



# WATERLOO COLLEGIATE INSTITUTE

300 Hazel Street, Waterloo ON, N2L 3P2

[wci.wrdsb.ca](http://wci.wrdsb.ca)

(519) 884-9590

## GRADE 10 ACADEMIC SPANISH, 2015-2016

<b>Course Code</b>	LWS CUI	<b>Teacher</b>	Sra. Sanchez
<b>Period</b>	A	<b>Office Location &amp; Availability</b>	Room 227
<b>Classroom</b>	323	<b>Contact Info</b>	isabel_sanchez@wrdsb.ca

### Course Description

Prerequisite(s): LWS BDI

This course offers students opportunities to further develop their knowledge of the international language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.

### Big Ideas

The main purpose of this course is to enhance language learning to further allow students to communicate using better Spanish. They will continue to learn about Spanish culture.

### Overall Expectations

Students will demonstrate an understanding of comprehensive use of language in reading, writing and listening and communicate using vocabulary and language structures.

### Course texts and Resources

The following resources will be used to enhance understanding of material:

1. The Avancemos textbook
2. Other authentic print material
3. Avancemos workbook
4. Electronic resources will also be used to enhance understanding of material.



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## Topics and Timing

Topics	Approximate Timing
Nouns - nouns and articles - singular and plural forms, regular and irregular nouns - gender - use of partitive with nouns (e.g., some pizza, any hamburger) - possessive forms of nouns (e.g., my brother's computer)	3 classes
-ordinal numbers, numbers 0-1,00,000	3
- pronouns as indirect objects (e.g., to me) - pronouns as objects of prepositions (e.g., with him)	10
- relative pronouns (e.g., that, who, whose) - reflexive pronouns	6
- imperative mood	6
-irregular present tense: SABER, SALIR, DAR, TENER idioms, GUSTAR, ENCANTAR	6
-Irregular preterit tense	10
- imperfect tense (e.g., I used to watch)	5
- future tense (e.g., she will watch)	3
-possessive adjectives - demonstrative adjectives	6
- positive, comparative, and superlative degrees, regular adjectives (e.g., tall, taller, tallest)	6
- conjunctions (e.g., while, as soon as)	2
- positive, comparative, and superlative degrees, regular adverbs (e.g., fast, faster, fastest)	6
- words associated with such themes as health, travel, childhood, the arts, the world of work and the home	10
- negative constructions - special elements required by the language under study	3

## Critical Body of Evidence

**A)** Each student must demonstrate a suitable level of understanding of the following grammar points:

Unit 5- Irregular Present tense verbs

Unit 6- Regular Preterit tense

Unit 7- Irregular Preterit tense

Unit 8- Direct and Indirect Pronouns

**B)** Each student will have to complete the following tasks:

a. The final exam

b. Writing piece- assignment where they will write 3-5 paragraphs

c. Oral skill development- presentation or interaction



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- d. Listening comprehension- at least 2 per term and one for the final assessment
- e. Reading comprehension- at least 2 pieces and one for the final assessment
- f. Cultural presentation- person of interest

## Course Evaluation

Overall, coursework will be worth 70% and summative evaluation(s) 30%/ A specific breakdown of assessments is below:

Assessment Breakdown	Weight	%
Language Knowledge	15	70
Listening comprehension	15	
Speaking	15	
Dictations	5	
Reading / writing comprehension	10	
Assignments/ cultural project	7 3	
<b>FINAL ASSESSMENT</b>		30
• Listening comprehension	7	
• Speaking	7	
• Dictation	3	
• Exam: grammar and reading comp.	13	
<b>Total</b>	100%	100%

## Please note

Listening comprehension skills can only be improved by continually listening to good Spanish. There is really nothing that one can study for a true listening comprehension task. Therefore, teachers may not give prior notice about upcoming listening tests to their students. Though not every listening test in the latter part of the semester will be part of the final assessment, students should expect those administered after mid-November (first semester) or mid-April (second semester) to count toward the final assessment. Consequently, they need to take these tests very seriously and put forth their best effort for each and every one.

## Late and Missed Assessments

See the “Late and Missed Assessments” policy in the **WCI Student Planner**.



