

NEPEAN HIGH SCHOOL

French and International Languages Department

LWSBD – First Year Academic Spanish

Prerequisite: None

School Year: 2009-2010

Teacher: Señora Gallichand Czich

Student Name: _____



Textbook: Juntos Uno	Replacement Value: \$79.95	Assigned Text # _____
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COURSE DESCRIPTION:

This course introduces you to language elements you will need to begin to communicate with native Spanish speakers. You will participate in practical activities in which you can apply your knowledge and skills, and will begin to explore careers that require knowledge of the Spanish language. You will explore aspects of the culture of countries where Spanish is spoken, including social customs, music, and food, by participating in cultural events and activities involving both print and technological resources. (<http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang.html>)

UNITS OF STUDY:

Unit Title	Vocabulary	Grammar	Culture
Introduction: Encuentros	Greetings; Numbers from 0 to 100; Days of the week, months of the year and telling time; Colours; Family; Pets; Adjectives; School subjects and supplies; Airport; the Alphabet	Nouns; Conjugation of the verb <i>ser</i> ; <i>Ir a</i> ; <i>Jugar a</i> ; ¿ <i>Dónde está?</i> ; Intro to the verb <i>gustar</i> ; Use of accents; the verb <i>tener</i> ; adjectives; the verb <i>necesitar</i>	Formal vs. informal communication; Maps of Spanish-speaking countries and their capitals; The song “Uno de enero” (San Fermín)
1. México	Places in the city; Transportation; Food;	Definite and indefinite articles; Present tense of regular verbs; The verbs <i>ir</i> and <i>gustar</i> (review); Question words	Touring México; Aztec pyramids: Teotihuacán; Mexican food; “El bosque Chapultepec”
2. Texas	Parties and celebrations; Homes, rooms and furniture	Adjectives and agreement; The verbs <i>conocer</i> , <i>hacer</i> and <i>estar</i> ; Prepositions of location; The possessive adjectives	La quinceañera, El día de los muertos; San Antonio; El camino de las misiones; Music of Texas; La piñata
3. Puerto Rico	Sports; The beach; Weather; Seasons; Clothing; Pastimes	The verbs <i>saber</i> , <i>querer</i> and <i>jugar</i> ; The imperative mood	Puerto Rico; Baseball; Rainforests: El Yunque
4. España	School subjects and supplies; Daily routines; Phone etiquette	The preterite of regular verbs and <i>hacer</i> ; The verbs <i>poder</i> and <i>salir</i> ; Reflexive verbs	Schools in Spain; Teen life in Spain; Sevilla; Andalucía: la influencia árabe; “Los azulejos”; Music: flamenco

5. Estados Unidos	Media; Shopping and transactions	The preterite of the verbs <i>ver</i> , <i>ir</i> and <i>dar</i> ; Comparatives; Direct object pronouns; demonstrative adjectives; Indirect object pronouns	Spanish in the US; MTV latino; Murals; US and Mexican history
6. Perú, Argentina y Chile (Time permitting)	Travelling; International exchanges; Geographical features	The verbs <i>pedir</i> and <i>decir</i> ; Irregular tú commands; The present progressive; Superlatives; difference between Ser/ Estar	Pablo Neruda; Machu Picchu; El Amazonas; Los Andes y las llamas; La Isla de Pascua; Las líneas de Nazca

ASSESSMENT AND EVALUATION:

I will be using a variety of assessment and evaluation methods throughout the course: tests, quizzes, oral and listening activities, presentations, projects, a summative project and a final exam.

Category and Types of Assessment	Weight
Knowledge & Understanding <ul style="list-style-type: none"> the acquisition of subject specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding) 	21%
Thinking <ul style="list-style-type: none"> the use of critical and creative thinking skills and/or processes 	10.5%
Application <ul style="list-style-type: none"> the conveying of meaning through various forms 	17.5%
Communication <ul style="list-style-type: none"> the use of knowledge and skills to make connections within and between various contexts 	21%
Summative and Final Exam <ul style="list-style-type: none"> end of year summative project (rich performance task) 10% and final exam 20% 	30%

EQUIPMENT/SUPPLIES NEEDED

- 1 3-ring binder (2"-2.5") with 5 divisions, arranged into the following sections:
 - o Gramática
 - o Vocabulario
 - o Lectura
 - o Escritura
 - o Comunicación oral
- Pencil crayons and/or colour markers
- Paper, pens, pencils, ruler, sharpener and eraser
- **A cheque for \$18.00 made out to Nepean High School to cover the cost of the activity workbook and classroom activities**

TEXTBOOK/ RESOURCES

Mandatory Text: *Juntos Uno* and *Juntos Uno: Activity Book*

STUDENT RESPONSIBILITIES

It is the responsibility of the student to keep up with the work and maintain good work habits. The student must:

- make a valid effort to speak the language being studied;
- do all homework;
- hand in assignments on time;
- seek extra help when necessary;
- participate actively in the class;
- keep up to date in case of absence.

TESTS AND ASSIGNMENTS (ORAL AND WRITTEN)

It is the responsibility of the student to be present for all scheduled tests and to submit or present all work on the due date.

If a student is absent that day due to an appointment, a field trip, or an athletic activity, the student must notify the teacher and write the test, submit or present the assignment before leaving the school when possible, or otherwise immediately upon return. After an unplanned absence, the student must submit or present the work and provide a note from his/her parent/guardian immediately upon returning to class.

- In the case of a missed test, the student must make arrangements for a make-up test.
- If an assignment is not submitted on time, the parent(s) will be contacted, the teacher and student will discuss the date, the task and if necessary, an alternate assignment that demonstrates that the student meets the course expectations.
- If any of the above conditions are not met, a mark of zero will be recorded.

PLAGIARISM

Students submitting work containing structures and/or verb tenses which are not direct quotations and which have not been covered in class will be required to prove that they are capable of using said structures/verb tenses in other contexts. In the event that a student is unable to demonstrate a proper understanding of the structure/tense, it will be assumed that the work is not their own. Students submitting work that is not their own will have to do the same assignment over again or do an alternative assignment under the supervision of the teacher.

PUNCTUALITY AND ATTENDANCE

Classroom attendance is directly linked to success and achievement. If a student is frequently late and/or absent, a subsequent supplementary assignment may need to be completed in order to demonstrate that all course requirements have been met. All school policies will also be enforced in this situation.

DIALOGUES AND PRESENTATIONS

Dialogues and presentations are an integral part of this course. **In the case of group work, each member of the group must have a written version of the entire dialogue or presentation.** If one member is absent, the dialogue or presentation will continue as scheduled with another student reading the part of the absent student. The absent student must arrange with the teacher to present their part upon their return. Scripts for dialogues and presentations must be handed in to your teacher before presenting. No individual or group will be allowed to present without handing in a script.

OTHER

As per school policy, no food, drinks, backpacks or coats are allowed in class. Also, Ipods and cellular phones are not to be used in classrooms.