**Area of Learning: SECOND LANGUAGES — Spanish Grade 5**

**BIG IDEAS**

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| Listening and viewing with intent helps us acquire a new language. |  | Both verbal and **non-verbal cues** contribute meaning in language. |  | **Reciprocal** communication is possible using high-frequency words and patterns. |  | We can explore our identity through a new language. |  | **Stories** help us to acquire language. |  | Each culture has traditions and ways of celebrating. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between pronunciation, letters, punctuation, including **common intonation patterns**, and meaning * Comprehend high-frequency vocabulary and identify key information in slow, clear speech and other **texts** * Comprehend simple stories * Use **language-learning strategies** * Interpret non-verbal cues to increase understanding * Respond to simple commands and instructions * Participate in simple interactions * **Seek clarification** of meaning * Share information using the **presentation format** best suited to their own and others’ diverse abilities   Personal and social awareness   * 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 | *Students are expected to know the following:*   * Spanish **phonemes** * **gender and number** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * common, high-frequency vocabulary, sentence structures, and expressions, including:   + **simple questions** and descriptions   + basic information about themselves and **others**   + **opinions and preferences** * **common elements** of Hispanic cultural festivals and celebrations * Hispanic communities in Canada * Hispanic **works of art** |

| **SECOND LANGUAGES – Spanish Big Ideas – Elaborations Grade 5** |
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| * **non-verbal cues:** e.g., gestures, facial expressions, pictures, props * **Reciprocal:** involving back-and-forth participation * **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. |

| **SECOND LANGUAGES – Spanish Curricular Competencies – Elaborations Grade 5** |
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| * **common intonation patterns:** e.g., differentiate between a statement and a question * **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). * **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates * **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., *no entiendo*, *no comprendo*, *no sé*). * **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 * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Spanish Content – Elaborations Grade 5** |
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| * **phonemes:** individual speech sounds (e.g., *ñ*, *rr*, *ll*, *ch*, silent *h*) * **gender and number:** masculine/feminine and singular/plural (e.g., *el*, *la/los*, *las*) * **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:** Place is any environment, locality, or context in which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works. * **simple questions:** e.g., *¿Cuántos…?, ¿Cómo…?, ¿Dónde…?, ¿Por qué…?, ¿Cuándo…?, ¿Cuál…?, ¿Quién…?* * **others:** using the third-person singular to describe family members and friends (e.g., *Él/Ella/Usted es…*; *Él/Ella/Usted tiene…*; *A él/A ella/A Usted (no)le gusta…*) * **opinions and preferences:** e.g., *Me gusta(n)…; Me encanta (n)…; No me gusta(n)…; Yo prefiero…* * **common elements:** e.g., activities, clothing, artistic expression, dance, decorations, food, music, parades, sports * **works of art:** e.g., creative works in dance, drama, music, visual arts, with consideration for cultural appropriation and plagiarism |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 6**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand a message. |  | We can explore our identity through a new language. |  | **Reciprocal** communication is possible using  high-frequency words  and patterns. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Learning about language from diverse communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between **pronunciation, letter** **patterns**, punctuation, and meaning * Recognize the role of **intonation, tone of voice**, and meaning * Identify **key information** in slow, clear speech and other **texts** * Comprehend stories * Comprehend high-frequency words and patterns in slow, clear speech and other simple texts * Use **language-learning strategies** * Interpret **non-verbal cues** to increase understanding * Respond to questions, simple commands, and instructions * **Exchange ideas** and information, both orally and in writing * **Seek clarification** of meaning using common statements and questions * Share information using the **presentation format** best suited to their own and others’ diverse abilities   Personal and social awareness   * 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 | *Students are expected to know the following:*   * Spanish **phonemes** * Spanish **letter patterns** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * common, high-frequency vocabulary, sentence structures, and expressions, including**:**   + **questions**   + **descriptions of others**   + **hobbies and topics of interest**   + **opinions and preferences**   + **common emotions and states of physical health** * **cultural aspects** of Hispanic communities across Canada and around the **world** * Hispanic **works of art** |

