

# El mundo Hispano: A Curriculum Plan and Teaching Guide

## Introduction

This web curriculum is designed to give Spanish high school teachers and students in Georgia a tool to use to address Georgia Performance Standard MLI.CCC1, “The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another”. The curriculum web focuses on the question, “How can I connect what I have learned in other subjects to enhance my knowledge of the Spanish Language and Hispanic culture?”

## Curriculum Standards

MLI.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

The students:

- A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
- B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).
- C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.
- D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.

## Aim/Purpose Statement

This curriculum web is designed to help High School Spanish Students in a Spanish one class connect skills and knowledge they have learned in other subject areas and apply them to the study of Spanish language and Hispanic culture.

## Rationale

“To have another language is to possess another soul.” Charlemagne

Modern technology has influenced our world in ways no one could have imagined 40 years ago. With the use of the internet in our daily lives, all parts of the world are becoming more accessible and connected. Learning a foreign language helps students gain a knowledge of the world they live in, become more marketable, and it can even help students improve important test scores like SATs! Learning a foreign may also allow students opportunities they wouldn't have had otherwise to travel or study in other countries. Students who study a foreign language can also use that language in the study of other subjects.

By connecting foreign language to other subjects, students will learn how studying a foreign language can help them improve their scholastic abilities. In addition, students can learn about the world they live in, because as they move out of school and into the workforce, they will be able to use their knowledge of Spanish Language and culture to travel, conduct business, or simply connect with new groups of people.

## **General Educational Goals**

This curriculum web is designed by a High School Spanish Teacher, who teaches grades 9-12 in Georgia. The course it is developed for is Spanish One.

The official course description for Spanish I:

Spanish I introduces the Spanish language; emphasizes listening, speaking, reading and writing skills; covers how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish culture.

This curriculum web will address a specific Level I standard for Modern languages in Georgia. It will:

- a) provide opportunities to show individual students' creativity
- b) familiarize students with vocabulary and grammar structures used when traveling in Spanish speaking countries
- c) give students opportunities to practice for real world experiences, such as traveling to another country, or exchanging money to a different currency.
- d) familiarize students with geographical features and locations of Spanish speaking countries.

It is my belief that everyone can benefit from learning a foreign language. Studying other languages opens worlds up to students, and gives students the opportunity to become familiar with how others live around the world. When you learn about other cultures, it helps to examine the one you live in as well.

## **Subject Matter Description**

The web curriculum will be a subject matter curriculum that focuses on the question; How can I connect what I have learned in other subjects to enhance my knowledge of the Spanish Language and Hispanic culture? The major topics in this web curriculum will be: Social Studies, Language Arts, Math, and Science. The subtopics in the web curriculum will be: Social Studies-geography, culture; Language Arts-grammar, literature; Math- currency and exchange rates, systems of measurement; Science-the Environment and Ecology.

## **Learner Description**

The activities in this web are designed for High School students in grades 9-12, ages 14-18. The students have been studying Spanish for approximately 12 weeks, and are in a first level Spanish I class. Most of the students had no experience with learning another language before this class. The majority of students in the class are motivated to learn Spanish, however some are reluctant and are taking the course simply to fulfill the language requirement for graduation. All students are familiar with using a computer, internet, and Microsoft office suite.

## **Prerequisites**

Before the students begin this web curriculum, they will know: how to look at and read a map, how to read and write, how to identify parts of a sentence in Spanish, how to read and comprehend brief passages in Spanish, how to count, how to use a ruler, how to perform basic research using the internet, and how to use a word processor.

The majority of the students will be motivated to learn and use Spanish. Students are capable of working independently or with small groups. Students will have to monitor their time and manage projects individually, with the teacher providing incentives built into the task grades to encourage students to stay on task and to ensure students produce a quality final product. If any particular student does not have any of the aforementioned skills, accommodations such as working individually, giving extra time, individual tutoring, or others will be provided as necessary.

