

**Spanish Foundations I**  
**(7<sup>th</sup> Grade)**  
**Curriculum Essentials**

**Department of World Languages and Cultures**

## Syllabus and Course Overview for Spanish Foundations I (7<sup>th</sup> Grade)

The Valwood World Languages and Cultures Program strives to engage students in language and cultural knowledge. Through the study of language, literature, and culture students will be immersed and instructed in a way that develops skills to interpret and communicate with clarity and fluency.

**Course Overview:** Linguistic instruction will be comprehension-based that emphasizes proficiency over explicit grammar instruction. Most assignments will be explicitly in Spanish. Culturally, we will study and analyze various countries within the Spanish speaking world through our assignments and activities. The core curriculum used is **Pasos (Steps)** published by Westminster Schools. Each week students will watch introductory videos that will explain new vocabulary, concepts, skills, and grammar. Students will then work on a variety of tasks and assignments related to our areas of focus for this year.

### **Areas of Focus:**

- Watching – watch a video explaining the week, assignments and new topics
- Reading – Read a short story that uses all the new material
- Listening – Listen to an audio recording to work on skills for understanding
- Writing – Start your output and create your own Spanish sentences

### **Acquisition VS. Learning**

This Spanish course is a Comprehension-based Spanish course. In this course, our goal will be to acquire Spanish language. “Acquiring” a language is very different than “learning” a language. Acquiring is something that happens to you instead of something that you make happen. When you “learned” how to speak your first language, you did not actually learn it; you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, almost all of our class time will be spent using Spanish to talk about interesting and important things in our lives and in the world. We will spend very little time learning about the Spanish language (studying grammar rules, memorizing vocabulary, etc.), instead, we will focus on finding content to listen to and read in class (interpretive communication). We will do some speaking and writing, but those skills will come naturally as you take in more and more Spanish through listening and reading, so they will not be a major focus of the course.

### **Core Vocabulary**

For each of our lessons, students will be given a Core Vocabulary list. These are the most important new words that will be used in the activities in the unit, and they will be used in future units in the course. Most of our assessments will include Core Vocabulary words from the current unit and previous units (ex: they will be used in reading and listening passages, and you will probably need to use them to respond to speaking or writing prompts). To acquire language, your brain needs repeated exposure to language in contextualized communication.

## INTERPRETIVE RUBRIC

<b>ADVANCED</b>	I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.	A+ 100%
<b>PROFICIENT</b>	I can identify the main idea and details about the text. I can give evidence from the text to support conclusions. My ability to make inferences is limited as I can understand familiar words, but I have trouble interpreting new words.	A 90%
<b>DEVELOPING</b>	I can identify the main idea and a few details about the text. I struggle to provide evidence and make inferences. I can understand familiar words when they are used in familiar contexts.	B 80%
<b>EMERGING</b>	My ability to interpret individual words significantly limits my understanding of the text. I can identify the main idea of the text, but I cannot give details or textual evidence to support conclusions about the text.	C 70%
<b>BEGINNING</b>	I cannot understand the words in the text well enough to be able to identify the main idea or any details about the text.	F 65% or Lower

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Rubric is the same for all levels because the level of reading changes. Interpretive assessments that are level appropriate show what students can do, give more input, and build confidence.

### Reading/Listening assessments:

- Questions in English
- Level appropriate texts (95% comprehensible)
- The texts increase in complexity with student skills.

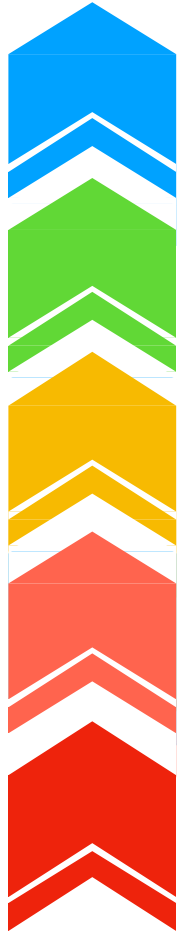
### ASSESSMENTS ARE:







- Short
- Simple
- Quick to grade
- Focused on a single skill

Writing interpretive assessment questions:

- **MAIN IDEA:** What is the main idea of the text?
- **DETAIL:** What are three details that relate to the main idea?
- **TRANSLATION:** What does “[insert sentence with familiar language]” mean in English?
- **DRAWING CONCLUSIONS:** Why does [person] do [thing]? Support your answer with evidence from the text.
- **INFERENCE:** What do you think [unfamiliar word] means in English?

