

**Nov-L - World Languages (World Languages and Cultures)
World Languages and Cultures (2018-2019) (140 - 175 Days)**

Last Updated: 5/24/2018

Overview

This course introduces students to basic vocabulary, phrases and cultures in order to introduce understanding of the universals of culture and the basics of second language acquisition to students. This course may emphasize recognition of written words, vocabulary, speech patterns and grammar as well as cultural aspects (major events, foods, art, etc.). Specific languages and cultures are teacher choice. The minimum number of languages to introduce is two, and it is recommended that languages at the school's feeder high school are offered when possible.

Standards:

- Standard 1: Communication in Languages Other Than English:
 - GLE 1: Communicate about very familiar topics (written or oral) using isolated words and high-frequency phrases (interpersonal mode)
 - EO a: Copy and exchange simple messages (DOK 1)
 - EO b: Imitate modeled words and phrases using intonation and pronunciation (DOK 1)
 - EO c: Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases (DOK 1-2)
 - EO d: Use words and phrases without awareness of grammatical structures (DOK 1-2)
 - EO e: Answer simple questions about very familiar topics (DOK 1-2)
 - GLE 2: Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)
 - EO a: Understand short, simple conversations and narratives when using objects, visuals, and gestures (DOK 1-2)
 - EO b: Respond to questions seeking clarification (for example, do you understand? What is this?) (DOK 1-2)
 - EO c: Follow simple commands (DOK 1)
 - EO d: Recognize the symbols of the target language writing system (DOK 1)
 - GLE 3: Present on very familiar topics (written or oral) using isolated words and high-frequency phrases (presentational mode)
 - EO a: Reproduce high-frequency words and phrases (DOK 1)
 - EO b: Use words derived from cognates, prefixes, and thematic vocabulary (DOK 1-2)
 - EO c: Recite single-word or high-frequency responses to visual cues (DOK 1)
- Standard 2: Knowledge and Understanding of Other Cultures:
 - GLE 1: Identify common practices within the target cultures studied
 - EO a: Acknowledge and imitate basic greetings and gestures (DOK 1)
 - EO b: Identify some common social practices at home and school (DOK 1)
 - EO c: Identify a few major traditions and celebrations (DOK 1)
 - GLE 2: Identify common products of the target cultures studied
 - EO a: Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation) (DOK 1-2)
 - EO b: Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.) (DOK 1-2)
- Standard 3: Connections with Other Disciplines and Information Acquisition:
 - GLE 1: Identify information that can be gathered from target language resources connected to other content areas
 - EO b: Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas (DOK 1-2)
 - GLE 2: Use authentic resources to locate basic information
 - EO a: Extract main ideas and key words from authentic resources (DOK 1-2)
 - EO b: Use knowledge obtained from authentic resources to apply to new topics (DOK 1-3)
- Standard 4: Comparisons to Develop Insight into the Nature of Language and Culture:
 - GLE 1: Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied
 - EO a: Recognize basic vocabulary in both the native language and their own language to make comparisons (DOK 1-2)
 - EO b: Recognize some simple structures in the target language that differ from their own language (DOK 1-2)
 - EO c: Recognize different pronunciation and intonation of individual words and basic phrases (DOK 1)
 - EO d: Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure (DOK 1)
 - GLE 2: Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture
 - EO a: Identify the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) of the target culture(s) and their own
 - EO b: Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own
 - EO c: Identify and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own (DOK 1-2)
 - EO d: Recognize the contributions of the target cultures to the student's culture and vice versa (DOK 1-2)

District Unit of Study Updates:

Date

Comments

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Updated Organizing Center

Desired Results

Big Ideas:

- Comprehension,
Communication,
Culture and Identity,
Perspective,
Empowerment,
Products and Culture,
Metacognition,
Social Courtesies,

Overarching Understandings:

- Communication in the target language is essential for acquisition.
- Comprehension and communication strategies enhance successful communication.
- Language and culture are intertwined.
- Language skills build respect, make connections and open doors of opportunity.
- Products, perspectives and practices are interrelated.
- Exploring multiple perspectives deepens understanding of different points of view and behaviors.

Overarching Essential Questions:

- Why is it important to use the target language to learn the target language?
- Which comprehension and communication strategies help enhance successful communication?
- How does my knowledge of another language enhance my understanding of culture and society in general?
- What interests have I developed as a result of my language study?
- What is the essence of culture?
- How will the study of other perspectives aid in my understanding of myself and the world?

Organizing Concepts

Interpersonal Mode

Students will understand that...

- Words and structures connect to form language and communication.
- Social courtesies distinct to every culture establish an introduction to communication.
- Consistent use of language improves proficiency.

Students will know...

- Basic Vocabulary (i.e. greetings, farewells, introductions, colors, numbers, classroom objects, animals, foods).
- Culturally appropriate gestures and practices.

Essential Questions

- How can I give and receive basic information?
- How do I properly greet and address people in other cultures?
- What is proficiency?

Students will be able to...

- Copy and exchange simple spoken and written messages.
- Acknowledge and imitate basic greetings and gestures.
- Initiate and respond to greetings with culturally appropriate gestures and physical distance.
- Imitate modeled words and phrases using intonation and pronunciation.
- Recognize and use gestures to share and acquire information.

Interpretive Mode

Students will understand that...

- Acquisition of language requires active listening.
- It is not necessary to comprehend every word when reading, viewing or listening in order to get meaning.
- Different languages have different writing systems.
- Languages share cognates.

Students will know...

- Vocabulary: Simple cognates.
- Vocabulary: High frequency phrases.
- Listening strategies.
- Reading strategies.
- Identifying characteristics of writing systems (of the languages taught).

Essential Questions

- How is listening in this class a different skill than in other classes?
- How can I get meaning when I do not comprehend every word?
- What kinds of different writing systems exist?
- What is a cognate?

Students will be able to...

- Demonstrate an understanding of simple spoken and written language based on familiar topics that are presented through a variety of media.
- Identify different writing systems.
- Recognize cognates across languages.

Presentational Mode

Students will understand that...

- Accuracy can be important in presenting formal oral or written work.
- Using culturally appropriate gestures and language opens doors to communication.

Students will know...

- Error correction skills.
- Gestures and social practices
- Pronunciation.

Essential Questions

- How should I react when corrected?
- How can I use appropriate gestures and appropriate social courtesies?

Students will be able to...

- Use very familiar, level-appropriate vocabulary and gestures to engage in comprehensible oral and written exchanges that are prepared.
- Combine vocabulary and structures from the target language into meaningful and original dialogue and presentations that are prepared, both orally and written.
- Demonstrate some common social practices.

Language and Culture

Students will understand that...

- There are universal elements to all cultures.
- There are similarities and differences across languages.
- Linguistic explorations expand a learner's understanding of the underlying structure(s) of language.

Students will know...

- Definition of culture.
- Nine universals of culture.
- Devices of language (i.e. gender, conjugation, parts of speech, idioms).

Essential Questions

- What are the nine universals of culture?
- Which language structures are the same as and/or different than my language?

Students will be able to...

- Demonstrate knowledge of the nine universals of culture.
- Categorize examples of culture into the nine universals of culture.
- Recognize devices of language.