



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD33	
Developed by: John Warkentin-Scott	Date Developed: February 2019	
School Name: Sardis Secondary School	Principal's Name: Dan Heisler	
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):	
Board/Authority Approval Date:	Board/Authority Chair Signature:	
Course Name: Languages, Culture and Travel	Grade Level of Course: 11	
Number of Course Credits: 4	Number of Hours of Instruction: 115	

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: none

Course Synopsis: The course explores the relationship between language, culture and history of several different languages, and teaches practical cross-cultural travel skills

Goals and Rationale: to provide students with awareness and understanding of different cultures and languages with the intent of fostering global citizenship

Aboriginal Worldviews and Perspectives: using First Nations perspectives on identity and culture, the course examines the relationship between culture, identity, place and language

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.

Acquiring a new language allows us to explore our identity and culture from a new perspective.

Both verbal and **non-verbal cues** contribute meaning in language.

Reciprocal communication is possible using high-frequency words and patterns.

Knowing about diverse communities helps us develop cultural awareness.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Use language-learning strategies to increase understanding • Acquire, interpret and present information regarding the cultures, histories and languages presented • Collaborate with other students to research, plan and present information on topics of cultural and historical interest • Consider the relationship between language, culture and history • Reflect on the similarities and differences between cultures and ways of knowing • Comprehend high-frequency vocabulary in clear speech and common forms of text • Participate in simple interactions in each target language • Analyze and evaluate resources available during cross-cultural experiences • Develop plans and skills for potential travel situations <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Examine personal, shared, and others’ experiences, perspectives, and worldviews through a cultural lens • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Recognize the different perspectives and cultures represented by the languages presented in the course • Recognize the relationship between language, culture and history in the student’s own family background 	<p><i>Students are expected to know the following:</i></p> <p><u>Language:</u></p> <ul style="list-style-type: none"> • Cognates & phonemes • common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> ○ questions, requests and statements; basic information about self and others; Gender and number; modes of address <p><u>Culture:</u></p> <ul style="list-style-type: none"> • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • aspects of life shared by and common to peoples and cultures • common elements of cultural festivals and celebrations • Creative works • Key events and developments in the histories of the people groups being studied <p><u>Travel:</u></p> <ul style="list-style-type: none"> • Critically analyze and evaluate travel resources. • Develop plans and skills for potential situations while traveling

Big Ideas – Elaborations

- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Reciprocal:** involving back-and-forth participation

Curricular Competencies – Elaborations

- **letter patterns and pronunciation:** groupings of letters, often unique to each language, that make the same sound, rhyming words, and letter patterns that have consistent pronunciations
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **languages presented:** three to four languages, including at least one minority or regional language (Indigenous where possible), one national language (e.g. German or Italian) and one world language (e.g. Spanish or French). While planned with European languages in mind, the course does not restrict which languages are presented
- **common forms of texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; Europe, Africa, Asia, and Americas ...; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **cognates:** words that have a common etymological origin
- **phonemes:** individual speech sounds, especially those unique to each language studied
- **questions:** specifically involved in daily or traveller situations, such as “*Where is the...?*” or “*How much does it cost?*”
- **information:** basic expressions used in greetings, salutations, and getting to know others.
- **Gender and number:** masculine, feminine, neutral and plural articles
- **modes of address:** formal and informal (e.g. *du* vs *Sie*, *tu* vs *vous*)
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **aspects of life shared by and common to peoples and cultures:** Sample topics: family, work, education, systems of ethics, and spirituality
- **common elements:** e.g., activities, clothing, dance, decorations, regalia, food, music, parades, sports
- **cultural festivals and celebrations:** e.g. Easter, Christmas, Carnival, ...
- **Creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture, with consideration for the ethics of cultural appropriation and plagiarism
- **Key events and developments in the histories of the people groups being studied:** Sample topics: political developments, internal conflict and conflict with other people groups, events of cultural significance
- **Resources:** sample resources include healthcare, online travel booking, consular assistance, accommodations
- **Situations:** Situations may include injury or illness, getting lost, loss or theft of property, misunderstandings, etc.

Recommended Instructional Components:

- Direct Instruction, Modelling, Simulations, Student-in-Role, Peer teaching, Reflective Writing

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Student learning of each language and cultural component will be assessed using authentic assessment tasks. These include the use of realistic travel scenarios (performance-based assessment) as well as project-based assessment tools (including oral presentations), giving students creative ways of demonstrating their learning.

Because of the collaborative competencies taught in the course, individual, partner, and group work will be assessed.

The final assessment may include a larger, class-wide project, such as organizing a school-wide international fair.

Learning Resources:

Online travel guides, such as <https://woltersworld.com/>, <https://www.ricksteves.com/>

Travel phrase books, such as Rick Steves' 3-in-1 phrase book **ISBN-13:** 978-1612382043

Local expertise (Elders, international students, local immigrant communities)

Tourism and travel sites, such as www.bvg.de, www.hihostels.com, www.sncf.com, www.trenitalia.com, www.spain.info www.france.fr

Additional Information:

The languages taught in this course are intentionally not identified so that it can be tailored to the individual school and the strengths of the teaching staff. It is recommended that the minority language taught be the indigenous language of the territory where the school is located, in our case **Halq'emeylem**. Where this is not possible, it is the intent of the course to honour minority regional languages, which may include Gaelic, Basque, or similarly culturally significant languages spoken by relatively small populations.

A **minority or regional language** is defined as a language spoken by a relatively small, culturally distinct population in a specific geographical area. A **national standard language** has official language status in at least one nation, but does not have a significant global population. It may be considered a *supra-regional* language, depending on global influence. A **world language** is a standard language that is the official language of multiple nations across several regions of the globe, and has a significant number of non-native speakers.

The semester should be divided roughly evenly between each language, leaving time at the end of the course for a final assessment.

Within each segment of the course, instructional time needs to be divided between language, culture, history, and travel skills.

The course lends itself to having guest speakers, such as visiting international students and local First Nations elders.