



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade World Cultures Curriculum

Course Description: Students will spend two weeks learning about what culture is and how it shapes our lives meanwhile comparing their lives to other cultures. During the next six weeks, students will explore French, German, and Spanish languages and cultures. Finally, students will learn about a culture of their choice.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 Weeks	Introduction	Topic 1: How Culture Shapes Us Topic 2: Daily Life Around the World Topic 3: Benefits of Learning Another Language
6 Weeks	Language and Culture (Spanish, French, German)	Topic 1: Introduction to Spanish/French/German Topic 2: Cultural Exploration Topic 3: Vocabulary Exploration
1 Week	Independent Study	Topic 1: Cultural Exploration

June 2024 Revisions

- Updated the standard formatting
- Revised the engaging experiences and engaging scenarios to make them more student-centered and hands on

Unit 1: Introduction

Subject: Middle School World Cultures

Grade: 6

Name of Unit: Introduction

Length of Unit: 2 Weeks

Overview of Unit: Students will understand how culture shapes us, compare/contrast our daily lives with the lives of others and learn the benefits of studying another language.

Priority Standards for unit:

- 2.1a Students demonstrate an understanding of the practices and perspectives of the cultures studied by using appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- 2.1b Students demonstrate an understanding of the practices and perspectives of the cultures studied by describing the practices of common cultural activities and holiday celebrations.
- 4.2a Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own and recognize common tangible and intangible products of the culture studied.
- 5.2b Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment by exploring topics, hobbies, and activities of personal interest from the target culture.

Supporting Standards for unit:

- 2.1c Students demonstrate an understanding of the practices and perspectives of the cultures studied by comparing everyday social etiquette within the culture studied to their native culture.
- 3.2b Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture through broadening their understanding of contributions of target civilization to development of present-day information.
- 5.2c Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment and access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc. re hobbies, activities and topics of personal interest related to the target culture.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings	Use	Apply	1
the practices of common cultural activities and holiday celebrations	Describe	Understand	2
common tangible and intangible products of the culture studied	Recognize	Remember	1
the target language for enrichment by exploring hobbies, activities and topics of personal interest related to the target culture	Use	Apply	2

Essential Questions:

1. How does culture shape me?
2. How is daily life different around the world?
3. What are some benefits of learning another language?

Enduring Understanding/Big Ideas:

1. I can respect, value and appreciate how everyone is brought up and shaped differently.
2. I can give examples of how food, traditions, customs and geography are different in each culture.
3. I can explain positive ways learning a language enhances my life.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 2 Days

Students will write interview questions about their learning from unit 1 and record the interview with another student in Schoology.

Topic 1: How Culture Shapes Us

Engaging Experience 1

Title: Manu the Martian

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 2.1a Students demonstrate an understanding of the practices and perspectives of the cultures studied by using appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- 2.1b Students demonstrate an understanding of the practices and perspectives of the cultures studied by describing the practices of common cultural activities and holiday celebrations.

Supporting:

- 2.1c Students demonstrate an understanding of the practices and perspectives of the cultures studied by comparing everyday social etiquette within the culture studied to their native culture.

Detailed Description/Instructions: Complete the presentation on Manu exploring what is culture, cultural norms and how culture shapes us.

Bloom's Levels: Understand, Apply, Understand

Webb's DOK: 1, 2,3

Rubric: Class participation

Topic 2: Compare/Contrast Daily Life with Other Cultures

Engaging Experience 1

Title: Dollar a Day

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 2.1a Students demonstrate an understanding of the practices and perspectives of the cultures studied by using appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- 2.1b Students demonstrate an understanding of the practices and perspectives of the cultures studied by describing the practices of common cultural activities and holiday celebrations.

Supporting:

- 2.1c Students demonstrate an understanding of the practices and perspectives of the cultures studied by comparing everyday social etiquette within the culture studied to their native culture.

Detailed Description/Instructions: Students watch the documentary “Living on a Dollar a Day” and participate in class discussions.

Bloom’s Levels: Understand, Apply, Evaluate

Webb’s DOK: 1, 2, 3

Rubric: Class participation

Topic 3: Why Learn a Foreign Language

Engaging Experience 1

Title: Why Learn a Foreign Language?