## **Learning Objectives**

Identify the geographical locations of different regions and countries of South America, as well as countries of Central America, Mexico, and Spain.  
Explore cultures of various Spanish Speaking Countries.  
Explore classical literature from Spain and South America.  
Understand differences in currency.  
Discuss exchange rates and how they work.  
Explore the metric system vs the standard system of measurement  
Use the web to conduct research and complete activities.  
Use the computer to create visuals for presentations.  
Discuss various habitats and wildlife in Spanish Speaking countries. Specifically, explore the wide variations of habitat and climate in Spanish speaking countries.

## **Materials**

- Computers
- Printers
- Software (MS Office Suite)
- access to the internet
- paper

- pencils
- texts
- readings about countries (on web or from text)
- vocabulary lists
- notes/skills needed to perform skits (grammar elements)
- interactive games to practice country locations and capitals (on web)
- poster board (possibly)
- markers, crayons, various art supplies
- quizzes/assessments

## **Instructional Plan**

Differentiation of this curriculum web will be accomplished by using various activities and methods to implement the curriculum web such as:

- Choice of assignment
- Group Work and Individual Work
- Interactivity within the website and in provided links to activities

Group work will be an important strategy to complete several activities in the curriculum web. It will give students the opportunities to work together to complete more complicated tasks and have overall more in depth final products. Even though group work strategies will be implored throughout various activities in the curriculum web, it is important to hold each group member accountable for their contribution to the group.

### *Learning Activities*

- Complete Web Quests
- Compile lists of information about various countries
- Use the computer to create visuals for presentations.
- Play interactive games on topics to practice learning objectives.
- Read passages and respond to them.
- Perform skits about Culturally acceptable behaviors (such as greetings customs)
- Draw/Research Animals in the Rainforests of the Spanish speaking world
- Play with the exchange rate calculator
- List and compare prices of foods here and in Spanish Speaking Countries
- Research and make authentic foods from Spanish speaking countries

## ***Basic outline of Curriculum Web and Learning Activities:***

### **1. Mexico y El Norte**

**Topic 1:** Currency: Los EEUU y Mexico

**Activities:** **Currency Calculator.** Students will use the calculator to convert American prices to pesos (Mexican prices).

**Global Grocery Project.** Students will be assigned groups of 3 or more students. Each member will be assigned the same 5 items from the global grocery list. Students will then work with their group and use the currency calculator to compare prices, convert prices, and average prices. Groups will turn in a spreadsheet of their totals and averages.

**Topic 2:** What do you call a Spanish speaker?

**Activity:** **Hispanic vs. Latino:** Read and respond. Students will read a section of an article entitled "Hispanic vs. Latino." Students will respond to the article in writing. Students will summarize the section of the article they read and respond with personal feelings about what message the article is trying to convey. Responses will be no less than 2 paragraphs, and no more than 4 paragraphs.

### **2. Espana**

**Topic 1:** Which is the only country in Europe that speaks Spanish?

**Activity:** **Currency Calculator.** Students will use the calculator to convert American prices to the Euro (Spanish prices).

**Global Grocery Project.** Students will be assigned groups of 3 or more students. Each member will be assigned the same 5 items from the global grocery list. Students will then work with their group and use the currency calculator to compare prices, convert prices, and average prices. Groups will turn in a spreadsheet of their totals and averages.

**Topic 2:** Spanish Literature

**Activity:** **Don Quijote:** Read selected sections and respond. Students will read an overview of the novel Don Quijote that is in the Spanish I Bienvenidos text, provided by the teacher. Students will respond to the reading by answering the comprehension questions listed after the reading.

### **3. South America**

**Topic 1:** Which South American countries speak Spanish?

**Activities:** **Interactive Web Activities: (interactive map/quiz game).** Students will work individually for this activity.

Students will play

an interactive geography game to help them practice the location of Spanish speaking countries in South America. Students will take a quiz on paper that is provided by the teacher when they feel they know the location of the Spanish speaking countries in South America. The quiz will be on paper, and will be a blank map of South America, with a country bank for students to refer to.

