

Spanish II

Curriculum Essentials

Department of World Languages and Cultures

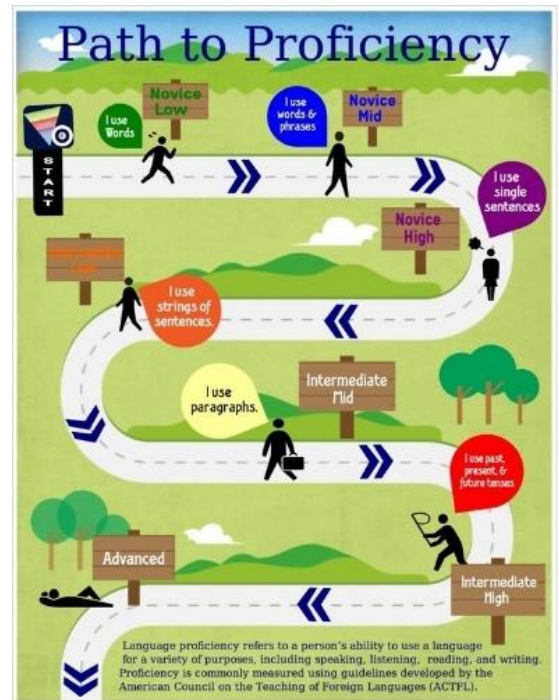
Syllabus and Course Overview for Spanish II

The Valwood World Languages and Culture 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: This course builds on knowledge developed in Spanish I. 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 **SOMOS** (*We are the language*) published by the Comprehensible Classroom.

Course Targets:

- By the end of this course students should be in the proficiency range of **Novice-High**. This is a target, not a requirement. Here are some notes on proficiency: As you acquire language, you become more **PROFICIENT**. You are able to accomplish more and more tasks, communicate about more topics, and make yourself better understood. We become more proficient in any language through **COMMUNICATION**: interpreting, expressing, and negotiating the meaning of messages in the language that we are learning.
- **Reading and Listening:** Students will be able to identify details from text. They can give insightful evidence to support conclusions and to make inferences. They can interpret unfamiliar words based on context.
- **Speaking and Writing:** Students can present information on both familiar and everyday topics using simple words and phrases with slight elaboration. Students are able to provide basic information through spoken or written language.



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.

INTERPRETIVE RUBRIC

ADVANCED	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%
PROFICIENT	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%
DEVELOPING	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%
EMERGING	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%
BEGINNING	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.

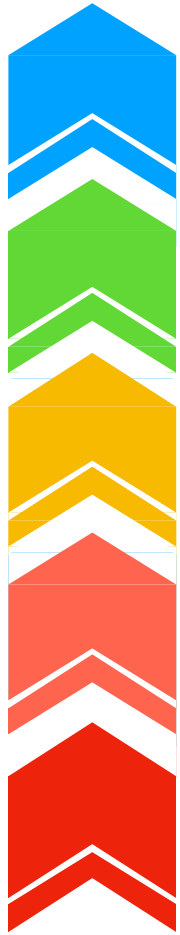
ASSESSMENTS ARE:







- 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?

YEAR 2 WRITING RUBRIC



TARGET PERFORMANCE DESCRIPTOR (in reference to ACTFL Proficiency Guidelines)	IN OTHER WORDS	GRADE	
INTERMEDIATE LOW <ul style="list-style-type: none"> * You can use a variety of words and phrases on familiar tasks, topics, and activities, and can elaborate a little. * You can string together simple sentences to express your thoughts and combine words and phrases to create original sentences. * You are understood by someone accustomed to a language learner. * You can understand questions and statements, although you sometimes need to hear things again. 	 <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 ADV	A+ (100%)
NOVICE HIGH <ul style="list-style-type: none"> * You can use familiar words and phrases on familiar tasks, topics, and activities. You can elaborate a little. * You use phrases and simple sentences to provide basic information and are beginning to combine words and phrases to create original sentences. * You can mostly be understood by someone used to a language learner. * You can understand simple questions and statements, and sometimes you need to hear things again. 	 <p>You consistently meet the target proficiency level, and you are ready to move on.</p>	Proficient PROF	A (90%)
NOVICE MID <ul style="list-style-type: none"> * You can use a limited number of words and phrases for common objects and actions, but they are repetitive. * You can use words, phrases, and occasional sentences to provide basic information. * You can be understood with difficulty by someone used to a language learner. * You can understand some simple questions and statements, and you frequently need to hear things again. 	 <p>You can meet the target proficiency level in familiar tasks and situations.</p>	Developing DEV	B (80%)
NOVICE LOW <ul style="list-style-type: none"> * You can use a small number of repetitive words and phrases for common objects and actions. * You can use some simple words to provide basic information. * You can be understood only with great effort. * You can understand some isolated words. 	 <p>You know what to do to meet the target proficiency level, but you need extra help.</p>	Emerging EM	C (70%)
BEGINNING <ul style="list-style-type: none"> * You can use some words that are related to your message. * You cannot yet be understood. * You cannot understand words when used in contextualized communication. * You need more to read and listen to more language that you understand in order to be able to produce meaningful messages. 	 <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 BEG	D (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 N/S	F (0%)

