

French and Spanish 9

Students entering the Spanish program will do so in grade 9, while students entering French 9 will review previously learned concepts and reinforce their prior learning. In addition, students will continue to expand their knowledge of vocabulary and grammatical structures in order to more fluently express themselves through verbal and written communication. In grade 9, students will learn to express increasingly complex thoughts in the target language while studying the cultural significance and contributions of either the Francophone or Hispanic communities.

1. Prescribed Learning Outcomes

Communicating

It is expected that students will:

- ask for and give assistance and detailed information
- share opinions and preferences, giving reasons
- describe and exchange information about activities, people, places, and things
- communicate in present and future
- participate in selected meaningful, real-life situations

Communicating (Spanish 9 Entry)

It is expected that students will:

- ask for information, permission, and clarification and respond accordingly
- recognize and use greetings, expressions of politeness, and formal and informal forms of address
- communicate likes, dislikes, needs, and wants
- share opinions and preferences, giving simple reasons
- describe and exchange information about activities, people, places, and things
- communicate in present and simple future
- participate in selected meaningful, real-life situations
- derive meaning in new language situations

Acquiring Information

It is expected that students will:

- extract, retrieve, and process information from target-language resources to complete meaningful tasks
- explain acquired information in oral, visual, and written forms

Acquiring Information (Spanish 9 Entry)

It is expected that students will:

- extract, retrieve, and process selected information from Spanish-language resources to complete meaningful tasks
- explain acquired information in oral, visual, and simple written forms

Experiencing Creative Works

It is expected that students will:

- reflect on and respond to authentic creative works from the target culture

Experiencing Creative Works (Spanish 9 Entry)

It is expected that students will:

- reflect on and respond to authentic creative works from the Hispanic world

Understanding Cultural Influences

It is expected that students will:

- demonstrate an awareness of contemporary and traditional aspects of the target culture
- identify and describe similarities and differences between their own customs and those of the target culture
- describe ways in which the target language has influenced other languages

Understanding Cultural Influences (Spanish 9 Entry)

It is expected that students will:

- demonstrate an awareness of contemporary and traditional aspects of Hispanic cultures
- identify and describe similarities and differences between their own customs and those of Hispanic cultures
- describe ways in which the Spanish language has influenced other languages

2. Course Content

Skills taught in a second language class include (but are not limited to):

- Written work
- Reading comprehension
- Listening comprehension
- Oral conversation
- Oral presentation

Resources used the second language classroom:

French 9 – *Communi-Quête 2*

Spanish 9 – *Avancemos 1*

3. Evaluation

Students will be evaluated on their reading, writing, listening, and speaking skills. Evaluations will include both formative, and summative assessments. The exact assignments and distribution of marks will vary at the discretion of the classroom teacher.

4. Departmental Plagiarism Policy

- Students are expected to learn and use vocabulary related to course content, and demonstrate that they can refine that vocabulary throughout the course, showing that they can make increasingly more sophisticated word choices or can reword phrases while remaining in the target language. Students in more senior grades will be taught how to cite sources and use quotation marks where appropriate.
- Use of Internet translators is absolutely not allowed. In the event that there is a significant discrepancy between the skills demonstrated by a student on work done in class and work done out of class, the student's class work will constitute his/her overall evaluation. Questionable out of class samples may be disregarded. Parents and the school administration will be contacted.

5. Suggested Supplies

- Lined paper
- Dividers
- Dedicated binder (minimum 1.5" in size)
- Pens (blue and black)
- Highlighters
- Post-its
- French-English or Spanish-English dictionary