



Bristol Public Schools
Office of Teaching & Learning

Department	World Language
Department Philosophy	Our primary goal is to help all students develop linguistic proficiency and cultural sensitivity in a second language of their choice. We believe that all students can benefit from second language instruction. We recognize that not everyone learns at the same rate or in the same way; nevertheless, we believe that all students should have the opportunity to develop language proficiency to a degree commensurate with their individual abilities. In the 21st century, the ability to communicate effectively in a language other than English is increasingly important in today's global society. Also, we believe all students should have an awareness of other cultures as well as sensitivity and appreciation for the diversity around them. We believe that the study of a second language and culture will give them the tools to be successful in an ever increasing global market.
Course	Language and Culture B
Course Description for Program of Studies	This course is focused on the comparative study of language and culture, both ancient and modern. Students will learn about a variety of cultural traditions around the globe and throughout time, including traditional foods and taboos, music and dance, sporting venues and practices, and celebrations such as Christmas and Carnival. Students will also recognize how these languages draw from common origins by learning Latin roots and reinforce their existing knowledge of grammatical structures by studying similarities and differences between languages.
Grade Level	9-12
Pre-requisites	None
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4
CONTENT STANDARD 1: Communication (Interpersonal Mode) Engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions				
CONTENT STANDARD 2: Communication (Interpretive Mode) Understand and interpret spoken and written language on a variety of topics				
CONTENT STANDARD 3: Communication (Presentational Mode) Present information, concepts and ideas to listeners or readers on a variety of topics				
CONTENT STANDARD 4: Cultures Demonstrate an understanding of the products, practices and perspectives of the cultures studied	P	P	P	P
CONTENT STANDARD 5: Connections (Interdisciplinary Mode) Reinforce and expand their knowledge of other areas of study through the world language				
CONTENT STANDARD 6: Connections (Intradisciplinary Mode) Acquire and use information from a variety of sources only available in the world language.				
CONTENT STANDARD 7: Comparisons Among Languages Demonstrate literacy and an understanding of the nature of language through comparisons across languages.	P	P	P	P
CONTENT STANDARD 8: Comparisons Among Cultures Demonstrate an understanding of the concept of culture through comparisons across cultures.	P	P	P	P
CONTENT STANDARD 9: Communities Use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.	S	S	S	S

UNIT 1: Music

In this unit, students will compare the traditional and popular music of various cultures and countries, as well as traditional dances and practices that accompany them. Throughout the unit, students will review parts of speech in English and at least one other language, and learn a variety of Latin roots pertaining to music and dance so that they can recognize their derivatives across languages.

UNWRAPPED STANDARDS

Standards		Objectives	Disciplinary Vocabulary	Academic Vocabulary
4	Identify and experience or read about expressive products of the target culture, such as children’s songs, selections from children’s literature... enjoyed or produced by their peer group in the target culture.	<ul style="list-style-type: none"> I can identify popular and traditional songs in a variety of cultures I can identify traditional dances from a variety of cultures 		
7	Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.	<ul style="list-style-type: none"> I can define Latin words related to music I can recognize English words derived from Latin words related to music I can recognize French, Italian, or Spanish words derived from Latin words related to music 	Musica Cantare pede terre Instrumentum pulso Lyra Ballare Tuba Audire	Musical Pedestrian Auditory Recant lyrical
7	Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.	<ul style="list-style-type: none"> I can identify nouns in sentences written in English and in other languages I can identify verbs in sentences written in English and in other languages 	Noun Verb	
8	Use new information and cultural awareness to recognize the similarities and differences across cultures.	<ul style="list-style-type: none"> I can compare and contrast traditional or popular music across cultures 		

ASSESSMENTS

- Project based assessment comparing traditional or popular music across cultures
- Unit exam assessing students knowledge of latin roots, nouns, and verbs across languages

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
●	●	<ul style="list-style-type: none">● Students who are already familiar with the music of more than one culture can be directed to study another they are less familiar with● Students with a strong understanding of nouns and verbs can begin to work on noun/verb phrases	<ul style="list-style-type: none">● Students can research popular or traditional music in cultures other than French, Spanish, Latin, or Italian● Student can research the diffusion of popular musical artists around the globe

RESOURCES

UNIT 2: Food

Students will then study products and practices pertaining to food across various cultures, including common meals and taboos surrounding food. Students will also learn about common mealtimes and traditions. Students will continue their comparison of language by exploring how various languages group words into meaningful phrases, and will learn a variety of Latin roots pertaining to food in order to recognize their derivatives across languages.