| **SECOND LANGUAGES – Spanish Big Ideas – Elaborations Grade 6** |
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| * **Reciprocal:** involving back-and-forth participation * **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. * **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity |

| **SECOND LANGUAGES – Spanish Curricular Competencies – Elaborations Grade 6** |
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| * **pronunciation, letter patterns:** e.g., *a*, *e*, *i*, *o*, *u*, *murciélago*, *invitación* * **intonation, tone of voice:** For example:   + differentiate between a statement and a question   + recognize the emotion of the speaker and how it relates to his or her message * **key information:** answers to questions such as *¿Cómo?, ¿Cuál?, ¿Dónde?, ¿Por qué?, ¿Cuándo?, ¿Qué?, ¿Quién?* * **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). * **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues;  use of prior knowledge, familiar words, and cognates * **non-verbal cues:** e.g., gestures, facial expressions, pictures, props * **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., *¡No comprendo!*; *¡Repita, por favor!*;  *¿Cómo se dice?*). * **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 * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Spanish Content – Elaborations Grade 6** |
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| * **phonemes:** individual speech sounds (e.g., *n*, *rr*, *ll*, *ch*, silent *h*, *-que*). * **letter patterns:** letter patterns that have consistent pronunciations (e.g., *-mente*, *-ción*, *-ía*, *-dad*) * **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:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture,  and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place  can be influenced by territory, food, clothing, and creative works. * **questions:** e.g., *¿Cuántos…?, ¿Cómo…?, ¿Dónde…?, ¿Por qué…?, ¿Cuándo…?, ¿Cuál…?, ¿Quién…?* * **descriptions of others:** using the third-person singular to describe family members and friends (e.g., *Él/Ella/Usted es…*; *Él/Ella/Usted tiene…*; *A él/A ella/A Usted Le gusta…*) * **hobbies and topics of interest:** e.g., *yo juego…*; *me gusta(n)…*; *practico…* * **opinions and preferences:** e.g., *Me gusta(n)*…; *Me encanta(n)*…; *No me gusta(n)…; Yo prefiero…* * **common emotions and states of physical health:** e.g., *Yo estoy triste; Yo estoy contento(-a); Me duele la cabeza.* * **cultural aspects:** e.g., activities, celebrations, legends, clothing, festivals, food, architecture, music, protocols, traditions, geography, history, population, innovations from indigenous communities * **world:** Spanish is an official language in 22 countries; Spanish is also spoken in various cities in Canada and the United States. * **works of art:** e.g., creative works in dance, drama, music, visual arts, with consideration for cultural appropriation and plagiarism |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 7**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand an increasing variety  of messages. |  | We can explore identity and place through increased understanding of a new language. |  | **Reciprocal** interactions help  us understand and acquire language. |  | **Stories** help us to acquire language  and **understand the world** around us. |  | Knowing about diverse communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between Spanish **letter patterns, pronunciation** and meaning * Comprehend **key information** and supporting details in slow, clear speech  and other **texts** * Comprehend meaning in stories * Use **language-learning strategies** to increase understanding * Use **pitch, intonation, and tone** to convey meaning * Follow instructions to complete a task and respond to questions * **Exchange ideas** and information, both orally and in writing * **Seek clarification** of meaning using common statements and questions * Share information using the **presentation format** best suited to their own  and others’ diverse abilities   Personal and social awareness   * Identify and compare linguistic and cultural information about Hispanic communities in and outside of Canada * Examine 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 | *Students are expected to know the following:*   * **Spanish letter patterns** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * common, high-frequency vocabulary, sentence structures, and expressions, including**:**   + types of **questions**   + **descriptions of people**   + **opinions and preferences**   instructions and **comparisons**   * **cultural aspects** of Hispanic communities * common **elements of stories** * Hispanic communities around the **world** * Hispanic **works of art** |

| **SECOND LANGUAGES – Spanish Big Ideas – Elaborations Grade 7** |
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| * **Reciprocal:** involving back-and-forth participation * **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. * **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity |

| **SECOND LANGUAGES – Spanish Curricular Competencies – Elaborations Grade 7** |
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| * **letter patterns, pronunciation:** letter patterns that have consistent pronunciations (e.g., *diccionario*, *llama*, *perro*) * **key information:** e.g., *¿Cómo?, ¿Cuál?, ¿Dónde?, ¿Por qué?, ¿Cuándo?, ¿Qué?, ¿Quién?* * **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). * **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues;  use of prior knowledge, familiar words, and cognates * **pitch, intonation, and tone:** For example:   + question and statement intonation patterns   + use of tone to express different emotions * **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., *¡No comprendo!*; *¡Repita, por favor!*; *¿Qué significa…?*; *¿Cómo se dice…?*; *¿Cómo se escribe…?*). * **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 * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Spanish Content – Elaborations Grade 7** |
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| * **Spanish letter patterns:** e.g., *-mente*, *-ción*, *-ía*, *-dad*) * **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. * **questions:** e.g., *¿Cuántos…?, ¿Cómo…?, ¿Dónde…?, ¿Por qué…?, ¿Cuándo…?, ¿Cuál…?, ¿Quién…?* * **descriptions of people:** family members, extended family, friends, teachers, heroes, characters in texts, members of the community  (e.g., *Mi hermano es abogado. Es alto y atlético. Le gusta jugar correr. Es muy sociable.*) * **opinions and preferences:** e.g., *me gusta(n)…porque…; me encanta(n)…porque…; no me gusta(n)…porque…; prefiero…porque…* * **comparisons:** e.g., *Me gustan las manzanas, pero prefiero las naranjas; Él juega al básquetbol, pero yo juego al fútbol* * **cultural aspects:** e.g., customs, activities, celebrations, clothing, festivals, food, land, music, protocol, traditions * **common elements of stories:** e.g., place, characters, setting, plot, problem and resolution * **world:** e.g., Latin America, Mexico, Spain * **works of art:** e.g., creative works in dance, drama, music, visual arts, with consideration for cultural appropriation and plagiarism |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 8**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | We can express ourselves and talk about the world around us in a new language. |  | With increased fluency, we can participate actively in **reciprocal** interactions. |  | We can share our experiences and perspectives through **stories**. |  | **Creative works** are an expression of language and culture. |  | Acquiring a new language and learning about another culture deepens our understanding of our own language and culture. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between Spanish **letter patterns and pronunciation** * Comprehend **key information** and supporting details in speech and other **texts** * Comprehend meaning in stories * Use various **strategies** to increase understanding and produce oral and written language * **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   * Investigate **cultural aspects** of Hispanic communities * Describe **similarities and differences** between their own cultural practices and traditions and those of Hispanic communities * **Engage in experiences** with Hispanic people and communities * Examine 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 | *Students are expected to know the following:*   * Spanish letter patterns * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * common, high-frequency vocabulary, sentence structures, and **expressions**, including:   + types of **questions**   + **time and frequency**   + descriptions of people and objects   + **comparisons**   + personal interests, **preferences, emotions, and physical states**   + **beliefs and opinions** * past, present, and future **time frames** * **common elements of stories** * cultural aspects of Hispanic communities around the **world** * Hispanic **works of art** |

| **SECOND LANGUAGES – Spanish Big Ideas – Elaborations Grade 8** |
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| * **reciprocal:** involving back-and-forth participation * **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. * **Creative works:** representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry  and prose, filmmaking, musical composition, architecture) |