SPANISH II CURRICULUM MAP

Somos is a Comprehension-based™, Proficiency-oriented, Acquisition-driven curriculum for Novice learners

UNIT NUMBER AND TITLE	CORE VOCABULARY	CULTURAL CONNECTION	SUMMATIVE PERFORMANCE ASSESSMENTS
Somos 1 Unit 17 <u>La inmigración</u>	<ul style="list-style-type: none"> · llega · país · regresa · allí · lleva 	La migración y la inmigración / Estados Unidos	<ul style="list-style-type: none"> · Interpretive reading · Interpretive listening
Somos 1 Unit 18 <u>Las supersticiones</u>	<ul style="list-style-type: none"> · le da · devuelve · le parece · extraño 	Superstitions in various Spanish speaking countries	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading
Somos 1 Unit 19 <u>Biblioburro</u>	<ul style="list-style-type: none"> · viene · pueblo · toda la gente · pone · encima de 	Biblioburro, access to libraries	<ul style="list-style-type: none"> · Interpretive reading · Interpretive listening
<u>El Desfile de Yipao</u>	<ul style="list-style-type: none"> · conduce 	El desfile de Yipao / Colombia	N/A
Somos 1 Unit 20 <u>El robo</u>	<ul style="list-style-type: none"> · deja · lleva · camisa · mismo · tienda 	N/A	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading
Somos 1 Unit 21 <u>Una aventura de camping</u>	<ul style="list-style-type: none"> · se duerme · durante · la noche 	N/A	N/A

<u>El monstruo del armario</u>	<ul style="list-style-type: none"> · se duerme · durante · la noche · oye algo 	“El monstruo del armario” by Pablo Conde / España	<ul style="list-style-type: none"> · Interpretive reading · Presentational writing
<u>La receta del amor</u>	<ul style="list-style-type: none"> · reflexive vs. transitive verbs 		
<u>La Tomatina</u>	<ul style="list-style-type: none"> · empieza · tira 	La Tomatina / Buñol	
Somos 1 Unit 22 <i>Los tres cerditos</i>	<ul style="list-style-type: none"> · teme · construye · con cuidado · toca · feroz 		<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Interpretive listening
<u>Robarte un beso</u>	<ul style="list-style-type: none"> · déjame 	Colombia	
<u>Huracanes en el Caribe</u>	<ul style="list-style-type: none"> · teme · construye · con cuidado · toca · feroz 	Puerto Rico, Cuba, La República Dominicana	
Somos 1 Unit 23 <i>El Camino de Santiago</i>	<ul style="list-style-type: none"> · quiere ir · se queda · sigue 	El Camino de Santiago / España	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 24 <i>Costa Rica</i>	<ul style="list-style-type: none"> · disfrutaron · protegieron · viajaron · se hicieron 	El ecoturismo y la sostenibilidad / Costa Rica	

Somos 1 Unit 25 <u>La lotería de Navidad</u>	<ul style="list-style-type: none"> · cuesta · demasiado · compra · vende 	El Sorteo Extraordinario de Navidad / España	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 26 <u>El sistema solar</u>	<ul style="list-style-type: none"> · fue el primer · viajó 	Franklin Chang Díaz / Costa Rica	<ul style="list-style-type: none"> · Presentational writing
Somos 1 Unit 27 <u>La siesta</u>	<ul style="list-style-type: none"> · hay que · poco a poco · se aburre · vuelve a 	La siesta / España	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading

