

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 **forms of cultural expression** promotes greater understanding and appreciation of cultures worldwide.

Becoming more proficient in a new language enables us to explore global issues.

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"> • Derive and negotiate meaning in a wide variety of contexts • Locate and explore a variety of Hispanic texts • Retrieve, research, and analyze information from authentic resources to complete meaningful tasks • Recognize different purposes, degrees of formality, and cultural points of view in a variety of texts • Analyze and compare elements of creative works from diverse communities • 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, including oral, written, and visual forms • Exchange ideas and information, both orally and in writing • Express themselves effectively, with fluency and accuracy, 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 and opinions – sequence of events in stories – needs and emotions – explanation and justification of opinions • 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 Hispanic and Spanish regional dialects • Hispanic resources and services • 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"> • Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a cultural lens • Recognize the regional and ethnic diversity of Spanish language and Hispanic culture • Engage in experiences with Hispanic people and communities • Identify and 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?
- How can I discuss things that happened in the past?
- How can I talk about what myself and others have said, where we have gone, and what we have seen?
- How do I pursue the things that I want?
- What am I willing to do to get what I want?
- What do I enjoy doing? (How do I have fun?)
- What stories from my life do I love to tell?
- What experiences do I have that are typical, and what past experiences make me unique?
- What slang do I use in my daily life, and what are the origins of those terms?

- How do stories change over time?
Please note that course content may be modified to address the current needs of the class

RESOURCE MATERIALS

- Somos Level 2 Comprehension Based Digital Curriculum
- Garbanzo Reading App
- Audio and video clips from a variety of sources
- Supplementary handouts
- Spanish language websites and apps

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.

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