| **SECOND LANGUAGES – Spanish Curricular Competencies – Elaborations Grade 8** |
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| * **letter patterns and pronunciation:** letter patterns that have consistent pronunciations (e.g., *-ía*, *-mente*, *-dad*, *-ción*) * **key information:** e.g., *¿Cómo?, ¿Cuál?, ¿Dónde?, ¿Por qué?, ¿Cuándo?, ¿Qué?, ¿Quién?* * **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). * **strategies:** language-learning strategies such asinterpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues;  use of prior knowledge, familiar words, and cognates * **Narrate:**    + Use expressions of time and transitional words to show logical progression.   Use past, present, and future time frames.   * **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration * **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media * **cultural aspects:** e.g., customs, activities, celebrations, clothing, dance, festivals, food, history, land, music, protocol, rituals, traditions * **similarities and differences:** e.g., compare the purpose of activities, celebrations, holidays, practices, and traditions * **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 * **cultural lens:** e.g., values, practices, traditions, perceptions * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Spanish Content – Elaborations Grade 8** |
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| * **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. * **expressions:** e.g., everyday observations about weather, food, clothing, daily activities * **questions:** e.g., *¿Cuántos…?, ¿Cómo…?, ¿Dónde…?, ¿Por qué…?, ¿Cuándo…?, ¿Cuál…?, ¿Quién…?* * **time and frequency:** e.g., *hoy, ayer, mañana, todos los días, siempre, a veces, nunca* * **comparisons:** using expressions such as *menos…que; más…que; tan…como (e.g., Ana es más alta que Pedro)* * **preferences, emotions, and physical states:** e.g., *prefiero…porque…; Tengo miedo…; Ella está enferma* * **beliefs and opinions:** e.g., *Creo que…*; *En mi opinión…* * **time frames:**   + Sentences change according to when events occur.   + A change in time frame requires a change in wording.   + Express past, present, and future time frames for common verbs in context (e.g., *estoy cansada hoy*; *comí una pizza ayer*; *ellos van a  jugar al golf mañana*). * **common elements of stories:** place, characters, setting, plot, problem and resolution * **world:** e.g., Cuba, Panama, Dominican Republic, Bolivia, Argentina, Mexico, Spain * **works of art:** e.g., creative works in dance, drama, music, visual arts, with consideration for cultural appropriation and plagiarism |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 9**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a  new language. |  | Acquiring a new language allows us to explore our identity and culture from  a new perspective. |  | Conversing about things we care about can motivate our learning  of a new language. |  | We can share our experiences and perspectives through **stories**. |  | **Creative works** allow us to experience culture and appreciate cultural diversity. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between Spanish **letter patterns, pronunciation**,  and meaning * **Derive meaning** from speech and a variety of other **texts** * Use various **strategies** to increase understanding and produce oral and  written language * **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   * Recognize the **importance of story** in personal, family, and community identity * Analyze **similarities and differences** between their own cultural practices and traditions and those of Hispanic communities * **Engage in experiences** with Hispanic people and communities * Examine 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 | *Students are expected to know the following:*   * Spanish **letter patterns** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * common vocabulary, sentence structures, and expressions, including:   + **questions**   + descriptions of **people**, objects, and locations   + **sequence of events**   + personal interests, needs, and opinions * past, present, and future **time frames** * **elements of common texts** * **common elements of stories** * **cultural practices**, traditions, and attitudes in various Hispanic regions * Hispanic **works of art** * ethics of **cultural appropriation** and plagiarism |

| **SECOND LANGUAGES – Spanish Big Ideas – Elaborations Grade 9** |
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| * **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. * **Creative works:** representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry  and prose, filmmaking, musical composition, architecture) |

| **SECOND LANGUAGES – Spanish Curricular Competencies – Elaborations Grade 9** |
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| * **letter patterns, pronunciation:** e.g., predict the pronunciation of written words and groups of words * **Derive meaning:** Understand key information, supporting details, time, and place. * **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, web pages, advertisements). * **strategies:** language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues;  use of prior knowledge, familiar words, and cognates * **Narrate:**   + Use expressions of time and transitional words to show logical progression.   + Use past, present, and future time frames. * **Participate:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration * **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media * **importance of story:** e.g., First Peoples stories express their perspectives, values, beliefs, worldviews, and knowledge. * **similarities and differences:** compare the purpose of activities, celebrations, holidays, practices, and traditions * **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 * **cultural lens:** e.g., values, practices, traditions, perceptions * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Spanish Content – Elaborations Grade 9** |
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| * **letter patterns:** letter patterns that have consistent pronunciations, (e.g., *-ía*, *n*, *-mente*,*-ción*, *ll*, *rr*) * **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. * **questions:** e.g., *¿Tienes un lápiz?, ¿Vamos al cine?, ¿Te gusta ese libro?* * **people:** including characters in texts * **sequence of events:** using words that indicate sequence (e.g., *primero*, *después*) * **time frames:**   + Sentences change according to when events occur.   + A change in time frame requires a change in wording.   + Express past, present, and future time frames for common verbs in context (e.g., *Tengo una pregunta ahora*. *Me dio un libro ayer*.  *Voy a estudiar mucho esta noche.*). * **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose * **common elements of stories:** e.g., place, characters, setting, plot, problem and resolution * **cultural practices:** relating to celebrations, holidays, and events (e.g., *la Navidad*, *la Quinceañera*, *el Santo*),daily practices such as mealtimes,  and idiomatic use of language * **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. |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 10**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of  a new language. |  | **Stories** give us unique ways to understand and reflect on meaning. |  | Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance. |  | **Cultural expression** can take many different forms. |  | Acquiring a new language provides a unique opportunity to access and interact with diverse communities. |