# FOUNDATIONS 1 WRITING RUBRIC



<b>TARGET PERFORMANCE DESCRIPTOR</b> <small>(in reference to ACTFL Proficiency Guidelines)</small>	<b>IN OTHER WORDS</b>	<b>GRADE</b>	
<b>NOVICE MID</b> <ul style="list-style-type: none"> <li>* You can use a limited number of words and phrases for common objects and actions, but they are repetitive.</li> <li>* You can use words, phrases, and occasional sentences to provide basic information.</li> <li>* You can be understood with difficulty by someone used to a language learner.</li> <li>* You can understand some simple questions and statements, and you frequently need to hear things again.</li> </ul>	 <p>You add your own ideas, perspective, and style into what you do. You are confident and are reaching for the next level of proficiency.</p>	Advanced <b>ADV</b>	<b>A+</b> (100%)
<b>NOVICE LOW</b> <ul style="list-style-type: none"> <li>* You can use a small number of repetitive words and phrases for common objects and actions.</li> <li>* You can use some simple words to provide basic information.</li> <li>* You can be understood only with great effort.</li> <li>* You can understand some isolated words.</li> <li>* You can understand a few simple questions and statements, and you frequently need to hear things again.</li> </ul>	 <p>You consistently meet the target proficiency level, and you are ready to move on.</p>	Proficient <b>PROF</b>	<b>A</b> (90%)
<b>EMERGING</b> <ul style="list-style-type: none"> <li>* You can use some words that are related to your message.</li> <li>* You are sometimes be understood.</li> <li>* You r words can sometimes be understood when used in contextualized communication.</li> <li>* You need more to read and listen to more language that you understand in order to be able to produce meaningful messages.</li> </ul>	 <p>You can meet the target proficiency level in familiar tasks and situations.</p>	Developing <b>DEV</b>	<b>B</b> (80%)
<b>DEVELOPING</b> <ul style="list-style-type: none"> <li>* You can use few words that are related to your message.</li> <li>* You cannot yet be understood.</li> <li>* You cannot understand words when used in contextualized communication.</li> <li>* You need more to read and listen to more language that you understand in order to be able to produce meaningful messages.</li> </ul>	 <p>You know what to do to meet the target proficiency level, but you need extra help.</p>	Emerging <b>EM</b>	<b>C</b> (70%)
<b>BEGINNING</b> <ul style="list-style-type: none"> <li>* You cannot yet use any words that help to communicate the intended message.</li> <li>* You cannot understand words when used in contextualized communication.</li> <li>* You need more to read and listen to more language that you understand in order to be able to produce meaningful messages.</li> </ul>	 <p>You know what the target proficiency level is, but you are confused and probably frustrated. You need some help to get started!</p>	Beginning <b>BEG</b>	<b>D</b> (65%)
<p>You have not provided sufficient evidence to describe your performance.</p>	 <p>You miss opportunities to demonstrate what you can do because you are often distracted, not participating, or absent.</p>	Not Sufficient/No attempt <b>N/S</b>	<b>F</b> (0%)

## SPANISH FOUNDATIONS CURRICULUM MAP

*The Pasos curriculum is presented in the following order and is split between the Foundations I and II courses. Ideally, Foundations I covers Units 1 – 25 and Foundations II covers Units 26 – 50. Completion, time frame, and progression is dependent on mastery of units from year to year.*

