**RICHVIEW COLLEGIATE INSTITUTE**

**LWS BD Course Profile 2017-2018**

**![C:\Users\086428\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CKYIR7IV\Se_habla_espanol_by_templarioart[1].jpg]()**

|  |  |
| --- | --- |
| **PROGRAM AREA: Modern Languages** | **COURSE NAME: International Languages, Open Level 1 and 2, Spanish** |
| **COURSE CODE: LWS BD1** | **GRADE/LEVEL: Open Grades 9/10** |
| **PREREQUISITE: None** | **CREDIT VALUE: 1.0** |

**Cost of Textbook/equipment replacement**: $39.00 **Additional Course Costs**: None

 *(if lost or damaged)*

**Textbooks(s)/Resources:** *Spanish for Mastery 1: ¿Qué tal?: text, workbook, videos, audio program*

*Cuentitos Simpáticos (selected readings)*

 *Easy Spanish Reader (selected readings)*

 *Films and television programs*

 *MiVida Loca*

*\*Computer programs, apps and relevant Internet sites\**

**COURSE DESCRIPTION:**

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

**CURRICULUM STRANDS and OVERALL EXPECTATIONS:**

**Listening:**

A1. **Listening to Understand:** determine meaning in a variety of oral texts in the target language, using a range of listening strategies;

A2. **Listening to Interact:** interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;

A3. **Intercultural Understanding:** demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

**Speaking:**

B1. **Speaking to Communicate:** communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;

B2. **Speaking to Interact:** participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;

B3. **Intercultural Understanding:** in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

**Reading:**

C1. **Reading Comprehension:** determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;

C2. **Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

C3. **Intercultural Understanding:** demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

**Writing:**

D1. **Purpose, Audience, and Form:** write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;

D2. **The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;

D3. **Intercultural Understanding:** in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

**UNITS OF STUDY:**

|  |
| --- |
| **Units** |
| 1. Bienvenidos |
| 2. Nosotros los hispanoamericanos |
| 3. Amigos y amigas |
| 4. Y ahora … México |
| 5. Mi familia y yo |
| 6. Nuestras diversiones |
| 7. Los secretos de una buena presentación |

**NB: Grammar, including a review of major language structures studied throughout the Spanish program will be embedded throughout the studied units and resources, according to the needs of the students.**

**The objectives may include formation and use of: el presente, verbos + infinitivo, presente progresivo, preguntas, etc.**

**ASSESSMENT AND EVALUATION:**

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document

for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a

variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card.

A final mark will be calculated using the following categories or strands.

***70% Course Evaluation (based on the following % breakdown of categories/strands):***

***All four achievement categories/strands do not need to be evaluated in each evaluation task.***

|  |  |
| --- | --- |
| Listening (25%) & Speaking (25%) | Reading (25%) & Writing (25%) |
| *Group and individual presentations**Dictations**Dramatizations**Tests/Quizzes**Questions and answers* | *Tests/Quizzes**Compositions**Site Passages**Reading Comprehension**Letters, journals, creative writing**Self-assessment ,peer-assessment**Check lists, rubrics* |

***Calculation of Final Mark:***

 Term Evaluation: 70%

 Summative Evaluation: 30%

 **\*\* A detailed explanation of the summative evaluation will be distributed to the students in the class.**

***Learning Skills: The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative, and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).***

**COMMUNICATION:**

Consultation: Students are welcome to discuss the course work, their progress, their marks, or any other matter at any time. Making an appointment will ensure that the teacher is available. Appointments may be made before or after school, or during the lunch hours. Parents or guardians may contact the teacher at any time to discuss student work.

**Your Teacher’s Contact Info: Room 138, Tel 416-394-7980 ext. 20130, e-mail jane.fontes@tdsb.on.ca *or* sandra.centofante@tdsb.on.ca**