

Revised: 11/17/10

LEDYARD PUBLIC SCHOOLS

**World Languages
and Cultures**

CURRICULUM

World Languages and
Cultures Department

Grades 10-12

Approved by Instructional Council on 12-22-10

World Languages and Cultures Pre-K-12 Domains

1. Communication
2. Cultures
3. Connections
4. Comparisons among Languages
5. Comparisons among Cultures
6. Communities

Course Title: World Languages and Cultures

Essential Questions

1. How do I use another language to communicate with others? / How do I understand what others are trying to communicate in another language? (Domain 1)
2. How do I use my understanding of culture to communicate and function appropriately in another culture? (Domain 2)
3. How do I demonstrate an understanding of the similarities, differences and interactions across languages? (Domain 4)
4. How do I demonstrate an understanding of the similarities, differences and interactions across cultures? (Domain 5)
5. How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? (Domain 6)

World Languages and Cultures

Overview

Units and Focus Questions

Unit 1: Introduction (Two weeks)

FQ 1: What is culture? What creates and influences a culture? What changes a culture? (EQ 2, 4)

FQ 2: What are the origins of the English language? What are the origins of my first and last names? (EQ 3, 4, 5)

FQ 3: Where are various language groups found round the world? (EQ 3, 4, 5)

Unit 2: Issues in Migration and Immigration (Four weeks)

FQ 1: Who are the people who immigrate to the United States? Why do they come here and not to other countries? How are they received here? (EQ 1, 3, 4, 5)

FQ 2: What are the other countries in the world where there are immigration trends? Why do people immigrate to them? How are they received? (EQ 3, 4, 5)

FQ 3: What is migration? Where does it occur and why? (EQ 4, 5)

FQ 4: How does the movement of people within and across countries impact the culture and language groups of those countries? (EQ 3, 4, 5)

Unit 3: Women Across Cultures (Three and one-half weeks)

FQ 1: What have been the major issues of the American women over the past three centuries? What gains have American women made? Is that true for all of American women (EQ 4, 5)

FQ 2: What are the major issues that women experience in other cultures today? What are the cultural norms that impact these women and issues? (EQ 4, 5)

FQ3: How do the issues between American women and women of other cultures compare? What impact do these have on our global society? (EQ 1, 4, 5)

Unit 4: Counterculture (Four Weeks)

FQ 1: What has resistance to the mainstream American culture looked like over our history? Who are the people who resist? Why do they resist? (EQ 3, 5)

FQ 2: Where in the world are major counterculture movements occurring today? What are the underlying issues to these counterculture groups? Are there cultural, linguistic, religious, gender issues? (EQ 3, 4, 5)

FQ 3: In what ways are the countercultures of the US and other countries related? What impact do counterculture movements have on our global society? (EQ 3, 4, 5)

Unit 5: Family (Three and one-half weeks)

FQ 1: What does the family structure look like in the US today? What has influenced the change in American family structure? Is it true for all ethnic groups in American society? (EQ 2, 4, 5)

FQ 2: What types of family structures are found in other countries? What has influenced these structures? Have they changed? Why? Is it true for all ethnic groups within that country? (EQ 2, 4, 5)

FQ 3: How is education provided in other countries and how does that impact the evolution of family structure in those societies? (EQ 3, 4)

FQ 4: What impact do these global family structures have on American society? On our global society? (EQ 4, 5)

Unit 6: Self-study (Two weeks)

FQ 1: What theme has most interested me in this course? Is this due to my interest in language or culture? (EQ 2)

FQ 2: How does this theme compare to my family? How has my family been influenced by the issues within this theme? (EQ 4, 5)

FQ 3: How has my family's ethnic heritage been affected by this theme? Does my family look different here in the US than it would in the "home" country? Why or why not? (1, 2, 3, 4, 5)

Course Title: World Languages and Cultures

School-wide academic expectations met by course:

- #1: Read and write critically for a variety of purposes
- #2: Speak clearly and communicate ideas accurately in a variety of settings
- #4: Employ effective research and study skills
- #5: Demonstrate critical thinking skills

Units and Focus Questions

Unit 1: Introduction (Two weeks)

FQ 1: What is culture? What creates and influences a culture? What changes a culture? (EQ 2, 4)

CS4S1 Students will identify and analyze products and practices of the target culture (e.g., social, economic, legal, and political) and explore relationships between these products and practices and the perspectives of the culture.

