

5 <sup>th</sup> Grade Unit: Cultures-Level 1			
<b>Big Idea:</b> Gaining knowledge and understanding of other cultures			
<b>Standard:</b> 12.1: COMMUNICATION in a Target Language 12.3: The Role of CULTURE in World Language Acquisition		<b>Essential Question:</b> <ul style="list-style-type: none"> <li>How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?</li> <li>What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)  12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.  12.1.1.S1.D Use simple sentence	Ask and answer about a variety of topics  Complete open ended responses and cloze activities on a variety of topics  Read and interpret written work on a variety of topics  Answering using open-ended responses as well as yes/no format  Discussing cultural beliefs and activities of select Hispanic holidays	<ul style="list-style-type: none"> <li>Day of the Dead materials (info and craft)</li> <li>Day of the Dead powerpoint, kahoot or blooket</li> <li>Guatemala kite festival video</li> <li>Cinco de Mayo powerpoint, quizizz info quiz</li> <li>Select Hispanic art for practicing colors</li> </ul>	

and question structures in speaking and writing.  12.3.1S1.A Discuss the fundamental products and/or customs of the target culture in the target language.			
<b>Vocabulary</b> Greetings, farewells, dates of important holidays and festivals			

<b>Unit: Communities-Level 1</b>			
<b>Big Idea:</b> Gain knowledge on multiple resources to be able to communicate with different speakers.			
12.1: COMMUNICATION in a Target Language 12.5: World Languages in the COMMUNITY	<b>Essential Question:</b> <ul style="list-style-type: none"> <li>Where in the local or world community can we use the second language that we are learning?</li> <li>How may contact with native speakers in the local or world community enhance our language proficiency?</li> <li>How can we use technology to communicate with native speakers around the world?</li> <li>How can we continue to study and enjoy a second language after leaving school?</li> </ul>		
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the	Students introduce themselves and answer questions about themselves	<ul style="list-style-type: none"> <li>Hispanic areas of the world map and countries list and activities</li> </ul>	

<p>teacher, classmates and family.</p> <p>12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <p>12.5.1.S1.A Introduce one's self and respond to simple questions in the local and regional community.</p> <p>12.5.1.S1.B Respond to simple questions and interpret simple messages</p> <p>12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family</p>	<p>Students have conversations with/interview native speakers</p>		
--	---	--	--

12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.			
<b>Vocabulary</b>			

5 <sup>th</sup> Grade Unit: Connections - Level 1			
<b>Big Idea:</b> Students make their own connections to curriculum and reinforce their knowledge of other academic disciplines through application of the target language.			
<b>Standard:</b> 12.1: COMMUNICATION in a target language		<b>Essential Question:</b> <ul style="list-style-type: none"> <li>How does second language study help us in other areas of the curriculum?</li> <li>What knowledge and insight can we gain from world language study that otherwise would not be available to us?</li> <li>What print and non-print resources are available to help us connect with another language and culture?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.F Persons, places, acts and events from other	Name objects, people, places, ideas from other subject areas in	<ul style="list-style-type: none"> <li>Activity: benefits of learning a second language</li> </ul>	

World Language Curriculum – Elementary 5<sup>th</sup> and 6<sup>th</sup> grades

disciplines (e.g., weather, calendar, anatomy, people descriptions, sports and recreational activities, etc.)	the world language  Apply and reinforce learning from areas such as math, geography, science, family, animals and their environment		
<b>Vocabulary</b> Numbers 1-30, weather, animals, body parts, days, months, dates			

<b>5<sup>th</sup> Grade Unit: Interpretive Communication-Level 1</b>			
<b>Big Idea:</b> Gain strategies and skills to interpret the target language through written and spoken methods.			
<b>Standard:</b> 12.1: COMMUNICATION in a Target Language		<b>Essential Question:</b> <ul style="list-style-type: none"> <li>• What are some good strategies to help us understand a second language?</li> <li>• What skills do we need to interpret written, spoken, and non-verbal forms of communication?</li> <li>• How can context help us guess at the meaning of vocabulary that is used in real materials (webpages, stories, videos) from the second-language culture.</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.C	Recognize	<ul style="list-style-type: none"> <li>• Cognates</li> </ul>	

Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.	meanings of words/phrases in context  Identify cognates, partial and false  Recognize meanings of words/phrases in context	discussion and study	
<b>Vocabulary</b>			

