SPANISH 9 – COURSE OUTLINE

Señora Misceo

COURSE DESCRIPTION

Spanish 9 is an introductory course for students with limited to no background in Spanish. The aim of this course is to provide students with the foundation and skills necessary to engage in purposeful communication in the target language. Students will be given the opportunity to participate in a wide range of reading, writing, listening and speaking activities within the context of culture.

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.	Acquiring a new language allows us to explore our identity and culture from a new perspective.	Conversing about things we care about can motivate our learning of a new language.	We can share our experiences and perspectives through stories.	Creative works allow us to experience culture and appreciate cultural diversity.

LEARNING STANDARDS

Curricular Competencies:

Students are expected to be able to do the following:

- Recognize the relationships between Spanish letter patterns, pronunciation, and meaning
- Derive meaning from speech and a variety of other texts
- Use various strategies to increase understanding and produce oral and written language
- Narrate stories, both orally and in writing
- Exchange ideas and information, both orally and in writing
- Seek clarification and verify meaning
- Share information using the presentation format best suited to their own abilities
- Recognize the importance of story in personal, family, and community identity
- Analyze similarities and differences between their own cultural practices and traditions and those of Hispanic communities
- Engage in experiences with Hispanic people and communities
- Examine 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 know the following:
- Spanish letter patterns
- First Peoples perspectives connecting language and culture, including oral histories, identity, and place
- common vocabulary, sentence structures, and expressions, including:
    o questions
    o descriptions of people, objects, and locations
    o sequence of events
    o personal interests, needs, and opinions
- past, present, and future time frames
- elements of common texts and stories
- cultural practices, traditions, and attitudes in various Hispanic regions
- Hispanic works of art
- ethics of cultural appropriation and plagiarism

COURSE CONTENT

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

Etapa Preliminar:
- Greeting people and introducing self
- Discussing origins
- Exchanging phone numbers
- Days of the week

Unit 1: (Etapa 1, 2, 3)
- Greeting and introducing others
- Saying where people are from
- Expressing likes/dislikes
- Describing others, clothing, and family relations
- Asking and telling ages
- Talking about birthdays
- Giving dates
- Expressing possession

Unit 2: (Etapa 1, 2, 3)
- Describing classes and classroom objects
- Talking about schedules and how often you do something
- Discussing obligations and plans
- Asking and telling time
- Asking questions
- Saying where you are going
- Requesting food
- Sequencing events
- Talking about people and places you know

COURSE MATERIAL

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

ASSESSMENT AND EVALUATION

The following formative and summative assessment strategies may be used:

- Daily homework assignments
- Activities using all 4 language skills (reading, writing, listening and speaking)
- tests and quizzes
- Evaluation through conversations, questions, etc. (partner and group)
- Individual or group projects
- Story-telling (oral and/or written)
- 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 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".