

# **BAA European Languages & Cultures 11 Framework**

## **(Alternate name – Travel Languages & Culture 11)**

**District Name:** Maple Ridge

**District Number:** 42

**Developed by:** Stephanie Hunter sd#23, adapted by Jennifer Wong, Maria Bruneau and Lesley Liversidge sd#42

**Date Developed:** 2005-12-15 date adapted 2009-01-30

**School Name:** Westview Secondary School

**Principal's Name:** Trevor Connor

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** European Languages and Cultures

**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, VCR, overhead projector,

### **Course Synopsis:**

This course has been developed to encourage students to explore three European languages and cultures. Students will learn basic Spanish, French and Italian vocabulary and phrases useful for travel. They will examine various aspects of Spanish, French and Italian culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects. 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 and increase awareness of their importance to Western Civilization. As their 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, 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	

**Unit/Topic/Module Descriptions:****Unit 1: Italian 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 will be divided into the following curriculum organizers: greetings, numbers, time, meals and food, at the hotel, shopping, colours, clothing, sightseeing and transportation.

It is expected that students will:

- communicate information orally, using common expressions and vocabulary
- respond to and ask simple questions
- express likes and dislikes
- exchange information using familiar words and simple phrases
- use appropriate greetings and expressions of politeness
- make simple requests
- ask for simple information
- participate in short conversations
- participate, in Italian, in a variety of situations drawn from real life
- identify idiomatic expressions as they encounter them in Italian
- show cultural sensitivity in everyday situations through appropriate behaviours and language

## **Unit 2: Italy- Geography ,History, Art and Media**

### **A) Curriculum Organizer: Regions of Italy**

Students will study the geography of Italy through mapping activities and creating a guided tour on PowerPoint of a region highlighting points of interest

It is expected that students will:

- be able to identify the regions of Italy
- identify elements that contribute to the regional, cultural, and ethnic diversity of Italian society
- demonstrate an understanding of similarities and differences between the regions in Italy
- communicate effectively in written and spoken English
- gather and process information about an Italian region from a variety of sources, including the Internet
- employ technology to communicate independent research results

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

Students will be exposed to a survey of Italian history (early history, the Romans, Middle Ages, Renaissance, foreign domination and unification) and examine important historical figures such as Julius Caesar, the Borgias , the Medicis, Garibaldi.

**It is expected that students will:**

- be able to list the main events in Italy's history
- understand the key characteristics and significance of these periods**
- gather and process information about Italian historical figures from a variety of sources, including the Internet**
- employ technology to communicate independent research results**
- communicate effectively in written and spoken English
- examine the importance of the various influential figures in Italian history**

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

Students will examine the following periods in Italian Art and Architecture: Classical Antiquity, Byzantine, Romanesque, Gothic, Early Renaissance, High Renaissance and Baroque. They will study one artist or one architectural structure and present their research to the class using PowerPoint.

It is expected that students will:

- identify and apply basic analytical concepts in examining works of art as expressions of culture

- examine works of art created by Italian artists
- communicate effectively in written and spoken English
- gather and process information about an Italian artist from a variety of sources, including the Internet
- employ technology to communicate independent research results
- explore various Italian secular structures
- gather and process information about an Italian secular structure from a variety of sources, including the Internet
- analyse styles of Italian cathedrals and churches
- gather and process information about an Italian cathedral from a variety of sources, including the Internet

**D) Curriculum Organizer: Media**

Students will be exposed to a variety of Italian media such as films (e.g. Cinema Paradiso, La vita e bella, Il Postino), songs (e.g. Andrea Bocelli, Eros Ramazzotti, Il Divo, Umberto Tozzi), and books/magazines (on line and in print).

It is expected that students will:

- analyse and respond to Italian films
- identify how Italian films reflect the culture of the given period
- be exposed to a variety of Italian music
- demonstrate an appreciation of traditional and contemporary Italian music

**Unit 3: French 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 3 will be divided into the following curriculum organizers: greetings, numbers, time, meals and food, at the hotel, shopping, colours, clothing, sightseeing and transportation.

