

WAPPINGERS CENTRAL SCHOOL DISTRICT
Second Language Department
Course Syllabus

Course Name	Cultural Language
Course Code	L510
Duration	Full Year
Grade	10-12
Enrollment	20 maximum
Credit	1.0
Rank	1.00
Prerequisite	None
Assessment	A teacher-created final exam or culminating project will be included and counted as 20% of the final course average. Passing this course meets the minimum graduation requirement in Languages Other Than English (LOTE).
Textbook	<i>(Language) Is Fun</i> series (Amsco)
Areas of Study	This course is open to all students who lack the one credit language requirement for graduation, but who do NOT intend to pursue the 3 credit sequence in LOTE that is required for an advanced Regents diploma designation. This course is intended as a first experience in the target language and prepares students to meet the NYS Education Department's Languages Other Than English (LOTE) Checkpoint A proficiency level. The Cultural Language course is an option for students who did not meet

the New York State foreign language requirement at the junior high level. The goals of this course include:

- Compliance with NYSED LOTE requirements for graduation
- Meeting requirements of Checkpoint A proficiency
- Providing alternative instructional methods and strategies

Students who take this course will NOT be able to continue into Level 2 language. It is meant as an alternative to, not a substitute for, Level 1 language at the High School. If a student decides that he/she wants to pursue a sequence, Level 1 language would have to be taken the following year. This is a voluntary option, and both students and parents need to be aware of the objectives and guidelines of the course before it is scheduled.

Topics include but are not limited to:

- PERSONAL IDENTIFICATION: age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities, character personality, likes and dislikes, tastes and interests
- HOUSE AND HOME: house, apartment, identification, size/function, furnishings, garden/terrace/balcony
- FAMILY LIFE: family members, activities
- COMMUNITY/NEIGHBORHOOD: common activities, local stores/facilities, recreational opportunities.
- PHYSICAL ENVIRONMENT: big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, opportunities for recreation and entertainment
- MEAL TAKING/FOOD/DRINK: everyday family fare, regional and national specialties, fast food, food and drink preparation, regular family meals, eating with friends/relatives, eating out

- HEALTH AND WELFARE: parts of the body: identification, symptoms of illness
- EDUCATION: types of schools, subjects, schedule/school year, extracurricular activities
- LEISURE; after school, weekends, holidays, vacations, hobbies/sports, other interests, use of media, religious events, traditions and customs, family occasions
- SHOPPING: shopping centers, specialty shops, neighborhood merchants, department stores, markets; shopping patterns: time, currency, interaction with sales staff, staples and everyday purchases, modes of payment
- EARNING A LIVING: types of employments, commonly-known occupations
- PUBLIC AND PRIVATE SERVICES: communications (telephone, mail), government agencies (post offices)
- TRAVEL : transportations (means of transportations, maps, times-tables and fares, signs and instructions, interactions at ticket counters and advertisements/promotional information)
- CURRENT EVENTS: political, social and economic aspects (miscellaneous news), cultural aspects (arts, cinema, theater, music), people in the news and special events.

Situations:

- LISTENING:
 - Information and announcements from providers of common public services in face-to-face communications.
 - Information (bulletins/announcements) provided over loudspeakers, radio, and television
- LISTENING/SPEAKING:

- Interaction with providers of common public services in face-to-face communications
- Informal everyday conversations with individual peers and adults.
- **READING:**
 - Information provided to the general public on forms, signs, billboards, posters, labels, programs, timetables, maps, plans, menus, etc.
 - Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes
- **WRITING:**
 - Forms to be filled out for the use of common public services
 - Informal notes for communication in everyday life situations

Functions:

- **SOCIALIZING:**
 - greeting
 - leave-taking
 - introducing
 - thanking
 - apologizing
- **PROVIDING AND OBTAINING INFORMATION ABOUT:**
 - facts
 - events
 - needs
 - opinions
 - attitudes
 - feelings

- EXPRESSING PERSONAL FEELINGS ABOUT:
 - facts
 - events
 - opinions
 - attitudes

- GETTING OTHERS TO ADOPT A COURSE OF ACTION BY:
 - suggesting
 - requesting
 - directing
 - advising
 - warning
 - convincing
 - praising

Proficiencies:

- LISTENING:
Can comprehend simple statements and questions. Usually comprehends the main idea of longer but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives.

- SPEAKING:
Can initiate and respond to simple statements and engage in simple face-to-face conversation within the vocabulary, structure and phonology appropriate to the communicative situations and functions at this level. Can be understood, with some repetitions and circumlocutions, by native speakers used to foreigners attempting to speak their language.

- READING:

Can understand simple material for informative or social purposes. Can understand the essential content of short, general, public statements and standardized messages. Can comprehend the main ideas of materials containing simple structure and syntax when relying on visual cues and prior familiarity with the topic.

Understanding is limited to simple language containing only the highest frequency grammatical patterns and vocabulary items. Can sometimes guess at cognates and highly contextualized unfamiliar vocabulary. May have to read the material several times in order to achieve understanding.

- **WRITING:**

Can express basic personal needs and compose short messages on very familiar topics based on personal experience. Writing consists mostly of mastered vocabulary and structures in simple sentences and phrases. Although errors in spelling and grammar are frequent, writing can be understood by native speakers used to dealing with foreigners.

- **CULTURE:**

Has knowledge of some aspects of the second language culture and is aware of the existence of cultures other than his/her own. Is able to function in authentic, common, everyday situations but makes frequent cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.

For Information

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see:

<http://www.emsc.nysed.gov/ciai/lot/pub/lotelea.pdf>

For a complete core curriculum for LOTE, (especially pp. 12 – 19), see:

<http://emsc32.nysed.gov/guides/lot/part11.pdf>

Languages Other Than English Checkpoint A Resource Guide:

<http://www.p12.nysed.gov/ciai/lot/pub/loteresa1.pdf>

<http://www.p12.nysed.gov/ciai/lot/pub/loteresa2.pdf>

