



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade World Cultures Curriculum

Course Description: Students will spend one week learning about what culture is as well as being introduced to the upcoming eight weeks of instruction. During the eight remaining weeks, students will work in groups for two-week periods learning about the geography, culture, and languages of Spanish, French, German and a culture/language of their choice.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1 Week	Introduction	Topic 1: Bridge Challenge Topic 2: Why Foreign Language Topic 3: Academic Vocabulary
6 Weeks	Language and Culture (Spanish, French, German)	Topic 1: Introduction to Spanish/French/German Topic 2: Cultural Exploration Topic 3: Vocabulary Exploration
2 Weeks	Independent Study	Topic 1: Cultural Exploration Topic 2: Vocabulary Exploration

Unit 1: Introduction

Subject: Middle School World Cultures

Grade: 6

Name of Unit: Introduction

Length of Unit: 1 Week

Overview of Unit: Students will learn the seven Building Academic Words (BAV) identified below. This unit also sets the tone of the class as it begins with a teambuilding exercise. Students will also understand the class as it outlines the routines and expectations for the remainder of the quarter.

Priority Standards for unit:

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

Supporting Standards for unit:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - 1.1e Use common social amenities such as please, thank you, excuse me.

- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1c (Level II) Compare everyday social etiquette within the culture studied to their native culture.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - 2.2a Demonstrate competencies previously introduced
 - 2.2b Identify objects and symbols commonly used to represent the culture studied.
 - 2.2c Identify important historical and contemporary figures and events of the culture studied.
 - 2.2b (Level II) Compare the most common objects and symbols used to represent the target culture and their own culture.
 - 2.2c (Level II) Compare important historical and contemporary figures and events of the culture studied and their own culture.
- 3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - 3.1a Demonstrate competencies previously introduced
 - 3.1b Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - 3.2b Broaden understanding of contributions of target civilization to development of present-day information.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - 4.1c Report similarities and differences between the sound and writing system of target and native language.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - 4.2b Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

- 4.2c Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- 5.1 Students use the target language within and beyond the school setting
 - 5.1b Recognize the target language when encountered outside the world language classroom.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - (5.2c Level II) Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.

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
an awareness of false cognates	Demonstrate	Understand	2
common tangible and intangible products of the culture studied	Recognize	Remember	1
words borrowed from the target language	Recognize	Understand	1

via media cultural events and social activities	View	Understand	2
topics of personal interest from the target culture	Explore	Apply	2
hobbies, activities and topics of personal interest related to the target culture	Explore	Apply	2

Essential Questions:

1. How can learning a foreign language be helpful to me?
2. How does one communicate with others orally and non-verbally?
3. How are the Bridge Challenge strategies helpful when completing tasks?
4. How does culture affect people?

Enduring Understanding/Big Ideas:

1. Learning a foreign language can be helpful to communicate with others in communities, preparing for a career and understanding students' own and other cultures. Learning a foreign language improves English language skills.
2. Hand gestures, facial expressions and appropriate body language help us to communicate non-verbally. Identifying borrowed words, cognates and false cognates in each target language will help students to understand similarities and differences between target languages and English. Interacting with a teacher or peer in a basic introductory conversation in the target language is a form of communication.
3. The Bridge Challenge strategies are helpful in observing and learning from surroundings. They are also helpful in understanding individual strengths and weaknesses. The Bridge Challenge strategies of asking for help when needed and persevering when up against something difficult are useful in daily life.
4. Culture affects traditions as well as daily life. Culture can change over time. Learning from and being affected by other cultures as well as affecting people of other cultures with my own are ways that culture influences my life.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Ambassador ● Communication ● Culture 	<ul style="list-style-type: none"> ● Borrowed Word ● Cognate ● False Cognate ● Translate

Resources for Vocabulary Development: Quality Tools

Topic 1: Bridge Challenge

Engaging Experience 1

Title: Bridge Challenge

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

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

Supporting:

- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - (2.1c Level II) Compare everyday social etiquette within the culture studied to their native culture.
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.
 - Contribute to project teams to produce original works or solve problems.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: Set up three bricks in a line on the floor with an 8-foot 2x4 board on top of the bricks to simulate a bridge. Explain to students that they will participate in a challenge to cross the bridge. They will have two obstacles while attempting this challenge.

