

PK-12 Stage One: Guiding Document

Content: World Language

PK-12 Long-term Transfer Goal(s):

Long-term aims of the PK-12 program: An overall end result of a student's education in Madison.

Students will be able to independently use their learning to:

- Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.
- Gather information from a variety of resources and perspectives to build cultural context.
- Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.
- Initiate communication on and respond effectively to a given topic based on interactions/exchanges.
- Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)

Standards	Understandings	Essential Questions
<p><u>Communication:</u> <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</i></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>	<ul style="list-style-type: none"> • Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) • Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) • Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) 	<ul style="list-style-type: none"> • What does the source or text say? What does it mean? • What am I trying to say and how do I say it? • Is what I'm saying understood? • How do I select and use information to support my ideas? • What do I do when I don't understand?

Standards	Understandings	Essential Questions
<p><u>Cultures:</u> <i>Interact with cultural competence and understanding</i></p> <p>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>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>Understandings:</p> <ul style="list-style-type: none"> • The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. • How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events). • Words and gestures have specific meanings in a given culture that may impact your connections to people (e.g., demonstration of respect/disrespect). 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do cultural products and practices reflect the beliefs and values of a people? • How are other cultures different from my own, and from each other? • Is what I’m saying and doing culturally appropriate? • How do cultural differences impact how people react and interact?

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<p><u>Connections:</u> <i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</i></p> <p>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>Acquiring Information & Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<ul style="list-style-type: none"> • Topics, skills, and ideas learned in one subject/endeavor can become deeper and more expansive in another subject/endeavor. • Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use. 	<ul style="list-style-type: none"> • How does what I learned in one class/experience apply to another class/experience? How do I use that knowledge to go deeper? • How do I find what I'm looking for? What perspective does it represent?
<p><u>Comparisons:</u> <i>Develop insight into the nature of language and culture in order to interact with cultural competence.</i></p> <p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and</p>	<ul style="list-style-type: none"> • One can deepen understanding of one language by learning another. • Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people. 	<ul style="list-style-type: none"> • How does the target language/culture compare and contrast with my own? How do I use that comparison to connect with people?

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<p>their own.</p> <p>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><u>Communities:</u> <i>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</i></p> <p>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>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<ul style="list-style-type: none"> • One can use language skills to pursue personal interests and broaden his/her opportunities. • Knowledge of another language and culture help one to participate in the global community (real and virtual). 	<ul style="list-style-type: none"> • How will knowing another language help me explore my interests? • How can I connect with people (right now) who speak another language? • How do I use my target language to work with others to achieve a common goal?