



COURSE OVERVIEW 2019-2020

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| Course Name: | International Languages Level 2, Spanish | Course Code: | LWSCU1 |
| Course Type: | Grade 11, University Preparation | Credit Value: | 1.0 |
| Teacher: | Ms. H. Brunet | | |

Course Description:

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: LWSBD1

<http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang912curr.pdf>

COURSE OVERALL EXPECTATIONS:

| Strand | Expectations: By the end of this course, students will be able to: |
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| 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> |

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| | <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> |

ASSESSMENT AND EVALUATION STRATEGIES:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

ASSESSMENT AND EVALUATION CATEGORIES AND WEIGHTS:

| Achievement Chart Categories (Term) | |
|-------------------------------------|------------|
| Achievement Category | Percentage |
| Listening | 25% |
| Speaking | 25% |
| Reading | 25% |
| Writing | 25% |

| Evaluation / Weight of Marks | |
|------------------------------|------------|
| Evaluation | Percentage |
| Term Evaluation | 70% |
| Final Evaluations: | 30% total |
| • Oral/ Culminating | 15% |
| • Final Exam | 15% |

LEARNING SKILLS AND WORK HABITS ASSESSMENT:

The development of learning skills and work habits is an integral part of student learning.

These skills are:

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|-------------------------|------------------------|
| Responsibility | Collaboration |
| Organization | Initiative |
| Independent Work | Self-Regulation |

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (E.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: **E** - Excellent, **G** - Good, **S** - Satisfactory, **N** - Needs Improvement.

LEARNING SKILLS ASSESSMENT:

The following skills will be monitored on an on-going basis throughout the year

- self-regulation skills
- completion of homework and assignments on time
- organization of notebooks
- speaking and writing in French in class
- positive participation in class
- contribution to group activities

- ability to work independently
- ability to stay on task
- initiative taken to enhance language skills
- punctuality and attendance
- preparedness for class

ADDITIONAL INFORMATION:

Academic Dishonesty - Cheating and Plagiarism:

All learning tasks, assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism (including the use of an online translator) is a serious offence which will not be condoned. Academic consequences will result.

LATE AND MISSED ASSIGNMENTS - STUDENT ROLES AND RESPONSIBILITIES

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.
- Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*

Students are encouraged to obtain their own Spanish-English dictionaries (electronic or paper version) to better enable language learning. Suggested website: <http://www.wordreference.com>

*Online translators **are not** dictionaries, nor should they be used as such.*

Seek help early! Students with questions or struggles should speak with their teacher as early as possible to arrange a mutually agreed upon time for extra help. Students may also ask their guidance counsellor to be paired up with a Peer Tutor.