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 2 Standards

Range Level Expectations at a Glance: Novice-High

Range Level Expectations: Novice-High	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode) 3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (Presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Examine common practices and perspectives within the cultures studied 2. Examine familiar products of the cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Examine information gathered from target language resources connected to other content areas 2. Relate information acquired from authentic resources to individual perspectives and experiences
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Describe similarities and differences between structural patterns of the target language through comparisons of the student's own language and the language studied 2. Describe the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

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

Prepared Graduates:	
➤ Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)	
Range Level Expectation: Novice-High	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.	
Concepts and skills students master:	
1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode)	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Exchange written communication b. Ask and answer questions to clarify information about familiar topics c. State and follow a short sequence of oral or written requests 	Inquiry Questions: <ol style="list-style-type: none"> 1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language? 2. What is the importance of accuracy in effective communication? 3. How do people communicate more effectively with a native speaker who is not accustomed to a language learner?
	Relevance and Application: <ol style="list-style-type: none"> 1. Communicating via email and chat applications on websites takes place in multiple languages. 2. Exchanging information with people from different cultures can provide new perspectives on local and international issues.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners understand that grammatical accuracy contributes to meaning. 2. Language learners take risks.

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

Prepared Graduates:	
➤ Understand and interpret written and spoken language on a variety of topics (interpretive mode)	
Range Level Expectation: Novice-High	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.	
Concepts and skills students master:	
2. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode)	
Evidence Outcomes	21st Century Skill and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Identify main ideas from oral, visual, or written sources b. Identify the meaning of unfamiliar words using decoding skills (such as prefixes and suffixes, root words, knowledge or recognition of word or characters in character-based languages) c. Interpret meaning using oral, visual, and contextual clues 	Inquiry Questions: <ol style="list-style-type: none"> 1. What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language? 2. How does sentence structure aid in comprehension? 3. Why is it important to follow instructions?
	Relevance and Application: <ol style="list-style-type: none"> 1. Written and spoken information on web pages and in videos is available in multiple languages. 2. Determining meaning in short stories and informational documents from different cultures contributes to mutual understanding in international relations.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners understand that grammatical accuracy contributes to meaning. 2. Language learners take risks.

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

Prepared Graduates:	
➤ Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)	
Range Level Expectation: Novice-High	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.	
Concepts and skills students master:	
3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (presentational mode)	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Write or tell briefly about an event or personal experience b. Create texts incorporating some description and detail c. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) 	Inquiry Questions: <ol style="list-style-type: none"> 1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language? 2. How do writers choose a topic? 3. What are the essential elements of a story?
	Relevance and Application: <ol style="list-style-type: none"> 1. Record and play back oral narratives, and brainstorm ideas using a tape recorder. 2. Bilingual or multilingual workers in airports, hotels, and hospitals can provide information to people who speak a variety of languages.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners understand that grammatical accuracy contributes to meaning. 2. Language learners take risks.

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

Prepared Graduates:	
➤ Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied	
Range Level Expectation: Novice-High	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.	
Concepts and skills students master:	
1. Examine common practices and perspectives within the cultures studied	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations b. Investigate common social practices in relevant situations c. Examine major traditions and celebrations and the practices associated with them 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does an understanding of the relationship between the practices and the perspectives of a given culture allow one to communicate with those who speak the language of that culture? 2. How do cultural values and attitudes impact daily practices? 3. How does cultural understanding improve by engaging with learners of other cultures?
	Relevance and Application: <ol style="list-style-type: none"> 1. Websites and video clips provide information on social interaction, traditions, and celebrations in other cultures. 2. Cultural understanding promotes a global outlook. 3. Studying other cultures enhances and facilitates knowledge in other subjects (e.g., social studies, literature, visual arts).
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners realize that cultural similarities are just as important as the differences. 2. Language learners learn that culture is important to communication.

Content Area: World Languages and Culture
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-High	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.	
Concepts and skills students master:	
2. Examine familiar products of the cultures studied	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: a. Examine how the contributions of people from the target culture have impacted such areas as advanced science, technology, and the arts	Inquiry Questions: 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? 2. How does advertising reflect the personality of a culture? 3. What impact do products from one culture have on another culture?
	Relevance and Application: 1. Artists and inventors around the world create products reflecting their culture. 2. The function of tangible and expressive products enhances understanding of other cultures. 3. Studying tangible and expressive products enhances and facilitates knowledge in other subjects (such as music, athletics, math, and history).
	Nature of World Languages: 1. Language learners experience cultural products. 2. Language learners realize that the use of products varies among cultures.

