situation to better understand a text and to support his/her interactions or oral or written work (e.g. adapts his/her message to the characteristics of the audience or their reactions)	→	→	★	
B. Communicative purposes	3	4	5	
1. Recognizes the main communicative purposes and examples of language productions				
a. to initiate communication, maintain contact (e.g. introduces himself/herself or another person, requests assistance)	★			
b. to express (e.g. expresses a need or an emotion)	★			
c. to inform or be informed (e.g. requests or provides an explanation; describes or explains a fact)	★			
d. to persuade to act or react (e.g. provides advice, proposes a solution)	→	★		
e. to entertain or have fun (e.g. plays with words, sings a song)	→	→	★	
f. to evaluate and self-evaluate (e.g. expresses a doubt, compares his/her situation with that of others)	→	→	★	

2. Identifies the communicative purpose(s) of the			
a. audience (e.g. the listener or reader wants to inform himself/herself)	→	★	
b. speaker (e.g. the speaker or writer wants to inform someone else)	→	★	
3. Adopts a communicative purpose for his/her interactions and oral and written productions (e.g. to be informed) and adheres to it	→	★	
4. Recognizes that different oral or written texts can serve the same communicative purpose (e.g. an advertisement or an editorial to provoke an action or reaction)	→	→	★
5. Recognizes that a text can have more than one communicative purpose (e.g. a protest song that entertains and calls for action)	→	→	★

Spanish as a Third Language

Lexicon

The lexicon is a key component in all language development and enables us to define reality. It is also the vehicle for culture. Therefore it is important for students to build a repertoire of words and expressions that is rich and varied enough for them to be able to communicate effectively with the greatest number of Spanish speakers possible.

From the time they start learning Spanish, students acquire the vocabulary required for their communication needs. They also use the lexical knowledge that they have acquired in their first and second languages to better understand the meaning of new words in Spanish. Exposure to a variety of oral and written texts enables them to build their vocabulary and express themselves with increasing fluency in Spanish.

The following table presents the various elements of lexical knowledge that students must acquire: target vocabulary, the meaning of words and expressions, word formation, spelling and semantic relationships.

Lexicon			
→ Student constructs knowledge with teacher guidance.	Secondary		
★ Student applies knowledge by the end of the school year.	Cycle Two		
Student reinvests knowledge.			
A. Meaning of words and expressions	3	4	5
1. Understands basic vocabulary related to his/her immediate environment (e.g. the classroom, school, home)	→	★	
2. Uses basic vocabulary related to his/her immediate environment	→	★	
3. Understands vocabulary related to the expression of personal, educational or social needs (e.g. expresses his/her preferences and feelings, follows instructions, formulates requests)	→	★	
4. Uses vocabulary related to the expression of personal, educational or social needs	→	★	
5. Understands common vocabulary related to the topic under discussion (e.g. <i>el viaje, la reproducción, las estaciones, los países</i> to discuss the migration of the Monarch butterfly)	→	★	
6. Uses the vocabulary learned during his/her interactions and productions	→	→	★
7. Understands the literal and figurative meanings of certain words when listening to, reading or viewing texts (e.g. <i>llevar puestos unos pantalones</i> to describe what someone is wearing and <i>llevar bien puestos los pantalones</i> to describe the authority exercised by someone)		→	→
8. Understands idiomatic expressions when listening to, reading or viewing texts (e.g. <i>¡Caramba!</i> which means “Oh dear!”; <i>¡Qué rico!</i> which means “That’s so good!”; <i>hablar de uno a sus espaldas</i> which means “to talk about someone behind his/her back”)	→	→	→
9. Uses idiomatic expressions acquired by listening to, reading or viewing texts	→	→	→
B. Word formation	3	4	5
1. Identifies the root to which a prefix or a suffix has been added (e.g. <i>incómodo, casita</i>)	→	★	
2. Identifies the derivation process for building words			
a. adding a prefix (e.g. <i>sobrenombre, rehacer, imposible, abajo</i>)	→	★	
b. adding a suffix (e.g. <i>comedor, rojizo, rápidamente</i>)	→	★	
3. Understands the meaning of certain prefixes and suffixes (e.g. the negative or lack of (<i>in-</i>), as in <i>indiscreto</i> ; a profession (<i>-or</i>), as in <i>director</i> ; a place (<i>-ería</i>), as in <i>panadería</i>)		→	★
4. Identifies words created by compounding (e.g. <i>lavaplatos, medianoche, pintalabios</i>)	→	★	
C. Spelling	3	4	5

1. Spells correctly the words that he/she has learned	★		
2. Capitalizes words correctly (e.g. in proper names, in titles)	★		
3. Places accents in the correct places in the words that he/she has learned (e.g. <i>cafetería</i> , <i>marrón</i> , <i>Perú</i>)	→	→	★
D. Semantic relationships	3	4	5
1. Establishes a semantic relationship between			
a. words from the same family (e.g. <i>comer</i> , <i>comida</i> , <i>comedor</i> , <i>comilón</i>)	→	★	
b. words from two different languages but with the same etymological source (e.g. the cognates train – and <i>tren</i> , liberty – and <i>libertad</i>)	→	★	
c. words from the same lexical field (e.g. <i>el vendedor</i> , <i>los recuerdos</i> , <i>el precio</i> , <i>el regateo</i> to talk about <i>el mercado</i>)	→	★	
d. two words with the same meaning (e.g. the synonyms <i>volver</i> / <i>regresar</i> , <i>el pelo</i> / <i>el cabello</i> , <i>jamás</i> / <i>nunca</i>)	→	★	
e. two words with opposite meanings (e.g. the antonyms <i>antes</i> / <i>después</i> , <i>la pregunta</i> / <i>la respuesta</i> , <i>mínimo</i> / <i>máximo</i>)	→	★	
f. a generic term and a specific term (e.g. the hypernym <i>fruta</i> and the hyponym <i>plátano</i>)	→	★	
g. two words that have the same spelling but different meanings (e.g. the homonyms <i>como</i> – I eat, <i>como</i> – like / <i>sobre</i> – envelope, <i>sobre</i> – on)	→	→	★
h. two words with the same pronunciation but different meanings (e.g. the homophones <i>el</i> – the, <i>él</i> – he / <i>varón</i> – man, <i>barón</i> – baron / <i>tuvo</i> – he had, <i>tubo</i> – tube)	→	→	★
i. certain words that are generally used only with certain other words ¹ (e.g. <i>el vino tinto</i> and not <i>el sombrero tinto</i> , <i>una rebanada de pan</i> and not <i>una rebanada de mantequilla</i>)		→	→
2. Recognizes that the same word can have different meanings ² depending on the context (e.g. contar <i>dinero</i> – to count money, contar <i>una historia</i> – to tell a story, contar <i>con alguien</i> – to rely on someone)		→	★

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1. This semantic relationship is called “collocation.”
 2. This semantic relationship is called “polysemy.”

Spanish as a Third Language

Phonetics

Spanish phonetics is a challenge to the beginner. Some sounds in Spanish do not exist in French or English, and its rhythm is quite difficult to reproduce. But assimilating these phonetic elements is important in order to be understood by one's listeners.

Students first establish the correspondence between Spanish phonemes and graphemes; then, gradually, they learn to reproduce the distinctive sounds, to place the stresses correctly using the rules learned and to put words and sentences together in accordance with the models seen in class. During spontaneous or planned conversations, they progressively apply their knowledge of the prosodic system.

