

**Nov-L - World Languages (World Languages and Cultures)
World Languages and Cultures (2021-2022) (140 - 175 Days)**

Last Updated: 5/28/2021

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

- GLE 1: Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words and phrases (interpersonal mode).
 - EO a: Provide information by answering simple questions on very familiar topics using practiced or memorized words and phrases, with the help of gestures or visuals.
 - EO b: Express some basic needs using practiced or memorized words and phrases, with the help of gestures and visuals.
 - EO c: Express basic preferences or feelings using practiced or memorized words and phrases, with the help of gestures and visuals.

- GLE 2: Identify the general topic and some basic information in texts that are spoken, written, or signed in both very familiar and everyday contexts, by recognizing practiced or memorized words and phrases. (interpretive mode).
 - EO a: Identify memorized or familiar words when they are supported by gestures or visuals in informational texts.
 - EO b: Identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.
 - EO c: Understand memorized or familiar words when they are supported by gestures or visuals in conversations, discussions and other sources.

- GLE 3: Present information on both very familiar and everyday topics using a variety of practiced and memorized words and phrases, through spoken, written, or signed language.
 - EO a: Introduce self, using practiced or memorized words and phrases with the help of gestures or visuals.
 - EO b: Express likes and dislikes, using practiced or memorized words and phrases with the help of gestures or visuals.
 - EO c: Name very familiar people, places, and objects, using practiced or memorized words and phrases with the help of gestures or visuals.

Standard 2: Cultures – Intercultural Communication

Standards:

- GLE 1: Identify practices to help understand perspectives in the target cultures and the student's own.
 - EO a: Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-low range.
 - EO b: Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-low range.
 - EO c: Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-low range.

- GLE 2: Identify products to help understand perspectives in the target cultures and the student's own.
 - EO a: Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-low range.
 - EO b: Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-low range.

Standard 3: Connections

- GLE 1: Identify information that can be gathered from target language resources connected to other content areas.
 - EO b: Reinforce learning in other content areas while using authentic resources when using the target language in the three modes at the novice-low range.

- GLE 2: Use authentic resources to locate basic information.
 - EO a: Extract information about the target cultures from selected authentic sources when using the target language in the three modes at the novice-low range.
 - EO b: Use authentic target language sources to gain insight about the distinctive perspectives of the target culture when using the target language in the three modes at the novice-low range.

Standard 4: Comparisons

- GLE 1: Identify similarities and differences of the target language and the student's own language.
 - EO a: Use examples of words that are similar in the target language and the student's own language in the three modes at the novice-low range.
 - EO b: Recognize identified idiomatic expressions that cannot be directly translated into the student's own language in the three modes at the novice-low range.
 - EO c: Identify differences in formal and informal requirements for language between the target language and the student's own language in the three modes at the novice-low range.
 - EO d: Use basic grammatical structures in context and recognize similarities and differences in the student's own language when using the target language in the three modes at the novice-low range.

- GLE 2: Identify and recognize the concept of culture through comparisons of the target culture(s) and the student's own culture.
 - EO a: Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the novice-low range.
 - EO b: Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the novice-low range.

District Unit of Study Updates:

Date

Comments

5/24/2018 5:01:31 PM
5/22/2019 3:22:49 AM

Updated Organizing Center
Updated Year

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 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.

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.