First, they will have to choose a partner to get on the bridge with them. Their second obstacle is that they may not communicate verbally with each other than to ask their partner to join them. Both students get on one end of the bridge. They must problem solve how to get to the other side without either of them touching the floor. Remember to tell them that if they start to lose their balance, they need to step off the bridge with their feet to assure their safety.

As students take turns, the teacher can talk about the definitions of culture and communication. Culture can be as simple as your personal space and comfort level. You can also bring up the fact that the culture of this activity changes each quarter. For example, on the first day of school, students don't know many other students in the class and on the first day of Quarter Two, everyone knows each other much better. The culture changed. Point out that even though students aren't allowed to speak verbally, they still are communicating with their gestures and eyes.

As time permits, you may begin to discuss some of the key points of the bridge challenge.

- You won't succeed if you at least don't try.
- Why do some people not want to try?
- Why do people still want to attempt hard challenges if there is not a concrete reward?
- Is there more than one way to accomplish most tasks?
- Can you problem solve by observing others?
- If something is not working, what should you do?

Refer to presentation for challenge methods and strategies?

- presentation format as guiding questions: (link: <https://docs.google.com/presentation/d/1LwjTAd8Fiu5eVDi2bxDQAxqrzTJqE-0LR-f0L9Qhdz0/edit?usp=sharing>)

Bloom's Levels: Understand

Webb's DOK: 1

Rubric: Class participation

Topic 2: Why Foreign Language?

Engaging Experience 1

Title: Why Learn a Foreign Language?

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 5.1 Students use the target language within and beyond the school setting
 - 5.1b Recognize words borrowed from the target language.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2a (Level I) Attend or view via media cultural events and social activities.
 - 5.2b (Level I) Explore topics of personal interest from the target culture.
 - 5.2b (Level II) Explore hobbies, activities and topics of personal interest related to the target culture.

Supporting:

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

Detailed Description/Instructions: Students sometime don't realize how often they have come into contact with foreign languages. The teacher leads a discussion where students share their experiences with foreign languages and culture. The teacher can include a multimedia presentation which includes photos of common products here in the U. S. that are commonly known by the general population. See if students can identify the items. The teacher can also share how learning a foreign language benefits students personally as well as lead a discussion on how foreign language skills are helpful in specific professions.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: Class participation

Topic 3: Academic Vocabulary

Engaging Experience 1

Title: Cognates

Suggested Length of Time: 25 Minutes

Standards Addressed

Priority:

- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.

Supporting:

- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1c Report similarities and differences between the sound and writing system of target and native language.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.

Detailed Description/Instructions: Students discover that cognates are words from foreign languages that are very similar to English words. They orally translate words from each of the target languages such as French school subjects, German body parts and Spanish compliment words.

Bloom's Levels: Understand, Apply, Evaluate

Webb's DOK: 1, 2, 3

Rubric: Class participation

Engaging Scenario

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

Students will participate in a group activity that allows them to understand how Ghana culture uses gestures and facial expressions to communicate non-verbally. The group will come to a consensus about how they would communicate that same expression non-verbally in their own culture. They will share their expression with the class.

Rubric for Engaging Scenario: To be created. As a guide:

- Unacceptable: Groups use inappropriate gestures or verbal communication during presentation.
- Acceptable: Groups interpret gestures correctly and only use non-verbal gestures.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Bridge Challenge	Bridge Challenge	<p>Set up three bricks in a line on the floor with an 8-foot 2x4 board on top of the bricks to simulate a bridge. Explain to students that they will participate in a challenge to cross the bridge. They will have two obstacles while attempting this challenge. First, they will have to choose a partner to get on the bridge with them. Their second obstacle is that they may not communicate verbally with each other than to ask their partner to join them. Both students get on one end of the bridge. They must problem solve how to get to the other side without either of them touching the floor. Remember to tell them that if they start to lose their balance, they need to step off the bridge with their feet to assure their safety.</p> <p>As students take turns, the teacher can talk about the definitions of culture and communication. Culture can be as simple as your personal space and comfort level. You can also bring up the fact that the culture of this activity changes each quarter. For example, on the first day of school, students don't know many other students in the class and on the first day of Quarter Two, everyone knows each other much better. The culture changed. Point out that even though students aren't allowed to speak verbally, they still are communicating with their gestures and eyes.</p>	2 Days
Why Foreign Language?	Why Learn a Foreign Language?	Students sometime don't realize how often they have come into contact with foreign languages. The teacher leads a discussion where students share their experiences with foreign languages and culture. The teacher can include a multimedia presentation which includes photos of common products here in the U.	1 Day