The following table presents the knowledge to be acquired in pronunciation, stress and intonation.

Phonetics				
→	Student constructs knowledge with teacher guidance.	Secondary		
★	Student applies knowledge by the end of the school year.	Cycle Two		
	Student reinvests knowledge.			
A. Spanish pronunciation		3	4	5
Sound/spelling correspondence				
1. Establishes a connection between the letters of the alphabet and the sounds they produce (e.g. <i>papa</i> [papa], <i>casa</i> [kasa], <i>queso</i> [keso], <i>kiosco</i> [kiosko], <i>beso</i> [beso], <i>vaca</i> [baka], <i>Wagner</i> [bagner], <i>hada</i> [ada], <i>estudiante</i> [estudjante])		★		
Pronunciation of phonemes ¹				
2. Vowel phonemes				
a. recognizes and pronounces vowel phonemes correctly (e.g. <i>paso</i> [paso], <i>peso</i> [peso], <i>piso</i> [piso], <i>poso</i> [poso], <i>puso</i> [puso])		★		
b. recognizes and pronounces the hiatus ² correctly (e.g. <i>tí-o</i> [ti:ɔ], <i>Ra-úl</i> [ra:ul], <i>cre-o</i> [cre:ɔ])		★		
c. recognizes and pronounces diphthongs ³ correctly (e.g. <i>causa</i> [kausa], <i>duerme</i> [duɛrme], <i>peine</i> [peine])		→	★	
3. Consonant phonemes				
a. recognizes and pronounces consonant phonemes correctly (e.g. <i>pala</i> [pala], <i>bala</i> [bala], <i>mala</i> [mala], <i>sala</i> [sala], <i>año</i> [aɲo], <i>ano</i> [ano])		★		
b. pronounces adjacent phonemes that affect the meaning of words correctly (e.g. <i>pero</i> [pero] and <i>perro</i> [perro]; <i>lama</i> [lama] and <i>llama</i> [lama]; <i>ano</i> [ano] and <i>año</i> [aɲo])		→	★	
B. Spanish stress		3	4	5
1. Recognizes that, in the spoken language, the tonic accent is on				
a. the syllable that has an orthographic accent ⁴ (e.g. <i>México</i> , <i>pájaro</i>)		→	★	
b. the penultimate syllable when the word ends in a vowel, an <i>n</i> or an <i>s</i> (e.g. <i>amigo</i> , <i>comen</i> , <i>casas</i>)		→	★	
c. the final syllable when the word ends in a consonant other than <i>n</i> or <i>s</i> (e.g. <i>profesor</i> , <i>hotel</i>)		→	★	
2. Recognizes that the stress can vary depending on the meaning of a word (e.g. <i>canto</i> – song, <i>cantó</i> – I sang; <i>el</i> – the / <i>él</i> – he)		→	→	★
3. Pronounces the stressed syllable in a word correctly		→	→	★
C. Spanish intonation		3	4	5

Linking words			
1. Liaison			
a. knows the process of linking two different vowels or a consonant followed by a vowel (e.g. <i>mi amigo</i> – <i>mi amigo</i> , <i>sin embargo</i> – <i>sin embargo</i>)	→	★	
b. links the words correctly when speaking		→	★
2. Elision			
a. knows how two identical vowels or consonants are linked (e.g. <i>la casa azul</i> – <i>la casa azul</i> , <i>mi hijo</i> – <i>mi hijo</i> , <i>esos señores</i> – <i>esos señores</i>)	→	★	
b. links the words correctly when speaking		→	★
Rhythm and pauses			
3. Knows the rhythmic groups and how to accentuate the syllables of words in a statement (e.g. <i>En verano</i> , / <i>cuando estoy de vacaciones</i> , / <i>me gusta bañarme y jugar al tenis</i> .)	→	★	
4. Speaks sentences in rhythmic groups, including pauses as required	→	→	→
Intonation of sentences			
5. Connects sentence type and intonation			
a. declarative sentence and falling intonation (e.g. <i>Duerme tranquilo</i> .)	★		
b. interrogative sentence and rising intonation (e.g. <i>¿Duerme tranquilo?</i>)	★		
c. exclamatory sentence and rising, then falling, intonation (e.g. <i>¡Duerme tranquilo!</i>)	★		
6. Uses the intonation appropriate to the sentence type	→	★	

1. The phoneme is the smallest sound unit in a language that is capable of conveying a distinct meaning. It does not carry any meaning itself (e.g. *padre*, *madre*).
2. The hiatus is the separation of two immediately adjacent vowels into separate syllables.
3. The diphthong is the union of two immediately adjacent vowels into a single syllable.
4. The vowel that has an acute orthographic accent (e.g. *teléfono*, *marrón*, *lápiz*) is stressed.

Spanish as a Third Language

Knowledge related to grammar

To develop their competencies in Spanish, students must learn its grammar. Knowledge of grammatical elements enables students to discover how the language functions and become familiar with its forms and usages. Rather than acquiring a decontextualized knowledge of grammar, students are called upon to use it in context. This knowledge is, therefore, a tool for developing competency in interaction, comprehension or production of texts in Spanish.

Drawing upon their knowledge of grammar acquired in the language of instruction or in a second language, students can make connections with Spanish grammar. Thus, they can identify the type of texts written in Spanish and their structure. In addition, exposure to a variety of oral and written texts familiarizes students with sentence structure, phrases and words and enables them to gradually construct their learning in this regard. Students then apply this knowledge to tasks of interaction, comprehension or production.

The following table presents knowledge related to text types, text coherence, sentence types and forms, syntactic groups, word classifications and the value and concord of verb tenses.

Conocimientos relacionados con la gramática¹				
→	Student constructs knowledge with teacher guidance.	Secondary		
★	Student applies knowledge by the end of the school year.	Cycle Two		
	Student reinvests knowledge.			
A. Género de textos (Text types)		3	4	5
1. Recognizes text type of oral or written texts whose purpose is to				
a.	instruct (e.g. advice, recipes)	★		
b.	dialogue (e.g. conversation, on-line chatting)	★		
c.	describe (e.g. article, Web page)	★		
d.	tell a story (e.g. comic strip, story)	★		
e.	persuade to act (e.g. poster, advertisement)	→	★	
f.	argue (e.g. editorial, debate)	→	→	★
2.	Produces short texts of various types, both oral and written	→	→	★
B. Coherencia del texto (Text coherence)		3	4	5
1.	Interacts or produces an oral or written text, staying on topic	★		
2.	Interacts or produces a text in which the information flows from one sentence to the next	→	★	
3.	Produces a text in which the information flows from one paragraph to the next (e.g. In a narrative text, each paragraph deals with a new element.)	→	→	★
4.	Connects ideas by using relation markers (e.g. <i>primero</i> , <i>sin embargo</i> , <i>a continuación</i>)	→	→	★
5. Identifies in a text the substitution of a word or group of words with one of the following:				
a.	a subject pronoun (e.g. <i>José es bajo. Él tiene pelo rubio.</i>)	★		
b.	a determiner (e.g. <i>María se compró una casa. Su casa es bonita.</i>)	★		
c.	a generic or specific term (e.g. <i>Ana come una manzana. Le gusta mucho esta fruta roja.</i>)	→	★	
d.	an object pronoun (e.g. <i>Javier tiene un diccionario. Lo lleva a clase todos los días.</i>)	→	★	
6.	Substitutes a word or group of words with one of the following:			

