



Glendale Secondary School

Languages Department Course Outline

Spanish, Grade 10 Academic (LWSBD1)



TEACHER:

PREREQUISITE: None

HOURS: 110

CREDIT VALUE: 1

DEPARTMENT HEAD: Señora De Luca

TEXTBOOK: ¡Avancemos! and various source

REQUIRED MATERIALS: Board issued iPad, Binder, pen/pencil, paper

GUIDELINE: The Ontario Curriculum, Grades 9 and 10: Classical and International Languages, 2016

COURSE DESCRIPTION:

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.

STRANDS and OVERALL EXPECTATIONS:

Strands	Overall Expectations
Listening	<p>A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;</p> <p>A3. Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.</p>
Speaking	<p>B1. Speaking to Communicate: communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;</p> <p>B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;</p> <p>B3. Intercultural Understanding: in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.</p>

<p>Reading</p>	<p>C1. Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;</p> <p>C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.</p>
<p>Writing</p>	<p>D1. Purpose, Audience, and Form: write texts in the target language 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;</p> <p>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 the target language effectively;</p> <p>D3. Intercultural Understanding: in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.</p>

The primary purpose of assessment and evaluation is to improve student learning

ASSESSMENT

The process of assessing student learning is continuous and on-going. Teachers use information gathered through assessments to provide feedback for students, to guide instruction and develop individual learning goals for students. This is assessment **for** learning. Students use this feedback to continuously improve their achievement and set individual learning goals. This is assessment **as** learning. Information from assessments informs the teacher’s professional judgment but is not used in determining the student’s level of achievement.

EVALUATION

Evaluation is the process of determining a level of student achievement of the Overall Expectations for a course, which is recorded as a mid-term or final grade on a report card.

Students will be given numerous and varied opportunities to demonstrate their achievement of the Overall Expectations across the four categories of achievement (Knowledge & Understanding, Thinking, Communication and Application). Evidence of student achievement of the Overall Expectations is collected over time from three different sources – observations, conversations and student products.

To be successful, students **must demonstrate achievement of EACH of the Overall Expectations** for the course. If a student is missing evidence of achievement of one or more of the Overall Expectations, then a lower limit will be determined by the teacher.

In determining a report card grade, teachers use their professional judgment to interpret the evidence of student achievement which reflects the student’s most consistent level of achievement with special considerations given to the more recent evidence.

The final grade is determined by the following breakdown:

70 % - evaluations made at the end of units throughout the semester.

30% - final demonstrations of learning (culminating activities)

REPORT CARDS

Student progress is reported at 3 times during the semester.

Interim Report – October and March. Reports on student Learning Skills and Work Habits with next steps for improvement.

Mid-term Report Card – November and April. Reports on student achievement of the Overall Expectations to date. **Incomplete achievement** is reflected on Mid-term Report Cards but replaced when learning has been demonstrated.

Final Report Card – February and July. Reports on student achievement of all the Overall Expectations.

ACADEMIC HONESTY

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Intentional academic dishonesty will result in disciplinary consequences. Teachers and parents should support students in striving for excellence and producing work with integrity.

ATTENDANCE AND LEARNING SKILLS

There is a direct link between good attendance and success at school. Students are expected to attend classes regularly and on time. Evidence of student achievement is gathered during classes through observations and learning conversations.

Learning Skills play an important role in a student's level of achievement. Students will be assessed on the following learning skills: responsibility, works independently, collaboration, initiative, and self-regulation.

CELL PHONES/PERSONAL ELECTRONIC DEVICES

Teachers will determine when personal electronic devices, including cell phones, will be used as instructional tools/supports. At other times these devices (with the exception of electronic translators) are not to be used and must be turned off and be stored away. Consequences for inappropriate use of these devices may include removal of the device from the learning environment.

DEPARTMENT/COURSE SPECIFIC INFORMATION

General Expectation

Students are expected to be **respectful, punctual and prepared** with all the necessary materials (books, binders, paper, pens, pencils etc...) needed for class. Inappropriate language and behaviour will not be tolerated.

Missed Evaluation and Late Assignments

Excellent attendance and punctuality are crucial to language learning and is the key to success in a language class. It is the student's responsibility to make up the work that was missed.

**Please refer to the student handbook for the full description of this policy.*

Extended Absences

If the student is going to be away for an extended period of time, they must inform the teacher prior to their absence so that the teacher can provide the work/assignment that the student will be missing.

Translators

Use of French translator is strictly prohibited and will be dealt with according to the Academic Honesty policy located in the student handbook.

SCHOOL WIDE SUPPORTS

Student Support Team (formerly know as Learning Resource)

In-class help

Test and exam support

Alternate learning environment

English Language Learner Support Team

Lunch-time help

Test and exam support

Math lunch-time help

Math Homework Help – on-line support

Information via school website @ <http://schools.hwdsb.on.ca/glendale/>

School wide access to password protected wireless network

Access to on-line resources

Literacy Coaching

Literacy @ Lunch

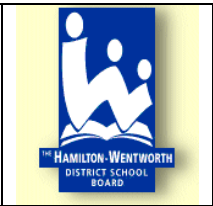
Learning Commons @ Lunch

Paper and electronic calendars

Teacher/department Lunch-time/before/after school help



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Modern Languages Department Course Outline
Spanish, Grade 10 Academic (LWSBD1)



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DEPARTMENT HEAD: Señora De Luca **TEXTBOOK:** ¡Avancemos! and various sources

REQUIRED MATERIALS: iPad, binder, pen/ pencil, paper

GUIDELINE: *The Ontario Curriculum, Grades 9 and 10: Classical and International Languages, 2016*

I am aware of the course expectations and the policies and supports put in place for the student to be successful.

Student's Name: _____

Teacher's Name: _____
Email:XXXXXXXXXXXX@hwdsb.on.ca (optional to include)

Contact Number: 905-560-7343 ext.

Department Head Name: Señora De Luca
Email:XXXXXXXXXXXX@hwdsb.on.ca (optional to include)

Contact Number: 905-560-7343 ext. 5717

Parent/ Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____