

## Travel Languages 11

**District Name:** Coquitlam

**District Number:** 43

**First Developed by:** Maria Bruneau SD43, Stephanie Hunter SD#23, adapted by Jennifer Wong, Lesley Liversidge SD#42)

**Revised by:** Maria Bruneau SD43

**Date Developed:** 2005-12-15 date adapted 2009-01-30, revised February 22, 2012

**School Name:** Dr. Charles Best Secondary

**Principal's Name:** Mary O'Neill

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Travel Languages

**Grade Level of Course:** eleven

**Number of Course Credits:** four

**Number of Hours of Instruction:** 120 hours

**Prerequisite(s):** none

**Special Training, Facilities or Equipment required:** periodic access to computer lab, LCD projector, mini stereo, television, DVD player, LC projector, computer,

**Course Synopsis:**

This course has been developed to encourage students to explore the foundational roots of three European languages for the purpose of building their language skills overall as they recognize and use the shared linguistic structures and patterns of romance languages to communicate across three languages and cultures. Students will learn basic Spanish, French and Italian vocabulary and phrases useful for travelling in these regions. They will examine various aspects of Spanish, French and Italian culture such as history, geography, art and architecture, music, film, and cuisine that supports cultural awareness and engagement for the students. This course is available to all grade levels.

**Rationale:**

This course has been developed to introduce students to the languages and cultures of Spain, Latin America, France and Italy to efficiently develop language and communication skills as students consolidate the shared structures between the languages. As students develop an understanding of romance language structures and how cultural characteristics are enmeshed with language this will also increase awareness of their importance to

Western Civilization. As students’ knowledge of these cultures increases, so does their ability to make observations about their own cultures. They will examine various aspects of culture through media such as the Internet, print material, movies and songs. They will have discussions, do research, and give oral presentations utilizing technology.

**Organizational Structure:**

<b>Unit/Topic</b>	<b>Title</b>	<b>Time</b>
Unit 1	Italian Language for Travel	20
Unit 2	Italy - Geography, History, Art and Media	20
Unit 3	French Language for Travel	20
Unit 4	France - Geography, History, Art and Media	20
Unit 5	Spanish Language for Travel	20
Unit 6	Spain and Latin America - Geography, History, Art and Media	20
<b>Total Hours</b>	120	

**Curriculum organizers for all units**

**Communication – oral, written and aural particularly  
Linguistic Commonalities**

**Overarching or “umbrella” learning outcomes for all languages being studied:**

**Students will be able to...**

- **respond to and ask simple questions**
- **express preferences and dislikes**
- **exchange information using familiar words and simple phrases**
- **communicate orally, using common expressions and vocabulary**
- **use appropriate greetings and expressions of politeness**
- **make simple requests**
- **ask for simple information**
- **participate in short conversations**
- **participate in the given language in conversations around a variety of situations drawn from authentic scenarios**
- **identify idiomatic expressions as they encounter them on the various languages**
- **show cultural sensitivity in everyday situations through appropriate behaviours and language**
- **analyze and decode communication across languages using knowledge of romance language structures and patterns**
- **communicate effectively in written and spoken English**
- **research using digital tools**
- **communicate using digital tools and resources**

## **Unit/Topic/Module Descriptions:**

### **Unit 1,3,5 : Italian/French/Spanish Language for Travel**

Students will learn useful words and expressions for travel. They will also study pronunciation. Emphasis will be on oral and aural proficiency. Some reading and writing will also be taught.

Unit 1 of each language being studied will be divided into the following curriculum organizers: greetings, numbers, time, meals and food, at the hotel, shopping, colours, clothing, sightseeing and transportation.

### **Unit 2, 4, 6: Italy/French/Spain- Geography, History, Art and Media**

#### **A) Curriculum Organizer: Regions of [ ] (insert Italy, French, Spain/Latin America as appropriate)**

Students will study the geography of Italy

Student will be able to...

