

Glendale Unified School District

High School

July 14, 2020

Department: World Languages and Cultures

Course Title: Armenian Language and Culture 3-4

Course Code: 8053D/8054D

Grade Level(s): 9-12

School(s)

Course Offered: Clark Magnet High School, Glendale High School, Hoover High School

UC/CSU Approved

(Y/N, Subject): Pending, "e" Language Other Than English

Course Credits: 10

Recommended

Prerequisite: C or better in Armenian 1-2

Other fluent bilingual and bi-literate students may also be admitted upon assessment and recommendation made by the teacher.

Recommended

Textbook: Hayoc Lezu - 7 (Armenian Language – 7, student grammar textbook) Edit Print Publishing House
Hayoc Lezu - 7 (Armenian Language – 7, student workbook) Edit Print Publishing House
Grakanoutyun – 7 dasaran (Armenian Literature – 7, student textbook) Edit Print Publishing House
Grakanoutyun – 7 dasaran (Armenian Literature – 7, student workbook) Edit Print Publishing House

Course Overview: Armenian Language and Literature 3-4 is a course for students with Intermediate Mid. proficiency in Armenian as described by the ACTFL Proficiency Guidelines. This course builds upon and

applies the students' existing Armenian language skills in listening, speaking, reading and writing. This course emphasizes readings and discussions of historical texts, informational texts and biographies. Formal aspects of the language, such as more complex syntax, are also stressed. Students maintain and develop their cultural heritage through various experiences, such as cultural portfolios and research presentations. Students' projects also include formal essay writing and digital media projects in the target language.

I. Sample Assessments

- A. Formative Assessments
- B. Summative Assessments
- C. Portfolios
- D. Presentations

II. Topics of Study - Suggested Time Distribution

- A. Semester 1 - Units 1 and 2
 - 1. Units will range in length from 8-10 weeks
- B. Semester 2 - Units 3 and 4
 - 1. Units will range in length from 8-10 weeks

Unit 1: **Language and Culture**

(approx. 9 weeks)

STANDARDS

CCSS - RI1, RI2, RI4, RI10, RL1, RL4, RL10, RSLHSS4, RSLHSS5, RSLHSS6, W3, W4, W9, W10, L1a, L4(a,b), L4c, SL1(a-d), SL6

Essential Questions: How does people's geographical origin contribute to their cultural identity and linguistic background? What is the importance of preserving the native language and culture?

Students will explore the literary works of the 20th century Armenian authors with different geographical origins. Students will analyze how their backgrounds and different experiences helped shape their writing style and perspective. Students will compare/contrast language and regional lexicon when studying and analyzing the literary work. Students will gain a better understanding of the importance of the native language and its preservation.

Sample Assignment: Students will explore various forms of poetry, and write and recite a poem. Students will identify the region in the Republic of Armenia, or Western Armenia,

where their ancestors are generated and migrated from, the time frame, the route, and the reasons for their migration to the U.S., and they will write a multi-paragraph essay about the history of their family, going as deep and as far as they can find information about. They will add a family tree containing pictures and graphs to make it more accessible for the readers, and for expanding their own knowledge and understanding about their roots. Students will demonstrate command of the conventions of standard Armenian capitalization, punctuation, and spelling when writing and will spell correctly.

Unit 2: **Patriotism**

(approx. 9 weeks)

STANDARDS

CCSS - RI1, RI2, RI10, RL1, RL4, RL10, RSLHSS4, RSLHSS5, RSLHSS6, RSLHSS7, W3, W4, L1b, L1c, L5, L5a, L6, SL1(a-d), SL6

Essential Questions: What is patriotism and why is it important for one's identity? How do patriotic feelings create a sense of belonging, dedication and hope for new beginnings?

Students will gain a better understanding of the historic Armenia and patriotic feelings of the Armenian authors of the 20th century. Their work will inspire students to learn about their cultural history and ancestral land. Students will understand how first-person narratives convey veracity and influence a reader's perspective. Students will analyze how a region's geographic location and resources determine its history and course of events. They will debate about current socio-political themes as those relate to the historical events of the 20th century.

Sample Assignment: Students will use their knowledge of the Armenian language to conduct research on their own families. They will interview their parents, grandparents, family members to learn more about their lives and the events that shaped their era. Students will write down the recorded interviews and will use the collected information in completing the final task which is a writing project on the lives of their interviewees.

Students will demonstrate command of the conventions of standard Armenian capitalization, punctuation, and spelling when writing and will spell correctly.

Unit 3: **Cultural Perceptions of Diversity**

(approx. 9 weeks)

STANDARDS

CCSS - RI1, RI2, RI10, RL1, RL2, RL3, RL10, RSLHSS4, RSLHSS5, RSLHSS6, RSLHSS7, RSLHSS8, W5, W6, W7, W8, L1d, L3, L3a, SL1(a-d), SL4, SL5, SL6

Essential Question: What is diversity? How do cultural beliefs and norms contribute to the understanding of diversity issues?

Students will explore how cultural beliefs may shape different perceptions of diversity, such as gender roles and people with disabilities. Students will analyze some richly textured literary work about individuals trying to come and navigate their world in unusual ways, as well as the reasons for authors to share these stories. Students will discuss the concepts of stigma, prejudice, equity and equality in different cultural contexts. Students will compare different perceptions of diversity and discuss those in the context of universal values.

Sample Assignment: Students will conduct research on a character of their choice whose lives and works contributed to the enlightenment and accomplishments of the Armenian nation throughout the history. They will have an oral presentation on the topic of their research for the class.

Students will demonstrate command of the grammar of standard Armenian language when presenting and will speak correctly.

Unit 4: **Author's Ethnic Background**

(approx. 9 weeks)

STANDARDS

CCSS - RI1, RI2, RI3, RI10, RL1, RL2, RL3, RL10, RSLHSS4, RSLHSS5, RSLHSS6, RSLHSS8, W3, W4, W5, W10, L1e, L1f, SL1(a-d), SL4, SL5, SL6

Essential Questions: How does an author's ethnic background affect his/her writing style and purpose?

Students will explore literary works of American authors of both Armenian and non-Armenian heritage. Students will analyze how their ethnic and cultural background has affected their writing style, tone and purpose. Students will examine how self-awareness is essential to manifesting one's mission in life. Students will explore the contribution of American born Armenian authors to literature and discuss socio-political implications of Armenians in diaspora.

Students will make a KWL chart about what they know, what they want to know and what they learned about their own roots. The L portion of the chart will be completed when they are done with the unit.

Sample Assignment: Students will use their knowledge of the Armenian language to conduct research on the life and literary or artistic work of an author or artist who is a survivor of the Armenian Genocide. Students will make a KWL chart about what they know, what they want to know and what they learned about their research topic. The L portion of the chart will be completed when they are done with the unit.

Students will demonstrate command of the conventions of standard Armenian capitalization, punctuation, and spelling when writing and will spell correctly.

Supplemental Resources:

Gradaran.am	http://gradaran.mskh.am/	Students use this site for supplemental books, magazines, games, art, movies, music in Armenian.
You Tube	https://www.youtube.com/	Youtube videos are often used for history/cultural lessons.
Armedu.am	http://armedu.am/arm/index.php	Students use this site for supplemental readings, magazines and news in Armenian.