**Area of Learning: SECOND LANGUAGES — Spanish Grade 5**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * 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   Personal and social awareness   * 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 | *Students are expected to know the following:*   * 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:   + **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** |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 6**

**BIG IDEAS**

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| 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. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * 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   Personal and social awareness   * 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 | *Students are expected to know the following:*   * 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**:**   + **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** |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 7**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * 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   Personal and social awareness   * 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 | *Students are expected to know the following:*   * **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**:**   + 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** |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 8**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * 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   Personal and social awareness   * 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 | *Students are expected to know the following:*   * 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:   + 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** |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 9**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * 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   Personal and social awareness   * 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 | *Students are expected to know the following:*   * Spanish **letter patterns** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * common vocabulary, sentence structures, and expressions, including:   + **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 |

**Area of Learning: SECOND LANGUAGES — Spanish Grade 10**

**BIG IDEAS**

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| 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. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * 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   Personal and social awareness   * 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 | *Students are expected to know the following:*   * increasingly complex vocabulary, sentence structures, and expressions, including:   + 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 |