		<p>S. that are commonly known by the general population. See if students can identify the items. The teacher can also share how learning a foreign language benefits students personally as well as lead a discussion on how foreign language skills are helpful in specific professions.</p>	
Academic Vocabulary	Cognates	<p>Students discover that cognates are words from foreign languages that are very similar to English words. They orally translate words from each of the target languages such as French school subjects, German body parts and Spanish compliment words.</p>	<p>25 Minutes</p>

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:

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

Supporting Standards for unit:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - 1.1e Use common social amenities such as please, thank you, excuse me.

- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1c (Level II) Compare everyday social etiquette within the culture studied to their native culture.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - 2.2a Demonstrate competencies previously introduced
 - 2.2b Identify objects and symbols commonly used to represent the culture studied.
 - 2.2c Identify important historical and contemporary figures and events of the culture studied.
 - 2.2b (Level II) Compare the most common objects and symbols used to represent the target culture and their own culture.
 - 2.2c (Level II) Compare important historical and contemporary figures and events of the culture studied and their own culture.
- 3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - 3.1a Demonstrate competencies previously introduced
 - 3.1b Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - 3.2b Broaden understanding of contributions of target civilization to development of present-day information.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - 4.1c Report similarities and differences between the sound and writing system of target and native language.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - 4.2b Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

- 4.2c Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- 5.1 Students use the target language within and beyond the school setting
 - 5.1b Recognize the target language when encountered outside the world language classroom.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2c (Level II) Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

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
an awareness of false cognates	Demonstrate	Understand	2
common tangible and intangible products of the culture studied	Recognize	Remember	1
words borrowed from the target language	Recognize	Understand	1
via media cultural events and social activities	View	Understand	2

topics of personal interest from the target culture	Explore	Apply	2
hobbies, activities and topics of personal interest related to the target culture	Explore	Apply	2

Essential Questions:

1. Why does English use borrowed words from other languages?
2. Why are cognates similar from one language to another in a variety of languages?
3. How do I have a basic introductory conversation in each target language?
4. How do I know what target language might be spoken in specific regions of the world?
5. How have people and products from other cultures affected U.S. culture?

Enduring Understanding/Big Ideas:

1. The names and uses of products from a variety of cultures are incorporated into our daily lives.
2. Languages have common roots such as Latin and German and therefore, words can have similar looks and sounds.
3. Listening to and repeating after a speaker as well as practicing speaking with others can prepare me to have a basic conversation in a target language. Reading and studying the target language vocabulary can also assist in my preparation.
4. Spelling cues help determine what language might be spoken in a specific region. Identifying areas that are in close proximity to one another can help determine what target language might be spoken.
5. People and products from a variety of cultures affect my own culture.

Unit Vocabulary:

<ul style="list-style-type: none"> ● Ambassador ● Capital ● Communication ● Continent ● Country ● Culture ● Define ● Demonstrate ● Product ● Tradition 	<ul style="list-style-type: none"> ● Cognate ● False Cognate ● Borrowed Word ● Translate
Academic Cross-Curricular Words	Content/Domain Specific

Resources for Vocabulary Development: Variety of written, auditory and visual media in the target language, maps, textbooks, and websites

Topic 1: Introduction to Spanish/French/German

Engaging Experience 1

Title: Greetings

Suggested Length of Time: 1 Day (per culture)

Standards Addressed

Priority:

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

Supporting:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - 1.1e Use common social amenities such as please, thank you, excuse me.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1c (Level II) Compare everyday social etiquette within the culture studied to their native culture.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - 4.1c Report similarities and differences between the sound and writing system of target and native language.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - 4.2b Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
 - 4.2c Demonstrate an awareness of the role of gestures and nonverbal cues in communication.

