SEYCOVE SECONDARY

Course: Spanish 12

Course Description:

An integrative approach to second language learning will be used in this course. The Avancemos program puts the accent on the communicative aspects of the language and on learning through interaction. The primary objective of this course will be to improve Spanish language skills through a variety of activities in the classroom: discussions, dialogues, interviews, skits, presentations, conversations, and projects. Students will have plenty of opportunity to practice their speaking and listening skills in pairs, small groups and as part of the whole class. Reading and writing skills will be practiced daily both for review and for new learning. Spanish will be used extensively for basic instruction and communication in the classroom.

Course Expectations:

It is expected that students will:

- Abide by the student Code of Conduct
- Adhere to the Academic Honesty policy
- Respect yourself and others
- Attend every class and be punctual
- Inquire, think, and participate to the best of your individual ability
- Access technology in class for learning purposes only & only when instructed to do so
- Challenge yourself and have fun learning
- Be intellectually honest and do quality work.

  It is your **RESPONSIBILITY** to behave in a way that encourages positive **RESULTS** by...
  - Participating in class work
  - Doing your homework
  - Managing your time
  - Working with your partner
  - Bringing the materials you need to do academic work.
  - Turning off and putting away cell phones, iPods or any other electronic devices. No other electronic devices are permitted in class unless discussed with teacher.

Seycove Learning policies can be accessed at:
https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20(final).pdf

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Learning Plan:

%	Evidence of Learning (Assessment)	Learning Plan

80%	The purpose of assessment in our Spanish classroom is for students to master the material taught.
	Assessments will take the form of classroom participation, quizzes, tests, assignments/projects and homework.
	There will be **scheduled tests**, which may include vocabulary, listening, reading, culture, speaking, and writing**.** Students are encouraged to see their teacher immediately if they have any questions or concerns about their grade.
	
	Evaluation
	All components of evaluation and assessment will be composed of speaking, reading, writing and listening
	• 3 Terms Total 80%
	
	Divided into:
	• Listening 20%
	• Reading 20%
	• Writing 20%
	• Speaking 20%
		Students are expected to know the following:
		• increasingly complex vocabulary, sentence structures, and expressions, including:
		  ○ complex questions and opinions
		  ○ sequence of events in stories
		  ○ needs and emotions
		  ○ explanation and justification of opinions
		• First Peoples perspectives connecting language and culture, including oral histories, identity, and place
		• past, present, and future time frames
		• language formality and etiquette
		• distinguishing features of major Hispanic and Spanish regional dialects
		• Hispanic resources and services
		• Hispanic works of art
		• ethics of cultural appropriation and plagiarism

	Students are expected to be able to do the following:
	Thinking and communicating • Derive and negotiate meaning in a wide variety of contexts • Locate and explore a variety of Hispanic texts • Retrieve, research, and analyze information from authentic resources to complete meaningful tasks • Recognize different purposes, degrees of formality, and cultural points of view in a variety of texts • Analyze and compare elements of creative works from diverse communities • Use various strategies to increase understanding and produce oral and written language • Narrate stories, both orally and in writing • Respond personally to a variety of texts, including oral, written, and visual forms • Exchange ideas and information, both orally and in writing • Express themselves effectively, with fluency and accuracy, both orally and in writing • Share information using the presentation format best suited to their own and others' diverse abilities **Personal and social awareness** • Analyze personal, shared, and others' experiences, perspectives,

	and worldviews through a cultural lens • Recognize the regional and ethnic diversity of Spanish language and Hispanic culture • Engage in experiences with Hispanic people and communities • Identify and explore opportunities to continue language acquisition beyond graduation • Identify and explore educational and personal/professional opportunities requiring proficiency in Spanish • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge **What the students will understand:** • Language learning is a lifelong process. • Sharing our feelings, opinions, and beliefs in a new language contributes to our identity. • With increased language proficiency, we can discuss and justify opinions with nuance and clarity. • Exploring diverse forms of cultural expression promotes greater understanding and appreciation of cultures worldwide. • Becoming more proficient in a new language enables us to explore global issues.

20% **Summative Assessment**

➢ Final End of Year Assessment 20%

Divided into:

- Listening
- Reading
- Writing
- Speaking

100%