Content Area: World Languages and Cultures
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-High	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.	
Concepts and skills students master:	
1. Examine information gathered from target language resources connected to other content areas	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Evaluate resources connected to other content areas in the target languages (such as fine arts, music, and media) b. Apply the concepts, information, and vocabulary in target-language resources that are connected to knowledge in other content areas 	Inquiry Questions: <ol style="list-style-type: none"> 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 understanding a world language help in another content area? 3. How can someone relate world language knowledge to another content area?
	Relevance and Application: <ol style="list-style-type: none"> 1. Web-based newspapers and magazines describe artist and art exhibitions throughout the world. 2. Language learning contributes to expansion of vocabulary in a person’s own language and the target language.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners understand that cultural connections are important. 2. Connecting the target language curriculum with other parts of the students’ academic lives open doors to information and experiences that enrich the students’ entire school and life experience.

Content Area: World Languages and Cultures
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-High	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.	
Concepts and skills students master:	
2. Relate information acquired from authentic resources to individual perspectives and experiences	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Extract and decipher meaning from authentic resources b. Compare and contrast new information with previous knowledge 	Inquiry Questions: <ol style="list-style-type: none"> 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? 2. What is the importance of comparing experiences with those of a native speaker? 3. What can people do to connect with a native speaker?
	Relevance and Application: <ol style="list-style-type: none"> 1. Movies and documentaries put in context the perspective of a target language. 2. Learning languages contributes to personal fulfillment. 3. Knowing presentational skills and examples of oratory in a target language improves communication.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners are able to extract increasingly detailed information from authentic resources.

Content Area: World Languages and Culture

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

Prepared Graduates:	
➤ Demonstrate understanding of the nature of language through comparisons of the language studied and their own	
Range Level Expectation: Novice-High	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.	
Concepts and skills students master:	
1. Describe the similarities and differences between structural patterns of the target language through comparisons of the student’s own language and the language studied	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Demonstrate their understanding of and apply structural patterns in both the native language and their own language to make comparisons b. Demonstrate their understanding of the relationship between languages based on grammatical structures c. Recognize that pronunciation and intonation may vary according to region or country d. Describe features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does knowledge of another language enhance people’s understanding of the nature of language in general? 2. How does a student improve language accuracy by describing grammatical accuracy? 3. How does the study of another language develop an individual’s ability to categorize critical thinking skills?
	Relevance and Application: <ol style="list-style-type: none"> 1. Linguists use databases, dictionaries, and records of written and spoken literature to analyze the structures of words and word parts in a variety of languages. 2. Applied linguists determine which languages are harder or easier to learn by studying the types of errors learners make when learning different languages.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners are developing an understanding of language acquisition. 2. Language learners gain an increased awareness of the target language through increased opportunities to communicate in authentic situations.

Content Area: World Languages and Culture

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

Prepared Graduates:		
➤ Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own		
Range Level Expectation: Novice-High		
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.		
Concepts and skills students master:		
2. Describe the nature of culture through comparisons of the target culture(s) and the student’s own culture and how the two cultures interact		
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness	
Students can: <ol style="list-style-type: none"> a. Strengthen knowledge of the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target cultures and their own b. Demonstrate an understanding of the form, meaning, and importance of certain practices in different cultures and their own c. Differentiate and compare tangible products (toys, sports equipment, food) as well as simple intangible products of the target culture (concept of time, daily routine, peer relationships, holidays, traditions) from those of their own d. Describe the contributions of the target cultures to the student’s culture and vice versa 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does knowledge of another language enhance people’s understanding of culture and society in general? 2. How can the description of diverse cultures cultivate an understanding and appreciation of the multilingual world? 3. How does language study demonstrate a student's understanding and appreciation of his/her own culture? 	
		Relevance and Application: <ol style="list-style-type: none"> 1. Understanding different concepts of time and relationships in various cultures can help people working or traveling in other cultures to behave politely and helpfully. 2. People who create new artistic and tangible products can find ideas by studying comparable products in other cultures.
		Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners develop an understanding of the target language culture. 2. Language learners role-play and demonstrate a variety of cultural differences.



VALWOOD

GO BEYOND