<b>5<sup>th</sup> Grade Unit: Interpersonal Communication-Level 1</b>	
<b>Big Idea:</b> Gain skills and knowledge to be able to communicate the second language with someone in the language that is being studied or in a foreign country.	
<b>Standard:</b> 12.1: COMMUNICATION in a Target Language	<b>Essential Question:</b> <ul style="list-style-type: none"> <li>• What are some good strategies to help us communicate with someone in the language we are studying?</li> <li>• What language phrases do we need to know to survive in a foreign country?</li> <li>• What skills and knowledge do we need to interact with others in a second language?</li> </ul>

Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S1.B Vocabulary about people, places, everyday objects in areas such as family, school, environment</p> <p>12.1.1.S1.B Speak and write common vocabulary, phrases and</p>	<p>Introduce self, family, friends</p> <p>Greet and take leave</p> <p>Exchange likes and dislikes</p> <p>Identify select everyday items</p> <p>Ask and answer about ages</p>	<ul style="list-style-type: none"> <li>• Speak the alphabet letters <a href="https://www.youtube.com/watch?v=JUcu9PUh9_A">https://www.youtube.com/watch?v=JUcu9PUh9_A</a></li> <li>• Greetings, farewells and conversational phrases <a href="https://www.youtube.com/watch?v=n3KbP2OebW4">https://www.youtube.com/watch?v=n3KbP2OebW4</a></li> <li>• Discuss likes using “me gusta” Count from 0 to 30 <a href="https://www.youtube.com/watch?v=L26jwqF9Zro">https://www.youtube.com/watch?v=L26jwqF9Zro</a></li> <li>• Identify the 7 days of the week <a href="https://www.youtube.com/watch?v=9nyuTTn6hVM">https://www.youtube.com/watch?v=9nyuTTn6hVM</a></li> </ul>	
<b>Vocabulary</b>			

<b>5<sup>th</sup> Grade Unit: Presentational Communication-Level 1</b>	
<p><b>Big Idea:</b> Learners present information, concepts, and ideas to inform on a variety of topics using appropriate media for an audience of viewers/listeners</p>	
<b>Standard:</b>	<b>Essential Question:</b>

12.1: COMMUNICATION in a Target Language		<ul style="list-style-type: none"> <li>How can we prepare information, concepts, and ideas to share with listeners and/or readers?</li> <li>What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, recitations, songs, skits)?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
<p>Use simple sentence and question structures in speaking and writing.</p> <ul style="list-style-type: none"> <li>Memorized words</li> <li>Phrases</li> <li>Expressions</li> <li>Family relationships</li> </ul>	<p>Make and display a poster, album or other visual item</p> <p>Recite a tongue-twister or sing a song</p> <p>Act out a memorized skit</p>	<ul style="list-style-type: none"> <li>Student-created paired dialogue</li> <li>Speak or sing the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Performance of dialogue</li> <li>Perform the alphabet for the teacher</li> </ul>
<b>Vocabulary</b> – thematic, varying with each unit			

<b>Unit: Comparisons-Level 1</b>	
<b>Big Idea:</b> Develop insight into the nature of language and culture	
<b>Standard:</b> 12.1: COMMUNICATION in a Target Language	<b>Essential Question:</b> <ul style="list-style-type: none"> <li>How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English?</li> </ul>



12.3: The Role of CULTURE in World Language Acquisition		<ul style="list-style-type: none"> <li>Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture?</li> <li>How does appreciation of cultural diversity enhance cross-cultural understanding?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
<p>12.3.1.S1.C Patterns of word relationships between two or more languages as well as false cognates</p> <p>12.1.1.S1.E Find words used in magazines, commercials and advertisements influenced by the target language.</p> <p>12.3.1.S1.C Model life skills and social interactions in the target language culture and in one's own culture.</p>	<p>State differences and similarities between the world language and their own in terms of sound and writing systems, grammar structures such as gender or variation of articles</p> <p>Identify cognates, idioms, and different ways words express meaning in the two languages</p> <p>Describe how language differs in target culture and their own in</p>	<ul style="list-style-type: none"> <li>List of cognates</li> <li>Cognates activity</li> </ul>	

	social settings such as greetings/farewel ls,		
<b>Vocabulary</b> varies with each unit			

6 <sup>th</sup> Grade Unit: Cultures-Level 1			
<b>Big Idea:</b> Gaining knowledge and understanding of other cultures			
<b>Standard:</b> 12.1: COMMUNICATION in a Target Language 12.3: The Role of CULTURE in World Language Acquisition		<b>Essential Question:</b> <ul style="list-style-type: none"> <li>How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?</li> <li>What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)	Ask and answer about a variety of topics  Complete open ended responses and cloze activities on a variety of topics  Read and interpret written		

