

# Spanish Language and Culture Curriculum Guide

<b>Area:</b>	World Languages
<b>Course #:</b>	530
<b>Level:</b>	General
<b>Textbook:</b>	See attached resource list
<b>Length:</b>	Full Year
<b>Credits:</b>	5 credits
<b>Prerequisite:</b>	None
<b>Offered:</b>	Grades 9-12

## I. COURSE DESCRIPTION

Spanish Language and Culture introduces the students to the basics of the Spanish language and Hispanic culture. Throughout the course, an emphasis is placed on an understanding and familiarity of both the spoken and written language in its simplest form. Cultural knowledge plays a pivotal role in this course through exposure and thematic study of art, history, film, television, and music.

High Point Regional High School's curriculum and instruction are aligned with the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

## II. COURSE OBJECTIVES

**After completing Spanish Language and Culture, students will be able to:**

1. Recognize the Spanish language as spoken or presented by the instructor and as heard in music, film, television, and in person.
2. Reproduce modeled expressions, phrases, and sentences.
3. Compare and contrast Hispanic culture with their own culture.
4. Identify various countries and more specifically areas in our nation where Spanish is spoken.

5. Appreciate and understand Hispanic culture via films, music, television, and other multimedia resources.
6. Utilize modern technology to enhance language recognition as measured by the use of such tools as power point, podcasting, internet research, and multimedia presentations.

### **III. CORE CURRICULUM CONTENT STANDARDS**

#### **Standard 7.1 (Communication)**

All students will be able to communicate in at least one world language in addition to English. They will use the language to do as follows: engage in conversation; understand and interpret spoken and written language; present information, concepts, and ideas while making connections with other disciplines; compare the language/culture studied with their own; and participate in multilingual communities.

#### **Standard 7.2 (Culture)**

All students will demonstrate an understanding of the perspectives of culture(s) through experiences with its products and practices.

### **IV. TOPICS**

Due to the nature of this course and the flexibility that is needed, these time frames are guidelines. Some of the topics may be taught concurrently, or they may also be reviewed along with other topics. Many of the time frames are including time allotted for projects, films, and computer lab use.

The general goals and objectives for each topic are:

1. The students will recognize the vocabulary as spoken by native and non-native speakers.
2. The students will recognize and utilize the vocabulary in writing.
3. The students will use the vocabulary appropriately in everyday situations.
4. The students will compare and contrast, through the use of multimedia presentations, Hispanic cultural traditions with those of their own.
5. The students will become familiar with the target language enough for presenting information and communicating ideas with their peers in the target language.

#### **Unit 1**

1. Basic Greetings and Introductions (3-5 days)
2. Basic Classroom Expressions (2 days)
3. Classroom Objects (5 days)

4. Numbers 1-100 (5 days)
5. Colors (3 days)
6. Days of the Week and Months of the Year (5 days)
7. The Spanish Alphabet

### **Unit Objectives**

1. Students will demonstrate the ability to greet one another in the target language.
2. Students will utilize and apply colloquial expressions in an informal setting.
3. Students will recognize and refer to most classroom objects in the target language.
4. Students will demonstrate the ability to identify and communicate the numbers one to one hundred.
5. Students will use the number in Spanish to tell time and discuss general quantities of items used on a daily basis.
6. Students will recognize and use colors to describe items used and learned throughout the course.
7. Students will apply their knowledge of current vocabulary to communicate important events during the year, ie. holidays, birthdays, etc...
8. Students will acquire an understanding of the Spanish alphabet as a foundation for language development ie. pronunciation, phonetic make up, spelling.

## **Unit 2**

1. Immigration (12 days)
2. Me gusta ... Expressions (10 days)
3. AR Verbs (8 days)
4. Family Vocabulary (10 days)
5. House Vocabulary (15 days)
6. Clothing Vocabulary (7 days)

### **Unit Objectives**

1. Students will gain an awareness and understanding of current issues surrounding immigration and societal conditions as a result, both positive and negative.
2. Students will be able to discuss like and dislikes to reinforce previous themes.
3. Students will recognize and apply colloquial expressions both in and outside of the classroom settings.
4. Students will gain an understanding for the basic concept of the AR verb and how it is used. This will serve as the foundation for all verbs.

5. Students will recognize and apply family vocabulary in everyday discussion.
6. Students will gain an understanding of the cultural differences in Hispanic families versus the typical American families.
7. Students will utilize vocabulary of the house to describe their home while incorporating previous themes ie. family, verbs, adjectives.
8. Students will utilize vocabulary of the clothing chapter in order to engage in conversation and incorporate previous themes ie. adjectives, gustar, verbs, and numbers.

