



## Introduction to Spanish 11

### Course Outline

**Course Overview: Please read through this document carefully!**

Introduction to Spanish 11 is the first half of the Spanish 11. Students will be exploring communication, acquiring information, experience creative works and understanding cultural influences. The activities and exercises cover oral production, writing expression, and listening comprehension skills.

Some parts of the course are not accessible until certain tasks are complete, or you receive a grade for them. **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%.

### ***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.
- You will be allowed to resubmit work when it does not show learning of the concepts for the units or when you are answering comprehension questions. One other attempt will be provided.
- Units are to be completed in order. The course has restrictions for certain units or parts of units to be completed first. 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. Some have found an assignment takes them 1-2 hours, others say 1-5 hours. This is a 120h 4 credit BC high school course.

### 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.

Each unit contains a Spanish story, 3 lesson hand-ins and a type of summary, either a test or spoken submission or both.

### Assessment Information

| Units  | Title   |
|--------|---|
| AA     | #1 Listening comprehension<br>#2 Written and Oral presentation                              |
| Unit 1 | <b>¡Hola! ¿Qué tal?</b><br>Nouns, Adjectives, Verbs, Subject pronouns, greetings, geography |
| Unit 2 | <b>¡Es hora de clase! It's class time!</b><br>Focus on schedules, places, daily plans.      |
| Unit 3 | <b>¿Qué hacen ustedes?</b><br>Destination, Intention about future                           |
| Unit 4 | <b>A visit to Spain</b><br>Exploring, shopping, eating out                                  |
| Unit 5 | <b>La Musica</b>  |
| Unit 6 | <b>La Familia</b><br>Family vocabulary, possessive adjectives and project                   |

|  |                            |
|--|----------------------------|
| <b>Start up Assignments</b>              | <b>10%</b>                 |
| <b>Unit Assignments</b>                  | <b>45%</b>                 |
| <b>Click through learning activities</b> | <b>5%</b>                  |
| <b>Check in</b>                          | <b>Complete/Incomplete</b> |
| <b>Spoken Assignments</b>                | <b>10%</b>                 |
| <b>Unit Tests</b>                        | <b>15%</b>                 |
| <b>Family Tree Project</b>               | <b>15%</b>                 |

### **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 or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student's home school may also occur to help determine a solution.

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.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

### **Inactivity and Communication**

Students are expected to login and submit work in their online courses on a weekly basis. EBUS teachers monitor student participation, work submission and periods of inactivity in their courses. Students who have not submitted work for a period of **two weeks** will receive an **online gentle reminder email** to inquire about progress and reasons for inactivity; parents may also receive a copy of the email. Students who receive a reminder email must contact their teacher to communicate their intentions for the course and any other information that will help support their learning. If a student has been inactive for a period of **eight consecutive weeks** or longer, has received **three online reminders** and has **not responded to communications** from their online teacher, the student may be withdrawn from the course.

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](mailto:ddurupt@sd91.bc.ca)
- Moodle messages

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

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