



NIAGARA ACADEMY COURSE OUTLINE

COURSE: Spanish, Grade 9, Academic, (LWS1D)

SCHOOL: Niagara Academy

DEVELOPED BY: Ana Delgado, 2011

REVISED BY: R. Bergshoeff

COURSE TITLE: Spanish

COURSE TYPE: Academic

COURSE GRADE: Nine

COURSE CODE: LWS1D

DEVELOPED FROM: The Ontario Curriculum, Grades 9 to 12: Classical and International Languages, (Revised) 2016
<http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang912curr.pdf>

PREREQUISITE: None

COURSE DURATION: 110 hours

COURSE VALUE: 1.0 credits

COURSE TEXT: Dime Uno, Samaniego, McDougal Littell

COURSE DESCRIPTION AND RATIONALE

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

OVERALL CURRICULUM EXPECTATIONS

A. Listening: By the end of this course, students will:	
A1.	Listening to Understand: determine meaning in a variety of oral texts in Spanish, using a range of listening strategies;
A2.	Listening to Interact: interpret messages accurately while interacting in Spanish for a variety of purposes and with diverse audiences;
A3.	Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where Spanish is spoken and other communities around the world, and of sociolinguistic conventions in Spanish used in a variety of situations and communities.

B. Speaking: By the end of this course, students will:	
B1.	Speaking to Communicate: communicate information and ideas orally in Spanish, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;
B2.	Speaking to Interact: participate in spoken interactions in Spanish for a variety of purposes and with diverse audiences;
B3.	Intercultural Understanding: in their spoken communications in Spanish, demonstrate an awareness of aspects of culture in diverse communities where Spanish is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in Spanish in a variety of situations.

C. Reading By the end of this course, students will:	
C1.	Reading Comprehension: determine meaning in a variety of texts in Spanish, using a range of reading comprehension strategies;
C2.	Purpose, Form, and Style: Reading Comprehension: determine meaning in a variety of texts in Spanish, using a range of reading comprehension strategies;
C3.	Intercultural Understanding: demonstrate an understanding of information in texts in Spanish about aspects of culture in diverse communities where Spanish is spoken and other

	communities around the world, and of sociolinguistic conventions Spanish used in a variety of situations and communities.
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D. Writing By the end of this course, students will:	
D1.	Purpose, Audience, and Form: write texts in Spanish for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;
D2.	The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in Spanish effectively;
D3.	Intercultural Understanding: in their written work in Spanish, demonstrate an awareness of aspects of culture in diverse communities where Spanish and other communities around the world, and of the appropriate use of sociolinguistic conventions in Spanish in a variety of situations.

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement: Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 34-35 of Languages, (Revised) 2016. <http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang912curr.pdf>

Learning Skills will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>) .

Assessment for Learning will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

Assessment as Learning will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers’ progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the chart below for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. This final evaluation consists of the following: Culminating Activity 10% and Final Exam 20%.

COURSE CONTENT AND EVALUATION

Evaluation in each unit will include Knowledge/Understanding - 25%, Thinking - 25%, Communication - 25%, Application - 25%. Examples of evaluation sources: dialogues, oral presentations, observation/conversation, reading comprehension, oral comprehension, process writing, word-webs, posters.

Unit Unit	Description	Evaluation	Percentage Hours
Unit One	<i>Greetings, Basic conversation</i> 1. Greetings, saying bye, asking how a person is, Si and No, tag questions, use of Ni. 2. Subject pronouns, verb ser, gender of nouns and gender of adjectives, the definite article: el, la 3. Diccionario Geografico: Using Cognates 4. Writing Strategy: Brainstorming	8%	13 hrs
Unit Two	<i>Classroom</i> 1. Numbers: 0-30, asking and telling the time, computer parts, school subjects, 2. Nouns and articles, telling time, verb tener, ser, estar, ir adjectives, and subject pronouns. 3. Linea Directa: Scanning 4. Writing Strategy: Using clusters	9%	14 hrs
Unit Three	<i>Seasons and Weather</i> 1. Season and weather expressions, places in the city, making plans. 2. Indefinite article and hay, present tense, indefinite and negative words, verbs, gustar and encantar. 3. Peliculas de la Semana: Scanning 4. Writing Strategy: Paragraph writing	8%	13 hrs
Unit Four	<i>Months, conversational questions, numbers 30-100</i> 1. Months of the year, questions and question words, numbers 30-100, family members. 2. Possessive adjectives, personal a, verbs conocer, querer and venir, present progressive. 3. Los hispanos en Estados Unidos: Presente y futuro 4. Writing Strategy: Organizing Information	9%	14 hrs

