

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

<p>Listening and viewing with intent supports our acquisition and understanding of a new language.</p>	<p>Stories help us to acquire language and understand the world around us.</p>	<p>Expressing ourselves in a new language requires courage, risk taking, and perseverance.</p>	<p>Exploring diverse forms of cultural expression allows us to experience and appreciate cultural diversity.</p>	<p>Acquiring a new language provides a unique opportunity to access and interact with diverse communities.</p>
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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"> 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Spanish letter patterns gender and number common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **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
- **forms of cultural expression:** 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)

Curricular Competencies – Elaborations

- **common intonation patterns:** e.g., differentiate between a statement and a question
- **key information:** e.g.,
 - using circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - interpreting body language, expression, and tone
 - using contextual cues
 - interpreting familiar words
- **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
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression.
 - Use multiple 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 apps, graphics, illustrations, photographs, other visuals, music
- **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

Content – Elaborations

- **Spanish letter patterns:** letter patterns that have consistent pronunciations (e.g., *-ía, n, -mente, -ción, ll, rr*)
- **gender and number:** masculine/feminine and singular/plural (e.g., *el, la/los, las*)
- **types of 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 pretérito, el imperfecto*) 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:** 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.
- **common elements of stories:** 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*
- **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.