**Area of Learning: SECOND LANGUAGES — Spanish Grade 11**

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening and viewing with intent supports our acquisition of a new language. |  | Language and culture are interconnected and shape our perspective, identity, and voice. |  | The communicative context determines how we express ourselves. |  | Exploring diverse **forms of** **cultural expression** promotes greater understanding of our own cultural identity. |  | Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize how **choice of words** affects meaning
* Derive and negotiate meaning in speech and a variety of other **texts** and **contexts**
* Analyze cultural points of views in texts
* Demonstrate degrees of formality in speech and writing to reflect different **purposes**
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate** **stories**, both orally and in writing
* **Respond personally** to a variety of texts
* **Exchange ideas** and information, both orally and in writing
* Express themselves with growing fluency, both orally and in writing
* Share information using the **presentation format** best suited to their own and others’ diverse abilities
 | *Students are expected to know the following:** increasingly complex vocabulary, sentence structures, and expressions, including:
	+ complex questions
	+ **sequence of events** in stories
	+ personal lifestyles and relationships
	+ **explanation and justification of opinions**
	+ **points of view**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* past, present, and future **time frames**
* **language formality and etiquette**
* distinguishing features of major Spanish and Hispanic **regional dialects**
* Hispanic works of art
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: SECOND LANGUAGES — Spanish Grade 11**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness* Investigate **regional and ethnic diversity** of Spanish language and Hispanic culture
* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Identify how language and culture have beeninfluenced by the interactions between Hispanic and other peoples
* **Engage in experiences** with Hispanic people and communities
* Explore opportunities to continue language acquisition beyond graduation
* Identify and explore **educational and personal/professional opportunities** requiring proficiency in Spanish
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
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**Area of Learning: SECOND LANGUAGES — Spanish Grade 12**

**BIG IDEAS**

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| Language learning is a lifelong process. |  | Sharing our feelings, opinions, and beliefs in a new language contributes to our identity. |  | With increased language proficiency, we can discuss and justify opinions with nuance and clarity. |  | Exploring diverse **forms of** **cultural expression** promotes greater understanding and appreciation of cultures worldwide. |  | Becoming more proficient in a new language enables us to explore global issues. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Derive and negotiate meaning in a wide variety of **contexts**
* **Locate** and explore a variety of Hispanic **texts**
* Retrieve, research, and analyze information from authentic resources to complete meaningful tasks
* Recognize different **purposes**, degrees of formality, and cultural points of view in a variety of texts
* Analyze and compare elements of creative works from diverse communities
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate** **stories**, both orally and in writing
* **Respond personally** to a variety of texts, including oral, written, and visual forms
* **Exchange ideas** and information, both orally and in writing
* Express themselves effectively, with **fluency and accuracy**, both orally and in writing
* Share information using the **presentation format** best suited to their own and others’ diverse abilities
 | *Students are expected to know the following:** increasingly complex vocabulary, sentence structures, and expressions, including**:**
	+ complex questions and opinions
	+ **sequence of events** in stories
	+ **needs** and **emotions**
	+ explanation and justification of opinions
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* past, present, and future **time frames**
* **language formality and etiquette**
* distinguishing featuresof major Hispanic and Spanish **regional dialects**
* Hispanic **resources and services**
* Hispanic **works of art**
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: SECOND LANGUAGES — Spanish Grade 12**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Personal and social awareness* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize the regional and ethnic diversity of Spanish language and Hispanic culture
* **Engage in experiences** with Hispanic people and communities
* Identify and explore **opportunities** to continue language acquisition beyond graduation
* Identify and explore **educational and personal/professional opportunities** requiring proficiency in Spanish
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
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