a. a subject pronoun	★		
b. a determiner	→	★	
c. a generic or specific term	→	→	★
d. an object pronoun	→	→	★
C. Tipos y formas de oraciones (Sentences)²	3	4	5
Oración de base (One clause sentence)			
1. Recognizes the characteristics of a one clause sentence			
a. contains two main parts: a subject and a predicate (e.g. <i>Los estudiantes / ven una película.</i>)	★		
b. is active, declarative and affirmative	★		
2. Recognizes the form that the subject takes in a sentence			
a. noun (e.g. <i>María lee un libro.</i>)	★		
b. pronoun (e.g. <i>Ellos están nadando.</i>)	★		
c. noun phrase (e.g. <i>El perro negro ladra mucho. / Los amigos de mi primo corren.</i>)	★		
3. Recognizes the form that the predicate takes in a sentence			
a. verb (e.g. <i>El maestro canta.</i>)	★		
b. verb phrase that contains the sentence's main conjugated verb and one or more objects or complement (e.g. <i>El maestro canta una canción con sus alumnos.</i>)	→	★	
4. Formulates a one clause sentence that contains			
a. a subject consisting of a noun or pronoun and a predicate consisting of a verb	★		
b. a subject consisting of a noun phrase and a predicate consisting of a verb and one or more complements	→	→	★
Tipos de oraciones (Sentence types)			
5. Recognizes the characteristics of an interrogative sentence			
a. an inverted question mark at the beginning of the sentence and a question mark at the end of the sentence (e.g. <i>¿Vas a ir al cine?</i>)	★		
b. an interrogative word at the beginning of the sentence (e.g. <i>¿Qué estudias?</i>)	★		
c. inversion (or not) of the subject and verb (e.g. <i>¿Es Antonio de Barcelona? ¿Antonio es de Barcelona?</i>)	★		
6. Produces an interrogative sentence that includes			
a. opening and closing question marks	★		
b. an interrogative word at the beginning of the sentence	→	★	
c. subject-verb inversion	→	★	
7. Recognizes the main characteristic of an exclamatory sentence: an inverted exclamation point at the beginning of the sentence and an exclamation point at the end of the sentence (e.g. <i>¡Estoy aquí!</i>)	★		
8. Produces an exclamatory sentence	★		
9. Recognizes the characteristics of an imperative sentence			
a. the verb is in the imperative mood (e.g. <i>Venga por aquí.</i>)		→	★

b. the second grammatical person (<i>tú, vos, vosotros</i>), the second person addressed (<i>usted, ustedes</i>) and the first grammatical person plural (<i>nosotros</i>) are used to conjugate the verb but do not appear in the sentence (e.g. <i>¡Salgamos de aquí!</i>)		→	★
10. Formulates an imperative sentence		→	★
Formas de oraciones (Other sentences)			
11. Recognizes the characteristics of the negative sentence			
a. use of the adverb <i>no</i> before the verb (e.g. <i>Mateo no practica el fútbol.</i>)	★		
b. use of the adverb <i>no</i> and a second adverb (e.g. <i>No voy nunca al teatro.</i>)	→	★	
c. use of a negative adverb other than <i>no</i> (e.g. <i>Jamás lo haré.</i>)	→	★	
d. use of an indefinite determiner ³ (e.g. <i>Ningún alumno entendió la explicación.</i>)	→	★	
e. use of the conjunction <i>ni</i> (e.g. <i>Ni tú ni yo sabemos la respuesta.</i>)	→	★	
12. Produces a negative sentence in which			
a. the adverb <i>no</i> is placed in front of the verb	★		
b. another adverb is used with the adverb <i>no</i>	→	★	
c. a negative adverb is used without the adverb <i>no</i>	→	→	★
d. an indefinite determiner is used without the adverb <i>no</i>	→	→	★
e. the conjunction <i>ni</i> is used	→	→	★
13. Recognizes the characteristics of the passive-voice sentence			
a. the direct object of the verb is placed in the subject position in the sentence and the subject is placed in the position of the object of the passive verb ⁴ (e.g. <i>La celebración ha sido organizada por mi tía.</i>)		→	★
14. Produces a passive-voice sentence		→	→
15. Recognizes the characteristics of the impersonal sentence			
a. use of verbs such as <i>haber</i> and <i>hacer</i> (e.g. <i>Hay muchos alumnos. Hace calor.</i>)	→	★	
b. implicit subject is in the third person singular (e.g. <i>Nieva mucho.</i>)	→	★	
16. Produces an impersonal sentence	→	→	★
Conjuncion de oraciones (Complex and compound sentences)			
17. Recognizes the use of the comma, semicolon or colon to juxtapose independent clauses within the same sentence (e.g. <i>Por la mañana, Pedro se despierta, se levanta, se ducha y desayuna.</i>)	★		
18. Recognizes the use of coordinating conjunctions to connect independent clauses (e.g. <i>Me gusta hacer deporte pero hoy voy a descansar.</i>)	→	★	
19. Juxtaposes or coordinates clauses by using the proper punctuation or conjunction	→	★	
20. Recognizes subordinate clauses by the subordinate conjunctions (e.g. <i>Llego tarde porque había tráfico.</i>)		→	★
21. Joins clauses by using subordination, employing the proper conjunction		→	→
D. Grupos sintáxicos (Syntactic groups)	3	4	5
Grupo nominal (Noun phrase)			
1. Recognizes the core (<i>núcleo</i>) of a noun phrase: a noun or pronoun (e.g. <i>Ricardo estudia el español. / Un pez nada en el río. / Él es guapo. / Esto es interesante.</i>)	→	★	

2. Recognizes an expansion ⁵ in a noun phrase (e.g. <i>aire frío / un viaje a Mallorca / el Museo Nacional Centro de Arte Reina Sofía / una casa muy lejos de aquí</i>)	→	→	★
3. Uses expansion to clarify the meaning of the core of the noun phrase		→	★
4. Recognizes the functions of a noun phrase			
a. subject of the sentence (e.g. <i>Los turistas canadienses visitan el Museo Mural Diego Rivera.</i>)	★		
b. noun complement (e.g. <i>El ataque del enemigo</i>)	→	★	
c. direct object of the verb (e.g. <i>Construye un edificio. / Lo construye.</i>)		→	★
d. verb complement ⁶ (e.g. <i>Tomo el autobús todos los días con mis amigos.</i>)		→	★
5. Recognizes the noun as the word with which the following must agree			
a. the determiner (e.g. <i>una muchacha, un cuaderno</i>)	★		
b. the adjectives placed before or after the noun (e.g. <i>un gran barco, un partido aburrido</i>)	→	★	
6. Makes the following agree in gender and in number with the noun			
a. the determiner	★		
b. the adjective placed before or after the noun	→	★	
Grupo adjetival (Adjectival phrase)			
7. Recognizes the core (<i>núcleo</i>) of an adjectival phrase: an adjective (e.g. <i>Es una calle muy ruidosa.</i>)	★		
8. Recognizes an expansion in an adjectival phrase (e.g. <i>menos limpio, tan guapo como tú, amable con ella, contenta de verte</i>)		→	★
9. Uses expansion to clarify the meaning of an adjective		→	★
10. Recognizes the function of an adjectival phrase			
a. noun complement (e.g. <i>Tienen tres hijos muy hermosos.</i>)	→	★	
b. attribute of the subject ⁷ (e.g. <i>Estos libros son rojos.</i>)	→	★	
Grupo verbal (Verb phrase)			
11. Recognizes the core (<i>núcleo</i>) of a verb phrase: a conjugated verb (e.g. <i>La señora baila la bachata.</i>)	★		
12. Recognizes an expansion in a verb phrase (e.g. <i>Esteban está enfermero. / Están tristes. / Carlos entrega su examen. / Jacinta habla con sus padres. / Alejandro quiere comer pollo. / [Nosotros] nos levantamos temprano. / Vivo aquí.</i>)	→	→	★
13. Uses expansion to clarify the meaning of a verb		→	★
14. Recognizes the function of a verb phrase: sentence predicate (e.g. <i>El profesor explica la lección a los alumnos.</i>)	→	★	
15. Recognizes that the verb must agree			
a. in number and person with the subject (e.g. <i>[Ustedes] escriben.</i>)	★		
16. Makes the verb agree in number and person with the subject			
a. a noun phrase, whether placed before or after the verb (e.g. <i>España ganó la copa mundial de fútbol. / A ella, le fascinan los animales exóticos.</i>)	→	★	
b. two or more noun phrases linked by a coordinate or pronouns of different persons (e.g. <i>Mi hermano y mi primo estudian en la misma escuela. / Tú y yo pensamos igual.</i>)	→	★	
Grupo adverbial (Adverbial phrase) ⁸			
17. Recognizes the core (<i>núcleo</i>) of an adverbial phrase: an adverb (e.g. <i>Viven lejos de la ciudad.</i>)		→	★