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

Rubric: Class participation

Engaging Experience 2

Title: Geography

Suggested Length of Time: 1 Day (per culture)

Standards Addressed

Priority:

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

Supporting:

- 3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - 3.1a Demonstrate competencies previously introduced
 - 3.1b Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

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

Engaging Experience 3

Title: Culture

Suggested Length of Time: 1 Day (per culture)

Standards Addressed

Priority:

- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1a Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - 2.1b Describe the practices of common cultural activities and holiday celebrations.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Recognize common tangible and intangible products of the culture studied.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2a (Level I) Attend or view via media cultural events and social activities.

Supporting:

- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1c (Level II) Compare everyday social etiquette within the culture studied to their native culture.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - 2.2a Demonstrate competencies previously introduced
 - 2.2b Identify objects and symbols commonly used to represent the culture studied.
 - 2.2c Identify important historical and contemporary figures and events of the culture studied.
 - 2.2b (Level II) Compare the most common objects and symbols used to represent the target culture and their own culture.
 - 2.2c (Level II) Compare important historical and contemporary figures and events of the culture studied and their own culture.
- 3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - 3.1a Demonstrate competencies previously introduced

- 3.1b Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - 3.2b Broaden understanding of contributions of target civilization to development of present-day information.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

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 4

Title: Borrowed Words, Cognates and False Cognates

Suggested Length of Time: 1 Day (per culture)

Standards Addressed

Priority:

- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1a Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- 5.1 Students use the target language within and beyond the school setting
 - 5.1b Recognize words borrowed from the target language.

Supporting:

- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture

- 3.2b Broaden understanding of contributions of target civilization to development of present-day information.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - 4.1c Report similarities and differences between the sound and writing system of target and native language.
- 5.1 Students use the target language within and beyond the school setting
 - 5.1b Recognize the target language when encountered outside the world language classroom.

Detailed Description/Instructions: 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.

Bloom's Levels: Understand, Evaluate

Webb's DOK: 2, 3

Topic 2: Cultural Exploration*

**Students are to complete at least one cultural 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.*

Engaging Experience 1

Title: Famous People, Historical Events and Geography

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

Standards Addressed

Priority:

- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1b Describe the practices of common cultural activities and holiday celebrations.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Recognize common tangible and intangible products of the culture studied.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2a (Level I) Attend or view via media cultural events and social activities.
 - 5.2b (Level I) Explore topics of personal interest from the target culture.
 - 5.2b (Level II) Explore hobbies, activities and topics of personal interest related to the target culture.

Supporting:

- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - 2.2a Demonstrate competencies previously introduced
 - 2.2c Identify important historical and contemporary figures and events of the culture studied.
 - 2.2c (Level II) Compare important historical and contemporary figures and events of the culture studied and their own culture.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - 3.2b Broaden understanding of contributions of target civilization to development of present-day information.

- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2c (Level II) Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

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 2

Title: Products

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

Standards Addressed

Priority:

- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Recognize common tangible and intangible products of the culture studied.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2a (Level I) Attend or view via media cultural events and social activities.
 - 5.2b (Level I) Explore topics of personal interest from the target culture.
 - 5.2b (Level II) Explore hobbies, activities and topics of personal interest related to the target culture.

Supporting:

- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied

- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - 2.2a Demonstrate competencies previously introduced
 - 2.2b Identify objects and symbols commonly used to represent the culture studied.
 - Compare the most common objects and symbols used to represent the target culture and their own culture.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Broaden understanding of contributions of target civilization to development of present-day information.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

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).

Topic 3: Vocabulary Exploration*

**Students are to complete at least one 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.*

Engaging Experience 1

Title: Basic Vocabulary Concepts

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

Standards Addressed

Priority:

- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1a Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - 2.1b Describe the practices of common cultural activities and holiday celebrations.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- 5.1 Students use the target language within and beyond the school setting
 - Recognize words borrowed from the target language.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2a (Level I) Attend or view via media cultural events and social activities.
 - 5.2b (Level I) Explore topics of personal interest from the target culture.
 - 5.2b (Level II) Explore hobbies, activities and topics of personal interest related to the target culture.

Supporting:

- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied

- Compare everyday social etiquette within the culture studied to their native culture
- 3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - 3.1a Demonstrate competencies previously introduced
 - Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Broaden understanding of contributions of target civilization to development of present-day information.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - Report similarities and differences between the sound and writing system of target and native language.
- 5.1 Students use the target language within and beyond the school setting
 - 5.1b Recognize the target language when encountered outside the world language classroom.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

Detailed Description/Instructions: Students will explore basic vocabulary concepts such as numbers, colors and alphabet through a variety of projects (see shared folder; p:drive, OneNote or Appendices). Examples might include color-by-number, math facts or cartoon conversations.

