

BIG IDEAS

Listening and viewing with intent helps us acquire a new language.

Both verbal and **non-verbal cues** contribute meaning in language.

With basic language skills, we can describe ourselves.

Reciprocal communication is possible using simple, high-frequency words and patterns.

Stories help us make connections to what we have already learned.

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>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between meaning and pronunciation, letters, and punctuation, (including common intonation patterns) Identify key information in slow, clear speech and other simple texts Comprehend simple stories Comprehend high-frequency vocabulary in slow, clear speech and simple texts Begin to use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Interpret non-verbal cues to increase understanding Respond appropriately to simple commands and instructions Participate, with support, in simple interactions about everyday situations: <ul style="list-style-type: none"> ask and answer simple questions in context describe themselves and their interests provide simple descriptions Seek clarification of meaning using common statements and questions Use visuals or technology to assist in understanding and communicating | <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: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> simple questions simple information about themselves and others likes, dislikes, and preferences and information about identity simple descriptions common elements of cultural festivals and celebrations locations of Spanish-speaking communities and cultural festivals or celebrations where Spanish is spoken |

Learning Standards (continued)

| Curricular Competencies | Content |
|---|---------|
| <p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate simple awareness of where Spanish is spoken • Identify simple information about a cultural festival or celebration in which Spanish is spoken • Reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Spanish culture | |

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BIG IDEAS

Listening and viewing with intent helps us understand a message.

Using **strategies** helps us understand and acquire language.

With basic language skills, we can describe important people in our lives.

Reciprocal communication is possible using simple, high-frequency words and patterns.

Stories communicate ideas in a meaningful way.

Learning about language from **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>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between pronunciation, letters, and punctuation, and the role of intonation and tone of voice in conveying meaning Begin to recognize the relationships between Spanish letter patterns and pronunciation Identify key information and some details in slow, clear speech and simple texts Comprehend simple stories Comprehend high-frequency words and patterns in slow, clear speech and simple texts Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Interpret non-verbal cues to increase understanding Respond appropriately to questions, simple commands, and instructions Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer simple questions in context describe common emotions and states of physical health describe people, objects, and places give reasons for likes and dislikes share simple information about events Seek clarification of meaning using common statements and questions Use visuals or technology to assist in communicating | <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: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions descriptions of others hobbies and topics of interest reasons for likes, dislikes, and preferences common emotions and states of physical health cultural aspects of communities some Spanish-speaking communities across Canada simple information about a Spanish-speaking community |

Learning Standards (continued)

| Curricular Competencies | Content |
|--|---------|
| <p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate awareness of Spanish-speaking communities • Identify, share, and compare information about the Spanish-speaking world • Reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Spanish culture | |

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| Listening and viewing with intent helps us understand an increasing variety of messages. | Using strategies helps us understand and acquire language. | With basic language skills, we can discuss our interests. | Reciprocal interactions are possible even with limited language skills. | Stories allow us to understand ideas in a meaningful way. | Deepening our knowledge of 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>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between Spanish letter patterns and pronunciation Comprehend increasingly complex key information and supporting details in slow, clear speech and other simple texts Comprehend simple stories Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Use intonation and tone effectively to convey meaning in Spanish Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer questions in context describe important people in their community and key characters in texts describe locations and give simple directions explain reasons for likes, dislikes, and preferences make simple comparisons Seek clarification of meaning using a variety of statements and questions 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 First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions descriptions of others locations and directions reasons for likes, dislikes, and preferences simple comparisons cultural aspects of communities common elements of stories information about places where Spanish is spoken around the world |

Learning Standards (continued)

| Curricular Competencies | Content |
|---|---------|
| <p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate simple awareness that there are Spanish-speaking communities around the world • Identify, share, and compare information about Spanish-speaking communities in and outside of Canada • Identify cultural aspects of Spanish-speaking communities • Express and reflect on a variety of experiences of and perspectives on place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Spanish culture | |

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| Listening and viewing with intent supports our understanding and acquisition 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 more actively in reciprocal interactions. | Stories allow us to communicate ideas in a meaningful way. | Creative works are an expression of culture. | Acquiring a new language and learning about another culture deepen our understanding of our own language and culture. |
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Learning Standards

| Curricular Competencies | Content |
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| <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 Spanish letter patterns and pronunciation Comprehend increasingly complex key information and supporting details in texts Comprehend and retell stories Use a variety of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Narrate simple stories Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer a variety of questions about familiar topics describe people, objects, and personal interests compare and contrast simple characteristics of objects and people explain reasons for emotional and physical states express simple beliefs and opinions Seek clarification and provide verification of meaning | <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: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, and personal interests the use of comparing and contrasting reasons for preferences, emotions, and physical states simple beliefs and opinions cultural aspects of communities past, present, and future time frames common elements of stories cultural aspects of Spanish-speaking communities information about places where Spanish is spoken around the world |

Learning Standards (continued)

| Curricular Competencies | Content |
|---|---------|
| <p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify and share information about Spanish-speaking communities around the world • Expand their experience of Spanish-speaking cultures through the exploration of creative works in Spanish • Describe cultural aspects of practices and traditions in Spanish-speaking communities • Describe similarities and differences between their own cultural practices and traditions and those of Spanish-speaking communities • Explore ways to engage in experiences with Spanish-speaking people and communities • Express and reflect on a variety of experiences of and perspectives on place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Spanish culture | |

BIG IDEAS

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

Acquiring another language provides opportunities to explore our own cultural identity from a new perspective.