18. Recognizes an expansion in an adverbial phrase (e.g. <i>afortunadamente para él, lo más despacio posible</i>)		→	★
19. Uses expansion to clarify the meaning of an adverb	→	→	★
20. Recognizes the function of an adverbial phrase			
a. verb complement (e.g. <i>Estaremos de vacaciones mañana.</i>)		→	★
b. modification of a verb, adjective and adverb (e.g. <i>camina rápidamente, realmente fácil, poco después</i>)		→	★
Grupo preposicional (Prepositional phrase)			
21. Recognizes that a prepositional phrase is composed of a preposition followed by a compulsory expansion (e.g. <i>en el armario, según él, para siempre</i>)		→	★
22. Use expansion to clarify the meaning of a preposition		→	★
23. Recognizes the function of a prepositional phrase			
a. noun complement (e.g. <i>la bandera de Chile</i>)	→	★	
b. direct object of the verb (e.g. <i>Veo a Marta.</i>)		→	★
c. indirect object of the verb (e.g. <i>Elisa da un regalo a Rosa.</i>)		→	★
E. Clases de palabras (Word classifications)	3	4	5
Sustantivo (Noun)			
1. Recognizes the characteristics of a noun			
a. a common noun is preceded by a determiner (e.g. <i>una silla, un hombre</i>)	★		
b. a proper noun starts with a capital letter (e.g. <i>La ciudad de Barcelona es magnífica.</i>)	★		
2. Recognizes the gender of nouns by their ending			
a. masculine nouns usually end in -o, -an, -or, -ma (e.g. <i>el banco, el pan, el color, el problema</i>)	★		
b. feminine nouns usually end in -a, -ción, -tad, -dad, -umbre (e.g. <i>la señora, la estación, la libertad, la calidad, la cumbre</i>)	★		
3. Knows the exceptions to the rules regarding the gender of nouns (e.g. <i>la mano, el poeta, el arroz</i>)	→	★	
4. Knows the rules for forming the plural of nouns			
a. adding an -s to nouns ending in a vowel (e.g. <i>los amigos, las manzanas</i>)	★		
b. adding an -es to nouns ending in a consonant (e.g. <i>los papeles, las canciones</i>)	★		
5. Knows the exceptions to the rules for forming the plural of nouns (e.g. <i>el pez / los peces, el iraní / los iraníes</i>)	→	★	
6. Recognizes invariable nouns (e.g. <i>el</i> or <i>los lunes / la</i> or <i>las crisis</i>)	→	★	
7. Applies the rules for forming the plural of nouns during his/her interactions or in his/her oral or written productions	→	★	
Adjetivo (Adjective)			
8. Recognizes the characteristics of an adjective			
a. usually placed after a noun in a noun phrase ⁹ (e.g. <i>Los zapatos negros son bonitos.</i>) or after a link verb (e.g. <i>Es muy simpática.</i>)	→	★	
b. generally varies in gender and in number (e.g. <i>Las cometas naranjas y amarillas revolotean en el cielo.</i>)	★		
c. may be invariable in gender (e.g. <i>el coche verde, la planta verde</i>)	→	★	

9. Knows the rules for forming the feminine of adjectives			
a. replacement of the -o of the masculine form with an -a to create the feminine form (e.g. <i>feo</i> / <i>fea</i>)	★		
b. addition of -a to the masculine form of the adjective when it ends in -or, -on, -és (e.g. <i>trabajadora</i> , <i>burlona</i> , <i>inglesa</i>)	★		
10. Knows the rules for forming the plural of adjectives			
a. addition of -s to adjectives ending in a vowel (e.g. <i>inteligente</i> / <i>inteligentes</i>)	★		
b. addition of -es to adjectives ending in a consonant (e.g. <i>fácil</i> / <i>fáciles</i>)	★		
11. Applies the rules for forming the feminine and the plural of adjectives during his/her interactions or in his/her oral or written productions	→	★	
Determinante (Determiner)			
12. Recognizes the characteristics of a definite article ¹⁰ (e.g. <i>el, la, los, las</i>) and an indefinite article (<i>un, una, unos, unas</i>)			
a. precedes a noun (e.g. <i>la casa</i> , <i>un gato</i>)	★		
b. is never preceded by any other determiners ¹¹ except <i>todo</i> (e.g. <i>todas las mañanas</i>)	→	★	
c. takes the gender and number of the noun to which it is linked (e.g. <i>el caballo</i> , <i>unas zanahorias</i>); there are a few exceptions ¹² (e.g. <i>un alma</i> , <i>el hambre</i>)	★		
d. the indefinite article <i>un</i> or <i>una</i> is not used in front of nouns referring to a profession, a nationality or a religion (e.g. <i>Es maestra.</i> / <i>Eres peruano.</i> / <i>Soy católica.</i>)	→	★	
e. the article <i>el</i> is contracted when it is preceded by the prepositions <i>a</i> or <i>de</i> (e.g. <i>[a el] mercado</i> – <i>al mercado</i> , <i>[de el]–del jardín</i>)	→	★	
13. Recognizes the characteristics of a demonstrative determiner			
a. precedes the noun (e.g. <i>Este señor es abogado.</i>)	→	★	
b. depends on the position of the subject in space and in time in relation to the speaker and the audience (e.g. <i>Esta casa es bonita. Esa casa es bonita. Aquella casa es bonita.</i>)		→	★
c. takes the gender and number of the noun to which it is linked (e.g. <i>Estos peces son blancos.</i>)	→	★	
14. Recognizes the characteristics of a possessive determiner			
a. may take the pronominal form in apocopate form (e.g. <i>mi reloj</i> , <i>tu armario</i> , <i>su novio</i>)	→	★	
b. may take the postnominal form (e.g. <i>el libro mío</i> , <i>el coche tuyo</i> , <i>la rosa suya</i>)		→	★
c. takes the gender and number of the noun to which it is connected (e.g. <i>nuestra cultura</i> , <i>los vecinos tuyos</i>)	→	★	
15. Recognizes the characteristics of a cardinal number ¹³ (e.g. <i>uno, dos, tres</i>) and an ordinal number (e.g. <i>primero, segundo, tercero</i>)			
a. precedes the noun (e.g. <i>catorce chicos</i> , <i>la cuarta calle</i>)	★		
b. a cardinal number is invariable in gender and in number ¹⁴ (e.g. <i>cuatro linternas</i>)	→	★	
c. an ordinal number agrees in gender and number with the noun to which it is connected ¹⁵ (e.g. <i>las primeras civilizaciones</i>)	→	★	
16. Recognizes the characteristics of an interrogative and exclamatory determiner (e.g. <i>qué, cuál</i>)			
a. precedes the name (e.g. <i>¿Qué libro has leído?</i>)		→	★
b. the determiner <i>qué</i> is invariable		→	★
c. the determiner <i>cuál</i> is invariable in gender but agrees in number with the noun to which it is connected (e.g. <i>¿Cuáles son tus deportes favoritos?</i>)		→	★
Pronombre (Pronoun)			