1. Grammar SVO
2. Subject Pronoun
3. Tu vs Usted
4. Informal Introductions
5. Formal Introductions
6. Conjugated vs Infinitive verbs
7. Estar Present Tense
8. Ser Present Tense
9. De donde eres
10. Tener Present Tense
11. Numbers 0-100
12. Colors
13. How old are you
14. AR Reg Verbs Present
15. AR Verb Vocab
16. ER/IR Reg Verbs Present
17. ER/IR Verb Vocab
18. Question Words
19. Adjective
20. Emotions and Feelings
21. Family
22. Possessive Adjective
23. Possession with 'de'
24. Introducing Others
25. Hay
26. Gustar/Encantar
27. Days and Months
28. Food
29. Time
30. Class Names
31. School Supplies
32. Clothing
33. Ir - to go
34. Querer
35. Weather
36. Ir + a future
37. Outdoors
38. Sports Vocab
39. Art and Music
40. Jugar
41. Tocar
42. Hacer
43. Deber
44. Tener Expressions
45. Saber
46. Conocer
47. Poder
48. Contar/Decir
49. Venir
50. Pensar/Creer

## **Use of the Target Language in the Classroom** **(American Council of Teachers of Foreign Languages – ACTFL)**

Research indicates that effective language instruction must provide significant levels of meaningful communication\* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 *Standards for Foreign Language Learning in the 21st Century*. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

## **Novice-Low/Intermediate-Mid Proficiency Range Levels**

The study of a second language is affected by complex factors and variables that influence both the amount of time it takes to learn the language and a student's progress through the graduated levels of proficiency. The amount of time required to learn another language and culture is linked to the linguistic and cultural differences among the languages and cultures in question. The specific language and culture that learners study and their performance profile at entry will affect the amount of time required to achieve a particular level of proficiency.

Students who begin second language study early in elementary grades and continue an uninterrupted sequence of study will advance further than a student who begins in high school. Performance expectations at particular ranges may be attained over different periods of time, dependent upon such factors as age of the learner, the first and target languages, scheduling patterns of the language program, and the scope and sequence of the language program.

Secondary learners usually require more than one year to progress from the novice-low to novice-mid range and may spend a significant amount of time within two adjacent ranges of novice-high and intermediate-low. It is important to re-emphasize that a student's level of language proficiency is dependent on both the length of instruction and the quality of instruction, that is, time spent in meaningful communication on topics that are relevant to a student's cognitive and interest levels.

The progression of world language learners through the World Languages Standards is based on an uninterrupted sequence of language and culture study. With varying entry and exit points, teachers will need to modify the content and related language activities in their specific program depending upon the student's age and when he/she begins the study of a particular language. For example, the novice range applies to all students beginning to learn a second language, which may occur at any age. The novice range may encompass a four- to five-year sequence that begins in elementary or middle school, or a three-year high school program, depending upon the factors listed above. Likewise, the intermediate range occurs over a period and a variety of experiences. For example, for world language learners to reach the prepared graduate competency at the intermediate-mid range in a Group I Romance language, they mostly likely will need a minimum of a sixth- through twelfth-grade program of uninterrupted sequential language learning with enough meaningful interaction with the language and its cultures. Curriculum design and development addresses these variables.

## Spanish Foundations I Standards

### Range Level Expectations at a Glance: Novice-Low

Range Level Expectations: Novice-Low	
<b>1. Communication in Languages Other Than English</b>	<ol style="list-style-type: none"> <li>1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode)</li> <li>2. Comprehend isolated learned words and high- frequency phrases (written or oral) on very familiar topics (interpretive mode)</li> <li>3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)</li> </ol>
<b>2. Knowledge and Understanding of Other Cultures</b>	<ol style="list-style-type: none"> <li>1. Identify common practices within the target cultures studied</li> <li>2. Identify common products of the target cultures studied</li> </ol>
<b>3. Connections with Other Disciplines and Information Acquisition</b>	<ol style="list-style-type: none"> <li>1. Identify information that can be gathered from target language resources connected to other content areas</li> <li>2. Locate and use basic information from target language resources.</li> </ol>
<b>4. Comparisons to Develop Insight into the Nature of Language and Culture</b>	<ol style="list-style-type: none"> <li>1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied</li> <li>2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture</li> </ol>