**Topic 2:** Los Paises Andinos

**Activity:** **Webquest.** Students will work in groups of 2 to complete this activity. Students will research the Spanish speaking countries in the Andean region of South America. Students will create a power point that includes specific information about the countries and present it to the class.

**Topic 2:** El Cono Sur

**Activity:** **Webquest.** Students will work in groups of 2 to complete this activity. Students will research the Spanish speaking countries in the Andean region of South America. Students will create a power point that includes specific information about the countries and present it to the class.

**4. America Central**

**Topic 1:** Which Central American countries speak Spanish?

**Activity:** **Interactive Web Activities: (map/quiz game).** Students will work I individually for this activity.

Students will play an interactive geography game to help them practice the location of Spanish speaking countries in Central America. Students will take a quiz on paper that is provided by the teacher when they feel they know the location of the Spanish speaking countries in Central America. The quiz will be on paper, and will be a blank map of Central America, with a country bank for students to refer to.

**Topic 2:** What are the climates in Central America?

**Activity:** **The Rainforest:** Students will work individually for this activity. Students will use the web to research the rainforest and create a drawing/diorama/presentation about one of the Plants or Animals found in the rainforests of Spanish Speaking countries.

**Culminating Activity:** Students will work in groups of 2 for this activity. Students will choose a Spanish speaking country they have studied in the curriculum web. Students will write a skit in Spanish about visiting a restaurant in this country. Students will also make a culturally authentic food from this country to share with the class. Students will write a description of the food in Spanish.

## Assessment Plan

There will be various types of assessments throughout the curriculum web, including:

- Quizzes
- Rubrics
- checklists

**Rubric for Presentations**-the following rubric will be used to assess the 2 webquest activities; *Los Paises Andinos* and *El Cono Sur*. These two webquests can be found in the South American Section of the curriculum web.

Organization	1 Below Expectation Audience cannot understand presentation because there is no sequence of information.	2 Needs Improvement Audience has difficulty following presentation because student jumps around.	3 Meets Expectations Student presents information in logical sequence which audience can follow.	4 Exceeds Expectations Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Appearance	Student uses superfluous graphics or no graphics. Student's presentation has four or more spelling errors and/or grammatical errors.	Student occasionally uses graphics that rarely support text and presentation. Presentation has three misspellings and/or grammatical errors.	Student's graphics relate to text and presentation. Presentation has no more than two misspellings and/or grammatical errors.	Student's graphics explain and reinforce screen text and presentation. Presentation has no misspellings or grammatical errors.
Presentation	Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student occasionally uses eye contact, but still reads most of report. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

***Skit Rubric***-the following rubric will be used to assess the skit portion of the culminating project.

<b>Criteria</b>	<b>1 Below Expectation</b>	<b>2 Needs Improvement</b>	<b>3 Meets Expectation</b>	<b>4 Exceeds Expectation</b>
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
<b>Pronunciation</b>	Often mumbles or can not be understood and/or mispronounces several words and/or Volume often too soft to be heard by all audience members.	Speaks clearly and distinctly most of the time. Mispronounces more than one word. Volume is loud enough to be heard by all audience members at least 80% of the time.	Speaks clearly and distinctly all the time, but mispronounces one word. Volume is loud enough to be heard by all audience members at least 90% of the time.	Speaks clearly and distinctly all the time, and mispronounces no words. Volume is loud enough to be heard by all audience members.
<b>Team Participation</b>	Most of the team does not seem at all prepared to present.	Most of the team is somewhat prepared, but it is clear that rehearsal effort was lacking.	The whole team seems pretty prepared but might have needed to focus more closely during rehearsal time.	The whole team is completely prepared and has obviously taken rehearsal time seriously.
<b>Content</b>	The skit was vague, and it was hard to tell what was happening. One to no vocabulary from the list was used.	Little vocabulary was used in the skit.	The lines included 3 to 5 good vocabulary words from the list.	The lines included good vocabulary from the list.

