



Spanish 9 Course Outline

BLOCK: _____

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In Spanish 9/Español 9, 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: about myself (school, family, home and interests), clothing, shopping, food, Latin American and Spanish culture.

Big Ideas

Listening and viewing with intent supports our acquisition and understanding of a new language.	Acquiring a new language allows us to explore our identity and culture from a new perspective.	Conversing about things we care about can motivate our learning of a new language.	We can share our experiences and perspectives through stories.	Creative works allow us to experience culture and appreciate cultural diversity.
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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"> • Recognize the relationships between Spanish letter patterns, pronunciation, and meaning • Derive meaning from speech and a variety of other texts • Use various strategies to increase understanding and produce oral and written language • 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"> • Recognize the importance of story in personal, family, and community identity • Analyze similarities and differences between their own cultural practices and traditions and those of Hispanic communities • Engage in experiences with Hispanic people and communities • Examine 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 • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • common vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – questions – descriptions of people, objects, and locations – sequence of events – personal interests, needs, and opinions • past, present, and future time frames • elements of common texts • common elements of stories • 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 Quarter

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 Quarter

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+	Developing/Proficient	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