**Content Area: World Languages and Cultures**  
**Standard 1: Communication in Languages Other Than English**

<b>Prepared Graduates:</b>	
➤ Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)	
<b>Range Level Expectation: Novice-Low</b>	
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.	
<b>Concepts and skills students master:</b>	
1. Communicate about very familiar topics (written or oral) using isolated words and high-frequency phrases (interpersonal mode)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Copy and exchange simple messages</li> <li>b. Imitate modeled words and phrases using intonation and pronunciation</li> <li>c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases</li> <li>d. Use words and phrases without awareness of grammatical structures</li> <li>e. Answer simple questions about very familiar topics</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?</li> <li>2. How do people show that they do not understand?</li> <li>3. How does one know they are understood?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Simple surveys on websites appear in multiple languages.</li> <li>2. Exchanging words, phrases, and short messages with people from different cultures creates positive personal connections around the world.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners start with words to make meaning.</li> <li>2. Language learners acquire and retain.</li> </ol>

**Content Area: World Languages and Cultures**  
**Standard 1: Communication in Languages Other Than English**

<b>Prepared Graduates:</b>	
➤ Understand and interpret written and spoken language on a variety of topics (interpretive mode)	
<b>Range Level Expectation: Novice-Low</b>	
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.	
<b>Concepts and skills students master:</b>	
2. Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Understand short, simple conversations and narratives when using objects, visuals, and gestures</li> <li>b. Respond to questions seeking clarification (for example, do you understand? What is this?)</li> <li>c. Follow simple commands</li> <li>d. Recognize the symbols of the target language writing system</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?</li> <li>2. Why do cognates exist?</li> <li>3. Why are there many languages in the world?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Information on writing systems for languages around the world is available on web pages.</li> <li>2. Understanding basic questions and commands in different languages helps people from different cultures create positive personal connections.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners start with words to make meaning.</li> <li>2. Language learners acquire and preserve connections.</li> </ol>

**Content Area: World Languages and Cultures**  
**Standard 1: Communication in Languages Other Than English**

<b>Prepared Graduates:</b>	
➤ Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)	
<b>Range Level Expectation: Novice-Low</b>	
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.	
<b>Concepts and skills students master:</b>	
3. Present on very familiar topics (written or oral) using isolated words and high-frequency phrases (presentational mode)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Reproduce high-frequency words and phrases</li> <li>b. Use words derived from cognates, prefixes, and thematic vocabulary</li> <li>c. Recite single-word or high-frequency responses to visual cues</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language?</li> <li>2. Why memorize?</li> <li>3. What is the impact of culture on language?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Record and play aural playback lists, chants, and songs using a tape recorder.</li> <li>2. Bilingual or multilingual signs and labels on streets and buildings can provide information to people who speak a variety of languages.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>4. Language learners start with words to make meaning.</li> <li>5. Language learners acquire and retain.</li> </ol>

**Content Area: World Languages and Cultures**  
**Standard 2: Knowledge and Understanding of Other Cultures**

<b>Prepared Graduates:</b>	
➤ Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied	
<b>Range Level Expectation: Novice-Low</b>	
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.	
<b>Concepts and skills students master:</b>	
1. Identify common practices within the target cultures studied	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Acknowledge and imitate basic greetings and gestures</li> <li>b. Identify some common social practices at home and school</li> <li>c. Identify a few major traditions and celebrations</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does an understanding of the relationship between the practices and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?</li> <li>2. What do greetings and gestures say about a culture?</li> <li>3. What attitudes and values are reflected in traditions and celebrations?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Websites and video clips provide information on communicative gestures, traditions, and celebrations in other cultures.</li> <li>2. People from different cultures can interact with each other in multiple ways.</li> <li>3. A variety of societal norms and behaviors exist in cultures throughout the world.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners begin to see that differences exist among cultures.</li> <li>2. Language learners begin to learn about traditions and celebrations.</li> </ol>

