

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
 STUDENT OUTLINE
LWSBD
 Beginner Spanish

Credit Value: 1.0 credit

Hours: 110

Course Overview

This course is designed to enable students to begin to communicate with native speakers of Spanish. Students will use simple language and read age- and language appropriate passages for various purposes. They will explore aspects of the culture of countries where Spanish is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

Strands	Performance Tasks	Overall Expectations
A. Listening B. Speaking C. Reading D. Writing	Group work Listening tasks Reading tasks Tests and quizzes Research displays Oral presentations Dialogues Writing e-mails Oral interviews Formal examination	<p><u>Listening</u> demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures.</p> <p><u>Speaking</u> communicate orally in different situations and for different purposes, using basic vocabulary and language structures.</p> <p><u>Reading</u> read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures.</p> <p><u>Writing</u> write for specific purposes, using basic vocabulary and language structures.</p>

STUDENT RESPONSIBILITIES

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
2. Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.
4. Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it may be judged necessary to reconsider the value of such work when determining a student's final grade.

***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as one's own.

Evaluation

<u>Term Report</u> <i>Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks</i>		<u>Final Report</u>	
		Term	70%
		Summative tasks (oral interview, listening, reading and writing tasks)	<u>30%</u>
Term	70%		100%
<u>Key Evaluation Dates:</u>			
The oral interview, listening, reading and writing tasks will be completed within the school's Summative and Evaluation period during the months of January and June.			
Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.			

Accommodations for Exceptional Students

The French Department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).