

## Sociocultural Model Lesson Template (Warford & White, 2010)

**LOTE Topic (i.e. ‘Meal-taking, food and drink’, ‘Personal ID’...).**

See NYS LOTE Resource Guide: <http://accelerateu.org/resourceguides/lotte/lotte.html>

<input checked="" type="checkbox"/> <b>1) Personal ID</b> <input type="checkbox"/> <b>2) House &amp; home</b> <input type="checkbox"/> <b>3) Services</b> <input type="checkbox"/> <b>4) Family life</b> <input type="checkbox"/> <b>5) Community/neighborhood</b> <input type="checkbox"/> <b>6) Physical environment</b> <input type="checkbox"/> <b>7) Meal taking/food/drink</b> <input type="checkbox"/> <b>8) Health &amp; welfare</b>	<input type="checkbox"/> <b>9) Education</b> <input type="checkbox"/> <b>10) Earning a living</b> <input type="checkbox"/> <b>11) Leisure</b> <input type="checkbox"/> <b>12) Public and private services</b> <input type="checkbox"/> <b>13) Shopping</b> <input type="checkbox"/> <b>14) Travel</b> <input type="checkbox"/> <b>15) Current events</b> <input type="checkbox"/> <b>16) Other (for non-NYS LOTE). Please indicate:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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**Common Core-Aligned Student Learning Objectives:** For NYS teachers, phrase so that there are identifiable **functions** and **situations** limited to a particular **topic**- “Students will be able to obtain information (function) from an entertainment guide (situation) to list (situation) leisure activities (topic).

For ACTFL-alignment to Common Core, go to:

[http://www.actfl.org/sites/default/files/pdfs/Aligning\\_CCSS\\_Language\\_Standards\\_v6.pdf](http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf)

For NYS Common Core, go to:

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nysp12cclsela.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf)

” For more on writing good instructional objectives, go to:

<http://faculty.buffalostate.edu/warformk/NYSLOTEQuiz.htm>

CCLS Strand: Listening and Speaking / LOTE Standard 1.1. Students will be able to...

use formal and informal greetings by listening to native speakers greetings and performing skits.

CCLS Strands: Reading, Writing / LOTE Standard 1.2. Students will be able to...

understand greetings by writing out skits and reading them to the class.

LOTE Standard 2.1 (cross-cultural comparisons. If specific CCLS Strand applies, put in parentheses).

Students will be able to:

Compare the differences of greetings in Spain and the US.

CCLS Strand: Language. Students will be able to (be sure to phrase in terms of actual language usage)...

Use greetings leisurely with people in Spanish speaking cultures.

**Standards addressed: check all that apply. For ACTFL standards-CCSS alignment go to:**

[http://www.actfl.org/sites/default/files/pdfs/Aligning\\_CCSS\\_Language\\_Standards\\_v6.pdf](http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf)

\*Warford, M. K., White, W. L., & Amato, W. W. (2010, March). Toward the integration of literacy and culture into foreign language instruction. Workshop presented at the Annual Meeting of the Northeast Conference on Foreign Language Teaching, New York, NY.

<p><b>COMMUNICATION: Communicate in Languages Other Than English</b></p> <p><b>X Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p><b>X Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics</p> <p><b>X Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>CULTURES: Gain Knowledge and Understanding of Other Cultures</b></p> <p><b>X Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p><input type="checkbox"/> <b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p><b>CONNECTIONS: Connect with Other Disciplines and Acquire Information</b></p> <p><input type="checkbox"/> <b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p><input type="checkbox"/> <b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through</p> <p><b>COMPARISONS: Develop Insight into the Nature of Language and Culture</b></p> <p><b>X Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p> <p><b>X Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>COMMUNITIES: Participate in Multilingual Communities at Home &amp; Around the World</b></p> <p><input type="checkbox"/> <b>Standard 5.1:</b> Students use the language both within and beyond the school setting</p> <p><b>X Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
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**I. Activation of schemata** (lexically and morpho-syntactically simple top-down (i.e. Kramsch, 2003; Wiley, 2000) and bottom-up leading questions about cultural conventions (in L2) that pertain to the text students are about to explore. The teacher then collects students' comments, translating them into L2 if offered by students in L1.