**Content Area: World Languages**  
**Standard 2: Knowledge and Understanding of Other Cultures**

<b>Prepared Graduates:</b>	
➤ Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
<b>Range Level Expectation: Novice-Low</b>	
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.	
<b>Concepts and skills students master:</b>	
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>
<b>Students can:</b> <ol 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> </ol>	<b>Inquiry Questions:</b> <ol 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> </ol>
	<b>Relevance and Application:</b> <ol 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> </ol>
	<b>Nature of World Languages:</b> <ol 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> </ol>

**Content Area: World Languages and Cultures**  
**Standard 3: Connections with Other Disciplines and Information Acquisition**

<b>Prepared Graduates:</b>	
➤ Reinforce and further their knowledge of other disciplines through the foreign language	
<b>Range Level Expectation: Novice-Low</b>	
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.	
<b>Concepts and skills students master:</b>	
1. Identify information that can be gathered from target language resources connected to other content areas	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts)</li> <li>b. Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>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?</li> <li>2. How does studying a language help?</li> <li>3. How does one acquire a language?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Learning a different language leads to greater understanding of an individual’s own language.</li> <li>2. Websites provide information on geographical and weather maps for areas in all parts of the world.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners realize there are resources available in the target language about topics they study in other classes.</li> </ol>

**Content Area: World Languages and Cultures**  
**Standard 3: Connections with Other Disciplines and Information Acquisition**

<b>Prepared Graduates:</b>	
➤ Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	
<b>Range Level Expectation: Novice-Low</b>	
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.	
<b>Concepts and skills students master:</b>	
2. Use authentic resources to locate basic information	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Extract main ideas and key words from authentic resources</li> <li>b. Use knowledge obtained from authentic resources to apply to new topics</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does an understanding of another language and culture broaden people’s ability to access information and to appreciate a variety of distinctive viewpoints?</li> <li>2. Where can people find a target language outside of the classroom?</li> <li>3. Why is using background knowledge important?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. 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.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners realize that there are other languages and cultures different from their own.</li> </ol>

**Content Area: World Languages and Cultures**

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

<b>Prepared Graduates:</b>	
➤ Demonstrate understanding of the nature of language through comparisons of the language studied and their own	
<b>Range Level Expectation: Novice-Low</b>	
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.	
<b>Concepts and skills students master:</b>	
1. Identify similarities and differences of the most basic vocabulary through comparisons of the student’s own language and the language studied	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary in both the native language and their own language to make comparisons</li> <li>b. Recognize some simple structures in the target language that differ from their own language</li> <li>c. Recognize different pronunciation and intonation of individual words and basic phrases</li> <li>d. Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does knowledge of another language enhance people’s understanding of the essentials of language in general?</li> <li>2. How does a student identify most basic vocabulary and language patterns within his/her own language and the language studied?</li> <li>3. How does the study of another language develop an individual’s ability to identify and understand critical thinking skills?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Linguists use databases, dictionaries, and interviews to analyze the meanings of words and phrases in a variety of languages.</li> <li>2. Language researchers study word games (such as tongue twisters) in a variety of languages to learn about sounds and word structures.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners experiment with a new language.</li> <li>2. Language learners are eager to learn a language.</li> </ol>



**Content Area: World Languages and Cultures**

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

<b>Prepared Graduates:</b>	
➤ Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
<b>Range Level Expectation: Novice-Low</b>	
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.	
<b>Concepts and skills students master:</b>	
2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. 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</li> <li>b. Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own</li> <li>c. 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</li> <li>d. Recognize the contributions of the target cultures to the student's culture and vice versa</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does knowledge of another language enhance people's understanding of culture and society in general?</li> <li>2. How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world?</li> <li>3. How does language study increase a student's understanding and appreciation of his/her own culture?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Understanding games and songs around the world can help people working or traveling in other cultures to make friends.</li> <li>2. People who buy or sell things in other cultures need to understand differences and similarities in products and perspectives between cultures.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners identify cultural similarities.</li> <li>2. Language learners recognize and list significant cultural differences.</li> </ol>



**VALWOOD**

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