### **Unit 3**

1. The Verb TENER (3 days)
2. Parts of the Body Vocabulary (7 days)
3. The Verb SER (10 days)
4. Basic Adjectives and Agreement (8 days)
5. The Mayans, Aztecs, and Incas (7 days)
6. The Evolution of Chocolate (4 days)
7. Spanish Cognates (2 days)
8. Sports and Leisure Activities (5 days)

#### **Unit Objectives**

1. Students will recognize and be able to use the irregular forms of the verb tener in the present tense.
2. Students will be able to refer to respective parts of the body in the target language.
3. Students will recognize and be able to use the irregular forms of the verb ser in the present tense.
4. Students will understand the basic concepts of adjective agreement with minimal application.
5. Students will be able to compare and contrast the ancient civilizations of the Mayans, Aztecs, and Incas.
6. Students will develop an understanding of the evolution of chocolate as it relates to ancient Hispanic civilizations.
7. Students will be able to recognize Spanish cognates. (Spanish words that are similar to English words)
8. Students will be able to name various sports and leisure activities in the target language.

### **Unit 4**

1. Geography (6 days)
2. Bullfighting (5 days)
3. Hispanic Art (10 days)
4. Food Vocabulary (8 days)
5. International Food Vocabulary (3 days)

6. Farm and Zoo Vocabulary (3-5 days)

**Unit Objectives**

1. Students will be able to identify Spanish speaking countries and their capitals.
2. Students will recognize the stages of a bullfight .
3. Students will recognize paintings by famous Spanish artists.
4. Students will recognize Spanish food vocabulary.
5. Students will recognize some regional dishes of hIspanic countries.
- 6.. Students will make a Hispanic food dish.
7. Students will be able to name various animals in the target language.

**V. ACTIVITIES**

The following activities may be included but are not limited to:

1. Role Play Activity
2. Paired Practice
3. Oral Recitation of the Alphabet
4. Bingo with Numbers
5. Me gusta ... Booklet
6. Yo soy ... Collage
7. Family Tree Project
8. Dream House Project
9. Map Skills Project
10. Color By Numbers
11. Simon Says Activity
12. Monster Collage
13. Debate on Immigrants
14. Guatemala Friendship Bracelet
15. "All About Me" Book
16. Power Point Art Presentation
17. Bullfighting Reaction Paper
18. Travelogue or Travel Brochure
19. Menu Project
20. International Foods Day
21. Animal Balloons
22. Clothing Cutouts with Paper Dolls
23. Chocolate Tasting
24. iMovie Presentation and project of The House

## VI. EVALUATION

In addition to receiving a quarterly teacher evaluation of classroom and individual activities, students will be assessed on regular oral and written quizzes and tests. Individual and group aural, oral and written assessments will be given on a regular basis.

Mid-term and final examinations will be administered to all students. The mid-term will consist of a listening comprehension section and a written section. The final examination will be a written assessment.

Grades will be calculated according to the school grading policy. The grade is based on: test/quiz scores, homework, class participation, small group work, and projects.

**In compliance with Conversational Spanish Course Policy, students are required to:**

1. Refrain from having food and water bottles in the classroom.
2. Refrain from having cell phones, MP3 players, iPods, and other similar electronic devices in the classroom.
3. Take an active role in class activities in ways that make a positive contribution to these activities, to the atmosphere of the class and to the students' own learning.
4. Contribute positively to general discussion, volunteer to give appropriate responses and pertinent information, and accept constructive criticism.
5. Contribute positive remarks and encouragement to other members of the class.
7. Have materials ready when class begins and be prepared to start each lesson promptly.
8. Maintain a constant line of communication with the instructor in an attempt to resolve any concerns that may arise before they become problematic.
9. Cooperate with other members of the class in the learning process and stay of task during individual, paired, or group activities.

## VII. MATERIALS

**The following materials and resources will be used throughout the course:**

- A. Texts (Used as a reference only)
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|----|----------------------|----------------|------|
| 1. | <i>Paso A Paso I</i> | Scott-Foresman | 1996 |
| 2. | <i>Paso A Paso A</i> | Scott-Foresman | 1996 |

- B. Language/Grammar Reference Books
1. *Cinema for Spanish Conversation*
  2. *Spanish – Cooperative Learning & Multiple Intelligences Activities* Kagan 2002
- C. Feature Films
1. *Mi Familia*
  2. *Stand and Deliver*
  3. *Zorro 1 & Zorro 2*
  4. *El Matador*
  5. *Fools Rush In*
  6. *Selena*
  7. *Spanglish*
  8. *La Bamba*
  9. *The Mayans – Lost Civilization*
  10. *The Incas Remembered*
  11. *The Aztecs*
  12. *The Motorcycle Diaries of Che Guevara*
  13. *Balseros*
  14. *Sweet Fifteen*
  15. *And Starring Pancho Villa As Himself*
  16. *Pans Labyrinth*
  17. *El Cantante*
- D. Magazines
1. *Vanidades*
  2. *Latina*
  3. *People en Español*
- E. Optional Internet Resources
1. Study Spanish.com
  2. Your Dictionary.com
  3. Algunos Lugares en Español
- F. Optional Technological Equipment for Instruction
1. Computer/Computer Lab
  2. Projector
  3. iPod