17. Recognizes the characteristics of a pronoun			
a. if it is the subject of the verb, the personal pronoun is used only to avoid ambiguity (e.g. Yo hablo. / <i>Hablo.</i>)	→	★	
b. may be placed before or after a verb (e.g. Me gusta el chocolate / <i>Es el mío.</i> / <i>Termina de vestirse.</i>)	→	→	★
c. replaces a syntactic group or a phrase (e.g. En cuanto a mi hermana, la veré mañana.)	→	→	★
18. Recognizes various types of pronouns			
a. personal pronoun			
i. subject or object (e.g. Yo vivo en Sevilla. / <i>Yo no soy tú.</i>)	→	★	
ii. direct or indirect object without a preposition (e.g. <i>Me lo compro.</i> / <i>A él, le gusta comer patatas fritas.</i> / Me levanto tarde.)	→	→	★
iii. object with preposition (e.g. <i>La camisa es para mí.</i> / <i>Yo hice el trabajo contigo.</i>)		→	★
b. relative pronoun (e.g. <i>El chico que vino es mi primo.</i> / <i>Ese es un concepto con el cual puedo estar de acuerdo.</i>)		→	→
c. demonstrative pronoun (e.g. Este es lujoso. / Esa es difícil. / Aquel es original. / Esto es muy simple.)		→	★
d. possessive pronoun (e.g. El mío está aquí. / Los suyos son cómodos.)		→	★
e. interrogative and exclamatory pronoun (e.g. ¿ Quién quiere responder? ¿ Cómo te llamas?)	→	★	
f. indefinite pronoun (e.g. Nadie escucha. / Alguien viene.)	→	→	→
19. Recognizes the form of certain pronouns that vary in person (e.g. yo, tú), gender (e.g. él, ella), number (e.g. le, ustedes), gender and number (e.g. el mío, esas) or that never vary (e.g. contigo, nadie)	→	→	★
Adverbio (Adverb)			
20. Recognizes the characteristics of an adverb			
a. is invariable (e.g. <i>Están extremadamente contentos.</i> / <i>Corre rápidamente.</i>)	→	→	★
b. may be simple or compound (e.g. <i>bastante, poco a poco</i>)	→	→	★
c. adverbs ending in <i>-mente</i> are formed from the feminine of the adjective (e.g. <i>lenta</i> / <i>lentamente</i>)	→	→	★
21. Recognizes the various classifications of adverbs (e.g. of place – <i>aquí</i> , of time – <i>hoy</i> , of mood – <i>mejor</i> , of quantity – <i>mucho</i> , of affirmation – <i>también</i> , of negation – <i>tampoco</i>)	→	→	★
Preposición (Preposition)			
22. Recognizes the characteristics of a preposition			
a. is always followed by an expansion (e.g. <i>Estamos al lado de ellos.</i>)	→	→	★
b. is invariable (e.g. <i>Los libros están sobre las mesas.</i>)	→	★	
23. Knows the normal use of the prepositions por and para (e.g. <i>Andan por la calle.</i> / <i>Este regalo es para ti.</i>)		→	→
24. Recognizes the main characteristic of a prepositional phrase: it is composed of two or more words that form an indivisible unit (e.g. <i>a causa de, de acuerdo con</i>)		→	★
Conjunción (Conjunction)			
25. Recognizes the characteristics of a coordinating conjunction (e.g. <i>pero, y</i>) or a subordinating conjunction (e.g. <i>que, porque, si</i>)			
a. the coordinating conjunction allows groups of independent phrases or clauses to be joined together (e.g. <i>Vi a Pedro y a Juan.</i> / <i>Nos quedaremos en casa o iremos al cine.</i>)	→	→	★

b. the subordinating conjunction allows a subordinate clause to be inserted into another clause (e.g. <i>Iré si me invitas. / No me preocupa que lleguen tan tarde.</i>)	→	→	
c. conjunctions are invariable (e.g. <i>Nos gustaría ir pero no podemos.</i>)	→	→	★
Verbo (Verb)			
26. Recognizes the characteristics of a verb			
a. may be preceded by no (e.g. <i>No puedo tocar la guitarra.</i>)	→	★	
b. is conjugated and varies in mood (e.g. indicative, subjunctive), in tense (e.g. present, past), in person (e.g. third person) and in number	→	★	
c. is composed of a stem, which expresses the meaning, and an ending, which in simple tenses designates the mood, tense, person and number (e.g. <i>nosotros leemos, ellos leían</i>)	→	★	
d. is a pronominal verb when conjugated with a reflexive pronoun (e.g. <i>levantarse, me ducho, están vistiéndose</i>)	→	★	
e. is composed of the auxiliary verb “to have” (haber) followed by a past participle for compound tenses (e.g. <i>he jugado, había caído</i>)		→	★
27. Knows the three groups of regular verbs			
a. the 1st group includes verbs with infinitives ending in -ar (e.g. <i>hablar</i>)	★		
b. the 2nd group includes verbs with infinitives ending in -er (e.g. <i>comer</i>)	★		
c. the 3rd group includes verbs with infinitives ending in -ir (e.g. <i>vivir</i>)	★		
28. Knows the verb endings and how to conjugate regular verbs			
a. in the present indicative	★		
b. in the past perfect		★	
c. in the simple past		→	★
d. in the imperfect indicative		→	★
e. in the simple future		→	★
f. in the present conditional		→	★
g. in the present imperative		→	→
h. in the present subjunctive			→
29. Conjugates certain irregular verbs			
a. in the present indicative (e.g. <i>conocer – conozco / acostarse – me acuesto</i>)	→	→	★
b. in the imperfect indicative, in the past perfect and in the simple past (e.g. <i>ser –era / escribir –he escrito / tener – tuve</i>)		→	→
c. in the simple future or present conditional (e.g. <i>tener – tendré / poner – pondría</i>)		→	→
d. in the present subjunctive (e.g. <i>ser – sea</i>)			→
30. Distinguishes between the use of the verb ser (to be) and estar (to be)			
a. the verb ser is used to describe the inherent characteristics of the subject (e.g. <i>Soy canadiense. / Las montañas son altas.</i>)	→	→	→
b. the verb estar is used to indicate the location or condition, notably to describe a passing state or one connected to a circumstance (e.g. <i>San Juan está en el centro de Costa Rica. / Los estudiantes están de buen humor hoy.</i>)	→	→	→
31. Recognizes the characteristics of a verbal periphrasis: it is composed of at least two verbs, the auxiliary ¹⁶ and the main verb that takes the form of			

