

BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition of a new language.

Language strategies help us acquire a new language and understand a variety of messages.

Stories help us make connections and communicate ideas in a meaningful way.

Expressing ourselves in a new language requires courage, risk taking and perseverance.

Creative works allow us to experience culture and appreciate cultural diversity in an authentic way.

Acquiring a new language provides a unique opportunity to interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between meaning and pronunciation, letters, and punctuation (including common intonation patterns) Use a growing number of strategies to derive and negotiate meaning from a variety of texts and media <p>Communication</p> <ul style="list-style-type: none"> Narrate stories orally and in writing Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> describe people, objects, and personal interests explain reasons for emotional and physical states ask and respond to a variety of questions describe situations, day-to-day activities, and sequences of events express the degree to which they like or dislike objects and activities express hopes, dreams, desires, and ambitions express opinions on familiar topics Seek clarification and provide verification of meaning through a variety of strategies Use visuals or technology to assist in understanding and communicating Share information using more than one mode of presentation 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Spanish letter patterns an increasing range of commonly used vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions activities, situations, and events degrees of likes and dislikes hopes, dreams, desires, and ambitions opinions First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place past, present, and future time frames elements of a variety of common texts common elements of stories idiomatic expressions from across the Spanish-speaking world contributions of Spanish-speaking Canadians to society cultural practices, traditions, and attitudes in various Spanish-speaking regions

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Appreciate that there are regional variations in Spanish • Recognize the importance of story in personal, family, and community identity and how cultural identity is expressed through creative works in Spanish • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge through place 	

Big Ideas – Elaborations	SECOND LANGUAGES – Spanish Introductory Grade 11
<ul style="list-style-type: none"> • 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: works of creative or artistic 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:** differentiate between a statement and a question
- **strategies to derive and negotiate meaning:** understand key information, supporting details, time, and place. For example:
 - 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 communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)
- **media:** e.g., articles, blogs, cartoons, music, news, videos
- **Narrate:**
 - using expressions of time and transitional words to show logical progression
 - using multiple time frames
- **people:** including main characters in texts
- **Participate:**
 - with peers, teachers, and members of the wider community
 - can include virtual/online conversations
- **Engage:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and provide verification:** e.g., requesting or providing repetition, word substitution, reformulation, or reiteration
- **visuals or technology:** e.g., digital media, videos, pictures, posters, props
- **mode of presentation:** e.g., digital, visual, verbal; aids such as apps, graphics, illustrations, photographs, other visuals, music
- **regional variations in Spanish:** idiomatic expressions from across the Spanish-speaking world
- **importance of story:** e.g., First Peoples stories express their perspectives and values
- **ways of knowing:** Ways of knowing refers to the various beliefs about the nature of people’s knowledge (e.g., Aboriginal, gender-related, subject/discipline-specific, cultural, embodied, intuitive).
- **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 of the world.

Content – Elaborations

- **Spanish letter patterns:** letter patterns that have consistent pronunciations (e.g., *-ía, n, -mente, -ción, ll, rr*)
- **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 imperfecto, pretérito*) in both the affirmative and the negative
- **degrees of likes and dislikes:** e.g., *Me gusta...; Me gusta mucho...; Me encanta...; No me gusta...*
- **hopes, dreams, desires, and ambitions:** e.g., *Prefiero...; Quiero...; Voy a...*
- **oral histories:** e.g., conversations with an Elder about local ceremonies, traditions, and protocols
- **identity:** e.g., identity is influenced by:
 - ceremonies, traditions, and protocols for local First Peoples
 - cultural celebrations and festivals
- **place:** e.g., a sense of place can be influenced by territory, food, clothing, and creative works
- **past, present, and future time frames:**
 - past, present, and future tenses of regular and irregular verbs in context
 - differentiate between *el pretérito* and *el imperfecto*
- **elements of a variety of common texts:** e.g., format (letter versus e-mail message), language, context, audience, register (informal/formal), purpose
- **common elements of stories:** e.g., place, characters, setting, plot, problem, 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, traditions, and attitudes:** relating to:
 - celebrations, holidays, and events (e.g., *la Navidad, la Quinceañera, el Santo*)
 - daily practices such as mealtimes
 - idiomatic use of language