



# Spanish 11 Course Outline

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BLOCK: \_\_\_\_\_

Successful completion of Spanish 10 or Intro Spanish 11 (minimum 60% is recommended) is required to take this course. Spanish 11 will strengthen and build on skills developed in previous years. Students will learn to further express ideas and opinions in two types of past tense, as well as further develop the present tense. In 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 sports, daily routines, taking vacations and legend and Latin American and Spanish culture.

## Big Ideas

Listening and viewing with intent supports our acquisition of a new language.	Language and culture are interconnected and shape our perspective, identity, and voice.	The communicative context determines how we express ourselves.	Exploring diverse forms of cultural expression promotes greater understanding of our own cultural identity.	Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.
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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>• Derive and negotiate meaning in speech and a variety of other texts &amp; contexts</li> <li>• Analyze cultural points of views in texts</li> <li>• Demonstrate degrees of formality in speech and writing to reflect different purposes</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>• Respond personally to a variety of texts</li> <li>• Exchange ideas and information, both orally and in writing</li> <li>• Express themselves with growing fluency, both orally and in writing</li> <li>• Share information using the presentation format best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Investigate regional &amp; ethnic diversity of Spanish language &amp; Hispanic culture</li> <li>• Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens</li> <li>• Identify how language and culture have been influenced by the interactions between Hispanic and other peoples</li> <li>• Engage in experiences with Hispanic people and communities</li> <li>• Explore opportunities to continue language acquisition beyond graduation</li> <li>• Identify and explore educational and personal/professional opportunities requiring proficiency in Spanish</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>– complex questions</li> <li>– sequence of events in stories</li> <li>– personal lifestyles and relationships</li> <li>– explanation and justification of opinions</li> <li>– points of view</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>• Language formality and etiquette</li> <li>• Distinguishing features of major Spanish and Hispanic regional dialects</li> <li>• Hispanic works of art</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
<b>A</b>	Extending	The student demonstrates excellent or outstanding performance in relation to expected learning standards
<b>B</b>	Proficient	The student demonstrates very good performance in relation to the expected learning standards
<b>C+</b>	Proficient/Developing	The student demonstrate good performance in relation to the expected learning standards
<b>C</b>	Developing	The student demonstrates satisfactory performance in relation to the expected learning standards
<b>C-</b>	Emerging	The student demonstrates minimally acceptable performance in relation to the expected learning standards
<b>F</b>	Not Yet Meeting	The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning standards
<b>I</b>	In Progress, Incomplete	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning standards