- Identify the regions of [...]
- identify elements that contribute to the regional, cultural, and ethnic diversity of [ ] society
- Communicate similarities and differences between the regions in Italy
- gather and process information about an Italian region from a variety of print and digital sources
- communicate independent research results using digital tools

#### **B) Curriculum Organizer: History**

Students will be exposed to a survey of [ ] history:

- Early history, the Romans, Middle Ages, Renaissance, foreign domination and unification) and examine important historical figures AND
- Early Modern France / Louis XIV / The Revolution / The Napoleonic Era / The Restored Monarchy and the Second Empire / The Third Republic and the Belle Epoque) AND
- Mexico-Mayan & Aztec periods, Spanish Conquest, Independence; Spain-Prehistory, Romans & Visigoths, Moorish Spain, The Empire, Civil War, Modern Spain) and examine important historical figures such as Che Guevara, Fidel Castro, Cortes, Ferdinand & Isabella, Phillip II, Franco)

Students will be able to...

- list the main events in [ ]'s history
- identify and describe the key characteristics and significance of these periods
- gather and process information about historical figures from a variety of sources, including the Internet
- communicate independent research results
- examine the importance of the various influential figures in [ ] history

#### **C) Curriculum Organizer: Art and Architecture**

Students will examine the following periods in Art and Architecture:

- Italian Classical Antiquity, Byzantine, Romanesque, Gothic, Early Renaissance, High Renaissance and Baroque. OR

- French Art and Architecture: Baroque, Renaissance, Gothic, Colonial, Cateauesque.
- Romanesque, Moorish, Gothic, Renaissance, Baroque, Modern (Spain)

Students will be able to:

- identify and apply basic analytical concepts in examining works of art as expressions of culture
- examine works of art created by [ ] artists
- discuss the importance and contributions of an [ ] artist from a variety of perspectives
- research and communicate about various [ ] secular structures
- research and analyze styles of [ ] cathedrals and churches

#### **D) Curriculum Organizer: Media**

Students will be exposed to a variety of media such as films, songs and books/magazines (online and print)

- Italian Cinema; *Paradiso*, *La vita e bella*, *Il Postino*, songs; Andrea Bocelli, Eros Ramazotti, *Il Divo*, Umberto Tozzi, and books/magazines (on line and in print).
- Spanish cinema; *Water for Chocolate*, songs; *Il Divo*, *The Gypsy Kings* , and books/magazines
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Students will be able to...

- analyze and respond to [ ] films
- evaluate how [ ] films reflect the culture of the given period
- compare and contrast a variety of [ ] music
- demonstrate an appreciation of traditional and contemporary [ ] music

#### **D) Curriculum Organizer: Media**

It is expected that students will:

-analyze and respond to Spanish films

-identify how Spanish films reflect the culture of the given period

-be exposed to a variety of Spanish music

-demonstrate an appreciation of traditional and contemporary Spanish music

#### **Instructional Component:**

direct instruction

indirect instruction

peer instruction

cooperative learning

brainstorming

multiple intelligences

analysis of film, music, art and print media

independent research and presentation

**Assessment Component:**

- Effective formative assessment via:
  - Clearly articulated and understood learning intentions and success criteria
  - Questions posed by students, peers and teachers to move learning forward
    - Discussions and dialogue
  - Feedback that is timely, clear and involves a plan
  - Students are resources for themselves and others – peer and self-assessment
  - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

**Summative Assessment:**

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work

- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

### **Learning Resources:**

Textbook will not be required

Internet

Magazines (in print and on internet)

Examples of Book Resources:

Bonfante-Warren, Alexandra. The Louvre. Hugh Lauter Levin Associates: New York, 2000

de'Medici, Lorenza. Italy the Beautiful Cookbook. Collins Publishers: San Francisco, 1989

Eyewitness Travel Guides. Spain. Dorling Kindersley Ltd.: London, 2004

Fodor's, Exploring Italy. Fodor's Travel Publications: New York, 2000

Gast, Dwight V. A Portrait of Italy. Todtri Book Publishers: New York, 1999

Hartt, Frederick. Art-A History of Painting, Sculpture, Architecture Volumes I&II. Prentice-Hall: New York, 1976

Hoving, Thomas. Greatest Works of Art of Western Civilization. Artisan: New York, 1997

Insight Guides. Spain. Apa Productions: Hong Kong, 1987

Ivory Michael. National Geographic Traveler-Germany. National Geographic Society: Verona, 2004

Jacobs, Jay. Great Cathedrals. Horizon Magazine: New York, 1984

National Geographic Society. The Renaissance: Maker of Modern Man. National Geographic Society: 1977

Poli, Doretta. Arts and Crafts in Venice. Konemann: Cologne, 1999

Toman, Rolf. Romanesque Architecture Sculpture Painting. Konemann: Cologne, 1997

Songs

Films

