

Sociocultural Model Lesson Template (Warford & White, 2012)

LOTE Topic: Travel

<http://www.youtube.com/watch?v=Zu0xOFM5JDY>

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

For NYS Common Core, go to: 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...

Discuss different sites to visit in Spain.

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

Present similarities and differences between famous landmarks in Spain and America.

LOTE Standard 2.1 (cross-cultural comparisons. If specific CCLS Strand applies, put in parentheses). Students will be able to:

Students will be able to understand other perspective and cultures and communicate effectively with audiences or individuals from varied backgrounds

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

Give details about each cultural site discussed.

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

<p>COMMUNICATION: Communicate in Languages Other Than English</p> <p><input type="checkbox"/> Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p><input type="checkbox"/> Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p><input type="checkbox"/> Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>CULTURES: Gain Knowledge and Understanding of Other Cultures</p> <p><input type="checkbox"/> Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p><input type="checkbox"/> Standard 2.2: Students demonstrate an</p>	<p>CONNECTIONS: Connect with Other Disciplines and Acquire Information</p> <p><input type="checkbox"/> Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p><input type="checkbox"/> Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through</p> <p>COMPARISONS: Develop Insight into the Nature of Language and Culture</p> <p><input type="checkbox"/> Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p> <p><input type="checkbox"/> Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES: Participate in Multilingual Communities at Home & Around the World</p> <p><input type="checkbox"/> Standard 5.1: Students use the language both within and beyond the school setting</p>
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understanding of the relationship between the products and perspectives of the culture studied



Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

I. Activation of schemata (lexically and morpho-syntactically simple top-down (i.e. Kramersch, 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>Top-down activation (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"> • (Antes del video) ¿Alguien conoce una ciudad en España? • ¿Cuál es la capital de España? • ¿Alguien conoce un sitio popular en Madrid? • ¿Cómo es la ciudad de Madrid? • • 	<p>Bottom-up activation (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"> •
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II. Text Interpretation: Combine bottom-up and top-down leading questions to process text

<p>Top-down strategies (in L2):</p> <ul style="list-style-type: none"> • What is the purpose of ____? Is it to ____? Etc. • What is the emotional state of person A/B? • What are the interactants trying to accomplish? • Do they accomplish the task? • What are the phases of this discourse/speech event? (beginning, middle, end?) <ul style="list-style-type: none"> • ¿Cual es el lugar más interesante del video? • Si pudieras viajar a uno de los lugares, ¿Cuál elegirías? ¿Por qué? • Elige un sitio del video y compáralo a un sitio de los Estados Unidos. Da los similares y las diferencias. 	<p>Bottom-up strategies (in L2):</p> <ul style="list-style-type: none"> • What do you think ____ means? Is ____ a cognate or false cognate? • What do you think of when you picture __? • What does person A ask? How does person B respond? <p>What form of the verb does person A/B use in addressing the interlocutor?</p>
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II. 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)

¿Cuales son los similares entre los sitios famosos en España y los sitios famosos en América?

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

<http://www.youtube.com/watch?v=Zu0xOFM5JDY>

Before watching the video, students will pick a partner and assign a number. If the student picks one, they will be paying attention to all the odd numbers in the video. If the student picks two, they will be paying attention to all the even numbers. They will write down as much interesting stuff about each place as they can. After the video ends, they will meet up with the other ones or twos and discuss each place. Once they have mastered each place, they will get together with their original partner to teach them about different famous places in Madrid.

Clase, elige un compañero. Uno de usted va a ser el número uno y el otro va a ser dos. Si usted es el número uno, va a prestar atención a los números 1,3,5,7 y 9. Si usted es el número dos, va a ver los números 2,4,6,8 y 10. Durante el video escribe toda la información importante sobre cada lugar.

Después del video:

Busquen su compañeros original y discutan los sitios de Madrid. Por cada lugar, escriban un párrafo sobre lo que aprendieron.

El proyecto:

Hace un PowerPoint con su compañero sobre uno de los lugares del video. Necesita incluir la información más importante y incluye información del video. Van a presentar su PowerPoint a la clase por diez minutos.

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.

Leading questions (L2):

As a class, we will discuss each of the ten places and answer the following questions (The questions can vary depending on what type of place we are talking about)

1. ¿Cómo se llama el lugar?
2. ¿Por qué es importante?
3. ¿Sabes algo interesante sobre Este lugar?
4. ¿Qué podemos hacer allá?
5. ¿Quién vive allí?
6. ¿Dónde esta en Madrid?
7. ¿Quieres visitar este lugar cuando estás en España?

*Warford, M. K., & White, W. L. (2012). Integrating literacy and proficiency in language teaching. Submitted to *Foreign Language Annals*, 45, 400-414.