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 5.2a Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment by attending or viewing via media cultural events and social activities.
- 5.2b Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment by exploring topics, hobbies, and activities of personal interest from the target culture.
- 4.2a Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own and recognize common tangible and intangible products of the culture studied.

Supporting:

- 5.2c Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment and access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- 3.2b Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture through broadening their understanding of contributions of target civilization to development of present-day information.

Detailed Description/Instructions: Students will watch a video on brain development for bilingual brains and/or video on a hyperpolyglot and create cards with personalized reasons to learn a language.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: Class participation

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
How Culture Shapes Us	Manu the Martian	Complete the presentation on Manu exploring what is culture, cultural norms and how culture shapes us.	2 Days
Compare/Contrast Daily Life with Other Cultures	Dollar a Day	Students watch the documentary “Living on a Dollar a Day” and participate in class discussions.	2 Days
Why Learn a Foreign Language	Why Learn a Foreign Language	Students will watch a video on brain development for bilingual brains and/or video on a hyperpolyglot and create cards with personalized reasons to learn a language.	1 Day
Engaging Scenario		Students will write interview questions about their learning from unit 1 and record the interview with another student in Schoology.	2 Days

Unit 2: Language and Culture

Subject: Middle School World Cultures

Grade: 6

Name of Unit: Language and Culture

Length of Unit: 6 Weeks (2 Weeks per Language)

Overview of Unit: This unit is repeated three times to allow students to explore Spanish, French and German Cultures. Students will cycle through these three cultures and receive independent grades and scores for each culture. Once students complete a cycle in one culture, they will start back at Topic 1, Engaging Experience 1 for the following cultures. Students will complete a portfolio of six pieces of work in each culture to demonstrate learning and to be assessed by the teacher.

Priority Standards for unit:

- 2.1a Students demonstrate an understanding of the practices and perspectives of the cultures studied by using appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- 2.1b Students demonstrate an understanding of the practices and perspectives of the cultures studied by describing the practices of common cultural activities and holiday celebrations.
- 4.1a Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own by citing examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- 4.2a Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own and recognize common tangible and intangible products of the culture studied.
- 5.1b Students use the target language within and beyond the school setting and recognize the target language when encountered outside the world language classroom.

Supporting Standards for unit:

- 1.1e Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions through use of common social amenities such as please, thank you, excuse me.
- 1.2b Students understand and interpret written and spoken language on a variety of topics by comprehending the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
- 1.2c Students understand and interpret written and spoken language on a variety of topics by interpreting gestures, intonation and other visual and auditory clues in target language materials.

- 2.1c Students demonstrate an understanding of the practices and perspectives of the cultures studied by comparing everyday social etiquette within the culture studied to their native culture.
- 2.2a Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by demonstrating competencies previously introduced
- 2.2b Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by identifying objects and symbols commonly used to represent the culture studied.
- 2.2c Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by identifying important historical and contemporary figures and events of the culture studied.
- 3.1a Students reinforce and further their knowledge of other disciplines through the world language by demonstrating competencies previously introduced
- 3.1b Students reinforce and further their knowledge of other disciplines through the world language by identifying concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2b Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture through broadening their understanding of contributions of target civilization to development of present-day information.
- 4.1b Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own demonstration of an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
- 4.2b Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own comparison of simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- 5.2c Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment and access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings	Use	Apply	1
the practices of common cultural activities and holiday celebrations	Describe	Understand	2
examples of cognates that enhance comprehension of spoken and written language	Cite	Evaluate	3
common tangible and intangible products of the culture studied	Recognize	Remember	1
the target language for enrichment by exploring hobbies, activities and topics of personal interest related to the target culture	Use	Apply	2

Essential Questions:

1. Where is the target language spoken?
2. How do I have a basic introductory conversation in each target language?
3. What are some cultural practices within each culture?

Enduring Understanding/Big Ideas:

1. I can illustrate on a map where the language is spoken.
2. I can write and present a conversation in the target language.
3. I can give examples of practices in each culture.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 3 Days

Scenario One (first culture exploration)

Students will participate in a review game which demonstrates their knowledge of colors, numbers, understanding of cognates in the target culture and completing a challenge.