Bloom's Levels: Understand, Apply, Evaluate

Webb's DOK: 1, 2, 3

Engaging Experience 2

Title: Borrowed Words and Cognates

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

Standards Addressed

Priority:

- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- 5.1 Students use the target language within and beyond the school setting
 - Recognize words borrowed from the target language.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2a (Level I) Attend or view via media cultural events and social activities.
 - 5.2b (Level I) Explore topics of personal interest from the target culture.
 - 5.2b (Level II) Explore hobbies, activities and topics of personal interest related to the target culture.

Supporting:

- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - Interpret gestures, intonation and other visual and auditory clues in target language materials.
- 3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - 3.1a Demonstrate competencies previously introduced
 - Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - 3.2b Broaden understanding of contributions of target civilization to development of present-day information.

- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - Report similarities and differences between the sound and writing system of target and native language.
- 5.1 Students use the target language within and beyond the school setting
 - 5.1b Recognize the target language when encountered outside the world language classroom.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

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

Engaging Scenario

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

Scenario One (first culture exploration)

Students will participate in (or view as an audience member), a River Game which demonstrates their knowledge of color names (including understanding of cognates), oral speaking of the language of a target culture and completing a physical challenge.

Scenario Two (second culture exploration)

Students will participate in a Round Robin Race with their peers. They will demonstrate their knowledge of basic vocabulary, borrowed words and products, famous people and countries that speak the language of their target culture.

Scenario Three (Third culture exploration)

Students will participate in a language immersion day (when no English is spoken during the class period). This requires students to use acquired knowledge and challenges them to use their oral language skills to participate in a game.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Intro to Spanish/ French/German	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)
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)
Intro to Spanish/ French/ German	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)
Intro to Spanish/ French/German	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.	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)
Vocabulary Exploration*	Basic Vocabulary Concepts	Students will explore basic vocabulary concepts such as numbers, colors and alphabet through a variety of projects (see shared folder; p:drive, OneNote or Appendices). Examples might include color-by-number, math facts or cartoon conversations.	3-4 Days (per culture)
Vocabulary Exploration*	Borrowed Words and Cognates	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.	3-4 Days (per culture)

**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:

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

Supporting Standards for unit:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - 1.1e Use common social amenities such as please, thank you, excuse me.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

- 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1c - Level II Compare everyday social etiquette within the culture studied to their native culture.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - 2.2a Demonstrate competencies previously introduced
 - 2.2b Identify objects and symbols commonly used to represent the culture studied.
 - 2.2c Identify important historical and contemporary figures and events of the culture studied.
 - 2.2b (Level II) Compare the most common objects and symbols used to represent the target culture and their own culture.
 - 2.2c (Level II) Compare important historical and contemporary figures and events of the culture studied and their own culture.
- 3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - 3.1a Demonstrate competencies previously introduced
 - 3.1b Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - 3.2b Broaden understanding of contributions of target civilization to development of present-day information.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - 4.1c Report similarities and differences between the sound and writing system of target and native language.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - 4.2b Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
 - 4.2c Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- 5.1 Students use the target language within and beyond the school setting

- 5.1b Recognize the target language when encountered outside the world language classroom.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2c (Level II) Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.
- ISTE 6 - Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.
 - Understand and use technology systems.
 - Select and use applications effectively and productively.
 - Troubleshoot systems and applications.
 - Transfer current knowledge to learning of new technologies.

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
an awareness of false cognates	Demonstrate	Understand	2
common tangible and intangible products of the culture studied	Recognize	Remember	1
words borrowed from the target language	Recognize	Understand	1
via media cultural events and social activities	View	Understand	2
topics of personal interest from the target culture	Explore	Apply	2
hobbies, activities and topics of personal interest related to the target culture	Explore	Apply	2

Essential Questions:

1. Why does English use borrowed words from other languages?
2. Why are cognates similar from one language to another in a variety of languages?
3. How does one have a basic introductory conversation in each target language?
4. How can one identify what target language might be spoken in specific regions of the world?
5. How have people and products from other cultures affected U.S. culture?