It is expected that students will:

- communicate information orally, using common expressions and vocabulary
- respond to and ask simple questions
- express likes and dislikes
- exchange information using familiar words and simple phrases

- use appropriate greetings and expressions of politeness
- make simple requests
- ask for simple information
- participate in short conversations
- participate, in French, in a variety of situations drawn from real life
- identify idiomatic expressions as they encounter them in French
- show cultural sensitivity in everyday situations through appropriate behaviours and language

#### **Unit 4: Francophone countries -Geography, History, Art and Media**

##### **A) Curriculum Organizer: Regions of French speaking countries.**

Students will study the geography of French speaking countries through mapping activities and creating a guided tour on PowerPoint of a region highlighting points of interest

It is expected that students will:

- be able to identify the regions of French speaking
- identify elements that contribute to the regional, cultural, and ethnic diversity of French societies
- demonstrate an understanding of similarities and differences between the various regions
- communicate effectively in written and spoken English
- gather and process information about a French speaking region from a variety of sources, including the Internet
- employ technology to communicate independent research results

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

Students will be exposed to a survey of French history:

(Early Modern France / Louis XIV / The Revolution / The Napoleonic Era / The Restored Monarchy and the Second Empire / The Third Republic and the Belle Epoque)

It is expected that students will:

- be able to list the main events in France's history
- understand the key characteristics and significance of these periods
- gather and process information about the historical figures from a variety of sources, including the Internet
- employ technology to communicate independent research results

-communicate effectively in written and spoken English

-examine the importance of the various influential figures in these countries' history

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

Students will examine the following periods in French Art and Architecture: Baroque, Renaissance, Gothic, Colonial, Cateaesque.

They will study one artist or one architectural structure and present their research to the class using PowerPoint.

It is expected that students will:

-identify and apply basic analytical concepts in examining works of art as expressions of culture

-examine works of art created by French artists

-communicate effectively in written and spoken English

-gather and process information about a French artist from a variety of sources, including the Internet

-employ technology to communicate independent research results

-explore various French secular structures

-gather and process information about a French secular structure from a variety of sources, including the Internet

-analyse styles of French cathedrals and churches

-gather and process information about a French cathedral from a variety of sources, including the Internet

**D) Curriculum Organizer: Media**

Students will be exposed to a variety of French media such as films songs, and books/magazines (on line and in print).

It is expected that students will:

-analyse and respond to French films or films reflecting French culture.

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

-be exposed to a variety of French music

-demonstrate an appreciation of traditional and contemporary French music

**Unit 5: 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 5 will be divided into the following curriculum organizers: greetings, numbers, time, meals and food, at the hotel, shopping, colours, clothing, sightseeing and transportation.

It is expected that students will:

- communicate information orally, using common expressions and vocabulary
- respond to and ask simple questions
- express likes and dislikes
- exchange information using familiar words and simple phrases
- use appropriate greetings and expressions of politeness
- make simple requests
- ask for simple information
- participate in short conversations
- participate, in Spanish, in a variety of situations drawn from real life
- identify idiomatic expressions as they encounter them in Spanish
- show cultural sensitivity in everyday situations through appropriate behaviours and language

### **Unit 6: Spain and Latin America - Geography, History, Art and Media**

#### **A) Curriculum Organizer: Regions of Spain and Latin America**

Students will study the geography of these Spanish-speaking countries through mapping activities and creating a guided tour on PowerPoint of a region highlighting points of interest

It is expected that students will:

- be able to identify the major regions of Spain and Latin America
- identify elements that contribute to the regional, cultural, and ethnic diversity of Hispanic society
- demonstrate an understanding of similarities and differences between the Hispanic countries
- communicate effectively in written and spoken English
- gather and process information about a Hispanic region from a variety of sources, including the Internet
- employ technology to communicate independent research results

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

Students will be exposed to a survey of Hispanic history(e.g. 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)

It is expected that students will:

- be able to list the main events in Spanish and Latin American history
- understand the key characteristics and significance of these periods
- gather and process information about a Hispanic historical figures from a variety of sources, including the Internet
- employ technology to communicate independent research results
- communicate effectively in written and spoken English
- examine the importance of the various influential figures in Hispanic history

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

Students will examine the following periods in Spanish Art and Architecture: Romanesque, Moorish, Gothic, Renaissance, Baroque, Modern.

They will study one artist or one architectural structure and present their research to the class using PowerPoint.

It is expected that students will:

- identify and apply basic analytical concepts in examining works of art as expressions of culture
- examine works of art created by Hispanic artists
- communicate effectively in written and spoken English
- gather and process information about a Hispanic artist from a variety of sources, including the Internet
- employ technology to communicate independent research results
- explore various Hispanic secular structures
- gather and process information about a Hispanic secular structure from a variety of sources, including the Internet
- analyse styles of Hispanic cathedrals and churches
- gather and process information about a Hispanic cathedral from a variety of sources, including the Internet



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

Students will be exposed to a variety of Hispanic media such as films (e.g. Like Water for Chocolate), songs (e.g. Il Divo, The Gypsy Kings ), and books/magazines (on line and in print).

It is expected that students will:

- analyse 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