



**LANGUAGE AND CULTURAL EXPLORATORY (MS)
INTERNATIONAL LANGUAGE AND CULTURE (HS)**

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: March 16, 2023

COURSE OVERVIEW

Title:	Language and Culture Exploratory (MS) International Culture and Language (HS)
Grade Level:	Grades 8-12
Level:	Introductory
Length:	Full Year
Duration:	MS 48 Minute Periods HS 85 Minute Periods
Frequency:	MS 180 days HS 90 days
Pre-Requisites:	None
Credit:	1
Description:	The Language and Culture Exploratory/International Language and Culture and course allows students to study three languages in the following order: French, German, and Spanish on an introductory level. Listening, speaking, reading, and writing as well as skills for academic success and intercultural growth are emphasized. Students become familiar with sounds, common words and phrases of each language. The vocabulary and grammatical structures taught are expressions a student would use in everyday spoken language and center on topics of student interest. The programs adhere to the World-Readiness Standards for Learning Languages and also link world language learning with other disciplines. In addition to these three languages and their associated cultures, this course will explore the languages and cultural diversity of several Asian, Middle Eastern and African countries while also intertwining basic study skills and habits.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	French Language and Culture	<ul style="list-style-type: none"> • Francophone countries • The sounds of French • French compared to English • Introductory conversations • The culture of food • Calendar and holidays 	36 days (MS) 18 days (HS)
2	German Language and Culture	<ul style="list-style-type: none"> • German-speaking countries • The sounds of German • German compared to English • Introductory conversations • The culture of food • Calendar and holidays 	36 days (MS) 18 days (HS)
3	Spanish Language and Culture	<ul style="list-style-type: none"> • Spanish-speaking countries • The sounds of Spanish • Spanish compared to English • Introductory conversations • The culture of food • Calendar and holidays 	36 days (MS) 18 days (HS)
4	Cultural and Linguistic Comparisons	<ul style="list-style-type: none"> • Asian languages and cultures • Middle Eastern languages and cultures • African languages and cultures 	30 days (MS) 15 days (HS)

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILL/PRACTICE	DESCRIPTION
Identify	Negotiate meaning in spoken, signed or written language.
Create	Use the terms and grammar rules learned to express and share information, reactions, feelings, and opinions.
Interpret	Understand and discuss what is heard, read, or viewed on a variety of topics.
Communicate	Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Connect	Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Analyze	Access and evaluate information and diverse perspectives that are available through the language and its cultures.
Reflect	Investigate, explain, and reflect on the relationship between the products, practices and perspectives of the cultures studied.
Engage	Use the language both within and beyond the classroom to interact in their community, for enjoyment, enrichment, and advancement.

UNIT 1

Unit Title	French Language and Culture		
Unit Description	This unit allows students to study French on an introductory level. Listening, speaking, reading, and writing as well as skills for academic success and intercultural growth are emphasized. Students become familiar with sounds, common words and phrases of French. The vocabulary and grammatical structures taught are expressions a student would use in everyday spoken language and center on topics of student interest.		
Unit Assessment	Unit Assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
Where in the world do people speak French? 10 Days (MS) 5 Days (HS)	<input type="checkbox"/> Discuss several aspects of French-speaking countries and their geography.	<p>Concept:</p> <ul style="list-style-type: none"> -France and French-speaking countries -Geography -French colonization -Representations and stereotypes -Importance of French in the world <p>Vocabulary:</p> <ul style="list-style-type: none"> -Names of countries in French <p>Grammar:</p> <ul style="list-style-type: none"> -Introduction to gender of nouns 	<p>3.1 Making Connections</p> <p>5.1 School and Global communities</p>
What does French sound like? 4 Days (MS) 2 Days (HS)	<input type="checkbox"/> Compare French pronunciation to English. <input type="checkbox"/> Recognize cognates in spoken and written language.	<p>Concept:</p> <ul style="list-style-type: none"> -French alphabet -French pronunciation -Cognates and interpretive strategies <p>Vocabulary:</p> <ul style="list-style-type: none"> alphabet 	<p>1.2 Interpretive Comm.</p> <p>4.1 Language Comparison</p>

<p>How does French compare to English?</p> <p>2 Days (MS) 1 Days (HS)</p>	<p><input type="checkbox"/> Identify major linguistic similarities and differences between French and English.</p>	<p>Concept: -Reinforce gender of nouns -Accent marks</p> <p>Vocabulary: names of the five accents</p> <p>Grammar: -Grammatical gender -Accent marks -Parts of speech</p>	<p>4.1 Language Comparison</p>
<p>How do I have an introductory conversation in French?</p> <p>6 Days (MS) 3 Days (HS)</p>	<p><input type="checkbox"/> Use French greetings and goodbyes that are appropriate to various situations. <input type="checkbox"/> Ask and answer basic questions regarding personal information.</p>	<p>Concept: -Formal/informal register</p> <p>Vocabulary: hellos/goodbyes, basic questions and answers</p>	<p>1.1 Interpersonal Comm.</p> <p>1.3 Presentational Comm.</p>
<p>How and what do people eat in French-speaking countries?</p> <p>6 Days (MS) 3 Days (HS)</p>	<p><input type="checkbox"/> Discuss some of the most common foods and dining customs in France. <input type="checkbox"/> Express if they like or dislike foods in French.</p>	<p>Concept: -Meal times in France -School lunches -Iconic foods</p> <p>Vocabulary: food and drinks</p> <p>Grammar: -“J’aime” and “Je n’aime pas”</p>	<p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Practices to Perspectives</p>