Enduring Understanding/Big Ideas:

1. The names and uses of products from a variety of cultures are incorporated into our daily lives.
2. Languages have common roots such as Latin and German and therefore, words can have similar looks and sounds.

3. Listening to and repeating after a speaker as well as practicing speaking with others can prepare me to have a basic conversation in a target language. Reading and studying the target language vocabulary can also assist in my preparation.
4. Spelling cues help determine what language might be spoken in a specific region. Identifying areas that are in close proximity to one another can help determine what target language might be spoken.
5. People and products from a variety of cultures affect my own culture.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Ambassador ● Bibliography ● Capital ● Cite ● Communication ● Continent ● Country ● Culture ● Define ● Demonstrate ● Product 	<ul style="list-style-type: none"> ● Borrowed Words ● Cognate ● False Cognate ● Translate

Resources for Vocabulary Development: Textbooks, websites, maps, media center resources and Mid-Continent Public Library Culture-grams.

Topic 1: Cultural Exploration

Engaging Experience 1

Title: Plan of Research

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2a (Level I) Attend or view via media cultural events and social activities.
 - 5.2b (Level I) Explore topics of personal interest from the target culture.
 - 5.2b (Level II) Explore hobbies, activities and topics of personal interest related to the target culture.

Supporting:

- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - 2.2a Demonstrate competencies previously introduced
 - 2.2b Identify objects and symbols commonly used to represent the culture studied.
 - 2.2c Identify important historical and contemporary figures and events of the culture studied.
 - 2.2b (Level II) Compare the most common objects and symbols used to represent the target culture and their own culture.
 - 2.2c (Level II) Compare important historical and contemporary figures and events of the culture studied and their own culture.
- 3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - 3.1a Demonstrate competencies previously introduced
 - 3.1b Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - 3.2b Broaden understanding of contributions of target civilization to development of present-day information.

- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.
- ISTE 6 - Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.
 - Understand and use technology systems.
 - Select and use applications effectively and productively.
 - Troubleshoot systems and applications.
 - Transfer current knowledge to learning of new technologies.

Detailed Description/Instructions: Students will develop a research plan of an additional culture they would like to explore. This plan should include at least two cultural exploration topics that could fit into a multimedia presentation for their final engaging scenario project. Students are welcome to work collaboratively in partners or small groups. Each individual shall contribute two exploration topics. In essence, a group of three should have at least six topics, two per student to research and bring back to the group for discussions.

Bloom's Levels: Understand, Apply, Create

Webb's DOK: 1, 2

Engaging Experience 2

Title: Famous People, Historical Events, Geography and Products

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1b Describe the practices of common cultural activities and holiday celebrations.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Recognize common tangible and intangible products of the culture studied.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2a (Level I) Attend or view via media cultural events and social activities.
 - 5.2b (Level I) Explore topics of personal interest from the target culture.

- 5.2b (Level II) Explore hobbies, activities and topics of personal interest related to the target culture.

Supporting:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - 1.1e Use common social amenities such as please, thank you, excuse me.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - 2.2a Demonstrate competencies previously introduced
 - 2.2c Identify important historical and contemporary figures and events of the culture studied.
 - 2.2c (Level II) Compare important historical and contemporary figures and events of the culture studied and their own culture.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - 3.2b Broaden understanding of contributions of target civilization to development of present-day information.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2c (Level II) Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

Detailed Description/Instructions: Students will utilize their research plan and their previous knowledge to investigate and explore famous people, historical events of their culture of study, products, as well as how those people and events impacted their own experiences. Using their experiences from Unit Two, students may use the Internet to explore a topic or person, use a graphic organizer to compare and contrast a topic, write a summary of events, and create replicas of 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, Apply, Understand

Webb's DOK: 1, 2

Topic 2: Vocabulary Exploration

Engaging Experience 1

Title: Plan of Research

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1a Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - 2.1b Describe the practices of common cultural activities and holiday celebrations.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- 5.1 Students use the target language within and beyond the school setting
 - Recognize words borrowed from the target language.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2a (Level I) Attend or view via media cultural events and social activities.
 - 5.2b (Level I) Explore topics of personal interest from the target culture.
 - 5.2b (Level II) Explore hobbies, activities and topics of personal interest related to the target culture.

