

BIG IDEAS

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

With basic language skills, we can communicate with others.

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.

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) Comprehend high-frequency vocabulary in slow, clear speech, and simple texts <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 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 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 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"> • 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 similarities and differences between their own cultural practices and traditions and those of Spanish-speaking communities • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through place 	

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:** 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
- **in context:** e.g., questions related to a classroom theme, daily life, health and wellness, hobbies and pastimes
- **describe locations and give simple directions:** the use of gestures can enhance communication (e.g., pointing in the direction in which you are telling someone to travel)
- **Seek clarification:** e.g., *¡No comprendo!*; *¡Repita, por favor!*; *¿Qué significa...?*; *¿Cómo se dice ...?*; *¿Cómo se escribe...?*
- **mode of presentation:** e.g., digital, visual, verbal; aids such as apps, graphics, illustrations, photographs, other visuals, music
- **Describe similarities and differences:** e.g., discussing the purpose of activities, celebrations, customs, holidays, practices, traditions
- **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, and intuitive).

Content – Elaborations

- **Spanish 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 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
- **types of questions:** e.g., *¿Tienes un lápiz?; ¿Vamos al cine?; ¿Te gusta ese libro?*
- **comparing and contrasting:** e.g., using expressions such as *más...que, tan...como, menos que...*
- **sequence of events:** using words that indicate sequence (e.g., *primero, después*)
- **cultural aspects of communities:** e.g., activities, celebrations, clothing, dance, festivals, food, history, architecture, music, protocol, rituals, traditions
- **past, present, and future 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:** e.g., format (e.g., formal/informal e-mail message), language, context, audience, register (informal/formal), purpose
- **common elements:** e.g., place, characters, setting, plot, problem, resolution
- **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