



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 A |
| 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 how cultures developed and spread, how they celebrate myths and legends, how they define the family unit, and how they go about their daily lives. 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 | S | S | | | | |
| 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: Geography and Origins

In this unit, students will compare the origins of various cultures and countries, as well as how they have changed over time. They will also explore how geography impacted the development and cultural practices in various cultures. In doing so, students will review parts of speech in English and at least one other language and learn a variety of Latin roots pertaining to geography and physical space in order to recognize their derivatives across languages.

UNWRAPPED STANDARDS

| Standards | | Objectives | Disciplinary Vocabulary | | Academic Vocabulary |
|-----------|--|---|--|---|---|
| 5 | Use simple information learned in other subjects in their study of a world language. | <ul style="list-style-type: none"> I can use maps to compare and contrast how cultures and empires spread over time | | | |
| 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 geography I can recognize English words derived from Latin words related to geography I can recognize French, Italian, or Spanish words derived from Latin words related to geography | mundus terra sol mare caelum | aer ventus montēs patria urbs | mundane celestial ventilation urbane expatriate |
| 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 the impact of geography on the development of multiple cultures | | | |

ASSESSMENTS

- Project based assessment comparing the impact of geography on more than one culture
- 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 origins 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 adjectives/adverbs, or noun/verb phrases | <ul style="list-style-type: none">● Students can research the historical development of countries and cultures other than French, Spanish, Latin, or Italian |

RESOURCES

| |
|--|
| |
|--|

UNIT 2: Myths and Legends

In this unit, students will compare important myths across various cultures, including heroes, villains, monsters. They will also learn about how these myths are celebrated and passed down through cultural 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 myths and legends in order to 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 a variety of traditional heroes, villains, or monsters across 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 myths/legends I can recognize English words derived from Latin words related to myths and legends I can recognize French, Italian, or Spanish words derived from Latin words related to myths | draco monstrum fabula religio deus/dea | Effigies pietas draconian monstrosity fable religious deity, deify Effigy piety |
| 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/differences across cultures. | <ul style="list-style-type: none"> I can compare and contrast the ways in which heroes are celebrated across cultures | | |

ASSESSMENTS

- Project based assessment comparing the ways in which heroes are celebrated 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 heroes and villains 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 heroes, villains, or monsters in cultures other than French, Spanish, Latin, or Italian |

RESOURCES

| |
|--|
| |
|--|

UNIT 3: Families and Rituals

In this unit, students will compare family structures across various cultures. They will also explore how families across time and space celebrate the expansion of the family through marriage and pay their respects when a family member dies. 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 family in order to recognize their derivatives across languages.

UNWRAPPED STANDARDS

| Standards | | Objectives | Disciplinary Vocabulary | Academic Vocabulary | | | | | | | | | | | | | | | | | | | | |
|---------------|--|--|---|---------------------|--------|-----------|-------|-------|-------|-------|-------|------|-------|---|----------|-----------|----------|----------|---------------|--------|----------|--------|--------|----------|
| 4 | Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture. | <ul style="list-style-type: none"> I can compare and contrast the ways in which various cultures honor the dead I can compare and contrast the ways in which various cultures celebrate marriage | | | | | | | | | | | | | | | | | | | | | | |
| 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 family I can recognize English words derived from Latin words related to family I can recognize French, Italian, or Spanish words derived from Latin words related to family | <table style="border: none;"> <tr> <td>familia</td> <td>frater</td> </tr> <tr> <td>parientes</td> <td>soror</td> </tr> <tr> <td>pater</td> <td>canis</td> </tr> <tr> <td>mater</td> <td>felis</td> </tr> <tr> <td>mort</td> <td>domus</td> </tr> </table> | familia | frater | parientes | soror | pater | canis | mater | felis | mort | domus | <table style="border: none;"> <tr> <td>familial</td> <td>fraternal</td> </tr> <tr> <td>parental</td> <td>sorority</td> </tr> <tr> <td>paternalistic</td> <td>canine</td> </tr> <tr> <td>maternal</td> <td>feline</td> </tr> <tr> <td>mortal</td> <td>domestic</td> </tr> </table> | familial | fraternal | parental | sorority | paternalistic | canine | maternal | feline | mortal | domestic |
| familia | frater | | | | | | | | | | | | | | | | | | | | | | | |
| parientes | soror | | | | | | | | | | | | | | | | | | | | | | | |
| pater | canis | | | | | | | | | | | | | | | | | | | | | | | |
| mater | felis | | | | | | | | | | | | | | | | | | | | | | | |
| mort | domus | | | | | | | | | | | | | | | | | | | | | | | |
| familial | fraternal | | | | | | | | | | | | | | | | | | | | | | | |
| parental | sorority | | | | | | | | | | | | | | | | | | | | | | | |
| paternalistic | canine | | | | | | | | | | | | | | | | | | | | | | | |
| maternal | feline | | | | | | | | | | | | | | | | | | | | | | | |
| mortal | domestic | | | | | | | | | | | | | | | | | | | | | | | |
| 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 compare and contrast the ways in which various cultures define the family unit I can explain the ways in which marriages and/or funerals reveal beliefs about family across cultures | | | | | | | | | | | | | | | | | | | | | | |

ASSESSMENTS

- Project based assessment comparing the family unit, marriages, and funerals 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">• | <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 marriage and funeral 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 marriage or funeral traditions in cultures other than French, Spanish, Latin, or Italian |

RESOURCES

| |
|--|
| |
|--|

UNIT 4: Daily Life and Routines

The semester concludes with a study of daily life and routines across the world and throughout time. Students will compare products and practices related to school and daily routines. In doing so, students will draw on their grammatical learning throughout the course to compare how various languages form and combine sentences to express related ideas. They will learn a variety of Latin roots pertaining to daily life 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 compare and contrast school supplies and schedules across 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 school and daily routines I can recognize English words derived from Latin words related to school and daily routines I can recognize French, Italian, or Spanish words derived from Latin words related to school and daily routines | labor ludus villa casa opera egotium | coctus edere bibere lavāre parāre | laborious ludacris village castle operate negotiate | concoct edible imbibe lavatory prepare |
| 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 | 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 school supplies and schedules reveal beliefs about school in various cultures I can compare and contrast varying perspectives regarding the role of school across cultures | | | | |

ASSESSMENTS

- Project based assessment comparing varying perspectives regarding the role of school 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 school routines 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 specific schools in cultures other than French, Spanish, Latin, or Italian● Students can research International Baccalaureate schools across the globe |

RESOURCES