

SPANISH – INTRODUCTORY 11

Description

Spanish Introductory 11 has been developed to offer an opportunity for students who did not begin Spanish in the elementary grades to enter Spanish at the secondary level. Spanish Introductory 11 is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for Spanish 11. It should be noted that this course does not replace the richness of the regular Spanish 5-10 curriculum.

It is assumed that students would have limited to no background in Spanish prior to enrolment. However, as contexts vary, districts may use their discretion with regard to admission criteria for this course. Enrolment in Spanish Introductory 11 is not limited to Grade 11 students, and there are no prerequisites for this course.

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.	Stories help us to acquire language and understand the world around us.	Expressing ourselves in a new language requires courage, risk taking, and perseverance.	Exploring diverse forms of cultural expression allows us to experience and appreciate cultural diversity.	Acquiring a new language provides a unique opportunity to access and interact with diverse communities.
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> Thinking and communicating - Recognize the relationships between pronunciation, letters, punctuation, common intonation patterns, and meaning - Comprehend key information in speech and other texts - Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning - Share information using the presentation format best suited to their own and others' diverse abilities Personal and social awareness Engage in experiences with Hispanic people and communities - Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens - Recognize First Peoples perspectives and knowledge, other ways of knowing; and local cultural knowledge	<i>Students are expected to know the following:</i> Spanish letter patterns gender and number - common, high-frequency vocabulary, sentence structures, and expressions, including: types of questions activities, situations, and events - descriptions of people, objects, and locations - comparisons - personal interests, opinions, and beliefs - First Peoples perspectives connecting language and culture, including oral histories, identity, and place - past, present, and future time frames common elements of stories idiomatic expressions from across the Hispanic world - contributions of Hispanic Canadians to society cultural practices, traditions, and attitudes in various Hispanic regions - Hispanic works of art - ethics of cultural appropriation and plagiarism