**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 |

**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 |  |

**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 |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 12**

**Learning Standards (continued)**

|  |  |
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| **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 |  |