

BIG IDEAS

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

| Curricular Competencies | Content |
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| <p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> 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 | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> 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 |

Learning Standards (continued)

| Curricular Competencies | Content |
|---|---------|
| <p>Personal and social awareness</p> <ul style="list-style-type: none"> • 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 been influenced 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 | |

| Big Ideas – Elaborations | SECOND LANGUAGES – Spanish Grade 11 |
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| <ul style="list-style-type: none"> • forms of cultural expression: representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture) | |

Curricular Competencies – Elaborations

- **choice of words:** nuances between verb tenses (e.g., *tenía miedo* versus *tuve miedo*), pronouns (e.g., *tú* versus *Usted*), word placement within a sentence (e.g., *mi casa nueva* versus *mi nueva casa*), words with close but not identical meanings (e.g., *valer* versus *costar*)
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, internet-based media, advertisements).
- **contexts:** e.g., audience, purpose, setting, formality/informality
- **purposes:** e.g., to convince, inform, entertain
- **strategies:** For example:
 - rephrase in Spanish to compensate for unknown expressions
 - make personal notes to use as a reference for oral and written production
 - actively review common, useful expressions and patterns to refine communication
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression.
 - Use multiple time frames.
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Respond personally:** e.g., provide personal interpretations or opinions
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** distinguishing features of major Spanish regional dialects
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants where Spanish is spoken
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **sequence of events:** using appropriate verb tenses and expressions of time (e.g., *primero, segundo, después, finalmente, después de 20 minutos, una hora más tarde, anteaer*)
- **explanation and justification of opinions:** e.g., *en mi opinión...porque...; pienso que...porque...; creo...porque...*
- **points of view:** e.g., *Creo que...pero él cree que...; Ella tiene razón; Pienso que...*
- **oral histories:** e.g., conversations with an Elder about local celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **time frames:** e.g., *el pasado (el pretérito and el imperfecto), el presente, el futuro (voy a and iré a), el condicional;* nuances between verb forms (e.g., *fui a versus iba a; voy a versus iré a*)
- **language formality and etiquette:**
 - elements of formal and informal speech and writing (e.g., *estos versus esos; aquí versus ahí*)
 - etiquette, such as addressing people they have not met before as *señor* or *señora* + surname/title
 - use of topic-specific jargon, abbreviations, and texting short forms (e.g., *tqm = te quiero mucho; tbn = también; q = que*)
- **regional dialects:** e.g., accents, idiomatic expressions, local slang vocabulary
- **works of art:** e.g., creative works in dance, drama, music, visual arts
- **cultural appropriation:** The use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.

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. |
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Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • 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 | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – 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 features of major Hispanic and Spanish regional dialects • Hispanic resources and services • Hispanic works of art • ethics of cultural appropriation and plagiarism |

Learning Standards (continued)

| Curricular Competencies | Content |
|---|---------|
| <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 | |

| Big Ideas – Elaborations | SECOND LANGUAGES – Spanish Grade 12 |
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| <ul style="list-style-type: none"> forms of cultural expression: representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture) | |

Curricular Competencies – Elaborations

- **contexts:** e.g., audience, purpose, setting, formality/informality
- **Locate:** Search for various types of Spanish-language texts.
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, internet-based media, advertisements).
- **purposes:** e.g., to convince, inform, entertain
- **strategies:** For example:
 - negotiate meaning by using questions in Spanish and other techniques for clarification
 - summarize information in oral, visual, and written forms
 - use dictionaries and other reference materials for clarity of comprehension and expression
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression.
 - Use multiple time frames.
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Respond personally:** e.g., provide personal interpretations or opinions
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations and social media
- **fluency and accuracy:** e.g., using the full range of tenses and moods, developing flow, employing precise vocabulary, using appropriate structures
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants where Spanish is spoken
- **opportunities:** e.g., clubs, online resources, personal connections, travel, volunteering
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **sequence of events:** using appropriate verb tenses and expressions of time (e.g., *primero, segundo, después, finalmente, después de 20 minutos, una hora más tarde, anteaer*)
- **needs:** e.g., *Necesito...; Es necesario que...*
- **emotions:** e.g., *Estoy triste que...*
- **oral histories:** e.g., conversations with an Elder about local celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **time frames:** nuances among tenses and moods, including *el pretérito, el imperfecto, el condicional, and el subjuntivo*
- **language formality and etiquette:**
 - elements of formal and informal speech and writing (e.g., *estos versus esos, aquí versus ahí*)
 - etiquette, such as addressing people they have not met before as *señor* or *señora* + surname/title
 - use of topic-specific jargon, abbreviations, and texting short forms (e.g., *tqm = te quiero mucho; tbn = también; q = que*)
- **regional dialects:** e.g., accents, idiomatic expressions, local slang vocabulary
- **resources and services:** e.g., blogs, courses, clubs, community centres, newspapers, magazines, online resources
- **works of art:** e.g., creative works in dance, drama, music, visual arts
- **cultural appropriation:** The use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.