a. an infinitive (e.g. <i>Vamos a pasear.</i> / <i>Tengo que ir.</i> / <i>Hay que caminar más rápido.</i>)	→	★	
b. a gerund (e.g. <i>Estoy cantando.</i> / <i>Está comiendo.</i>)	→	★	
F. Valor y concordancia de tiempos verbales (Value of verb tenses and sequence of tenses)	3	4	5
1. Distinguishes the value of the different verb tenses (e.g. the simple future locates an event in the future, the indicative imperfect (<i>pretérito imperfecto del indicativo</i>) describes an action of indeterminate length in the past, the simple past (<i>pretérito indefinido</i>) indicates an action that occurred at a precise moment in the past)	→	→	→
2. Uses verb periphrasis to			
a. refer to the imminence of the action (e.g. <i>Voy a ver a mi abuela.</i>)	→	★	
b. describe an action at the moment it happens (e.g. <i>Estoy haciendo mis deberes.</i>)	→	★	
c. indicate necessity or obligation (e.g. <i>Tenemos que marcharnos.</i> / <i>Hay que hacer deporte.</i>)		→	★
3. Uses the proper verb tense in simple or compound sentences (e.g. <i>Me levanté a las siete esta mañana.</i> / <i>Hablaba con Rosa cuando José llegó.</i>)		→	→

- The section titles are in Spanish since there are some differences between the respective concepts of Spanish and English grammar.
- The reference grammar for the following sections is the *Nueva gramática de la lengua española*, published by the *Real Academia Española y Asociación de Academias de la Lengua Española*, Espasa Libros press, Madrid, 2009.
- Spanish grammar uses the term *cuantificador* to refer to the indefinite determiner *ningún*.
- The object of the verb is called the *complemento argumento* in Spanish grammar.
- "Expansion" refers to the information that completes the core of a syntactic group, in a noun phrase.
- The verb complement is called the *complemento adjunto* in Spanish grammar.
- Spanish grammar uses the terms *atributo nominal* to refer to the attribute of the subject.
- Adverbial phrase has a different meaning in English, referring to "related words that play the role of an adverb". Therefore, adverbial phrase should be understood, here as an adverb and words that complete it.
- It should be noted that the adjectives *bueno*, *malo* and *grande* which are placed before the noun appear in apocopate form (e.g. *Juan es un buen chico.* / *Él es un mal hombre.* / *Barcelona es una gran ciudad.*).
- Spanish grammar uses the terms *artículo indeterminado* and *artículo determinado* to refer to what is known in English grammar as the indefinite article and definite article.
- Spanish grammar uses the term *cuantificador débil* to refer to what is known in English grammar as the determiner "all".
- The indefinite article *un* or the definite article *el* is therefore used when a common feminine singular noun begins with a voiced -a or by *ha-*.
- Spanish grammar uses the terms *cuantificador numeral* and *cuantificador cardinal* to refer to what is known in English grammar as a cardinal number and an ordinal number.
- It should be noted that the cardinal number *ciento* appears in apocopate form before a masculine or feminine plural noun (e.g. *Cien estudiantes vinieron a la actividad.*).
- It should be noted that the ordinal numbers *primero* and *tercero* take the apocopate form when they precede a masculine singular noun (e.g. *el primer trabajo*, *el tercer capítulo*).
- In Spanish grammar, the verb is auxiliary when it is used to conjugate compound tenses (e.g. *haber*) or verbal periphrasis (e.g. *tener que*).

Spanish as a Third Language

Cultural references

Learning a language and discovering the culture attached to it are inseparable. By familiarizing themselves with a variety of cultural references, students can gain a better understanding of the many dimensions of Spanish-language cultures and go beyond stereotypes. They also build bridges between these cultures and their own.

From the time they begin learning the language, students explore a diversity of cultural references from various Spanish-speaking countries. They gradually deepen their understanding of these references, which enables them to interact effectively with Spanish speakers (sociolinguistic aspect), to function in a Spanish-speaking milieu (sociological aspect) and to discover the cultural heritage of Spanish speakers in various countries (the aesthetic aspect).

The following table presents examples of the knowledge relating to sociolinguistic, sociological and aesthetic cultural references.

Cultural references			
→ Student constructs knowledge with teacher guidance.	Secondary		
★ Student applies knowledge by the end of the school year.	Cycle Two		
Student reinvests knowledge.			
A. Sociolinguistic Aspect	3	4	5
1. Recognizes linguistic and paralinguistic communication conventions used by Spanish speakers (e.g. addressing a person using the formal “you,” proximity during conversations)	→	★	
2. Applies linguistic and paralinguistic conventions in a variety of communication situations	→	→	★
3. Recognizes the language register used by Spanish speakers in different communication situations:			
a. informal (e.g. ¡Hola! ¿Cómo estás? / ¡Qué chulo!)	→	★	
b. neutral (e.g. ¡Buenos días! ¿Cómo está? / ¡Qué bonito!)	→	★	
c. formal (e.g. ¡Buenos días, señor Martínez! ¿Cómo se encuentra? / ¡Magnífico!)	→	★	
4. Uses the appropriate language register for the communication situation (e.g. formal when speaking to someone in a position of authority)	→	→	★
5. Recognizes regional variations in Spanish:			
a. vocabulary (e.g. <i>autobús</i> in Spain, <i>camión</i> in Mexico, <i>guagua</i> in Cuba)	→	→	★
b. phonetic variations (e.g. the elision of the /s/ in the Caribbean or the aspiration of the /s/ in Central America, such as in the word <i>estar</i> , thus [e:tar] [eʰtar])	→	→	→
6. Recognizes the influence of French (e.g. <i>ballet</i> , <i>bechamel</i>) or English (e.g. <i>computadora</i> , <i>béisbol</i>) on Spanish words	→	★	
7. Understands certain forms of overt humour in Spanish (e.g. jokes, advertisements, riddles, puns)	→	→	★
8. Uses Spanish, respecting its principal sociolinguistic conventions	→	→	★
B. Sociological aspect	3	4	5
1. Social and daily practices			
a. Compares various activities of young Spanish speakers throughout the world with those of young Quebecers (e.g. sports, hobbies, recreational pursuits)	→	★	
b. Observes eating habits in Spanish-speaking countries (e.g. foods of Spanish or Spanish-American origin, typical dishes, mealtimes)	→	★	
c. Compares certain characteristics of foods or eating habits in Spanish America, Spain and Québec	→	→	★