Scenario Two (second culture exploration)

Students create an A/B conversation using vocabulary learned in the unit and present it to the class. Students are also welcome to use culturally authentic gestures/practices during their presentations.

Topic 1: Introduction to Spanish/French/German

Engaging Experience 1

Title: Geography

Suggested Length of Time: 1 Day (per culture)

Standards Addressed

Priority:

- 4.2a Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own and recognize common tangible and intangible products of the culture studied.

Supporting:

- 3.1a Students reinforce and further their knowledge of other disciplines through the world language by demonstrating competencies previously introduced
- 3.1b Students reinforce and further their knowledge of other disciplines through the world language by identifying concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.

Detailed Description/Instructions: Students will use maps and Internet research to find countries that speak the target language of the culture they are investigating. Students will also identify the region of the world where those countries are located. Students may include other geographical information such as important lakes, rivers, mountain ranges and bordering countries.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 2: Vocabulary Exploration

Engaging Experience 1

Title: Greetings

Suggested Length of Time: 1 Day (per culture)

Standards Addressed

Priority:

- 2.1a Students demonstrate an understanding of the practices and perspectives of the cultures studied by using appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- 4.1a Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own by citing examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.

Supporting:

- 1.1e Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions through use of common social amenities such as please, thank you, excuse me.
- 1.2c Students understand and interpret written and spoken language on a variety of topics by interpreting gestures, intonation and other visual and auditory clues in target language materials.
- 4.1b Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own demonstration of an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
- 4.2b Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own comparison of simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

Detailed Description/Instructions: Students will listen to and repeat after the teacher as they learn basic greetings in each target language. These greetings include hello, goodbye, how are you, what is your name and short responses to these questions. Students can practice by listening to a recording of the greetings and by practicing with others. Students will then have a basic introductory conversation with their teacher or a peer.

Bloom's Levels: Apply, Understand

Webb's DOK: 1, 2

Engaging Experience 2

Title: Borrowed Words and Cognates

Suggested Length of Time: 3-4 Days (per culture)

Standards Addressed

Priority:

- 5.1b Students use the target language within and beyond the school setting and recognize the target language when encountered outside the world language classroom.

Supporting:

- 1.2b Students understand and interpret written and spoken language on a variety of topics by comprehending the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
- 1.2c Students understand and interpret written and spoken language on a variety of topics by interpreting gestures, intonation and other visual and auditory clues in target language materials.
- 3.1b Students reinforce and further their knowledge of other disciplines through the world language by identifying concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2b Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture through broadening their understanding of contributions of target civilization to development of present-day information.
- 4.1b Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own demonstration of an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
- 5.2c Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment and access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.

Detailed Description/Instructions: Students will explore the vocabulary of the target language by finding borrowed words that are used in English as well as cognates that have similar spellings and/or meanings as English words (see shared folder; p:drive, OneNote, or Appendices). These are an extension of the Borrowed Words Engaging Experience in Topic 1: Introduction to Spanish/French/German. These self-guided and research-based activities encourage students to use previous knowledge to discover borrowed words and cognates such as kitchen and ballet terms, cognates used in musical selections or a poster scavenger hunt.

Bloom's Levels: Understand, Apply, Evaluate

Webb's DOK: 1, 2, 3

Topic 3: Cultural Exploration

Engaging Experience 1

Title: Culture

Suggested Length of Time: 1 Day (per culture)

Standards Addressed

Priority:

- 2.1a Students demonstrate an understanding of the practices and perspectives of the cultures studied by using appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- 2.1b Students demonstrate an understanding of the practices and perspectives of the cultures studied by describing the practices of common cultural activities and holiday celebrations.
- 4.1a Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own by citing examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- 4.2a Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own and recognize common tangible and intangible products of the culture studied.
- 5.1b Students use the target language within and beyond the school setting and recognize the target language when encountered outside the world language classroom.