Unit Five	<p><i>General questions, numbers</i></p> <p>1. Numbers 100-1,000,000, ordinal numbers, ask for directions, daily activities, and clothing and food items.</p> <p>2. Affirmative tu commands, verbs saber, salir, dar, stem changing e to ie and o to ue, tener idioms and indirect object pronouns.</p> <p>3. La sopa castellana: reading aloud</p> <p>4. Writing Strategy: Making an outline</p>	9%	14 hrs
Unit Six	<p><i>Travel, transportation</i></p> <p>1. Shores, transportation means, and trip schedules.</p> <p>2. Preterite tense and preterite of ir, hacer, ser, dar, ver, poder, tener and decir</p> <p>3. Tenochiilan: Identifying the main idea</p> <p>4. Writing strategy: Writing a free-form poem.</p>	9%	14 hrs
Unit Seven	<p><i>Sports</i></p> <p>1. Sports equipment, house items.</p> <p>2. Demonstratives, spelling changes in preterite, direct object pronouns, stemchanging verbs in preterite, prepositions of location</p> <p>3. La maravilla de Miami: Skimming</p> <p>4. Writing Strategy: Retelling an event</p>	9%	14 hrs
Unit Eight	<p><i>Food</i></p> <p>1. More food items, tableware.</p> <p>2. Reflexive pronouns, adverbs, present tense, present progressive and preterite summary</p> <p>3. Gazpacho andaluz. Tortilla Español: Reading for detailed information.</p> <p>4. Writing Strategy: Retelling a story</p>	9%	14 hrs
	Total Term Work	70%	110 hrs
Final Evaluation	Culminating Activity	10%	
	Final Exam	20%	
	Final Mark	100%	

TEACHING AND LEARNING STRATEGIES

Spanish should be the language of communication in class so that students have constant exposure to correct models of the language and many opportunities to speak in Spanish. To help students improve their ability to interact in class, teachers can:

- use a deliberate pace while speaking Spanish to ensure maximum understanding, explaining explicitly and in various ways to address the needs of all learners;
- give clear instructions by providing them orally and in writing, taking care to meet individual needs (e.g., numbering and labelling the steps in an activity);
- check often for comprehension using a variety of tools (e.g., thumbs up, thumbs down);
- allow sufficient response time when students are interacting in Spanish;
- use a variety of strategies to selectively correct students' errors in speaking and writing;
- offer ongoing descriptive feedback so that students are aware of which areas need improvement;
- scaffold and observe independent practice, ensuring that all students are able to
- communicate in Spanish in both familiar and new contexts.

Teachers can employ a variety of instructional strategies to support Spanish language learners in their acquisition of Spanish. For example, teachers can:

- design meaningful lessons and activities that are achievable by students and that take into account their background knowledge and experiences;
- provide frequent opportunities for collaboration and practice in pairs, small groups, and large groups;
- provide targeted instruction for students during shared or guided practice, in which they lead students to explore texts or concepts;
- have students listen to, read, or view mentor texts to help them decide what their final product might be;
- model various learning processes by demonstrating how to listen to, read, view, and interact with appropriate texts;
- contextualize new vocabulary through visuals, gestures, and written and oral texts;
- allow students to demonstrate their understanding of a concept in alternative ways (e.g., through visual art, songs, music, drama, reader's theatre);
- value and acknowledge the importance of students' literacy skills in other languages;
- encourage students to share information about their own languages and cultures with other students in the classroom.

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. The teacher will recognize the needs of students with special needs and those who are English language learners to provide instruction that enables those students to be successful. Information and communications technology will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

RESOURCES

Spanish the Easy Way (fourth Edition), Barron's, ISBN 0-7641-1974-5