

**Culture and Communication
Course Grade 6 (dev. July
2019)**

	Content Covered/Themes/Areas of Focus	PA Core Standards or Eligible Content (Req: Keystone Courses) / World-Readiness Standards for Learning Languages	Materials	Activities / Instructional Delivery	Formative Assessments	Summative Assessments
First half of trimester- CULTURE	Developing a growth mindset/ Building classroom environment	STANDARD 3: CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations 3.1 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. STANDARD 5: COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world .5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	<i>Mindset quotes, pre-assessment on Google Forms, nameplates</i>	Carousel activity- Read mindset quotes and select one to use as personal motto. Share selection with partner. Write it on nameplate to keep for the trimester. Set ground rules for classroom discussions. Get to know each other activity. Complete pre-assessment for course.	Pre-assessment on Culture and Communication	Culture Project- Cultural Identity- Students create a personal cultural identity and share in a museum-style presentation.
	Defining culture- Elements of Culture	STANDARD 2: CULTURES Interact with cultural competence and understanding 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	Iceberg model of culture, list of elements of culture	Brainstorm-What is culture?- students write all of the cultures that they have, share iceberg model, do "Dating Game" of answering questions on top part of sheet- tape them up around the room and then go around and read the papers- sign if you have at least 3 responses in common on the bottom half of sheet. Find your own paper and see who has things in common. complete elements of culture sheet to try to define personal culture.	Define personal culture- complete assignment with 2 products and 4 practices	

<p>Understanding others: What lenses do we use?</p>	<p>STANDARD 2: CULTURES Interact with cultural competence and understanding 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 Relating Cultural 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>Google Slides with forced choices and definition of ethnocentrism. examples of cultural differences</p>	<p>Guided choice activity with cultural differences, class discussion on reactions during forced choice activity, define ethnocentrism, where do cultural misunderstandings come from? On Google slides, Show examples of beauty, personal space from various cultures. On google slides, show culture practices and perspectives that we do that other cultures think is bad.</p>	<p>Complete chart where the practice may be different but the emotion is the same. Example- when someone dies, in PA we bury the person, in Florida they place them in tombs above ground, but the emotion is common for all humans.</p>
<p>Prejudice and Stereotypes/ Categorization</p>	<p>STANDARD 2: CULTURES Interact with cultural competence and understanding 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 Relating Cultural 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>America's Got Talent videos that show expectations vs. performance, list of roles of people- cheerleaders, construction workers, grandmothers, etc.</p>	<p>Show AGT videos with surprising acts. Students will write whether they think the person is going to be good or bad and what type of act they will do and then after seeing the video, see if they were correct. Class discussion- what is the difference between prejudice and just not liking someone? Stereotype activity- individuals write one word that they associate with certain people- cheerleader, construction worker, etc. Then in groups create a full list of words for one of the people. Then the group needs to decide if it is an assumption. How do assumptions lead to stereotypes? How do stereotypes lead to prejudices?</p>	<p>Students will write the difference between a stereotype and a prejudice on an exit ticket.</p>

Diversity	STANDARD 2: CULTURES Interact with cultural competence and understanding 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	diversity video for middle school, readings on biodiversity, activity from partners against hate from website https://www.youtube.com/watch?v=_nbVTUYVKxg	Watch video about different meanings of diversity. Think-write-pair-share- what is diversity? what types of diversity are there- biodiversity, diversity of perspectives/ beliefs / culture. Jigsaw reading- on dangers of losing biodiversity. Report out. Class discussion- What would the danger be in losing diversity of perspectives and beliefs? Do diversity activity from partners against hate Watch For the Birds from Pixar with danger of losing diversity Class Discussion- is it okay to say "I don't see color"	Find a picture that shows diversity and explain why you chose it.
Tolerance vs. Acceptance vs. Respect	STANDARD 2: CULTURES Interact with cultural competence and understanding 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	Word cloud app on computers, paper, markers, crayons, etc. to make posters	Think-write-pair-share- Which would you rather be- tolerated, accepted, or respected? Create word webs in groups on computer on things we tolerate, accept, respect. Make a list of people you know who are respectful- what do they do that made you add them to the list? What does respect look like, sound like? Make a flyer about respect to hang in the school.	Respect flyers to hang in hallway
Cultural Summative Assessment Preparation and Presentation	STANDARD 2: CULTURES Interact with cultural competence and understanding 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	Rubric for evaluation, project instruction sheet	Students will prepare their cultural identity presentation by answering questions and adding pictures and video to a google slide presentation. Students will present in a museum style with a third of the class presenting with others listening and moving through the various presentations and then switching presenters.	Graded project

