

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

<p>Listening and viewing with intent helps us acquire a new language.</p>	<p>Reciprocal communication is possible using high-frequency words and patterns.</p>	<p>Stories help us to acquire language and understand the world around us.</p>	<p>Creative works are an expression of language and culture.</p>	<p>Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.</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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

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
- **Creative works:** represent 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
- **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
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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...?*).
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **similarities and differences:** e.g., compare the purpose of activities, celebrations, holidays, practices, and traditions
- **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*)
- **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 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., *¿Tienes un lápiz?, ¿Vamos al cine?, ¿Te gusta ese libro?*
- **comparisons:** e.g., using expressions such as *más...que; tan...como; menos que...*
- **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; 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:** activities, celebrations, clothing, dance, festivals, food, history, architecture, music, protocol, rituals, traditions, 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, with consideration for the ethics of cultural appropriation and plagiarism