<p>12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <p>12.1.1.S1.D Use simple sentence and question structures in speaking and writing.</p> <p>12.3.1S1.A Discuss the fundamental products and/or customs of the target culture in the target language.</p>	<p>work on a variety of topics</p> <p>Answering using open-ended responses as well as yes/no format</p> <p>Discussing cultural beliefs and activities of select Hispanic holidays</p>		
<p><b>Vocabulary</b> Dates of important holidays and festivals</p>			

<b>6<sup>th</sup> Grade Unit: Communities-Level 1</b>	
<b>Big Idea:</b> Gain knowledge on multiple resources to be able to communicate with different speakers.	
<p>12.1: COMMUNICATION in a Target Language</p> <p>12.5: World Languages in the COMMUNITY</p>	<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• Where in the local or world community can we use the second language that we are learning?</li> <li>• How may contact with native speakers in the local or world community enhance our language proficiency?</li> <li>• How can we use technology to communicate with native speakers around the world?</li> </ul>

		<ul style="list-style-type: none"> <li>How can we continue to study and enjoy a second language after leaving school?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family.</p> <p>12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <p>12.5.1.S1.A Introduce one's self and respond to simple questions in the local and regional community.</p> <p>12.5.1.S1.B Respond to simple questions and interpret simple messages</p>	<p>Students introduce themselves and answer questions about themselves</p> <p>Students have conversations with/interview native speakers</p>		

<p>12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family</p> <p>12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p>			
<b>Vocabulary</b>			

<b>6<sup>th</sup> Grade Unit: Connections - Level 1</b>	
<b>Big Idea:</b> Students make their own connections to curriculum and reinforce their knowledge of other academic disciplines through application of the target language.	
<b>Standard:</b> 12.1: COMMUNICATION in a target language	<b>Essential Question:</b> <ul style="list-style-type: none"> <li>• How does second language study help us in other areas of the curriculum?</li> <li>• What knowledge and insight can we gain from world language study that otherwise would</li> </ul>

		not be available to us? • What print and non-print resources are available to help us connect with another language and culture?	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.F Persons, places, acts and events from other disciplines (e.g., weather, calendar, anatomy, people descriptions, sports and recreational activities, etc.)	Name objects, people, places, ideas from other subject areas in the world language  Apply and reinforce learning from areas such as math, geography, science, family, animals and their environment		
<b>Vocabulary</b> Numbers 1-30, weather, animals, body parts, days, months, dates			

<b>6<sup>th</sup> Grade Unit: Interpretive Communication-Level 1</b>
<b>Big Idea:</b> Gain strategies and skills to interpret the target language through written and spoken methods.

<b>Standard:</b> 12.1: COMMUNICATION in a Target Language		<b>Essential Question:</b> <ul style="list-style-type: none"> <li>What are some good strategies to help us understand a second language?</li> <li>What skills do we need to interpret written, spoken, and non-verbal forms of communication?</li> <li>How can context help us guess at the meaning of vocabulary that is used in real materials (webpages, stories, videos) from the second-language culture.</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.	Recognize meanings of words/phrases in context  Identify cognates, partial and false  Recognize meanings of words/phrases in context		
<b>Vocabulary</b>			

**6<sup>th</sup> Grade Unit: Interpersonal Communication-Level 1**

**Big Idea:** Gain skills and knowledge to be able to communicate the second language with someone in the language that is being studied or in



a foreign country.			
<b>Standard:</b> 12.1: COMMUNICATION in a Target Language		<b>Essential Question:</b> <ul style="list-style-type: none"> <li>What are some good strategies to help us communicate with someone in the language we are studying?</li> <li>What language phrases do we need to know to survive in a foreign country?</li> <li>What skills and knowledge do we need to interact with others in a second language?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.B Vocabulary about people, places, everyday objects in areas such as family, school, environment  12.1.1.S1.B Speak and write common vocabulary, phrases and	Introduce self, family, friends  Greet and take leave  Exchange likes and dislikes  Identify select everyday items  Ask and answer about ages  Ask and answer about weather		

