

BIG IDEAS

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

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, 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 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: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **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.

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **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

BIG IDEAS

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.
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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, 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 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: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **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

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **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

BIG IDEAS

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

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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **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

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **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

BIG IDEAS

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

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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **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)

Curricular Competencies – Elaborations

- **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 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.
- **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

Content – Elaborations

- **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

BIG IDEAS

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

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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Spanish letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> 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

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.
- **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)

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **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.

BIG IDEAS

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.
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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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<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"> 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

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.
- **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)

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **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.