<p>How do people celebrate holidays and traditions in French-speaking world?</p> <p>8 Days (MS) 4 Days (HS)</p>	<p><input type="checkbox"/> Describe cultural celebrations in French-speaking countries.</p>	<p>Concept: -Mardi Gras -Poisson d'Avril -Christmas -Bastille Day</p> <p>Vocabulary: Mardi Gras and Christmas key words</p>	<p>3.2 Acquiring Information and Diverse Perspectives</p> <p>4.2 Cultural Comparisons</p>
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UNIT 2

Unit Title	German Language and Culture		
Unit Description	This unit allows students to study German on an introductory level. Listening, speaking, reading, and writing as well as skills for academic success and intercultural growth are emphasized. Students become familiar with sounds, common words and phrases of German. The vocabulary and grammatical structures taught are expressions a student would use in everyday spoken language and center on topics of student interest.		
Unit Assessment	Unit Assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
Where in the world do people speak German? 10 Days (MS) 5 Days (HS)	<input type="checkbox"/> Discuss several aspects of German-speaking countries and their geography.	Concept: -Germany and German-speaking countries -Geography -Pennsylvania Dutch -Representations and stereotypes -Importance of German in the world	3.1 Making Connections 5.1 School and Global communities
What does German sound like? 4 Days (MS) 2 Days (HS)	<input type="checkbox"/> Compare German pronunciation to English. <input type="checkbox"/> Recognize cognates in spoken and written language.	Concept: -German pronunciation -Cognates and interpretive strategies Vocabulary: German alphabet	1.2 Interpretive Comm. 4.1 Language Comparison
How does German compare to English? 2 Days (MS) 1 Day (HS)	<input type="checkbox"/> Identify major linguistic similarities and differences between German and English.	Grammar: -Grammatical gender -Word formation -Grammatical case (subject, direct object, etc.) -Parts of speech (capitalized nouns)	4.1 Language Comparison

<p>How do I have an introductory conversation in German?</p> <p>6 Days (MS) 3 Days (HS)</p>	<p><input type="checkbox"/> Use German greetings and goodbyes that are appropriate to various situations.</p> <p><input type="checkbox"/> Ask and answer basic questions regarding personal information.</p>	<p>Concept: -Formal/informal register</p> <p>Vocabulary: -Hellos/goodbyes -Basic questions and answers -Formal/informal register</p>	<p>1.1 Interpersonal Comm.</p> <p>1.3 Presentational Comm.</p>
<p>How and what do people eat in German-speaking countries?</p> <p>6 Days (MS) 3 Days (HS)</p>	<p><input type="checkbox"/> Discuss some of the most common foods and dining customs in the German-speaking world.</p> <p><input type="checkbox"/> Say foods they like or dislike in German.</p>	<p>Concept: -Iconic foods and food practices</p> <p>Vocabulary: “Ich esse... gern” / “Ich esse... nicht gern“, basic food vocabulary</p>	<p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Practices to Perspectives</p>
<p>How do people celebrate holidays and traditions in the German-speaking world?</p> <p>8 Days (MS) 4 Days (HS)</p>	<p><input type="checkbox"/> Describe cultural celebrations in German-speaking countries.</p>	<p>Concept: -St. Nicholas Day -German Unity Day -St. Martin’s Day -Holocaust Remembrance Day</p>	<p>3.2 Acquiring Information and Diverse Perspectives</p> <p>4.2 Cultural Comparisons</p>

UNIT 3

Unit Title	Spanish Language and Culture		
Unit Description	This unit allows students to study Spanish on an introductory level. Listening, speaking, reading, and writing as well as skills for academic success and intercultural growth are emphasized. Students become familiar with sounds, common words and phrases of Spanish. The vocabulary and grammatical structures taught are expressions a student would use in everyday spoken language and center on topics of student interest.		
Unit Assessment	Unit Assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
Where in the world do people speak Spanish? 10 Days (MS) 5 Days (HS)	<input type="checkbox"/> Discuss several aspects of Spanish-speaking countries and their geography.	<p>Concept:</p> <ul style="list-style-type: none"> -Spanish-speaking countries -Hispanic vs. Latino vs. Spanish -Geography -Spanish colonization -Representations and stereotypes -Importance of Spanish in the world <p>Vocabulary:</p> <p>Names of countries in Spanish</p>	<p>3.1 Making Connections</p> <p>5.1 School and Global communities</p>
What does Spanish sound like? 4 Days (MS) 2 Days (HS)	<input type="checkbox"/> Compare Spanish pronunciation to English. <input type="checkbox"/> Recognize cognates in spoken and written language.	<p>Concept:</p> <ul style="list-style-type: none"> -Cognates and interpretive strategies -Spanish pronunciation <p>Vocabulary:</p> <p>Spanish alphabet</p>	<p>1.2 Interpretive Comm.</p> <p>4.1 Language Comparison</p>