CS8S4 Students will use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

CS8S5 Students will use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

FQ 2: What are the origins of the English language? What are the origins of my first and last names? (EQ 3, 4, 5)

CS5S1 Students will use information from other school subjects to complete activities in the world language classroom.

CS5S4 Students will use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

CS7S1 Students will analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable elements in English.

FQ 3: Where are various language groups found round the world? (EQ 3, 4, 5)

CS5S1 Students will use information from other school subjects to complete activities in the world language classroom.

CS5S4 Students will use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

Resources

- Teacher research
- Articles from **The New York Times**
- Student research
- Empires of the Word – A Language History of the World – Nicholas Ostler
- The Origin of Language – Merritt Ruhlen

Activities

- Class discussions
- Gather family stories/histories

Assessments

- Essay
- Performance Tasks

Unit 2: Issues in Migration and Immigration (Four weeks)

FQ 1: Who are the people who immigrate to the United States? Why do they come here and not to other countries? How are they received here? (EQ 1, 3, 4, 5)

CS5S1 Students will use information from other school subjects to complete activities in the world language classroom.

CS5S4 Students will use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

CS8S6 Students will use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

FQ 2: What are the other countries in the world where there are immigration trends? Why do people immigrate to them? How are they received? (EQ 3, 4, 5)

CS8S5 Students will use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

CS4S4 Students will identify, discuss, and analyze various patterns of behaviors and interactions that are typical of the target culture.

FQ 3: What is migration? Where does it occur and why? (EQ 4, 5)

CS5S1 Students will use information from other school subjects to complete activities in the world language classroom.

CS1S4 Students will work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

FQ 4: How does the movement of people within and across countries impact the culture and language groups of those countries? (EQ 3,4,5)

CS1S2 Students will exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.

CS4S4 Students will identify, discuss, and analyze various patterns of behaviors and interactions that are typical of the target culture.

Resources

- Human Migration within and into the United States – National Geographic lesson
- Teacher research
- Student research

Supplemental Readings

- The New York Times articles

Videos

- Border War – The Battle of Illegal Immigration
- My Americas
- Hispanics in America

Activities

- Family history
- Interviews
- Reaction journals
- Oral presentations
- Class discussions

Assessments

- Essays
- Performance Tasks
- Formative assessment: CAPT-style Essay:
Based on your research and our discussions, would Connecticut benefit from additional migration/immigration? Explain.

Unit 3: Women Across Cultures (Three and one-half weeks)

FQ 1: What have been the major issues of the American women over the past three centuries? What gains have American women made? Is that true for all of American women (EQ 4, 5)

CS5S1 Students will use information from other school subjects to complete activities in the world language classroom.

CS4S4 Students will identify, discuss, and analyze various patterns of behaviors and interactions that are typical of the target culture.

FQ 2: What are the major issues that women experience in other cultures today? What are the cultural norms that impact these women and issues? (EQ 4, 5)

CS4S1 Students will identify and analyze products and practices of the target culture (e.g., social, economic, legal, and political) and explore relationships between these products and practices and the perspectives of the culture.

CS8S2 Students will compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

CS5S4 Students will use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

FQ3: How do the issues between American women and women of other cultures compare? What impact do these have on our global society?
(EQ 1, 4, 5)

CS8S5 Students will use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

CS8S6 Students will use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

CS5S4 Students will use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

Resources

- Selected readings from **Women Across Cultures**
- Teacher research
- Student research
- **Supplemental Readings**
- Various newspaper articles
- Various magazine articles
- Excerpts from multicultural novels
- **Videos**
- The Story of Elizabeth Cady Stanton and Susan B. Anthony
- My Americas
- Hispanics in America

Activities

- Reader response journal
- Class discussions
- Small group project on a biography of a famous woman
- Guest speaker

Assessments

- Project
- Performance Tasks
- Essay

- Formative Assessment: CAPT-style Essay: Will contemporary culture bring improvements to the lives of women across the globe? Explain.

Unit 4: Counterculture (Four weeks)

FQ 1: What has resistance to the mainstream American culture looked like over our history? Who are the people who resist? Why do they resist? (EQ 3, 5)

CS5S1 Students will use information from other school subjects to complete activities in the world language classroom.

CS4S4 Students will identify, discuss, and analyze various patterns of behaviors and interactions that are typical of the target culture.

CS4S2 Students will identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.

FQ 2: Where in the world are major counterculture movements occurring today? What are the underlying issues to these counterculture groups? Are there cultural, linguistic, religious, gender issues? (EQ 3, 4, 5)

CS1S2 Students will exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.