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## Cheating and Plagiarism

See the “**Cheating and Plagiarism**” policy in the **WCI Student Planner**

## Class Expectations

1. Teachers require students to come to class prepared to work. Hence the following items must accompany them each day: a) A textbook, as per the instructions of the teacher b) A cuaderno (workbook) c) A binder with lots of paper one which to write d) A writing utensil.
2. Teachers like to know ahead of time when students are going to be away. Often, students have prior knowledge of their absences. When the dates of these foreseen absences coincide with the dates of tests and/or assignment submissions, students are expected to make alternate arrangements BEFORE the absence occurs. It should be noted that assignments due on the date of the absence need to be submitted PRIOR to that absence. If students do not have prior knowledge of the absence, it is their responsibility, immediately upon return, to contact the teacher concerned about missed class work and missed tests and assignments. An alternate test/assignment may be arranged at the teacher’s discretion.
3. Good time management, preparedness and punctuality are skills that we value at WCI. We encourage our students to hone these skills in high school for they will certainly prove to be invaluable in the workplace. It is on this premise that we have established the following rules:

The Languages Department provides reasonable time to finish assignments. Therefore, all assignments should be ready to submit or present at the beginning of the period, on the due date. The teacher will not allow students to waste valuable class time to go and print an assignment. This printing should be done before class starts.

Also, students should be ready to make a presentation when class begins. If handouts need to be photocopied, this should be done prior to the start of class. If props are needed, they should accompany the students as they enter class; time should not be spent running to the locker to get them. Furthermore, unless otherwise stated by the teacher, time will not be given to rehearse and/or polish the presentation on the day on which it is due. However, reasonable time will be provided to change into costume when necessary.

If a student feels encumbered by his/her workload and is overwhelmed by deadlines, he/she is strongly encouraged to speak to his/her teacher prior to the due date, preferably even on the very day that the due date is announced. Teachers do give ample time to get work done but extenuating circumstances may occur, requiring students to need more time to complete the task. In such cases, teachers will evaluate each situation individually; and if the situation merits some flexibility or if the timelines allows for flexibility, it will certainly be granted.

The Languages Department requires late “critical assessments”, to be submitted within 3 weeks of the due date. For all other assignments, students will consult with their Language teacher regarding timelines. This policy does not apply to any components of the final evaluation. It is very likely that late final evaluation pieces will not be accepted. However, these items must be brought to the attention of the Department Head of Languages as well as the administrators. In some cases, alternate dates may be negotiated.



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4. Please understand that homework is an integral part of course work. Completion of homework allows the student to practise and hone the necessary skills, and it gives the teacher feedback on how well the student comprehends the material that was taught to him/her.

5. Students are encouraged to seek extra help when required. They should speak to their teacher to schedule a time. We strongly encourage students to team up with other students (peer-tutoring) to get extra help. Peer-tutoring program has been going on for many years at WCI and is an excellent way for students to keep up with the course requirements. Please speak to the teacher for more details.

6. For Spanish students, the workbook "cuaderno" will be available for purchase. If the student prefers, they may borrow a workbook for the semester. However, if so, the student will not be able to write in the workbook and will have to return it at the end of the semester if good condition. If not, the student will be required to pay for the workbook. The price of the workbook is \$19.00.

As far as day-to-day photocopying is concerned, please note that a teacher will be happy to replace lost copies if he/she has extra copies available to give to the student. A fee of 5 cents per page/per side may be charged for replacement copies.

7. 30% of a student's mark is based on the final assessment, which consists of several tasks. Final assessments may start as early as mid-November (for courses in the first semester) and mid-April (for courses in the second semester). Students are required to be present for all the components of the final assessment.

Valid absences from all tasks include:

- Illness (a doctor's note may be required)
- Bereavement
- Special circumstances –These cases will require an interview with a vice-principal prior

to the absence to determine if the absence will be considered valid.

If a student is only present for certain components of the final assessment, the final assessment may have to be weighted differently. The teacher will generate a final mark that reflects the student's most recent and most consistent achievement. When the date of a final assessment task (test or assignment) conflicts with any other date, resulting in an absence, it is the student's responsibility to do the following:

- 1) Inform the teacher and parent immediately
- 2) Inform the teacher advisor / coach immediately
- 3) Re-schedule all appointments / extra-curricular activities if at all possible but when it is impossible to do so, consult a vice-principal to determine if the absence will be deemed valid.

Please note that this matter must be resolved at least 3 days prior to the assessment date.

8. Students, who have not submitted assignments due to invalid absences, are still required to complete and submit them, as outlined by the completion policy found in the student planner. Failure to do so may result in a loss of credit.