Supporting:

- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Compare everyday social etiquette within the culture studied to their native culture
- 3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - 3.1a Demonstrate competencies previously introduced

- Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Broaden understanding of contributions of target civilization to development of present-day information.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - Report similarities and differences between the sound and writing system of target and native language.
- 5.1 Students use the target language within and beyond the school setting
 - 5.1b Recognize the target language when encountered outside the world language classroom.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

Detailed Description/Instructions: Students will develop a research plan, using the same culture as in Topic 1 to explore vocabulary. This plan should include at least two vocabulary exploration topics that could fit into a multimedia presentation for their final engaging scenario project. Students are welcome to continue to work collaboratively in partners or small groups or may choose to separate and work independently. Each individual shall contribute two exploration topics. In essence, a group of three should have at least six topics, two per student to research and bring back to the group for discussions.

Bloom's Levels: Understand, Apply, Create

Webb's DOK: 1, 2

Engaging Experience 2

Title: Basic Vocabulary Concepts, Borrowed Words, Cognates and False Cognates

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - 2.1a Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - 2.1b Describe the practices of common cultural activities and holiday celebrations.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- 5.1 Students use the target language within and beyond the school setting
 - Recognize words borrowed from the target language.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - 5.2a (Level I) Attend or view via media cultural events and social activities.
 - 5.2b (Level I) Explore topics of personal interest from the target culture.
 - 5.2b (Level II) Explore hobbies, activities and topics of personal interest related to the target culture.

Supporting:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- 1.2 Students understand and interpret written and spoken language on a variety of topics
 - 1.2b Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

- 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Compare everyday social etiquette within the culture studied to their native culture
- 3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - 3.1a Demonstrate competencies previously introduced
 - Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Broaden understanding of contributions of target civilization to development of present-day information.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - Report similarities and differences between the sound and writing system of target and native language.
- 5.1 Students use the target language within and beyond the school setting
 - 5.1b Recognize the target language when encountered outside the world language classroom.
- 5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

Detailed Description/Instructions: Students will research and explore basic vocabulary concepts such as numbers, colors and alphabet through a variety of projects. Examples might include color-by-number, math facts or cartoon conversations.

Students may also 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. 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

Engaging Scenario

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

Students will create a final multimedia presentation (PowerPoint, Google slides, etc.) to present information about their independent study culture to the teacher and their peers.

Rubric for Engaging Scenario: To be created. As a guide:

- Content: Two culture components (music, food, currency, etc.) and two vocabulary components (greetings, borrowed words, cognates, etc.).
- Collaboration: Students support and encourage peers as they complete their final project.
- Feedback checklist for visual appeal, conventions and cited sources.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Cultural Exploration	Plan of Research	Students will develop a research plan of an additional culture they would like to explore. This plan should include at least two cultural exploration topics that could fit into a multimedia presentation for their final engaging scenario project. Students are welcome to work collaboratively in partners or small groups. Each individual shall contribute two exploration topics. In essence, a group of three should have at least six topics, two per student to research and bring back to the group for discussions.	1 Day
Cultural Exploration	Famous People, Historical Events, Geography and Products	Students will utilize their research plan and their previous knowledge to investigate and explore famous people, historical events of their culture of study, products, as well as how those people and events impacted their own experiences. Using their experiences from Unit Two, students may use the Internet to explore a topic or person, use a graphic organizer to compare and contrast a topic, write a summary of events, and create replicas of 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

Vocabulary Exploration	Plan of Research	<p>Students will develop a research plan, using the same culture as in Topic 1 to explore vocabulary. This plan should include at least two vocabulary exploration topics that could fit into a multimedia presentation for their final engaging scenario project. Students are welcome to continue to work collaboratively in partners or small groups or may choose to separate and work independently. Each individual shall contribute two exploration topics. In essence, a group of three should have at least six topics, two per student to research and bring back to the group for discussions.</p>	1 Day
Vocabulary Exploration	Basic Vocabulary Concepts, Borrowed Words, Cognates and False Cognates	<p>Students will research and explore basic vocabulary concepts such as numbers, colors and alphabet through a variety of projects. Examples might include color-by-number, math facts or cartoon conversations.</p> <p>Students may also 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. 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.</p>	3-4 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.