



BLOCK: _____

Introductory Spanish 11 Course Outline

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Spanish Introductory 11 is a condensed course that covers content from Spanish 9 and 10. In Introductory Spanish 11 students will learn skills and content in the four main areas of language learning: SPEAKING, LISTENING, READING and WRITING through a variety of themes, including: myself (school, family, home and interests), clothing & shopping, food, grocery shopping, living spaces, party planning, health, fitness, vacation, Latin American and Spanish culture.

Big Ideas

Listening and viewing with intent supports our acquisition and understanding of a new language.	Stories help us to acquire language and understand the world around us.	Expressing ourselves in a new language requires courage, risk taking, and perseverance.	Exploring diverse forms of cultural expression allows us to experience and appreciate cultural diversity.	Acquiring a new language provides a unique opportunity to access and interact with diverse communities.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Students are expected to be able to do the following: <ul style="list-style-type: none"> • Thinking and communicating • Recognize the relationships between pronunciation, letters, punctuation, common intonation patterns, and meaning • Comprehend key information in speech and other texts • Use language-learning strategies to increase understanding • Narrate stories, both orally and in writing • Exchange ideas and information, both orally and in writing • Seek clarification and verify meaning • Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Engage in experiences with Hispanic people and communities • Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Recognize First Peoples perspectives and knowledge, other ways of knowing; and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Spanish letter patterns • gender and number • common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – types of questions – activities, situations, and events – descriptions of people, objects, and locations – comparisons – personal interests, opinions, and beliefs • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • past, present, and future time frames • common elements of stories • idiomatic expressions from across the Hispanic world • contributions of Hispanic Canadians to society • cultural practices, traditions, and attitudes in various Hispanic regions • Hispanic works of art • ethics of cultural appropriation and plagiarism

Evaluation

FORMATIVE - Practice and Learning Throughout the Year

Students will receive descriptive or informal feedback throughout the year. The purpose of this type of assessment is to help students understand where they are with their learning and what they need to do in order to improve. Students will also have many opportunities to reflect on their own learning throughout the year. It is expected that students will use the feedback they receive to address the following three questions:

- Where am I now? What can I do well?
- Where do I want to go? What goals will I set?
- What do I need to do / to improve to get there?

SUMMATIVE - Formal Assessment relating to established Learning Standards at the end of a Topic/a Unit/the Year

Students will receive feedback with a letter grade. The purpose of this type of assessment is to determine the student's level of achievement in relation to the learning standards. These assessments will be used to determine students' marks for each formal reporting period. Assessments include:

- Projects (individual and small group)*
- Presentations / Role Plays / Conversations*
- Writing pieces*
- Listening and Reading Assessments*
- Quizzes on Language Structures*

Letter Grade	Descriptor	Description of Student Understanding
A	Extending	The student demonstrates excellent or outstanding performance in relation to expected learning standards
B	Proficient	The student demonstrates very good performance in relation to the expected learning standards
C+	Applying	The student demonstrate good performance in relation to the expected learning standards
C	Developing	The student demonstrates satisfactory performance in relation to the expected learning standards
C-	Emerging	The student demonstrates minimally acceptable performance in relation to the expected learning standards
F	Not Yet Meeting	The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning standards
I	In Progress, Incomplete	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning standards