We can have meaningful conversations in a new language about things that are important to us.

Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.

Creative works allow us to experience culture in an authentic way.

Acquiring a new language and learning about another culture deepens our understanding of our own language and culture and builds community.

Learning Standards

| Curricular Competencies | Content |
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| <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 Spanish letter patterns and pronunciation Derive meaning from a variety of texts Use a growing variety of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Narrate stories Participate in short and simple conversations Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and respond to questions on familiar topics describe people, objects, places, and personal interests compare and contrast characteristics of people, objects, places, and personal interests describe sequences of events express simple needs in familiar situations express opinions on familiar topics Seek clarification and provide verification of meaning through a variety of strategies | <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: <ul style="list-style-type: none"> oral histories identity place an increasing range of commonly used vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions descriptions of people, objects, places, and personal interests the use of comparing and contrasting sequence of events simple needs and opinions cultural aspects of communities past, present, and future time frames elements of common types of texts common elements of stories 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"> • Describe cultural practices, traditions, and attitudes in various Spanish-speaking regions and describe their role in cultural identity • Recognize the importance of story in personal, family, and community identity • Recognize how Spanish-speaking culture is expressed through creative works • Describe similarities and differences between their own cultural practices and traditions and those of Spanish-speaking communities in various regions • Engage in experiences with Spanish-speaking people and communities • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Spanish culture | |

BIG IDEAS

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

Acquiring a language can shape our perspective and identity.

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

Acquiring a language provides us with new opportunities to appreciate and value **creative works** and cultural diversity.

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

Learning Standards

| Curricular Competencies | Content |
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| <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 that choice of words affects meaning Derive meaning from a variety of texts Locate and explore a variety of media in Spanish Use a growing number of strategies to derive and negotiate meaning <p>Communication</p> <ul style="list-style-type: none"> Narrate stories orally and in writing Engage in short conversations Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> 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 | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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 |

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 how cultural identity is expressed through creative works in Spanish • Recognize the importance of story in personal, family, and community identity • Recognize contributions of Spanish-speaking Canadians to society • Engage in experiences with Spanish-speaking people and communities • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Spanish culture | |

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity and voice.

The communicative context determines how we express ourselves.

Experiencing **creative works** promotes an understanding of cultures around the world.

Becoming proficient in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

| Curricular Competencies | Content |
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| <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 how choice of words affects meaning Derive and negotiate meaning in a wide variety of contexts Locate and explore a variety of authentic texts in Spanish Explore and interpret a wide variety of texts Adjust their register in speech and writing to reflect different purposes <p>Communication</p> <ul style="list-style-type: none"> Narrate stories orally and in writing Respond personally to a variety of texts Engage in meaningful conversations on a variety of topics Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> share personal experiences make predictions about future events express and justify personal opinions on topics of interest compare and contrast points of view and opinions | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> a range of increasingly complex vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> complex questions sequence of events in stories a diverse range of personal lifestyles and relationships explanation and justification of opinions comparison and contrast of points of view and opinions First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place past, present, and future time frames register and language etiquette features of major Spanish regional dialects |

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 • Identify biases in texts • Analyze cultural points of view in texts • Recognize connections between language and culture • Recognize that language and culture have been influenced by the interactions between First Peoples and Spanish-speaking communities • Engage in experiences with Spanish-speaking people and communities • Identify educational and career opportunities requiring proficiency in Spanish • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Spanish culture | |

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| Acquiring a language is a lifelong process. | Sharing our feelings, opinions, and beliefs in a new language contributes to our identity. | With increased language proficiency, we can discuss and justify opinions with nuance and clarity. | Experiencing the creative works of other cultures helps us develop an appreciation of cultures worldwide. | Proficiency in a new language allows us to understand global issues and explore opportunities for careers, travel, personal growth, and study abroad. |
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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"> Derive and negotiate meaning in a wide variety of contexts Locate and explore a variety of authentic texts in Spanish Retrieve, research, and analyze information from authentic resources to complete meaningful tasks Explore and interpret a wide variety of texts Recognize different purposes, degrees of formality, and cultural points of view in a variety of texts Analyze and compare elements of creative works from the Spanish-speaking world Adjust their speech and writing to reflect different purposes and degrees of formality <p>Communication</p> <ul style="list-style-type: none"> Narrate stories orally and in writing Respond personally to a variety of texts, including oral, written, and visual forms Engage in conversations on a variety of topics of interest, orally and in writing Interact spontaneously in a variety of meaningful, real-life situations Express themselves effectively, with fluency and accuracy, orally and in writing: <ul style="list-style-type: none"> express doubts, wishes, possibilities, and hypotheticals express and explain needs and emotions express, support, and defend opinions on a variety of topics of interest synthesize, evaluate, and respond to the opinions of others | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> a wider range of increasingly complex vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> complex questions sequence of events in stories doubts, wishes, possibilities, and hypotheticals needs and emotions the expression, support, and defense of opinions First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place multiple forms of past, present, and future time frames register and language etiquette features of major Spanish regional dialects where to access Spanish-language resources and services how culture affects behaviour and attitudes |

Learning Standards (continued)

| Curricular Competencies | Content |
|---|---------|
| <p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify and explain biases in texts • Recognize and explain connections between language and culture • Recognize that language and culture have been influenced by the interactions between cultural and linguistic groups from diverse backgrounds • Engage in experiences with Spanish-speaking people and communities • Identify and explore opportunities to continue language acquisition beyond graduation • Identify and explore career opportunities requiring proficiency in Spanish • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Spanish culture | |