

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

Learning Standards (continued)

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

COURSE CONTENT

Students will have the opportunity to meet the above learning standards through the exploration of topics that address the following essential questions:

- What might I want to be after I graduate?
- How do I need to prepare myself for my future?
- What are my unique talents, abilities, and interests?
- What cultural traditions do I practice?
- What is or is not permissible in the pursuit of artistic expression?
- How do I value animals?
- Am I superstitious?
- Is there such a thing as good or bad luck?
- Which of my beliefs are influenced by my culture?
- What social behaviors surrounding dating are appropriate in my culture?
- How does my family and my culture influence my perceptions of what romantic relationships should look like?
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- Am I superstitious?
- Is there such a thing as good or bad luck?
- Which of my beliefs are influenced by my culture?
- How does access to books impact a community?
- What impact does reading have on education?
- What problems exist in my community, and how can I contribute to solutions?

Please note that course content may be modified to address the current needs of the class

RESOURCE MATERIALS

- Somos Level 1 Comprehension Based Digital Curriculum
- Garbanzo Reading App
- Audio and video clips from a variety of sources
- Supplementary handouts
- Spanish language websites and apps
- Graphic Novel “*Billy y Las Botas*”

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 may be used:

- 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
- Homework Assignments

Assignment of Marks:

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

Listening: 20%

Reading: 20%

Writing: 20%

Speaking: 20%

Culture: 10%

Formative assessment: 10%

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, a “0” will be assigned. Students should see the classroom teacher the day they return to class to set test dates for missed work. Arrangements may also be made via Teams Chat.

Note: All notes, worksheets, answer keys, etc are posted in a weekly file in Microsoft Teams for student access.

