

AROUND THE WORLD IN 90 DAYS
MHHS - GRADE 9 INTERNATIONAL LANGUAGE LOOP

Medicine Hat School District #76
Medicine Hat High School
Grade 9 Locally Developed Course



Grade 9 Locally Developed Course Letter of Request
Dr. Grant Henderson - Superintendent of Schools, Medicine Hat School District #76
Mr. Terry Riley - Medicine Hat School District #76 Board Chair

Please accept this letter as our, Medicine Hat High School, request to reauthorize Grade 9 Second Language Loop, expiring June 30, 2015, for another three years. This course has been developed by the second language teachers at Medicine Hat High School and we are requesting to continue the course at Medicine Hat High School. All required details of the course can be found on the following pages.

Thank you in advance,

Boris Grisonich
Principal
Medicine Hat High School

“Around the World in 90 Days”

(An interactive approach to global language, culture, travel and geography)

Given the speed of travel, information and change, there is a growing need for students to understand themselves in the context of a global community. Many of our graduates will engage in employment activities that will have them interacting with different peoples and traveling to different countries. In addition, young adults are seeking travel opportunities further and further away from traditional destinations, making cultural and linguistic fluency a definite asset to the modern traveler.

“Around the World in 90 Days” has been designed to provide students in grade 9 with the opportunity to explore important cultural, linguistic and career opportunities within the context of three key international languages. Students who engage in this program will emerge with a desire to explore and discover new lands and languages, an appreciation of global diversity and a basic understanding of three languages.

For the purposes of this course, the languages of instruction will be French, Japanese and Spanish.

Learner Outcomes

At the conclusion of this course, students will have:

- demonstrated basic competence in using introductory conversational phrases in each of the three languages being studied. Some examples may include:
 - making appropriate introductions
 - asking for directions
 - ordering in a restaurant
 - extending courtesies to others
 - asking for help
- developed skills that they can apply in daily living, now and in the future. These skills may include:
 - planning and booking travel itineraries
 - researching cultural differences and similarities
 - developing geographic literacy and map reading skills
 - understanding different cultural and social norms and practices
- investigated career options that may require communication skills in more than one language. Students may discover opportunities that are available here in Canada and those abroad. Some of the careers may include:

• travel agent, tour guide	• writer, foreign correspondent
• interpreter	• international business agent
• health care or social worker	• European Union tradesperson
• diplomat	• foreign language teacher
- used technology (processes, tools and techniques) effectively and efficiently to research the historical, geographical, cultural and linguistic aspects of each of the languages being studied. Some examples of application may include:

• Microsoft Word	• Excel
• Powerpoint	• Publisher
• Smartboard	• Internet
• Explorer	

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COMPONENTS	“Around the World in 90 Days”
	Learners will be able to, depending on the field of experience:
Experience	➤ engage in various language experiences in the following fields: • successfully navigate within a “community” in a foreign language • engage in culturally specific tasks such as greetings, pleasantries, and ceremony • plan for and initiate vacations • ask for help and directions • order items in a restaurant • travel safely and expeditiously • other fields that relate to the students’ needs and interests
Communication	➤ understand the meaning of simple oral or written statements, commands, instructions and commonly used expressions. ➤ produce simple written texts and oral responses.
Culture	➤ identify concrete facts regarding each of the three languages and those countries where these languages are spoken as the primary means of communication. ➤ explore the cultural similarities and differences between Canada and the countries being explored. ➤ experience the music, food and images of the countries being explored.
Language	➤ understand and use basic word order to create meaningful communications in the target languages.
Learner Strategies	➤ identify the meaning of phrases using the situational context (cognitive); ➤ identify word families (cognitive); ➤ create situationally appropriate statements using words, phrases and commonly-used sentences (socio-affective); ➤ identify key words needed to follow directions concerning a task, and to ask for help and directions (meta-cognitive). ➤ use other strategies specific to each of the three target languages.

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Resources:

- mostly teacher-created resources that have been developed collaboratively
- Alberta Education approved resources, as they are available and appropriate

Assessment:

- Student learning will be assessed based on the following:
 - Experience 25%
 - Communication 25%
 - Culture 25%
 - Language 25%

Each language will represent 1/3 of the student's final grade.

Enrolment Predictions

We hope to continue to enroll 75 – 90 students in the course with a class size goal of 25 – 30 per loop.

Hours of Instruction

The total hours of instruction for this class will be the same as any other grade 9 elective offered at Medicine Hat High School. The course will be offered over a full semester 80 minute block (daily average) but students will spend one third of the semester taking each of the second languages and then rotating to the new second language class. (We will offer German and/or a technology component if our enrolment is such that we can offer a fourth second language class to the loop).

Grade Level

This course will be offered to Grade 9 students. It is not a pre-requisite for our grade 10 second language courses but will prepare students for a greater chance at success in grade 10 and will also allow students the opportunity to make a better decision in regards to which second language interests them the most.

Special Requirements

Computer Lab, Smartboard, Online sites including testing sites that will be student researched (Google and Alberta Learning) and student created assignments.

Resources

Mitschke, Cherie, et.al, Espaces, Vista Higher Learning, Boston, Massachusetts, 2007.

Littell, McDougal, !En Espanol!, (Uno), Houghton Mifflin Company, Evanston, Illinois, 2000.

Little, McDougal, Mas Practice, Houghton Mifflin Company, Evanston, Illinois, 2000.

Oxford Paperback Spanish Dictionary, 2nd Ed. Oxford University Press, Oxford, New York, 2002.

Controversial or Sensitive Course Components

There are no controversial or sensitive course components in this course.

Risk Assessment and Identification of Hazards

This is a classroom based course and there are no health and safety hazards related to the course.

Pre-Requisites

There are no pre-requisites for this course.