CS1S4 Students will work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

CS1S5 Students will exchange their opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

FQ 3: In what ways are the countercultures of the US and other countries related? What impact do counterculture movements have on our global society? (EQ 3, 4, 5)

CS4S1 Students will identify and analyze products and practices of the target culture (e.g., social, economic, legal, and political) and explore

relationships between these products and practices and the perspectives of the culture.

CS8S5 Students will use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

CS5S4 Students will use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

CS8S1 Students will discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.

Resources

- Teacher research
- Student research
- Archived videos of historical events

Supplemental Readings

- Articles from periodicals
- Excerpts from multicultural literature

Activities

- Reaction journal
- Interviews
- PowerPoint presentation on historical event
- Class discussions
- Guest speaker
-

Assessments

- Debate
- Performance Tasks
- Essay

Unit 5: Family (Three and one-half weeks)

FQ 1: What does the family structure look like in the US today? What has influenced the change in American family structure? Is it true for all ethnic groups in American society? (EQ 2, 4, 5)

CS5S1 Students will use information from other school subjects to complete activities in the world language classroom.

CS4S4 Students will identify, discuss, and analyze various patterns of behaviors and interactions that are typical of the target culture.

FQ 2: What types of family structures are found in other countries? What has influenced these structures? Have they changed? Why? Is it true for all ethnic groups within that country? (EQ 2, 4, 5)

CS4S1 Students will identify and analyze products and practices of the target culture (e.g., social, economic, legal, and political) and explore relationships between these products and practices and the perspectives of the culture.

CS8S2 Students will compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

CS8S4 Students will use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

FQ 3: How is education provided in other countries and how does that impact the evolution of family structure in those societies? (EQ 3, 4)

CS8S5 Students will use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

CS8S6 Students will use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

FQ 4: What impact do these global family structures have on American society? On our global society? (EQ 4, 5)

CS1S4 Students will work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

CS1S6 Students will exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

CS5S4 Students will use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

Resources

- Teacher research
- Student research

Supplemental Readings

- Articles from periodicals
- *Families Across Cultures* – James Georgas
- Excerpts from multicultural literature

Videos

- **Under the Same Moon**
- **My Americas**

Activities

- Reader response journal
- Class discussions

Assessments

- Family Tree dissection/presentation
- Performance Tasks
- Essay
- Interviews

Unit 6: Self-study (Two weeks)

FQ 1: What theme has most interested me in this course? Is this due to my interest in language or culture? (EQ 2)

CS6S1 Students will use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.

CS7S1 Students will analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable elements in English.

CS1S6 Students will exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

FQ 2: How does this theme compare to my family? Has my family been greatly influenced by the issues within this theme? (EQ 4, 5)

CS5S4 Students will use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

CS8S3 Students will analyze how other cultures view the role of the United States in the world arena.

CS8S5 Students will use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

CS8S6 Students will use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

CS5S4 Students will use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

FQ 3: How has my family’s ethnic heritage been affected by this theme? Does my family look different here in the US than it would in the “home” country? Why or why not? (EQ 1, 2, 3, 4, 5)

CS7S5 Students will use a writing process in producing work that includes self-assessment and discussion with other students.

CS1S5 Students will exchange their opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

CS8S4 Students will use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

CS8S7 Students will evaluate the effectiveness of a communicative interaction based on cultural elements.

Resources

- Student research
 - Student-researched materials
- Supplemental Readings**
- Articles from periodicals, Internet
 - Excerpts from multicultural literature
- Videos**

Activities

- Class discussions
- Small group work

Assessments

- Self-assessment – as DVD, PowerPoint, other format

Appendix - Materials for WLC Course by Theme

Culture/Language

<http://www.merriam-webster.com/dictionary/language>

<http://thesaurus.reference.com/browse/language?qsrc=2889>

<http://www.merriam-webster.com/dictionary/culture>

<http://thesaurus.reference.com/browse/culture>

www.houseofnames.com

thinkbabynames.com

<http://en.proverbia.net/citastema.asp?tematica=692>

<http://www.famous-quotes.com/topic.php?tid=283>

"Parsing What the Enemy's Up To", NYT editorial, 7/28/09

"South Korea's New Export: Its Alphabet", Choe Sang-Hun, NYT, summer, 2009

Immigration/Emigration

<http://www.richw.org/dualcit/faq.html>

http://en.wikipedia.org/wiki/Natural_born_citizen_of_the_United_States#Constitutional_provisions

http://en.wikipedia.org/wiki/Visa_%28document%29

<http://faq.visapro.com/US-Citizenship-FAQ.asp>

http://en.wikipedia.org/wiki/United_States_nationality_law

http://travel.state.gov/visa/visa_1750.html

<http://www.immigrationdirect.com/greencard/index.jsp?gclid=CMC1zf-R1p8CFZMK5QodoT6tcA>