<p>How does Spanish compare to English?</p> <p>2 Days (MS) 1 Day (HS)</p>	<p><input type="checkbox"/> Identify major linguistic similarities and differences between Spanish and English.</p>	<p>Concept: -Differences between languages -Language roots</p> <p>Grammar: -Grammatical gender -Accent marks and punctuation -Optional subject pronouns -Parts of speech</p>	<p>4.1 Language Comparison</p>
<p>How do I have an introductory conversation in Spanish?</p> <p>6 Days (MS) 3 Days (HS)</p>	<p><input type="checkbox"/> Use Spanish greetings and goodbyes that are appropriate to various situations.</p> <p><input type="checkbox"/> Ask and answer basic questions regarding personal information.</p>	<p>Concept: -Cultural aspects of conversational</p> <p>Vocabulary: hellos/goodbyes, basic questions and answers</p> <p>Grammar: -Formal/informal register</p>	<p>1.1 Interpersonal Comm.</p> <p>1.3 Presentational Comm.</p>
<p>How and what do people eat in Spanish-speaking countries?</p> <p>6 Days (MS) 3 Days (HS)</p>	<p><input type="checkbox"/> Discuss some of the most common foods and dining customs in the Spanish-speaking world.</p> <p><input type="checkbox"/> Say foods they like or dislike in Spanish.</p>	<p>Concept: -Iconic foods and food practices</p> <p>Vocabulary: basic food vocabulary</p> <p>Grammar: -“me gusta(n)” and “no me gusta(n)”</p>	<p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Practices to Perspectives</p>

<p>How do people celebrate holidays and traditions in the Spanish-speaking world?</p> <p>8 Days (MS) 4 Days (HS)</p>	<p><input type="checkbox"/> Describe cultural celebrations in Spanish-speaking countries.</p> <p><input type="checkbox"/> Say foods they like or dislike in Spanish.</p>	<p>Concept:</p> <ul style="list-style-type: none"> - Day of the Dead - Christmas and Three Kings Day - Indigenous Peoples' Day - Quinceañera <p>Vocabulary: celebrations</p>	<p>3.2 Acquiring Information and Diverse Perspectives</p> <p>4.2 Cultural Comparisons</p>
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UNIT 4

Unit Title	Cultural and Linguistic Comparisons		
Unit Description	This unit serves to broaden student horizons in regards to the languages and cultures of the world with which they might not be familiar. Students will explore the languages and cultural diversity of several Asian, Middle Eastern and African countries.		
Unit Assessment	Unit Assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What cultural and linguistic diversity exists in Asia?</p> <p>5 Days (MS) # Days (HS)</p>	<input type="checkbox"/> Discuss several aspects of countries in Asia and their geography. <input type="checkbox"/> Identify major linguistic characteristics of major Asian languages. <input type="checkbox"/> Discuss some of the most common foods and dining customs in Asia. <input type="checkbox"/> Describe cultural celebrations in Asia.	<p>Concept:</p> <ul style="list-style-type: none"> -Geography of Asia -Writing system -Iconic foods and food practice -Lunar New Year -Diwali -Representation and stereotypes 	<p>3.1 Making Connections</p> <p>5.1 School and Global Communities</p>
<p>What cultural and linguistic diversity exists in the Middle East?</p> <p># Days (MS) # Days (HS)</p>	<input type="checkbox"/> Discuss several aspects of countries in the Middle East. <input type="checkbox"/> Identify major linguistic characteristics of Middle Eastern languages. <input type="checkbox"/> Discuss some of the most common foods and dining customs in the Middle East. <input type="checkbox"/> Describe cultural celebrations in the Middle East.	<p>Concept:</p> <ul style="list-style-type: none"> -Geography of the Middle East -Writing systems -Iconic foods and foods practice -Ramadan -Eid -Purim -Rosh Hashanah -Yom Kippur -Representation and stereotypes 	<p>1.2 Interpretive Communication</p> <p>4.1 Language Comparisons</p>

<p>What cultural and linguistic diversity exists in the Africa?</p> <p># Days (MS) # Days (HS)</p>	<p><input type="checkbox"/> Discuss several aspects of countries in Africa and their geography.</p> <p><input type="checkbox"/> Identify major linguistic characteristics of major African languages.</p> <p><input type="checkbox"/> Discuss some of the most common foods and dining customs in Africa.</p> <p><input type="checkbox"/> Describe cultural celebrations in Africa.</p>	<p>Concept:</p> <ul style="list-style-type: none"> -Diversity of Africa -Africa’s rich history -Africa’s global connections -Representations and stereotypes 	<p>2.1 Relating Cultural Practices to Perspectives</p> <p>3.2 Acquiring Information and Diverse Perspectives</p> <p>4.2 Cultural Comparisons</p>
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ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)