<p>Second half of trimester- COMMUNICATION</p>	<p>How do people communicate? interpersonal, interpretive, presentational, non-verbal, code switching</p>	<p>STANDARD 1: COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 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>	<p>chart for modes of communication, sentences/questions for people to use for code-switching https://www. overcomingobstacles. org/blog/wp- content/uploads/2016/ 01/RESPECT.pdf? p=news/wp- content/uploads/2016/ 01/RESPECT.pdf (good activities for conflict)</p>	<p>In groups have students come up with their best definition of communication- have the class vote on the best, ask for and put ways people communicate into the three categories on the board, Play charades for non- verbal communication, ask the same question of different people/roles- asking a friend, a parent, a principal- how do people code-switch? role play then class discussion,</p>	<p>On whiteboards, I give examples of communication and students need to write which mode of communication it is.</p>	<p>Students will present about a different culture using public speaking skills. Students will have groups to present on a particular culture yet every student will present on a different cultural element.</p>
	<p>Active listening and I statements</p>	<p>STANDARD 1: COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>scenario cards for role playing, 100,000 pyramid game, http: //www.schooltools. info/communication- skills active listening skills videos and quiz- pdf in downloads</p>	<p>Hearing vs. listening- whisper down the lane, saying the same sentence with different tones, play 100,000 pyramid with one student telling about the scenario on the screen in a particular emotion and the other student has to guess, practice active listening responses in partners, role playing for I statements with different scenarios</p>	<p>Role-playing in pairs- can the students use the I messages to be assertive.</p>	

<p>Miscommunication: Dangers, Assumptions, microaggressions, racial slurs, name-calling, when is a joke not a joke</p>	<p>STANDARD 1: COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. STANDARD 2: CULTURES Interact with cultural competence and understanding 2.1 Relating Cultural 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>Toothpaste tubes, Google slides with definitions of words, http://www.schooltools.info/prejudice-reduction website has explanations of history of racial slurs, http://www.schooltools.info/culture-and-identity how to handle slurs or microaggressions with 12 strategies.</p>	<p>Personal reflection: Who gave you your name? Do you have a nickname? What do you like about your name? How do you feel when someone doesn't remember your name? How about when someone calls you by the wrong name? which is worse? Class Discussion- why do people call others names? are the names usually about physical differences or personality differences?, Do the toothpaste activity where the student squeezes out the toothpaste as I gossip/ call people names- then I try to put the toothpaste back in the tube- discuss how this has to do with name-calling, gossip, etc., Teach definitions of microaggressions and slurs and give examples. Share anecdotes related to microaggressions- In small groups, come up with how individuals can handle the situations from the anecdotes- try to include I messages., do crumpled paper person activity with put downs/micro aggressions</p>	<p>Sign a pledge to stop name-calling, say something when they hear name-calling/microaggression/ slur, and apologize if they do that without thinking.</p>
<p>Public speaking</p>	<p>STANDARD 1: COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.3 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>	<p>list of jokes, short poem, words for Taboo, post-assessment</p>	<p>students have to try to talk for 45 seconds on a topic I give them, play Taboo, read a short poem out loud with voice and eye contact, tell a joke in front of the class from the list I give them, tell a movie plot in 5 sentences or less with focus on volume, body movement, and eye contact. Do post-assessment for course on day 26.</p>	<p>Graded on movie plot presentation assignment for volume, eye contact, and body movement</p>

<p>Communication Summative Assessment Preparation and Presentation</p>	<p>STANDARD 1: COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.3 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. STANDARD 2: CULTURES Interact with cultural competence and understanding 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. STANDARD 4: COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. 4.2 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>Rubric for evaluation, project instruction sheet</p>	<p>Students will be put into groups and each group will be assigned a particular culture. Within the assigned culture, each student will select an element of culture to research and present to the class.</p>	<p>Students will have a checklist to ensure that their presentation has all of the requirements for success.</p>	
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