

St. Clair Catholic District School Board

STUDENT INFORMATION / OUTLINE OF COURSE OF STUDY

School:	Ursuline College
Department:	Languages
Ministry Document:	<i>The Ontario Curriculum, International Languages, senior Divisions, 1999.</i>
Course Title:	Level One Spanish
Course Type:	Academic 10
Course Code:	LWS 2DO
Credit:	One full: 110 hours
Prerequisite:	None
Teacher:	Mrs. A. Vilaranda

Course Description

This course is designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read both age and language appropriate passages for various purposes. They will explore aspects of the culture of countries where the Spanish language is spoken, including social customs and the arts, by participating in cultural events involving both print and technological resources. As well, the program will encourage the student to develop attitudes and values founded on the Catholic social teaching.

Aims

By the end of Level One, students will:

Demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures.

Write with ease and an acceptable degree of accuracy.

Develop a positive attitude and sensitivity to peoples of different cultural background.

How this course supports the Ontario Catholic Graduate Expectations

Through the use of the Catholic course profile as well as additional resources (I.C.E. documents)
The Ontario Catholic Grade Expectations will be addressed

How this course supports the competencies of Choices Into Action:

Career exploration activities through classroom experience (page 19, Choices Into Action)

1. Overall Expectations for student learning

Through the course, students will be expected to demonstrate knowledge, skills and values related tot he following strands:

Strand: Oral Communication

- communicate orally in different situations for different purposes, using basic vocabulary and language structures.
- use standard pronunciation of words in phrases and sentences
- use basic vocabulary and language structures to ask and answer questions, and to make statements (ie. identify family members and express likes and dislikes).
- apply knowledge of cultural aspects of Spanish by using oral language conventions appropriately (ie. greetings).

Strand: Reading

- read passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures and respond appropriately.
- Read a range of simple texts for comprehension, consolidation of oral skills, and expansion of vocabulary, demonstrating some knowledge of the culture where the language is spoken.
- Read aloud with expression, using visual and some verbal cues to determine meaning.

Stand: Writing

- write for specific purposes, using basic vocabulary and language structures in complete but simple sentences.
- Write answers to simple questions
- write resources to communicate effectively, and show knowledge of Spanish culture in their writing, making use of computers and other media resources.

Language structures:

Students should recognize and use the following language structures in all three strands.

Nouns And Pronouns:

- use of articles with nouns
- formation of the plural
- gender of nouns
- use of the partitive with nouns (some, any)
- subject pronouns, singular and plural and interrogative pronouns (who, what)

Verbs

- present tense, regular verbs and frequently used irregular verbs (to be, to have, to want, to go)
- verbs in simple negative constructions

Adjectifs

- regular adjectives and frequently used irregular adjectives (ie. Good)
- expressions of quantity
- possessive adjectives (my, your, his, her)
- demonstrative adjectives (this, that)
- interrogative adjectives(which)

Adverbs

- adverbs used to modify verbs and adjectives

Conjunctions

- common conjunctions (and, or)

Syntax

- word order in simple sentences, positive and interrogative
- subject-verb agreement in noun phrases

Vocabulary

- days of the week, months of the year, time of the day
- names of colours and school disciplines
- words associated with family, food, leisure, transportation, and places
- basic salutations

- words related to the topic of health
- cardinal numbers
- idiomatic expressions, simple commands and essential characteristics of writing

2. Expectations re: Learning Skills

It is expected that students will also demonstrate the following:

- independent working ability
- team work ability
- organizational skills on daily basis (keeping notebooks, etc)
- strong work habits during class time
- listening attentively and responding to questions
- taking part in class discussions and seminar presentations
- completing homework and assignments on time
- willingness to ask for help when needed
- initiative in all areas of the course
- attendance and punctuality

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to students and will be reported separately from student achievement of the curriculum expectations.

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-good, S-satisfactory, N-needs improvement) and will be separated from the reporting of achievement.

3. Course Breakdown and Assessment and Evaluation Strategies:

Introducción	Lección preliminar
Unidad 1	¡Hola! ¿Qué tal?
Unidad 2	¡Es hora de clase!
Unidad 3	¿Qué hacen ustedes?
Unidad 4	¡Qué familia!
Unidad 5	¡Bienvenidos a Madrid!
Unidad 6	¡Me encantó Guadalajara!
Evaluación final	Examen oral y escrito

Assessment: Checklists, oral and written presentations, activities, quiz, tests, independent culture project.

4. Supports for higher learning

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

5. Teaching/Learning Strategies:

Instructions in this course will include but not be limited to the following:

- group work
- pairs activities
- whole class activities
- presentations: oral and written
- videos
- instructions, explanations of language structures and grammar points
- listening activities

- reading

6. Assessment and Evaluation of Student Learning

Student achievement of learning expectations will be evaluated according to the following breakdowns:

Categories of Knowledge, Skills and Values	Term Evaluation	Exam Evaluation
Knowledge / Understanding	30	30
Thinking / Inquiry	20	20
Communication	30	30
Application / Making Connections	20	20
Breakdown of Final Mark	70 %	30 %

7. Learning resources

- ¡Dime! Uno
- ¡Dime! Uno workbook (cost: 26.75)
- ¡Dime! Uno cassettes
- Spanish-English English-Spanish Dictionary (To be purchased by the students)
videos and music

7. School, Department and Classroom Policies

The following specific policies apply to this course in addition and support of the overall school policies found in your student handbook:

- Behaviour:**
1. Come prepared for class with all materials needed.
 2. Take care of washroom duties before you get to class if at all possible.
 3. Respect the right of others to learn. Only one person talks at a time.
 4. Be Polite! Take responsibility for your actions.
 5. Maturity and common sense are expected in this classroom.
 6. Maintain a POSITIVE outlook.
 7. Use your daily planner on a daily basis for tests, assignments, etc.
 8. No personal communication devices are allowed. This includes CD/tape players, pagers and cell phones.
- Plagiarism** Includes the use of Altavista or any other similar translator. Assignments translated by this mean will not be accepted.
- Attendance:** To be successful you must attend class. After 5 absences you will be interviewed by your teacher as to the reasons for your absences and what will be done about it.
- Missed tests** Within 3 days of missing a test, you will make arrangements with your teacher as to when you will write the missed test, on your time.
- Missed Assignments:** Students who do not hand in work on the assigned due date will receive a **Completion Contract** where they will consult with their teacher to arrange a mutually agreed upon time for handing in missing work. No assignments will be accepted after the agreed date or “window of opportunity”.