Geert Wilders speech <http://www.netanyahu.org/spofgewichpa.html>

Immigration Laws a Nightmare for Orphans -2/16/10 -
<http://www.wfsb.com>

Viva la Causa - The story of Cesar Chavez - DVD from Teaching Tolerance

Border War - The Battle over Illegal Immigration - Genius Entertainment

"Slippery slope toward authoritarianism", Editorial, The Day, 4/27/10

"Wrong to link Arizona with totalitarian states", Letter to the Editor, The Day, 4/29/10

"Arizona Sheriff Says He will refuse to Enforce....", Emily Friedman, ABC News, 4/27/10

Multiple newsclips from ABC news on the Arizona anti-immigration law

Women

<http://www.merriam-webster.com/dictionary/woman>

<http://www.merriam-webster.com/thesaurus/woman>

<http://www.merriam-webster.com/dictionary/suffrage>

<http://www2.merriam-webster.com/cgi-bin/mwththesadu>

"What Women Want Now" - Time magazine, 10/26/09

The History of Elizabeth Cady Stanton & Susan B Anthony - PBS Home Video

Abuse Victims Push For GPS Monitoring , 3/23/10
<http://www.wfsb.com/news/22648821/detail.html>

"Loosey Goosey Saudi", Dowd, Maureen, NYT, 3/310

"Divorced Before Puberty", Kristof, Nicholas D, NYT, 3/4/10

Video clips from YouTube on the following:

- Indira Gandhi
- Golda Meir
- Margaret Thatcher
- Lady Diana
- Mary Robinson
- Winnie Mandela
- Suu Kyi - Myanmar

"Her Safe Haven Without Men", More magazine, April, 2010

"Afghan Women Fear Loss of Progress", The Day, 3/21/10

The Women's Crusade, Kristof, Nicholas D and Sheryl WuDunn, NYT Sunday Magazine, 8/19/09

Presentation on Women in China - Dr Wang

Countercultures

Definitions - countercultures - <http://www.merriam-webster.com/dictionary/counterculture>

Resistance <http://www.merriam-webster.com/dictionary/resistance>/<http://www.merriam-webster.com/thesaurus/resistance>

Video Clips from You Tube on the following:

Kent State, 5/4/70

Massacre in Mexico City, 10/2/68

Student Protests in Paris, 1/68

Taking over of American Embassy in Tehran, 11/4/79

Tiananmen Square - 6/5/89

Protests of Iranian Elections - 6/12/09

"What We Learned in Oklahoma City" , The NYT, 4/19/10

Student research on American countercultures -

- Gangs

- Asian triads

- Abolitionists

- Mafia

- Hippies/Beatniks

- Anti-nuclear movements

Student research on the language of countercultures -

- Slogans

- Verbal/non-verbal intimidation

- Graffiti

- Chanting

- Propaganda

- Logos

- Subliminal messages

Student research on international countercultures-

- Gypsies

- Tamil Tigers

- Basques or ETA

- El sendero luminoso

- IRA

- Hamas and the intifada

Family

Definitions - <http://www.merriam-webster.com/dictionary/family>
<http://www.merriam-webster.com/thesaurus/family>

"The Power of Birth Order" - Time magazine, October 17, 2007

"Hispanic-American Families - Latino Family Roles",
<http://family.jrank.org/pages/777/Hispanic-American-Families-Latino-Family-Roles.htm>

"African-American Families - Historical and Cultural Influences on African-american family life",
<http://family.jrank.org/pages/58/African-American-Families-Historical-Cultural-Influences-on-African-American-Family-Life.html>

"Asian-American Families - Family Structures and Gender Roles" -
<http://family.jrank.org/pages/103/Asian-American-Families-Family-Structures-Gender-Roles.html>

Myths/fairy tales told within families -
<http://www.livingmyths.com/Native.htm>

<http://www.livingmyths.com/Celticmyth.htm>

<http://www.livingmyths.com/Chinese.htm>

<http://www.learn-german-online.net/learning-german-resouces/german-sagas-fairy-tales.htm>

<http://americanfolklore.net/folklore/mexican-folklore/>

<http://www.bartleby.com/76/>