

## BIG IDEAS

Listening and viewing with intent supports 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.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

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

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Recognize how <b>choice of words</b> affects meaning</li> <li>• Derive and negotiate meaning in speech and a variety of other <b>texts</b> and <b>contexts</b></li> <li>• Analyze cultural points of views in texts</li> <li>• Demonstrate degrees of formality in speech and writing to reflect different <b>purposes</b></li> <li>• Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li>• <b>Narrate stories</b>, both orally and in writing</li> <li>• <b>Respond personally</b> to a variety of texts</li> <li>• <b>Exchange ideas</b> and information, both orally and in writing</li> <li>• Express themselves with growing fluency, both orally and in writing</li> <li>• Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>– complex questions</li> <li>– <b>sequence of events</b> in stories</li> <li>– personal lifestyles and relationships</li> <li>– <b>explanation and justification of opinions</b></li> <li>– <b>points of view</b></li> </ul> </li> <li>• First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>• past, present, and future <b>time frames</b></li> <li>• <b>language formality and etiquette</b></li> <li>• distinguishing features of major Spanish and Hispanic <b>regional dialects</b></li> <li>• Hispanic works of art</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Investigate <b>regional and ethnic diversity</b> of Spanish language and Hispanic culture</li> <li>• Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Identify how language and culture have been influenced by the interactions between Hispanic and other peoples</li> <li>• <b>Engage in experiences</b> with Hispanic people and communities</li> <li>• Explore opportunities to continue language acquisition beyond graduation</li> <li>• Identify and explore <b>educational and personal/professional opportunities</b> requiring proficiency in Spanish</li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	

## BIG IDEAS

Language learning 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.	Exploring diverse <b>forms of cultural expression</b> promotes greater understanding and appreciation of cultures worldwide.	Becoming more proficient in a new language enables us to explore global issues.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Derive and negotiate meaning in a wide variety of <b>contexts</b></li> <li>• <b>Locate</b> and explore a variety of Hispanic <b>texts</b></li> <li>• Retrieve, research, and analyze information from authentic resources to complete meaningful tasks</li> <li>• Recognize different <b>purposes</b>, degrees of formality, and cultural points of view in a variety of texts</li> <li>• Analyze and compare elements of creative works from diverse communities</li> <li>• Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li>• <b>Narrate stories</b>, both orally and in writing</li> <li>• <b>Respond personally</b> to a variety of texts, including oral, written, and visual forms</li> <li>• <b>Exchange ideas</b> and information, both orally and in writing</li> <li>• Express themselves effectively, with <b>fluency and accuracy</b>, both orally and in writing</li> <li>• Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>– complex questions and opinions</li> <li>– <b>sequence of events</b> in stories</li> <li>– <b>needs and emotions</b></li> <li>– explanation and justification of opinions</li> </ul> </li> <li>• First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>• past, present, and future <b>time frames</b></li> <li>• <b>language formality and etiquette</b></li> <li>• distinguishing features of major Hispanic and Spanish <b>regional dialects</b></li> <li>• Hispanic <b>resources and services</b></li> <li>• Hispanic <b>works of art</b></li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Recognize the regional and ethnic diversity of Spanish language and Hispanic culture</li> <li>• <b>Engage in experiences</b> with Hispanic people and communities</li> <li>• Identify and explore <b>opportunities</b> to continue language acquisition beyond graduation</li> <li>• Identify and explore <b>educational and personal/professional opportunities</b> requiring proficiency in Spanish</li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	