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Enduring understandings world language

school district is committed to helping students become linguistically and culturally competent. Linguistically competent students can skillfully communicate in spoken and written language. Culturally competent students gain knowledge and understanding of other cultures in the global community. By studying another language and culture, students embark on a journey to become successful world citizens who can function in a global economy, develop skills to understand themselves and interact with others around the world. Learning a second language improves thought skills and expands future career opportunities and personal interests for all Clayton students. Below you will find the curriculum Lasting understandings of the world's languages and cultures. These are statements that summarize important ideas and core processes that are central to a discipline and have lasting value outside the classroom. Learning about other cultures benefits both us as individuals and our society. Culture and language develop when they connect people, time and place. Language reflects the essence and perspective of a people and their culture. The language has rules, patterns and structures. Understanding linguistic structures and vocabulary is required for effective understanding and communication in another language. Effective communication requires understanding its audience: knowing how, when and why to say what to whom. Strategies used to acquire a language can be transferred to other learning areas throughout life. Self-reflection is an important tool for promoting growth in language acquisition.   Educate. Inspire. Strength. Asking questions means lying open, to place open. Only a person who has questions can have [real understanding]. -Hans-Georg Gadamer, Truth and Method, 1994, p. 365There are questions that cannot be answered with finality in a short sentence - and that's the point. Their goal is to stimulate thought, provoke inquiry, and to trigger more questions - including thoughtful student questions - not just clap answers. They are wide, full of transfer options. The exploration of such questions enables us to uncover the real riches of a subject that is otherwise obscured by glib statements in texts or routine teacher-talk. We need to go beyond questions that can be answered by device facts on questions that break through the boundaries of the subject. Deep and transferable understandings depend on framing work around such questions. ~ Grant Wiggins and Jay McTighe, Understanding by Design, Extended 2nd Edition, p. 106 Glastonbury World Language Department user Questions to guide teaching in each language at each class level. The questions range from How do we unlock the travel mystery? to What happens when two cultures meet?. Throughout students' study of a world language at Glastonbury, students are encouraged to wonder and ask questions - fostering a lifelong search for knowledge and deeper understanding of the world around them. Greek 1 - Who are the Greeks? Greek 2 - What happens when two cultures meet? Grade 7 - What is culture? What is Chinese culture? Class 8 - How are we connected? Chinese 1 - Who are the Chinese? Chinese 2 - How do we unlock the mystery of travel? Chinese 3 - What happens when two cultures meet? Class 6 - How do we unlock the travel mystery? Grade 7 - What is culture? What is French culture? Class 8 - How are we connected? Grade 9 - Who is the French? Class 10 - What happens when two cultures meet? Class 11 - Who are we? What is self-identity? How and why does our identity change? Class 12- How are we transformed by our study of languages and cultures? Grade 9 - What is a novel? Class 10 - What happens when two cultures meet? Grade 11 - What is the cultural concept even in Roman society? Class 12 - How are we transformed by our study of Roman languages and cultures? Grade 7 - What is culture? What is Russian culture? Class 8 - How are we connected? Grade 9 - What happens when two cultures meet? Class 10 - Who are the Russians? Class 11 - Who are we? What is self-identity especially in different societies? Grade 12 - How are we transformed by our study of Russian language and culture? Class 1 - Who am I? How do we name things in another language? Class 2 - Who am I? Who are my neighbors? Grade 3 - Who am I? What do we find in our global community? Class 4 - Who am I? How are we connected to the Caribbean? Grade 5 - Who am I? Who are the people of America? Class 6 - How are we affected by travel? Grade 7 - What is culture? What is Spanish culture? Class 8 - How are we connected? Grade 9 - What happens when two cultures meet? Class 10 - Who is the Spanish? Class 11 - Who are we? What are the concepts even in Latin American cultures and in different societies? How does self-identity change? Class 12 - How are we transformed by our study of other languages and cultures? Language learning involves obtaining strategies to effectively communicate through the proper use of grammar and vocabulary. Reading, writing, listening and speech skills are essential for learning and communication. Important questions about language acquisition How do I use another language to communicate with others? How do I understand what others are trying to communicate in another language? How do I present information, concepts, and ideas in a different language in a way that is understood? How does the proper use of grammar and vocabulary affect my communication skills? 1. Communication Why is it important to communicate in Language? How can your communication with a foreign speaker be more meaningful if you speak his or her language? Lasting understanding As the world moves towards a global society, it becomes increasingly important for the world language study to result in proficiencies that enable students to engage in conversations, interpret authentic material and present concepts in a language other than their own. 2. Cultures Important questions Why is it important to understand the perspectives (value systems) of another culture? How do the products and practices come to a culture from these value systems or the perspectives of a culture? Lasting understandings Sharing and learning about customs and products increases students' understanding of the cultural perspectives that generate patterns of behaviour, lifestyles, worldviews and contributions in several countries and regions where language is spoken. 3. Connections Important questions How can the study of a world language improve your knowledge of other disciplines? What can you read about in your world language that you wouldn't be exposed to in your native language? Lasting understanding As students increase their skills in another language, they acquire skills, allowing them to gain knowledge in other disciplines and sensitivity to a variety of views in target cultures. 4. Comparisons Important questions How are thought processes organized in the structure in different languages? Why do different cultures have different value systems? Lasting understandings Students develop their critical thinking ability as they become aware of the similarities and differences between their first and subsequent languages. Thus, they gain new perspectives regarding their own language and culture. 5. Community Important Questions Where can you use languages other than the classroom? How can learning a world language enrich your life? Lasting understandings Learning a world language opens doors to a wider range of career opportunities, increased lifelong learning opportunities and improved leisure activities. Activities.