

## Content Area: World Languages

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

#### Prepared Graduates:

- Reinforce and further their knowledge of other disciplines through the foreign language

#### 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:

1. Identify information that can be gathered from target language resources connected to other content areas

#### Evidence Outcomes

##### Students can:

- a. Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts)
- b. Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas

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

##### Inquiry Questions:

1. How does an understanding of another language and culture increase people's ability to function in a variety of content areas in an interdisciplinary manner?
2. How does studying a language help?
3. How does one acquire a language?

##### Relevance and Application:

1. Learning a different language leads to greater understanding of an individual's own language.
2. Websites provide information on geographical and weather maps for areas in all parts of the world.

##### Nature of World Languages:

1. Language learners realize there are resources available in the target language about topics they study in other classes.

## 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**

| <b>Evidence Outcomes</b>   | <b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>   |
|--|---|
| <p><b>Students can:</b></p> <ul style="list-style-type: none"><li>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)</li><li>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.)</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>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?</li><li>2. How does a student develop cultural understanding by examining the products of another culture?</li><li>3. How is the culture of a people reflected in its expressive products?</li><li>4. Why are certain foods popular or staples in some cultures, but never have that status in others (such as crumpets)?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Dancers’ and mimes’ costumes and performances reflect elements of their culture.</li><li>2. Every culture produces a variety of tangible and expressive products.</li></ul> |
|  | <p><b>Nature of World Languages:</b></p> <ul style="list-style-type: none"><li>1. Language learners understand that products vary among cultures.</li><li>2. Language learners point out products that are different from their own cultural experiences.</li></ul>   |