

# SPANISH 10 - COURSE OUTLINE

Señora Misceo

## COURSE DESCRIPTION

Spanish 10 is a beginner level course designed for students who have successfully completed Spanish 9. Students will continue their development of all four language skills (reading, writing, listening and speaking) with growing fluency, orally and in writing. By the end of the course, students should be able to express actions in the present and the past, express and elicit opinions and attitudes, exchange information, use appropriate social conventions, incorporate some idiomatic expressions and be aware of some of the differences and similarities between their culture and those of various Latin American countries.

## 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.
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## LEARNING STANDARDS

### Curricular Competencies

*Students are expected to be able to do the following:*

- 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 clues 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
- 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
- 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.

## **Content**

*Students are expected to be able to do the following:*

- Increasingly complex vocabulary, sentence structures, and expressions, including: types of questions, activities, situations, and events, and 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

## **COURSE CONTENT**

Students will meet the above learning standards through the following topics:

### **Unidad 3: (Etapa 1, 2, 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: (Etapa 1, 2, 3)**

- 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

## **COURSE MATERIALS**

- Textbook: En Español 1 accompanied by CD's, workbook, and videos/DVD's
- Various video clips in the target language
- Supplementary handouts
- TRPS Stories: Adrianna Ramirez Book 1
- Señor Wooly Program
- Somos Program

## **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
- Final Project

## **ASSIGNMENT OF MARKS:**

- Student grades will be reported cumulatively throughout the semester.
- All Units and Final Project will be equally weighted to total 100%

## **COURSE POLICIES AND PROCEDURES:**

### **A. Attendance**

- Missing classes for any reason will have an impact on learning, assessment, and evaluation.
- Students absent from class, whether excused or unexcused, are solely responsible for obtaining and completing any missed assignments, work, or homework.
- Please refer to the Windsor Attendance Policy in the student agenda book for further details.

### **B. 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:

- Online translating programs should be used as dictionaries, for individual words or phrases, not sentences or paragraphs. ([www.wordreference.com](http://www.wordreference.com) is acceptable)
- Work previously corrected or enhanced by a tutor (or someone with a higher knowledge of the language than the student), may not be handed in as your own work.
- If it is suspected that an assignment has been enhanced by 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 be requested in order to corroborate the authenticity of the student's work.

### **C. "I's"**

Language learning is cumulative. The "I" symbol is to alert students and parents that the student is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. Students will be informed of an "I" by either an Interim Report or on their report card.

When students and parents are informed of an "I", the teacher will specify a plan of action that the student must undertake to achieve the necessary learning outcomes. It is the responsibility of the students to complete the necessary learning by the specific date or the "I" will be converted into an "F".