

SPANISH ENTRY 9

Description

Spanish Entry 9 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 Entry 9 is designed to cover essential learning standards from Grades 5 to 8 in an accelerated time frame in order to prepare students for Spanish 9. It should be noted that this course does not replace the richness of the regular Spanish 5-8 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 Entry 9 is not limited to Grade 9 students, and there are no prerequisites for this course.

BIG IDEAS

Listening and viewing with intent helps us acquire 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.	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.
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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 and supporting details in slow, clear speech and other texts - Use language-learning strategies to increase understanding - Interpret non-verbal cues to increase understanding - Respond to questions, simple commands, and instructions Exchange ideas and information, both orally and in writing - Share information using the presentation format best suited to their own and others' diverse abilities Seek clarification of meaning using common statements and questions Personal and social awareness - Identify and compare linguistic and cultural information about Hispanic communities around the world - Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens - Describe similarities and differences between their own cultural practices and traditions and those of Hispanic communities - 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 - 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, objects, and locations - instructions and comparisons sequence of events - personal interests, needs, and opinions - past, present and future time frames elements of common texts common elements of stories cultural practices in various Hispanic regions - Hispanic works of art