



Spanish 8

Course Outline

Course Overview: Please read through this document carefully!

The Core Spanish curriculum endorses, what is commonly referred to as, the communicative experiential approach. In this approach, the focus of instruction is the purposeful use of the language to perform real-life tasks, share ideas, acquire information, and get things done. Grammar instruction plays a supportive role – to provide useful strategies to facilitate communication and comprehension. In this course, students develop the skills of reading, writing, listening, speaking, and interacting. They also learn about the important role grammar and culture play in gaining a deeper understanding of language.

Important points to be aware of:

- Set up your timeline in Moodle to ensure that you are staying on track. The calendar will help you. **Those starting in the fall of 2021 are expected to complete the course by June 2022. Those starting at other times during the year have up to 1 year or 4 report cards to complete the course as well. Please remember that if you need this course for university and you need marks for a certain date, you will need to adjust your calendar as you may not have 1 year to complete the course. Contact me if you have any questions. Important completion dates are listed in the course.**
- Work needs to be submitted as it is completed. Do not wait to submit 2 or 3 units at once as you may make the same errors and may be asked to redo work. Submitting work regularly, such as weekly, will allow for feedback to be given and allow you to resubmit improved work based on the feedback.
- If you receive a zero or a 1 for a mark, it means I have seen the work, but it requires you to make changes before I give you a completed mark. Please watch your gradebook regularly to check. You should be receiving emails to alert you when work has been marked. I welcome corrections on marks below 70%.
- Units are to be completed in order. Please do not skip ahead as work past the middle of the course should show improvement in language skills and is marked accordingly.
- **Translators are not allowed** for large amounts of content but can be used to help with spelling of individual words. There is a list of tools to access in the helpful tools section to help you to complete the course. Contact me if you require help.

Course Content and Suggested Timelines

It's nearly impossible to suggest timelines for assignments, it will depend on your interest and proficiency in second language learning.

Course Materials

The course is in Moodle. There is no textbook or program to follow. Each unit has a grammar focus to practice and learn. The units in the course have links and resources to help you complete the assignments/hand-ins. Each hand-in has instructions you need to read carefully. Some require 2 submissions such as a recording and a written component. Make sure to review the *Course Information* in the course for how to submit assignments and other helpful tips.

- There are 4 units, which are structured with 3-4 chapters in each.
- Each chapter has a small assignment, called hand-in box or similar.
- There is a Unit summary assignment for each unit.

On every page, you are going to see words in **RED** font and larger than the rest. This is to help guide you through the lesson.

1st: (start here)

Next: (next, do this)

Then: (then, do this)

Action: (tells you what your assignment is)

Unit 1 Mi casa es su casa

- Greetings
- How are you?
- Around the house

Unit 2 Yo y mi familia

- I am...
- Food
- Family

Unit 3 ¡Viva el Español!

- Spanish Holidays
- Cultural Events
- Spanish Places

Unit 4 Las cosas de mi mundo

- Music
- Animals
- Clothing

Assessment Information

Assignments	
Course Unit Assignments	60%
Unit Summaries	40%
Complete/Incomplete	Complete/Incomplete

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, they will be contacted via email and if there is no improvement or response, parents will also be contacted. Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Inactivity and Communication

Communication between students and teachers is **important**. EBUS Academy offers a flexible learning environment, and we understand that various circumstances can arise that prevent students from engaging in their courses. When students anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
(i.e., submit tasks weekly or bi-weekly)
- Communicate respectfully
- Review weekly progress report

Reporting to Parents:

There are 4 term report cards, between September and June, that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

The teacher will send out a bi-weekly or monthly progress report showing the student's progress, on weeks that EBUS is in session.

Contacting Your Teacher:

I will be available during regular school hours (9:00-3:30). If you are having trouble with any concepts, please contact me right away!

Please communicate through:

- email at ddurupt@sd91.bc.ca
- Moodle messages

Sra. Doris Durupt she/her/ella
Second Languages and CLC
EBUS Academy



E ddurupt@sd91.bc.ca
[Book a meeting with me](#)
Vanderhoof BC
www.ebus.ca