<p><b>Top-down activation</b> (leading questions about students' (C1) experiences of the symbolic capacity in question, preview text (freeze frame, if video is involved) generate and record for further discussion some hypotheses about content.</p> <ul style="list-style-type: none"> <li>• Qué son algunas maneras decir hola en español?</li> <li>• Qué son algunas maneras decir adiós en español?</li> <li>• Qué son algunas maneras introducir a su mismo y otros?</li> </ul>	<p><b>Bottom-up activation</b> (Address unfamiliar lexical, idiomatic items that may undermine comprehension of the text vis-à-vis a glossary and or, students to scan for and present unfamiliar terms for clarification.</p> <ul style="list-style-type: none"> <li>• Cómo saludas a tus amigos?</li> <li>• Cómo saludas a tu abuela?</li> <li>• Cuáles son algunos saludas que le dicen al principal?</li> </ul>
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**II. Text Interpretation:** Combine bottom-up and top-down leading questions to process text

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<p><b>Top-down strategies (in L2):</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of ____? Is it to ____? Etc.</li> <li>• What is the emotional state of person A/B?</li> <li>• What are the interactants trying to accomplish?</li> <li>• Do they accomplish the task?</li> <li>• What are the phases of this discourse/speech event? (beginning, middle, end?)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• Students will watch videos of native speakers introducing themselves. (From the University of Austin at Texas)  <a href="http://www.laits.utexas.edu/spe/beg08.html">http://www.laits.utexas.edu/spe/beg08.html</a></li> </ul> </div>	<p><b>Bottom-up strategies (in L2):</b></p> <ul style="list-style-type: none"> <li>• What do you think _____ means? Is _____ a cognate or false cognate?</li> <li>• What do you think of when you picture __?</li> <li>• What does person A ask? How does person B respond?</li> </ul> <p>What form of the verb does person A/B use in addressing the interlocutor?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• Cómo se hablan?</li> <li>• Qué características tenían que discutir?</li> <li>• Qué notas sobre las introducciones de España?</li> <li>• Qué verbos tu oyes mucho?</li> </ul> </div>
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**III. Sociocultural interpretation:** Lead learners through an examination of the points raised in the activation stage. Sample leading questions include:

- What similarities do you see between the way native speakers approach ‘X’ and our approach to ‘X’ (for examining L1 and C1 assumptions).
- Which of our assumptions about this text were correct? ...incorrect?
- What are the rules for carrying out this speech event in the L2? (address relevant grammatical, lexical, discourse & socio-pragmatic elements)

En que manera hacer la gente en los Estados Unidos se saludan unos a otros que es diferente en España?

Son los saludos ambos formal y informal en los dos países?

**IV. Sociocultural presentation:** Students develop an adaptation/recreation/response related to the presented text(s). Directions (in L2)

Con sus compañeros, escribe una obra corta sobre como introducirse a uno al otro. En su obra, necesitas elegir un parte que tú quieres tocar. Si quieres ser un abuelo, esta bien. Es importante para la clase entender quien usted está actuando como. Despues, vamos a presentarlos a la clase.

**V. Sociocultural debriefing:** Teacher and students examine appropriateness of students’ simulations against the linguistic and cultural elements identified at Stage III and the assumptions generated at Stage I. There may be some lingering transference of L1 and C1 to the L2 and C2 features imbued in the text. Write your leading questions below:

Comprende las diferencias entre formal y informal?  
 Comprende las diferencias de saludos en España y los Estados Unidos?  
 Fue más fácil comprender los saludos con la practica de la obra con sus compañeros?  
 Te gusta la actividad sobre los saludos?  
 Qué son las saludos que usted piensa que usaría en España?

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