

## 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
<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>Recognize the relationships between Spanish letter patterns, pronunciation, and <b>meaning</b></li> <li>Comprehend key information and supporting details in speech and a variety of other <b>texts</b></li> <li>Comprehend meaning and viewpoints in stories</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Narrate</b> stories, both orally and in writing</li> <li>Interpret <b>non-verbal cues</b> to increase understanding</li> <li><b>Exchange ideas</b> and information, 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> <li>Respond to questions and instructions</li> <li><b>Seek clarification and verify</b> meaning</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Analyze regional, cultural, and linguistic practices of various Hispanic communities and their role in shaping cultural identity</li> <li>Recognize the <b>importance of story</b> in personal, family, and community identity</li> <li><b>Engage in experiences</b> with Hispanic people and communities</li> <li>Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</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>types of <b>questions</b></li> <li><b>activities, situations, and events</b></li> <li>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>elements of common texts</b></li> <li><b>common elements of stories</b></li> <li><b>idiomatic expressions</b> from across the Hispanic world</li> <li>contributions of Hispanic Canadians to society</li> <li>Hispanic <b>works of art</b></li> <li><b>cultural aspects</b> of various Hispanic communities</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

## 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.
- **Cultural expression:** represents the experience of the people from whose culture it is drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

## Curricular Competencies – Elaborations

- **choice of words:** e.g., degrees of formality, degrees of directness, choice of verb tense and modality
- **meaning:** key information, supporting details, time, and place
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, internet-based media, advertisements).
- **strategies:** For example:
  - use circumlocution, paraphrasing, reformulation, reiteration, repetition, or word substitution
  - interpret body language, expression, and tone
  - use contextual cues
  - interpret familiar words
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use past, present, and future time frames.
- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **importance of story:** e.g., First Peoples stories express their perspectives, values, beliefs, worldviews, and knowledge.
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants where Spanish is spoken
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **questions:** including inversion questions (e.g., *¿Tienes papel?*, *¿Te gusta ir al cine?*, *¿Te gusta viajar?*)
- **activities, situations, and events:** using appropriate tenses (e.g., *el futuro*, *el imperfecto*, *el pretérito*) in both the affirmative and the negative
- **oral histories:** e.g., conversations with an Elder about local celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **time frames:**
  - regular and irregular verbs in context
  - *el pretérito* and *el imperfecto*
- **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose
- **common elements of stories:** e.g., place, characters, setting, plot, problem and resolution
- **idiomatic expressions:** e.g., *buena onda*, *¡no me digas!*, *¡qué padre!*; Spanish expressions derived from Arabic, such as *ojalá*; expressions with *tener* and *estar*, such as *tener razón* ; *estar listo*
- **works of art:** e.g., creative works in dance, drama, music, visual arts
- **cultural aspects:** e.g., activities, clothing, dance, festivals, food, history, land, music, protocol, rituals, traditions; relating to celebrations, holidays, and events
- **cultural appropriation:** The use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.

## **COURSE CONTENT**

Students will have the opportunity to meet the above learning standards through the following topics:

### **Unidad 3:**

- extend invitations
- talk on the phone
- say where you are coming from and what just happened
- talk about sports
- express preferences and state an opinion
- say what you know
- make comparisons
- describe the weather
- discuss clothing and accessories
- describe how you feel / express feelings

### **Unidad 4:**

- identify places and give addresses
- choose transportation
- request directions
- give instructions
- talk about shopping and make purchases
- talk about giving gifts
- bargain
- order and talk about food and request cheque
- express extremes
- say where you went

## **RESOURCE MATERIALS**

- Textbook: En Español 1 (Units 3 &4)
- Audio CD's and DVD's accompanying the textbook
- Supplementary handouts
- TRPS Stories: Adrianna Ramirez Book 1
- Señor Wooly videos and supplementary activities

## **LEARNING ACTIVITIES**

There will be a strong emphasis on oral work, group activities and co-operative learning. This type of learning cannot be reproduced at home, therefore absent students will be at a disadvantage.

### **Students will:**

- **Participate in multiple opportunities to practice and develop the language in different groupings: pairs, small and large groups and individually**
- **Use vocabulary and structure to ask and share information**
- **Identify key information in written or aural form**
- **Listen to Spanish CD's and watch DVD's/video clips for specific information**
- **Practice grammar and vocabulary through written and spoken activities**
- **Review all 4 language skills: reading, writing, listening and speaking**

## **ASSESSMENT AND EVALUATION:**

### **The following formative and summative assessment strategies will be used:**

- Daily homework assignments
- Activities using all 4 language skills (reading, writing, listening and speaking)
- Evaluation through conversations, questions, etc. (partner and group)
- Listening, speaking, reading and writing tests and quizzes
- Individual and group projects
- Presentations

### **Assignment of Marks:**

**Marks are accumulated throughout the year by assessing the following skills:**

<b>Listening:</b>	<b>20%</b>
<b>Reading:</b>	<b>20%</b>
<b>Writing:</b>	<b>20%</b>
<b>Speaking:</b>	<b>20%</b>
<b>Culture:</b>	<b>10%</b>
<b>Formative assessment:</b>	<b>10%</b>

### **COURSE POLICIES AND PROCEDURES:**

#### **A. Plagiarism and Cheating:**

Students are expected to abide by the Policy on Plagiarism and Cheating as outlined in their agenda books. In addition, students are expected to abide by the following guidelines as they specifically pertain to the Modern Languages Department:

1. The use of translators, electronic or otherwise, is strictly prohibited on assignments handed in for marks.
2. Work previously corrected or enhanced by a tutor may not be handed in as your own work.
3. If it is suspected that an assignment has been enhanced by the aid of a translator or tutor, the student may be asked to reproduce similar work in the presence of the teacher. Rough copies and other work may also be requested in order to corroborate the authenticity of the student's work.

#### **B. Tests**

After an absence, arrangements must be made by the student, with the teacher to make up the missed test. If the student does not complete the test, an "F" will be assigned. Students should see the classroom teacher the day they return to class to set test dates for missed work.