Supporting:

- 2.1c Students demonstrate an understanding of the practices and perspectives of the cultures studied by comparing everyday social etiquette within the culture studied to their native culture.
- 2.2a Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by demonstrating competencies previously introduced
- 2.2b Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by identifying objects and symbols commonly used to represent the culture studied.
- 2.2c Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by identifying important historical and contemporary figures and events of the culture studied.
- 3.1a Students reinforce and further their knowledge of other disciplines through the world language by demonstrating competencies previously introduced
- 3.1b Students reinforce and further their knowledge of other disciplines through the world language by identifying concepts learned in other subject areas in the

target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.

- 3.2b Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture through broadening their understanding of contributions of target civilization to development of present-day information.
- 5.2c Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment and access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc. re hobbies, activities and topics of personal interest related to the target culture.

Detailed Description/Instructions: Students will research a variety of topics related to the culture of the target language. Research might include information about famous people such as artists, musicians or poets as well as foods, musical styles, etc.

Bloom's Levels: Apply, Understand, Remember

Webb's DOK: 1, 2

Engaging Experience 2

Title: Famous People, Historical Events and Geography

Suggested Length of Time: 3-4 Days (per culture)

Standards Addressed

Priority:

- 2.1b Students demonstrate an understanding of the practices and perspectives of the cultures studied by describing the practices of common cultural activities and holiday celebrations.
- 4.2a Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own and recognize common tangible and intangible products of the culture studied.

Supporting:

- 2.2a Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by demonstrating competencies previously introduced
- 2.2c Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by identifying important historical and contemporary figures and events of the culture studied.
- 3.2b Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture through broadening

their understanding of contributions of target civilization to development of present-day information.

- 5.2c Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment and access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.

Detailed Description/Instructions: Students will choose from a variety of projects (see shared folder - P:drive, OneNote, or Appendices) that allow them to explore famous people and historical events of their culture of study as well as how those people and events impact their own experiences. Examples of activities include students using the Internet to investigate a topic or person, collaborate with peers on research topics, a multimedia presentation, graphic organizer, or summary.

Bloom's Levels: Remember, Apply, Understand

Webb's DOK: 1, 2

Engaging Experience 3

Title: Products

Suggested Length of Time: 3-4 Days (per culture)

Standards Addressed

Priority:

- 4.2a Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own and recognize common tangible and intangible products of the culture studied.

Supporting:

- 2.1c Students demonstrate an understanding of the practices and perspectives of the cultures studied by comparing everyday social etiquette within the culture studied to their native culture.
- 2.2a Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by demonstrating competencies previously introduced
- 2.2b Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by identifying objects and symbols commonly used to represent the culture studied.
- 3.2b Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture through broadening their understanding of contributions of target civilization to development of present-day information.

- 5.2c Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment and access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.

Detailed Description/Instructions: Students will read and understand how the products of the target language have affected their own culture. Students will create replicas of the various products, such as Rosette Windows, papel picado or ojo de Dios. Students are encouraged to display their work for others to view and learn from as examples.

Bloom's Levels: Remember, Understand, Apply

Webb's DOK: 1, 2

Rubric: Each project has a specific scoring guide (see appendix).

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Intro to Spanish/ French/German	Geography	Students will use maps and Internet research to find countries that speak the target language of the culture they are investigating. Students will also identify the region of the world where those countries are located. Students may include other geographical information such as important lakes, rivers, mountain ranges and bordering countries.	1 Day (per culture)
Vocabulary Exploration	Greetings	Students will listen to and repeat after the teacher as they learn basic greetings in each target language. These greetings include hello, goodbye, how are you, what is your name and short responses to these questions. Students can practice by listening to a recording of the greetings and by practicing with others. Students will then have a basic introductory conversation with their teacher or a peer.	1 Day (per culture)
Vocabulary Exploration	Borrowed Words, Cognates and False Cognates	In each target language, students will identify borrowed words that are commonly used in English. Students will identify cognates that look and sound similar to English words and have similar meanings. Students will gain an awareness of false cognates that look similar to English words but have a different meaning in the target language.	3-4 Days (per culture)
Cultural Exploration *	Culture	Students will research a variety of topics related to the culture of the target language. Research might include information about famous people such as artists, musicians or poets as well as foods, musical styles, etc.	1 Day (per culture)