<b>Vocabulary</b>			

<b>6<sup>th</sup> Grade Unit: Presentational Communication-Level 1</b>			
<b>Big Idea:</b> Learners present information, concepts, and ideas to inform on a variety of topics using appropriate media for an audience of viewers/listeners			
<b>Standard:</b> 12.1: COMMUNICATION in a Target Language		<b>Essential Question:</b> <ul style="list-style-type: none"> <li>How can we prepare information, concepts, and ideas to share with listeners and/or readers?</li> <li>What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, recitations, songs, skits)?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
Use simple sentence and question structures in speaking and writing. <ul style="list-style-type: none"> <li>Memorized words</li> <li>Phrases</li> <li>Expressions</li> <li>Family relationships</li> </ul>	Make and display a poster, album or other visual item  Recite a tongue-twister or sing a song  Act out a memorized skit		

**Vocabulary** – thematic, varying with each unit

**6<sup>th</sup> Grade Unit: Comparisons-Level 1**

**Big Idea:** Develop insight into the nature of language and culture

**Standard:**

12.1: COMMUNICATION in a Target Language

12.3: The Role of CULTURE in World Language Acquisition

**Essential Question:**

- How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture?
- How does appreciation of cultural diversity enhance cross-cultural understanding?

Eligible Content	Competencies	Resources	Assessments
<p>12.3.1.S1.C Patterns of word relationships between two or more languages as well as false cognates</p> <p>12.1.1.S1.E Find words used in magazines, commercials and advertisements influenced by the</p>	<p>State differences and similarities between the world language and their own in terms of sound and writing systems, grammar structures such as gender or variation of articles</p>		

<p>target language.</p> <p>12.3.1.S1.C Model life skills and social interactions in the target language culture and in one's own culture.</p>	<p>Identify cognates, idioms, and different ways words express meaning in the two languages</p> <p>Describe how language differs in target culture and their own in social settings such as greetings/farewells,</p>		
<p><b>Vocabulary</b> varies with each unit</p>			

**6<sup>th</sup> Grade Unit: Connections Stage 4**

**Big Idea:** Students apply their knowledge of the target language, especially knowledge of vocabulary, to interdisciplinary studies for the purpose of knowledge reinforcement and expansion.

**Standard:**

12.1. COMMUNICATION in a target language

**Essential Question:**

- How does second language learning reinforce and expand interdisciplinary studies?
- What knowledge and insight can we gain from world language study that otherwise would not be available to us?
- What print and non-print resources are available to help us connect with another language and culture?

Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.F Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area.	<p>Exchange information from the target culture on political or environmental issues</p> <p>Provide information found in the second-language media that provides a new or expanded perspective from that in English-language resources (e.g., historical views, social commentary, opinions on public persons)</p>		
<b>Vocabulary</b>			

6 <sup>th</sup> Grade Unit: Interpretive Communication-Stage 4			
<b>Big Idea:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
<b>Standard:</b> 12.1: COMMUNICATION in a Target Language		<b>Essential Question:</b> <ul style="list-style-type: none"> <li>• How can we use the second language we know to exchange information from another person?</li> <li>• What can we do to deal with unexpected situations in another culture?</li> <li>• How can we express and exchange opinions in a second language?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.B Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication. <ul style="list-style-type: none"> <li>• Social customs in the target language</li> <li>• Personal relationships</li> <li>• Current and past events</li> <li>• Poems, dramas and</li> </ul>	Strategies to keep a conversation going beyond simple Question/Answer  Exchange opinions about persons or events  Talk about personal feelings and ideas with peers  Share personal reactions to ideas in authentic		

<p>stories 12.1.1.S4.C Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories.</p> <ul style="list-style-type: none"> <li>• Politics</li> <li>• Problem solving</li> <li>• Environment</li> <li>• Art and literature</li> <li>• History</li> </ul>	<p>texts</p> <p>Accomplish complicated “survival” tasks (e.g., making reservations, returning merchandise)</p> <p>Negotiation strategies when not understood or not understanding</p>		
<b>Vocabulary</b>			

**6<sup>th</sup> Grade Unit: Interpersonal Communication Stage 4**

**Big Idea:** Students exchange information through conversation and demonstration of writing skills in the target language.



<b>Standard:</b> 12.1. COMMUNICATION in a target language		<b>Essential Question:</b> <ul style="list-style-type: none"> <li>• How can we use the second language we know to exchange information from another person?</li> <li>• What can we do to deal with unexpected situations in another culture?</li> <li>• How can we express and exchange opinions in a second language?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.B Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication.	Exchange opinions about persons or events  Talk about personal feelings and ideas with peers		
12.1.1.S4.C Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories.	Share personal reactions to ideas in authentic texts  Accomplish complicated “survival” tasks (e.g., making reservations, returning merchandise)		
<b>Vocabulary</b>			

--

**6<sup>th</sup> Grade Unit: Presentational Communication-**

**Big Idea:**

**Standard:**

12.1: COMMUNICATION in a Target Language

**Essential Question:**

- How can we use a second language to share information, concepts, and ideas with listeners and/or readers?
- What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)?

Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S4.D Discuss how speakers and writers use various sentence structures to convey meanings.</p> <ul style="list-style-type: none"> <li>• Sentences combined into paragraphs</li> <li>• Comparative expressions</li> <li>• Past and future</li> </ul>	<p>Process of creating a paragraph-length presentation</p> <p>Prepare a talk or article based upon research about a person, place or historical event</p> <p>Analyze and express opinions about literary works or visual</p>		

<p>events</p> <ul style="list-style-type: none"> <li>• Hypothetical statements</li> <li>• Complicated survival tasks</li> <li>• Main ideas and details of live and recorded discussions</li> <li>• Lectures and multimedia about current and past events</li> <li>• Spoken or written summaries</li> </ul>	<p>arts studies</p> <p>Write an article, create a Power Point, make a video broadcast on a theme studied</p>		
<b>Vocabulary</b>			

<b>6<sup>th</sup> Grade Unit: Comparisons-Stage 4</b>	
<b>Big Idea:</b> 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.	
<b>Standard:</b>	<b>Essential Question:</b>

<p>12.1: COMMUNICATION in a Target Language 12.3: The Role of CULTURE in World Language Acquisition</p>	<ul style="list-style-type: none"> <li>• How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?</li> <li>• Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?</li> <li>• How does appreciation of cultural diversity enhance cross-cultural understanding?</li> </ul>		
Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S4.E Select a specific historical event that occurred in the target language/culture and the English/American culture. Demonstrate comparisons and/or contrasts of how target language vocabulary is used in describing the bicultural event.</p> <ul style="list-style-type: none"> <li>• Dramatization</li> <li>• Essay or story</li> <li>• Poem or song</li> </ul>	<p>Language use for purposes of business, propaganda, humor in the target culture compared to one's own</p> <p>Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda, commercials, political satire)</p> <p>Compare and contrast how</p>		

<ul style="list-style-type: none"> <li>• Projects (e.g., arts, crafts, videos, dioramas)</li> </ul> <p>12.3.1.S4.C Read, discuss, write and make a presentation about a culture's traditions, customs and lifestyles that represent its perspectives, beliefs and assumptions.</p> <ul style="list-style-type: none"> <li>• Peer and family relationships</li> <li>• Gender issues in the family and workplace</li> <li>• Institutional infrastructures (e.g., personnel, police, fire, health, government)</li> </ul>	<p>products and practices reflect cultural perspectives in the target culture and in their own</p> <p>Identify and share findings about how culture is reflected in literary genres and the media (e.g., poetry, theatre, graphic novels, comic books, newspapers, magazines, internet, TV, film)</p> <p>Literary and artistic works that demonstrate cultural perspectives (poetry, theatre, graphic novels, TV shows) that are similar or different from one's own.</p>		
--	---	--	--

<b>Vocabulary</b>			

<b>6<sup>th</sup> Grade Unit: Comparisons Stage 4</b>			
<b>Big Idea:</b> Student's knowledge of the target language and language acquisition as a whole will further reinforce their knowledge of the structure of the English language and vocabulary.			
<b>Standard:</b> 12.1. COMMUNICATION in a world language 12.3. The role of CULTURE in world language acquisition		<b>Essential Question:</b> <ul style="list-style-type: none"> <li>How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?</li> <li>Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?</li> <li>How does appreciation of cultural diversity enhance cross-cultural understanding?</li> </ul>	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.E Select a specific historical event that occurred in the target language/culture and the English/American culture. Demonstrate comparisons and/or contrasts of how target	Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda, commercials, political satire)  Compare and		

<p>language vocabulary is used in describing the bicultural event.</p> <p>12.3.1.S4.C Read, discuss, write and make a presentation about a culture's traditions, customs and lifestyles that represent its perspectives, beliefs and assumptions.</p>	<p>contrast how products and practices reflect cultural perspectives in the target culture and in their own</p> <p>Identify and share findings about how culture is reflected in literary genres and the media (e.g., poetry, theatre, graphic novels, comic books, newspapers, magazines, internet, TV, film)</p> <p>Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda,</p>		
---	--	--	--

	commercials, political satire)		
<b>Vocabulary</b>			