d. Observes the concept of time in Spanish-speaking societies (e.g. the concept of punctuality implies tolerating lateness; work and school hours as well as mealtimes are not the same in Spanish America as they are in Spain)	→	★	
e. Recognizes certain customs and traditions particular to Spanish-speaking societies (e.g. <i>la fiesta de quinceañera</i> , which celebrates a woman's passage from childhood to adulthood; <i>las Fallas de Valencia</i> , when giant artistic works are burned on the public square)	→	→	★
f. Explores manifestations of religious beliefs in Spanish-speaking societies (e.g. the presence of religious images and crucifixes in public buses, processions through the streets during <i>Semana santa</i>)	→	→	→
g. Integrates his/her knowledge of social and daily life practices in Spanish-speaking societies into his/her interactions and productions in Spanish	→	→	★
2. Living conditions			
a. Explores the living conditions in various Spanish-speaking countries (e.g. the main types of housing, social services provided by the government)	→	→	→
b. Explores the influence of certain geographic features on the lifestyles of Spanish-speaking communities (e.g. a tropical climate favours an outdoor lifestyle)	→	→	★
c. Connects the standard of living in Spanish-speaking countries with the regional, social and cultural situations of these countries (e.g. Employees working in large tourist resorts are better paid than their counterparts in remote areas.)	→	→	→
3. Interpersonal relationships			
a. Observes the traditional structure of Spanish-speaking families (e.g. the father as the authority figure) and other existing family structures (e.g. the mother as head of a single-parent family)	→	★	
b. Explores various types of social relationships in Spanish-speaking societies (e.g. lack of recognition for the rights of certain ethnic minorities, young people's respect for older people)		→	★
c. Explores cultural aspects that influence interpersonal relationships in Spanish-speaking societies (e.g. the importance of family values, continuing prejudice against same-sex couples)		→	★
d. Explores typical aspects of workplace relationships in Spanish-speaking societies (e.g. great respect for one's superior, increasingly egalitarian working relationships between men and women)		→	★
e. Explores typical aspects of relationships with government authorities in Spanish-speaking societies (e.g. distrust of the police, resignation in the face of bureaucratic red tape)		→	★
f. Compares how various kinds of interpersonal relationships are viewed in Spanish-speaking societies and his/her own culture		→	★
g. Explores aspects of Spanish-speaking cultures that allow some of their values to be compared with those in Québec culture (e.g. family or work relationships)		→	★
4. Social organization			
a. Explores elements of the education system in certain Spanish-speaking countries (e.g. number of years of mandatory schooling, functioning of elementary and secondary schools)	→	→	→
b. Compares the education situation of young Spanish speakers with that of young Quebecers		→	→
c. Explores political events that have influenced past and present-day Spanish-speaking societies (e.g. Spain's hegemony in the Spanish Golden Age, the advent of Communism in Cuba)		→	→
d. Compares the political context of Spanish-speaking countries with that of Québec		→	→
e. Explores economic developments that have influenced past and present-day Spanish-speaking societies (e.g. the demand for fair-trade products in North America has had positive impacts on the respect for the rights of Spanish American workers.)		→	→
f. Compares the economic situation of Spanish-speaking societies with that of Québec		→	→
5. Sociohistorical context			
a. Gives examples of historical, tourist or archaeological sites associated with the culture of various Spanish-speaking countries (e.g. <i>Machu Picchu</i> , an old Inca city in Peru, dating from the XV th century; the <i>Alhambra</i> , a major monument of Islamic architecture in Spain)	→	→	★
b. Names public figures who have left their mark on past and present-day Spanish-speaking societies (e.g. Ernesto "Che" Guevara, a Marxist revolutionary; Juan Antonio Samaranch, President of the IOC for 21 years)	→	→	★

c. Explains briefly the contributions of outstanding figures who have left their mark on the culture and society of various Spanish-speaking countries (e.g. Rigoberta Menchú and her fight for indigenous peoples' rights)		→	★
d. Explains briefly the influence of certain social or historical events on Spanish-speaking societies (e.g. Free schooling in certain countries like Chile has raised the level of education. The colonization of certain countries like Mexico brought about the decline of spoken and written indigenous languages.)	→	→	→
e. Gives examples of the contribution of certain Spanish-speaking cultures to modern society (e.g. the discovery of the concept of the ordinal and cardinal zero by the Mayans)		→	→
f. Explores, by reading, listening to and viewing texts, sociohistorical similarities and differences between Québec culture and the cultures of Spanish-speaking countries		→	★
C. Aesthetic aspect	3	4	5
1. Familiarizes himself/herself with certain rhythms, songs and dances typical of Spanish-speaking societies (e.g. <i>flamenco</i> in Spain, <i>salsa</i> in Hispanic America)	→	→	→
2. Knows popular Spanish-language songs (e.g. <i>Guantanamera</i> , <i>La Bamba</i> , <i>¡Qué viva España!</i>)	→	→	→
3. Understands the meaning of Spanish-language songs	→	→	→
4. Explores films from Spanish-speaking countries	→	→	→
5. Explores different Spanish-language media (e.g. Web sites, magazines, television programs)	→	→	→
6. Uses available Spanish-language media to improve his/her understanding of a subject or for entertainment purposes	→	→	→
7. Explores Spanish literary works or excerpts (e.g. comic books, young adult literature)	→	→	→
8. Explores works created by Spanish-speaking artists (e.g. painting, sculpture, architecture)	→	→	→
9. Expresses his/her opinion on works created by Spanish-speaking artists		→	→
10. Explores Spanish-language cultural outlets in his/her community (e.g. dance halls, restaurants, bookstores)	→	→	→
11. Compares forms of artistic expression by Spanish speakers with those of his/her own culture		→	→

Spanish as a Third Language

Strategies

Strategies are defined as a set of operations that students use to acquire, assimilate and reuse the target language.¹ Some of these strategies enable students to reflect on their learning process and improve it. Some of them help students carry out a task, while others apply to the affective or social aspect of learning.

Having already developed certain strategies in their language of instruction or second language programs, students learning Spanish can apply this knowledge as they progressively broaden their inventory of strategies by other means, such as teacher modelling and guided practice.

The following table presents examples of useful strategies for learning Spanish. The learning strategies and language-use strategies were combined and then reorganized in accordance with the three competencies of the program: *Interacts in Spanish; Understands a variety of texts in Spanish; Produces a variety of texts in Spanish.*

Strategies			
→ Student constructs knowledge with teacher guidance.	Secondary		
★ Student applies knowledge by the end of the school year.	Cycle Two		
Student reinvests knowledge.			
A. Interaction strategies	3	4	5
1. Uses nonverbal communication			
a. uses various physical actions to communicate nonverbally (e.g. gestures, facial expressions, pauses)	★		
b. observes the listener's reaction to find out if the message was understood	★		
2. Reproduces sounds, intonations and statements by repeating them out loud or to himself/herself	→	★	
3. Puts new terms or expressions within a context in order to remember them more easily	→	★	
4. Uses various communication strategies			
a. repeats what the teacher or other speaker says to formulate the beginning of his/her response	★		
b. uses certain words to buy time when he/she does not know what to say or how to say it (e.g. <i>pues, bueno</i>)	→	★	
c. asks questions to verify whether the listener understands (e.g. <i>¿Entiendes?</i>)	→	★	
d. rephrases or starts over when communication reaches an impasse		→	★
e. compensates for not knowing the right word or expressions by replacing them with known words or expressions			
i. uses a hypernym (generic term) instead of a hyponym (specific term) (e.g. <i>mueble</i> instead of <i>silla</i>)	→	→	★
ii. uses periphrasis (e.g. <i>el hijo de mi tía</i> instead of <i>primo</i>)		→	★
5. Anticipates questions from the other speaker or the audience	→	→	★
6. Asks the other speaker for help			
a. asks him or her to speak more slowly (e.g. <i>Más despacio, por favor</i>)	★		
b. asks the other speaker to repeat, rephrase or explain when he/she does not understand (e.g. <i>No entiendo, ¿Puede repetir, por favor?, ¿Cómo?, ¿Disculpe?, ¿Qué quiere decir?</i>)	★		
c. asks for assistance in order to learn new terms or new expressions (e.g. <i>¿Cómo se dice... en español?</i>)	★		