Cultural Exploration *	Famous People, Historical Events and Geography	Students will choose from a variety of projects (see shared folder - P:drive, OneNote, or Appendices) that allow them to explore famous people and historical events of their culture of study as well as how those people and events impact their own experiences. Examples of activities include students using the Internet to investigate a topic or person, collaborate with peers on research topics, a multimedia presentation, graphic organizer, or summary.	3-4 Days (per culture)
Cultural Exploration *	Products	Students will read and understand how the products of the target language have affected their own culture. Students will create replicas of the various products, such as Rosette Windows, papel picado or ojo de Dios. Students are encouraged to display their work for others to view and learn from as examples.	3-4 Days (per culture)
Engaging Scenario		<u>Scenario One (first culture exploration)</u> Students will participate in a review game which demonstrates their knowledge of colors, numbers, understanding of cognates in the target culture and completing a challenge. <u>Scenario Two (second culture exploration)</u> Students create an A/B conversation using vocabulary learned in the unit and present it to the class. Students are also welcome to use culturally authentic gestures/practices during their presentations.	3 Days

**Students are to complete at least one cultural/vocabulary enrichment activity in each culture. These activities are self-directed and self-guided to allow for student choice and voice. These activities can be found and completed in OneNote. As time allows, students may explore additional enrichment activities until they move onto their next culture of study.*

Unit 3: Independent Study

Subject: Middle School World Cultures

Grade: 6

Name of Unit: Independent Study

Length of Unit: 2 Weeks

Overview of Unit: Students choose a culture/language and prepare a plan of study. They will research the chosen language/culture and then present their findings to the class.

Priority Standards for unit:

- 2.1a Students demonstrate an understanding of the practices and perspectives of the cultures studied by using appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- 2.1b Students demonstrate an understanding of the practices and perspectives of the cultures studied by describing the practices of common cultural activities and holiday celebrations.
- 4.1a Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own by citing examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- 4.2a Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own by recognizing common tangible and intangible products of the culture studied.
- 5.1b Students use the target language within and beyond the school setting by recognizing words borrowed from the target language.
- 5.2a Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment by attending or viewing via media cultural events and social activities.
- 5.2b Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment by exploring topics, hobbies, and activities of personal interest from the target culture.

Supporting Standards for unit:

- 1.2b Students understand and interpret written and spoken language on a variety of topics by comprehending the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
- 1.2c Students understand and interpret written and spoken language on a variety of topics by interpreting gestures, intonation and other visual and auditory clues in target language materials.

- 2.2a Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by demonstrating competencies previously introduced
- 2.2b Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by identifying objects and symbols commonly used to represent the culture studied.
- 2.2c Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied by identifying important historical and contemporary figures and events of the culture studied.
- 3.1a Students reinforce and further their knowledge of other disciplines through the world language by demonstrating competencies previously introduced
- 3.1b Students reinforce and further their knowledge of other disciplines through the world language by identifying concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2b Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture through broadening their understanding of contributions of target civilization to development of present-day information.
- 4.1b Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own demonstration of an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings	Use	Apply	1
the practices of common cultural activities and holiday celebrations	Describe	Understand	2
examples of cognates that enhance comprehension of spoken and written language	Cite	Evaluate	3
common tangible and intangible products of the culture studied	Recognize	Remember	1

the target language for enrichment by exploring hobbies, activities and topics of personal interest related to the target culture	Use	Apply	2
the target language for enrichment by exploring hobbies, activities and topics of personal interest related to the target culture	Use	Apply	2
hobbies, activities and topics of personal interest related to the target culture	Explore	Apply	2

Essential Questions:

1. How can I demonstrate an understanding of the practices and perspectives of another culture?

Enduring Understanding/Big Ideas:

1. I can demonstrate an understanding of the practices and perspectives of another culture by creating a presentation of knowledge gained on a certain country.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 5 Days

Students choose a culture/language and prepare a plan of study. They will research the chosen language/culture and then create a final multimedia presentation (brochure, travel vlog, Google slides, etc.) to present information about their independent study culture to the teacher and their peers.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Engaging Scenario		Students choose a culture/language and prepare a plan of study. They will research the chosen language/culture and then create a final multimedia presentation (brochure, travel vlog, Google slides, etc.) to present information about their independent study culture to the teacher and their peers.	5 Days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.