

4. Compare the students' culture and the target culture.

(Culture)

Learning about **culture** means building an understanding of the **practices, perspectives and products of a society**. The practices involve patterns of social interactions, such as how people are greeted or how respect is shown. Perspectives are the values, beliefs, ideas, and attitudes that are an integral part of life. Products are the books, foods, laws, music, games, etc., that are created and used within the society.

Here is a brief summary of each of the three strands:

Connections to Language & Literacy – CLL (Comparisons)

The world language being studied, referred to as the target language, helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

Connections to Other Disciplines-COD (Connections)

Studying a world language involves making connections with other academic disciplines, formally and informally. Within the communication skills, the language arts of reading, writing, speaking, and listening are utilized. As students learn about numbers and currency, mathematics and economics are included. All of social studies is part of culture, as are the arts, health, physical education, and science. Career and technical skills in these areas are also drawn on, and technology is woven throughout world languages as a resource for materials and a means of expression and presentation.

Communities – CMT (Communities)

Students preparing for success in the 21st Century need to access knowledge and information from other communities, and use that information to function well with people from diverse backgrounds.

The common Clarifying Objectives are broad enough to allow each World Languages program to address the universal content and skills that are inherent to all language programs, and the sample Assessment Prototypes illustrate ways that these objectives *might* be assessed in the classroom in ways that are unique to Classical Language, Dual & Heritage Language and Modern Language programs. Specific support materials, tools for implementation, and other information will be provided through the *Essential Standards Instructional Toolkit* and professional development.

WORLD LANGUAGE PROGRAMS:

CLASSICAL LANGUAGES, DUAL & HERITAGE LANGUAGES, MODERN LANGUAGES

Learning any world language involves the development of the skills discussed above, but language programs vary, based on the type of learning environment and the unique aspects of the languages themselves. There is value in studying any of the world languages, and the decision of which language to study is made by the student, based on interest and available offerings.

Classical Language programs involve the study of languages like Latin and Ancient Greek, which are sometimes called “dead” languages, since they are no longer a native or first language for any population. The study of Classical Languages builds skills in reading, writing, reciting, and translating. There is no conversation component to Classical Languages, because they are not being used in an everyday way by a society, so Interpersonal Communication is not a focus of study.