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

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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
 |