**Writing Response Rubric**-the following rubric will be used to assess the writing response portions of the curriculum web, which are found in the Espana and Mexico section of the curriculum web.

Category	Does not Meet	Needs Improvement	Meets Criteria	Exceeds Expectation
<b>Required Components</b>	3 or more required components are missing.	2 required components are missing.	1 required component is missing.	0 required components are missing.
<b>Organization</b>	Writing is disorganized and difficult to follow.	Writing has some elements of organization, but is difficult to follow.	Writing is well organized, but sometimes difficult to follow.	Writing is well organized and easy to read.
<b>Mechanics</b>	There are 5 or more grammatical errors in the writing.	There are 4 or more grammatical errors in the writing.	There are 3 grammatical errors in the writing.	There are 2 or less grammatical errors in the writing.
<b>Quality of Response</b>	Writing does not address topic properly. Writing is minimal, unclear, and shallow.	Writing address topic, but is unclear and shallow.	Writing addresses topic clearly.	Writing addresses topics clearly and thoroughly.

**Checklist for Global Grocery List**-the following checklist will be used to assess the Currency converter and Global Grocery list portion of the curriculum web, which can be found in the Espana and Mexico portion of the curriculum web.

**student**

- \_\_\_\_\_ student is assigned 5 items to research at the grocery store
- \_\_\_\_\_ student returns prices recorded at the grocery store
- \_\_\_\_\_ student works in a group of 3 or 4 and compares their prices

**group**

- \_\_\_\_\_ group works together to compare prices
- \_\_\_\_\_ group works together to calculate averages
- \_\_\_\_\_ group uses currency converter to find out what the items would cost if the American price was converted into the euro and the peso.
- \_\_\_\_\_ group turns in charts that show their work and has their final calculations recorded.

**Quizzes**

The teacher will provide two pencil and paper quizzes during the completion of the curriculum web. Both of the quizzes will consist of a blank map, with a list of countries. The students will have to fill in the maps using the list of Spanish speaking countries. The teacher will also include 2 self-assessment quizzes in the South American and Central American portions of the curriculum web.

## Evaluation Plan

To evaluate this curriculum web, I am going to field test the site with an entire class of Spanish I students in the Fall of 2010. At the end of the unit, students will fill out a survey asking about the effectiveness and activities in the curriculum web. Results will be compiled by teacher and used to guide revisions and updates in the curriculum web.

In addition to student evaluation, 2 Spanish teachers from Walton County will also evaluate the curriculum web using the heuristics checklist created by the website designer.

## Contact Information

[Angela.Pieniaszek@walton.k12.ga.us](mailto:Angela.Pieniaszek@walton.k12.ga.us)

Curriculum Web Homepage

## Bibliography

<http://www.uwyo.edu/fled/documents/FLAnnotatedBibliography.pdf> (information about improved SAT scores after studying a foreign language)

<https://www.georgiastandards.org/standards/pages/BrowseStandards/ModernLanguageLatin.aspx> (GPS for modern languages)

Lonley Planet.com

Wikipedia.org

Global Grocery List at <http://landmark-project.com/ggl/>

Exchange rate calculator at <http://www.x-rates.com/>

CIA world factbook at <https://www.cia.gov/library/publications/the-world-factbook/>

Interactive Games and Grapics at

[http://www.sheppardsoftware.com/South\\_and\\_Central\\_American\\_Geography.htm](http://www.sheppardsoftware.com/South_and_Central_American_Geography.htm)

<http://www.purposegames.com/game/spanish-speaking-countries-quiz>

Rubrics are adapted from:

[www.iphigen.com/files/Skit\\_Rubric.doc](http://www.iphigen.com/files/Skit_Rubric.doc) (skit)

<http://www.ncsu.edu/midlink/rub.pres.html> (webquest)