d. confirms that he/she is using a word or phrase correctly (e.g. ¿Se puede decir...?)	→	★	
7. Participates actively			
a. continues to interact even when he/she does not understand everything that is being said	★		
b. works with his/her peers to carry out a task	★		
c. asks the teacher questions about the topic or task	→	★	
d. asks questions to keep the discussion going or to further it	→	★	
e. takes risks in carrying out new tasks	→	→	→
f. seizes opportunities to speak Spanish	→	→	→
8. Pays attention to the way he/she interacts in order to identify frequently occurring errors	→	→	★
9. Is empathetic and tries to understand the point of view of others when working in a team	→	→	→
10. Uses techniques to reduce his/her anxiety and build his/her self-confidence during interactions (e.g. visualization, self-motivation)	→	→	→
B. Comprehension strategies	3	4	5
1. Makes predictions about the text that will be listened to, read or viewed			
a. skims texts and uses the paratextual elements to identify the topic (e.g. illustrations, subtitles, headings)	→	★	
b. recognizes the structure of the type of text	→	★	
2. Sets a goal and takes it into account when listening, reading or viewing a text	→	★	
3. Takes into account prosodic elements (e.g. flow, intonation)	→	★	
4. Activates prior linguistic knowledge			
a. associates new words or expressions in Spanish with others known in the first or second language	→	★	
b. uses known elements to infer the meaning of new or unfamiliar elements (e.g. prefixes, word order in the sentence)	→	→	★
c. establishes links between the topic of conversation and texts that have already been heard, read or viewed		→	★
d. makes inferences to formulate language usage rules (e.g. adverbs formed by the addition of <i>-mente</i>)	→	→	★
5. Recognizes elements of information that are essential for understanding a text			
a. searches for keywords	★		
b. identifies the main and secondary ideas	→	★	
c. draws diagrams, tables or other graphic representations in order to organize information		→	★
6. Uses a variety of techniques to overcome difficulties in understanding			
a. consults the dictionary	★		
b. reads over or listens to a text several times	→	★	
c. notes down elements to be clarified	→	★	
d. asks his/her peers or teacher questions to verify his/her understanding	→	★	
e. works with his/her peers to find new information	→	★	

f. infers from the context the likely meaning of unfamiliar expressions or words	→	→	★
7. Adopts a positive attitude toward comprehension problems	→	→	→
8. Congratulates himself/herself upon achieving a goal	→	→	→
C. Production strategies	3	4	5
1. Participates in various forms of discussion to generate ideas or vocabulary and prepare to carry out a task (e.g. brainstorming, semantic mapping)	→	★	
2. Takes notes, selects and groups together information in preparation for writing his/her text	→	★	
3. Plans the production stages and the time required	→	★	
4. Selects an appropriate layout and communication medium	→	★	
5. Reproduces certain model texts, notably those whose structure is familiar and repetitive (e.g. short stories, songs)	→	★	
6. Draws on texts he/she has heard, read or viewed and on their structure in producing his/her text	→	→	★
7. Uses known syntactic models to create new sentences	→	★	
8. Reuses words, expressions and grammatical concepts learned in class (e.g. words from the same lexical field) in the produced text	→	→	★
9. Keeps in mind the topic of the text and the communication purpose	→	★	
10. Uses a variety of resources to produce and revise his/her text (e.g. teacher, dictionary, Internet)	→	→	★
11. Reads the text over several times for content (e.g. relevance of ideas), form (e.g. verb agreement) and presentation (e.g. page layout)	→	→	★
12. Encourages himself/herself so as to reduce anxiety	→	→	→
13. Asks peers for feedback on his/her production		→	★
14. Pays attention to how he/she produces texts in order to identify frequently repeated errors	→	→	★

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1. Paul Cyr, *Le point sur les stratégies d'apprentissage d'une langue seconde* (Montréal: CEC, 1996), 5.

Spanish as a Third Language

Interaction, comprehension and production process

The interaction, comprehension and production process provides students with a framework to help them approach a task in a structured manner and to learn to use the language, both spoken and written, in an increasingly effective way. First modelled by the teacher, this process will gradually be assimilated by the student, with the teacher's support.

Students learn to select and organize information as well as to mobilize the resources required to carry out a task. While carrying out the task, they regularly review their actions to ensure that these actions are relevant, to assess their process and to evaluate the result produced in comparison with the criteria established at the outset.

The following table presents the knowledge related to the steps in the interaction, comprehension and production process —planning, carrying out the task and reflection.

Process			
→ Student constructs knowledge with teacher guidance.	Secondary		
★ Student applies knowledge by the end of the school year.			
Student reinvests knowledge.	Cycle Two		
A. Planning	3	4	5
1. Ensures that he/she understands the purpose of the task and the instructions	→	★	
2. Becomes familiar with the task's evaluation criteria (e.g. sufficient information)	→	★	
3. Activates his/her prior knowledge (e.g. everything that he/she knows about the topic of conversation)	→	→	★
4. Decodes or describes the purpose and other elements of the communication situation	→	→	★
5. Sets out the actions required to complete the task			
a. collects, selects and organizes the required information	→	★	
b. organizes the task alone or with his/her peers and, in the latter case, identifies the role of each person	→	→	★
c. prepares a schedule, if the task requires it	→	→	★
d. plans for relevant resources (e.g. brings items to class for an oral interaction)	→	→	★
e. selects a communication medium appropriate to the task (e.g. prepares a slide show for an oral production)	→	→	★
6. Foresees the final product	→	→	★
B. Carrying out the task	3	4	5
1. Constructs or reconstructs the meaning of the text			
a. identifies the essential elements of the content of the text	→	★	
b. identifies the way the text is organized as part of understanding or producing a text	→	→	★
2. Communicates his/her ideas during an interaction or in a production			
a. puts his/her ideas into textual form	★		
b. negotiates the meaning with the other speaker	→	★	
3. Applies ideas and knowledge of linguistic elements (e.g. rules of agreement) and cultural elements (e.g. greeting ritual)	→	→	★
4. Uses learned strategies in accordance with the task	→	★	

5. Consults the appropriate human and material resources to carry out the task or overcome difficulties	→	→	★
6. Carries out the task in accordance with the instructions given	→	★	
7. Reviews the initial planning sequence and makes changes as required (e.g. rewrites certain passages)	→	→	★
8. Reviews the appropriateness of the selected communication media	→	→	★
9. Presents the text or hands it in, in the case of a production	★		
10. Pays attention to the audience reaction to his/her texts and adjusts accordingly	→	→	★
C. Reflection	3	4	5
1. Participates in a group feedback session about the completed task	★		
2. Evaluates his/her process, attitudes, finished product or the learning acquired			
a. identifies the elements that helped or hindered his/her success	→	→	★
b. evaluates the effectiveness of the means implemented to overcome any obstacles encountered	→	→	★
c. evaluates the quality of his/her contribution to the work of the team and provides constructive feedback to his/her peers	→	★	
d. evaluates the appropriateness of the resources used	→	→	★
3. Finds ways to improve the effectiveness of his/her process	→	→	→
4. Compares his/her accomplishments with prior ones	→	→	★
5. Uses his/her errors to identify the knowledge he/she is lacking and finds solutions	→	→	★
6. Sets new goals for himself/herself	→	→	★