

**COURSE OUTLINE**  
**SPANISH 9**  
**ALPHA SECONDARY SCHOOL**  
(Revised September 2007)

**Course Overview:**

The aim of the Spanish Program is to teach students to understand and communicate effectively in Spanish. The goal of the curriculum is to focus on the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, to experience creative works, and to enhance understanding of the culture. It is expected that students will develop and apply a range of strategies to assist their comprehension and expression.

By grade 9, students should be able to:

- recognize and use common patterns
- adjust the message in order to use known expressions and vocabulary
- use word webbing, charts, tables, and other graphic organizers to support oral and written expression
- focus on key information
- tolerate ambiguity of meaning when unable to fully understand
- transfer and adapt known structures to convey meaning in new contexts
- reflect on learning by recording personal goals, successful strategies and grouped language expressions.

These strategies are essential to successful language learning. Students who apply a range of specific strategies to their language learning are better able to understand information, clarify and transfer meaning and generally communicate more effectively.

**Course Objectives:**

It is expected that students will:

- ask for assistance and precise information about events and locations
- describe and exchange information related to activities, people, and things
- exchange opinions and preferences related to a variety of personal interests
- participate in a variety of situations drawn from real life
- process information from age-appropriate Spanish-language resources to complete authentic tasks
- convey acquired information through oral and written language, using visual support
- view, listen to, and read creative works, and respond to them in various ways
- explore contemporary and traditional cultural characteristics of various regions, including Central America and South America
- identify ways in which the Spanish and English languages have influenced each other

**Course Materials:**

- En Español Level 1A Textbook (McDougal Littell)
- Spanish/English Dictionary (Collins paperback edition)
- Three ring binder for use in this course only (organized with dividers and pocket folders).
- Blue/black pen and highlighter for taking notes, red pen for making corrections, pencil for listening activities.
- Pencil crayons, markers, ruler, scissors and glue-stick upon request.

**Course Evaluation:**

Student progress in Spanish is determined by the use of Criterion-referenced assessment. In relation to the course objectives, a student's performance is compared to established criteria rather than to the performance of other students. Evidence and information about student performance will be collected on a formal and informal basis. Formal evaluation may include written, reading and aural comprehension tests, oral assessments, presentations, projects and assignments. Informal evaluation may be based on participation, group work, self and peer evaluation, individual written and oral practice and homework. The final grade will be an average of the three terms. Marks for each term will be based on student performance in:

1. Class Work and Oral Participation	20%
2. Homework and Assignments	20%
3. Formal Tests (Oral and Written)	60%

It is important to remember that students benefit most when evaluation is provided on a regular, ongoing basis. Evaluation should be seen as an opportunity to promote learning rather than as a final judgment. When a student is not achieving the minimal required learning outcomes, the teacher shall issue an *I report* to alert the student how they can develop further. Students are encouraged to use this information to redirect efforts, make plans and establish future learning goals. If the final grade is below 50%, opportunity for a final assessment will be provided. This evaluation may take the form of a written test, project, oral assessment or portfolio interview.

**Classroom Expectations:**

The following are characteristics of a positive attitude: punctuality, cooperation, active participation, responsible behavior, tolerance and respect for others. Daily participation is directly related to achieving success. Regular home study is necessary in order to memorize verbs and vocabulary. Students are expected to complete homework and review on a regular basis to ensure they are prepared for ongoing assessment and evaluation.

**Tutorial Sessions:**

Extra help from the teacher or peer tutors is available. Arrange for a time to meet if you are encountering problems. The Aztec Program offers help Monday to Thursday in the cafeteria.

¡Bienvenidos a la clase de Español!