**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 * Recognize the relationships between Spanish letter patterns, pronunciation, and **meaning** * Comprehend key information and supporting details in speech and a variety of other **texts** * Comprehend meaning and viewpoints in stories * Use various **strategies** to increase understanding and produce oral and written language * **Narrate** stories, both orally and in writing * Interpret **non-verbal cues** to increase understanding * **Exchange ideas** and information, both orally and in writing * Share information using the **presentation format** best suited to their own and others’ diverse abilities * Respond to questions and instructions * **Seek clarification and verify** meaning   Personal and social awareness   * Analyze regional, cultural, and linguistic practices of various Hispanic communities and their role  in shaping cultural identity * Recognize the **importance of story** in personal, family, and community identity * **Engage in experiences** with Hispanic people and communities * Analyze 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 | *Students are expected to know the following:*   * increasingly complex vocabulary, sentence structures, and expressions, including:   + types of **questions**   + **activities, situations, and events**   + opinions * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * past, present, and future **time frames** * **elements of common texts** * **common elements of stories** * **idiomatic expressions** from across  the Hispanic world * contributions of Hispanic Canadians  to society * Hispanic **works of art** * **cultural aspects** of various Hispanic communities * ethics of **cultural appropriation**  and plagiarism |

| **SECOND LANGUAGES – Spanish Big Ideas – Elaborations Grade 10** |
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| * **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. * **Cultural expression:** represents the experience of the people from whose culture it is drawn (e.g., painting, sculpture, theatre, dance, poetry  and prose, filmmaking, musical composition, architecture) |

| **SECOND LANGUAGES – Spanish Curricular Competencies – Elaborations Grade 10** |
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| * **choice of words:** e.g., degrees of formality, degrees of directness, choice of verb tense and modality * **meaning:** key information, supporting details, time, and place * **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). * **strategies:** For example:   + use circumlocution, paraphrasing, reformulation, reiteration, repetition, or word substitution   + interpret body language, expression, and tone   + use contextual cues   + interpret familiar words * **Narrate:**    + Use expressions of time and transitional words to show logical progression.   + Use past, present, and future time frames. * **non-verbal cues:** e.g., gestures, facial expressions, pictures, props * **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 * **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration * **importance of story:** e.g., First Peoples stories express their perspectives, values, beliefs, worldviews, and knowledge. * **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 * **cultural lens:** e.g., values, practices, traditions, perceptions * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Spanish Content – Elaborations Grade 10** |
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| * **questions:** including inversion questions (e.g., *¿Tienes papel?, ¿Te gusta ir al cine?, ¿Te gusta viajar?*) * **activities, situations, and events:** using appropriate tenses (e.g., *el futuro*, *el imperfecto*, *el pretérito*) in both the affirmative and the negative * **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:**   + regular and irregular verbs in context   + *el pretérito* and *el imperfecto* * **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose * **common elements of stories:** e.g., place, characters, setting, plot, problem and resolution * **idiomatic expressions:** e.g., *buena onda*, *¡no me digas!*, *¡qué padre!*; Spanish expressions derived from Arabic, such as *ojalá*; expressions with *tener* and *estar*, such as *tener razón* ; *estar listo* * **works of art:** e.g., creative works in dance, drama, music, visual arts * **cultural aspects:** e.g., activities, clothing, dance, festivals, food, history, land, music, protocol, rituals, traditions; relating to celebrations, holidays,  and events * **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. |