



# Spanish 10 Course Outline

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In Spanish 10/Español 10, 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), 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 give us unique ways to understand and reflect on meaning.	Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance.	Cultural expression can take many different forms.	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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Recognize how choice of words affects meaning</li> <li>• Recognize the relationships between Spanish letter patterns, pronunciation, and meaning</li> <li>• Comprehend key information and supporting details in speech and a variety of other texts</li> <li>• Comprehend meaning and viewpoints in stories</li> <li>• Use various strategies to increase understanding and produce oral and written language</li> <li>• Narrate stories, both orally and in writing</li> <li>• Interpret non-verbal cues to increase understanding</li> <li>• Exchange ideas and information, both orally and in writing</li> <li>• Share information using the presentation format best suited to their own and others' diverse abilities</li> <li>• Respond to questions and instructions</li> <li>• Seek clarification and verify meaning</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Analyze regional, cultural, and linguistic practices of various Hispanic communities and their role in shaping cultural identity</li> <li>• Recognize the importance of story in personal, family, and community identity</li> <li>• Engage in experiences with Hispanic people and communities</li> <li>• Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens</li> <li>• Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• increasingly complex vocabulary, sentence structures, and expressions, including:             <ul style="list-style-type: none"> <li>– types of questions</li> <li>– activities, situations, and events</li> <li>– opinions</li> </ul> </li> <li>• First Peoples perspectives connecting language and culture, including oral histories, identity, and place</li> <li>• past, present, and future time frames</li> <li>• elements of common texts</li> <li>• common elements of stories</li> <li>• idiomatic expressions from across the Hispanic world</li> <li>• contributions of Hispanic Canadians to society</li> <li>• Hispanic works of art</li> <li>• cultural aspects of various Hispanic communities</li> <li>• ethics of cultural appropriation and plagiarism</li> </ul>

## 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+	Proficient/Developing	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

Signed: \_\_\_\_\_  
*Student*
*Date*