

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 Two Spanish
Course Type:	Academic 11
Course Code:	LWS 3UO
Credit:	One full: 110 hours
Prerequisite:	LWS 2DO
Teacher:	Mrs. A. Vilaranda

Course Description

This course provides students with the language learning experiences that will enable them to communicate in Spanish. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will explore aspects of Spanish culture involving both print and technological resources. Vocabulary and their repertoire of language structures will be expanded, although simple in nature. 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 Two, students will:

- Demonstrate an understanding of 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.
 - Identify features of the culture of countries where the Spanish language is spoken.
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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 to the following strands:

Strand: Oral Communication

- communicate orally in different situations for different purposes, using simple vocabulary and language structures.
- use standard pronunciation, intonation, and tones of words in phrases and sentences
- use simple vocabulary and language structures to ask and answer questions, and to make statements (ie. relate an incident).
- apply knowledge of cultural aspects of Spanish by using oral language conventions appropriately (ie. greetings).
- Express opinions in conversations and other situations(ie. express preference)

Strand: Reading

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

Stand: Writing

- write for specific purposes, using language appropriate to the level. Write a variety of questions and answers. Write in different forms to express ideas and opinions, using a model. Write simple sentences and paragraphs, including dialogues.
- use resources to make their writing more effective. Apply knowledge of the Spanish culture.

Language structures:

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

Nouns And Pronouns:

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

Verbs

- present tense, regular and irregular verbs (to be, to have, to want, to go), modal verbs (can, must, want)
- verbs in negative constructions, and the perfect past tense (simple past)

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, adverbs of time, and the formation of simple adjectives

Conjunctions

- common conjunctions (and, or, but because, when)

Syntax

- word order in simple sentences, positive negative and interrogative
- gender and number agreement
- word order in complex and compound sentences

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, friends, sports, music, careers, shopping, television, ads
- words related to transportation, geography, and places
- cardinal numbers and names of currency
- basic salutations

- idiomatic expressions, simple commands and essential characteristics of writing
- 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 preliminary
Unidad 1	¿Cómo pasan el tiempo?
Unidad 2	¡Qué chévere!
Unidad 3	Queridos televidentes...
Unidad 4	Era una ciudad muy...
Unidad 5	Recomiendo que...
Unidad 6	¡Hagamos una excursión!
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! Dos
- ¡Dime! Dos workbook (cost: 27.75)
- ¡Dime! Dos 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** Plagiarism includes the use of Altavista; 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”.