UNWRAPPED STANDARDS

Standards		Objectives	Disciplinary Vocabulary		Academic Vocabulary
4	Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.	<ul style="list-style-type: none"> I can identify foods associated with common meals in a variety of cultures 			
7	Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.	<ul style="list-style-type: none"> I can define Latin words related to food I can recognize English words derived from Latin words related to food I can recognize French, Italian, or Spanish words derived from Latin words related to food 	Cibus Panis Vinum Carnis	Ovum Aqua Lac Piscis	Carnivore Voracious Aquatic Lactose
7	Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.	<ul style="list-style-type: none"> I can identify adjectives in sentences written in English and in other languages I can identify adverbs in sentences written in English and in other languages 	Adjective Adverb		
8	Use new information and cultural awareness to recognize the similarities and differences across cultures.	<ul style="list-style-type: none"> I can compare and contrast common mealtime practices and taboos across cultures 			

ASSESSMENTS

- Project based assessment comparing mealtime practices and taboos across cultures
- Unit exam assessing students knowledge of latin roots, adjectives, and adverbs across languages

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
●	<ul style="list-style-type: none">● Understanding of nouns and verbs from previous units	<ul style="list-style-type: none">● Students who are already familiar with the food of more than one culture can be directed to study another they are less familiar with● Students with a strong understanding of adjectives and adverbs and verbs can begin to work on prepositions and noun/verb phrases	<ul style="list-style-type: none">● Students can research popular foods in cultures other than French, Spanish, Latin, or Italian● Student can research the fusion of culinary traditions around the globe

RESOURCES

UNIT 3: Entertainment

In this unit, students will compare traditional sporting and cultural events across time and space. They will also explore famous sporting and cultural venues that developed to entertain and inspire their patrons. Students will continue their study of syntax by comparing how sentences are formed in a variety of languages, and will also learn a variety of Latin roots pertaining to sports and architecture in order to recognize their derivatives across languages.

UNWRAPPED STANDARDS

Standards		Objectives	Disciplinary Vocabulary		Academic Vocabulary	
4	Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.	<ul style="list-style-type: none"> I can identify significant sporting venues and events in variety of cultures I can identify significant cultural venues and events in a variety of cultures 				
7	Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.	<ul style="list-style-type: none"> I can define Latin words related to entertainment I can recognize English words derived from Latin words related to entertainment I can recognize French, Italian, or Spanish words derived from Latin words related to entertainment 	Theatrum Stadium Ludicrum Convivium Cursus	Spectatores Plausum Laetatio	Theatrical Ludicrous Convivial Circus	Spectator Applaud
7	Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.	<ul style="list-style-type: none"> I can identify prepositional phrases, noun phrases, and verb phrases in sentences written in English and in other languages I can compare word order in simple phrases across languages 	Preposition Phrase			
8	Identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.	<ul style="list-style-type: none"> I can explain how cultural or sporting traditions reveal beliefs about play in various cultures 				

ASSESSMENTS

- Project based assessment comparing the sporting or cultural venues and practices across cultures
- Unit exam assessing students knowledge of latin roots, prepositions, and phrases across languages

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
●	<ul style="list-style-type: none">● Understanding of parts of speech from previous units	<ul style="list-style-type: none">● Students who are already familiar with the sporting and cultural traditions of more than one culture can be directed to study another they are less familiar with● Students with a strong understanding of prepositions and phrases can begin to work on clauses and fragments	<ul style="list-style-type: none">● Students can research sporting or artistic venues in cultures other than French, Spanish, Latin, or Italian● Student can research the popular sports, teams, or entertainers around the globe

RESOURCES

UNIT 4: Celebrations

The semester concludes with a study of celebrations across the world and throughout time. Specifically, students will compare products and practices related to Christmas, the solstice, and carnival. Students will draw on their grammatical learning throughout the course to compare how various languages combine sentences to express related ideas, and will learn a variety of Latin roots pertaining to celebrations in order to recognize their derivatives across languages.

UNWRAPPED STANDARDS

Standards		Objectives	Disciplinary Vocabulary	Academic Vocabulary
4	Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.	<ul style="list-style-type: none"> I can identify objects associated with the celebration of Christmas, solstice, or Carnival in a variety of cultures 		
7	Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.	<ul style="list-style-type: none"> I can define Latin words related to celebrations I can recognize English words derived from Latin words related to celebrations I can recognize French, Italian, or Spanish words derived from Latin words related to celebrations 	Hospes Cultum Celebratio Placenta Festiva Dulcēs Sollemnitas Prēces	Hospitable Cult Celebratory Placenta Festivities Dulcet Solemn Precarious
7	Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.	<ul style="list-style-type: none"> I can distinguish between complete sentences and fragments written in English and in other languages 	Subject Predicate Clause Fragment	
8	Use new information and cultural awareness to recognize the similarities and differences across cultures.	<ul style="list-style-type: none"> I can compare and contrast Christmas/solstice celebrations across cultures I can compare and contrast celebrations of Carnival across cultures 		

ASSESSMENTS

- Project based assessment comparing the celebration of Christmas, solstice, or Carnival across cultures
- Unit exam assessing students knowledge of latin roots, complete sentences, and fragments across languages

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
●	<ul style="list-style-type: none">● Understanding of parts of speech from previous units● Understanding of phrases from previous units	<ul style="list-style-type: none">● Students who are already familiar with the origins of more than one culture can be directed to study another they are less familiar with● Students with a strong understanding of clauses and fragments can begin to work on compound and complex sentences	<ul style="list-style-type: none">● Students can research traditional celebrations in cultures other than French, Spanish, Latin, or Italian● Student can research the the diffusion of various holiday traditions around the globe

RESOURCES