Unit 1: World Language and Cultures - We Are All Connected (6)

Content Area: **Generic Content Area**
Course(s): **WLC 6**
Time Period: **Generic Time Period**
Length: **25 days**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

FL.6-12.7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
FL.6-12.7.1.IL.A.G	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
FL.6-12.7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
FL.6-12.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
FL.6-12.7.1.IL.B.E	Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
FL.6-12.7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
FL.6-12.7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
FL.6-12.7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
FL.6-12.7.1.IL.C.G	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- What is culture?

- Why should we study other cultures and what does it teach us?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Culture is a way of life of a group of people who share similar beliefs and customs.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.

Content

Content Knowledge:

The way of life in a nomadic community

What culture represents

Celebrations are different from country to country

There is a difference between positive and negative stereotyping

The meaning of satire

How to order food according to cultural etiquette in various countries

That it is possible to communicate with other people who do not speak the same language

The reason for stylistic differences of African masks

That there can be cultural similarities between countries

That countries are governed by different kinds of political entities

The role of the monarchy in the Great Britain

Content Skills:

Compare and contrast various aspects of culture between countries (school systems, leisure time, pastimes, language, food etc)

Design and create an African mask

Design a presentation to teach others about the stylistic features of a mask

Create a new language and use it to communicate efffectively

Examine ways a human would need to change in order to adapt to their environment

Debate the pros and cons of a constitutional monarchy

Content Understandings:

That a country's culture is defined by how the people of that country live their life

That aspects of culture can vary greatly from one country to another

That there can be similarities between cultures

That the amount of leisure time and how it is spent can vary from country to country

That school systems in different countries have similarities and differences

That people live in places where resources help them survive

Resources

Please add your Resources by clicking on the Lists tab above.

- www.artyfactory.com
- www.discoveryeducation.com
- www.ninjajapanese.com
- www.psychologytoday.com (positive/negative stereotyping)
- www.royal.gov.uk
- www.trevorcorson.com
- www.youtube.com