

**Content Area: World Languages**

**Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture**

**Prepared Graduates:**

- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

**Range Level Expectation: Novice-Low**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

**Concepts and skills students master:**

2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student’s own culture

**Evidence Outcomes** | **21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Students can:**

- Identify the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) of the target culture(s) and their own
- Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own
- Identify and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own
- Recognize the contributions of the target cultures to the student’s culture and vice versa

**Inquiry Questions:**

1. How does knowledge of another language enhance people’s understanding of culture and society in general?
2. How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world?
3. How does language study increase a student's understanding and appreciation of his/her own culture?

**Relevance and Application:**

1. Understanding games and songs around the world can help people working or traveling in other cultures to make friends.
2. People who buy or sell things in other cultures need to understand differences and similarities in products and perspectives between cultures.

**Nature of World Languages:**

1. Language learners identify cultural similarities.
2. Language learners recognize and list significant cultural differences.

## Content Area: World Languages

### Standard: 3. Connections with Other Disciplines and Information Acquisition

#### Prepared Graduates:

- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

##### 2. Use authentic resources to locate basic information

#### Evidence Outcomes

##### Students can:

- Extract main ideas and key words from authentic resources
- Use knowledge obtained from authentic resources to apply to new topics

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

- How does an understanding of another language and culture broaden people's ability to access information and to appreciate a variety of distinctive viewpoints?
- Where can people find a target language outside of the classroom?
- Why is using background knowledge important?

##### Relevance and Application:

- International examples of search engines both enlarge one's perspectives but also permit one to better access a target language. Studying another language will promote increased cultural awareness.

##### Nature of World Languages:

- Language learners realize that there are other languages and cultures different from their own.

## Content Area: World Languages

### Standard: 2. Knowledge and Understanding of Other Cultures

#### Prepared Graduates:

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

2. Identify common products of the target cultures studied

#### Evidence Outcomes

##### Students can:

- a. Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation)
- b. Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.)

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

1. How does an understanding of the relationship between the products and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?
2. How does a student develop cultural understanding by examining the products of another culture?
3. How is the culture of a people reflected in its expressive products?
4. Why are certain foods popular or staples in some cultures, but never have that status in others (such as crumpets)?

##### Relevance and Application:

1. Dancers' and mimes' costumes and performances reflect elements of their culture.
2. Every culture produces a variety of tangible and expressive products.

##### Nature of World Languages:

1. Language learners understand that products vary among cultures.
2. Language learners point out products that are different from their own cultural experiences.