

Glendale Unified School District

High School

July 14, 2020

Department: World Languages and Cultures

Course Title: Armenian Language and Culture 5-6

Course Code: 8055D/8056D

Grade Level(s): 9-12

School(s)

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

UC/CSU Approved

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

Course Credits: 10

Recommended

Prerequisite: C or better in Armenian 3-4

Upon successful completion of FLAG Armenian Language Arts course for 8th grade, students will continue their studies in the Armenian Language in High School, at 5-6 level. They can opt out of 5-6 level and take the Armenian 7-8 upon assessment and recommendation made by the teacher.

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

Recommended

Textbook:

Grakanutyun 7 (Literature 7) by D. Gasparyan
(student textbook). Publisher: Tigran Medz, Yerevan, 2016.
ISBN- 978-99941-0-435-2

Grakanutyun Kristomatia 7 (Literature 7) by Nver Virabyan and Lusine Margaryan (Workbook: Questionnaire, Thematic and Summative Tests). Edit Print Publishing House. Yerevan, 2009.
ISBN - 978-9939-52-153-4

Hayoc Lezu 7 (Armenian language 7) by D. Gurjinyan. Publisher: EditPrint, Yerevan 2011, ISBN -978-9939-405-4

Course Overview: Armenian 5-6 utilizes thematic units from Armenian literature, exploring history, literature, culture and the arts, with a heavy emphasis on higher order thinking skills. The students develop an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social and political). Formal aspects of the language will be stressed including spelling and grammar.

I. Sample Assessments

- A. Formative Assessments
- B. Summative Assessments
- C. Performance tasks
- D. Portfolios

II. Topic of Study - Suggested Time Distribution

- A. Semester 1 - Units 1-2
Units will range in length from 9-10 weeks
- B. Semester 2 - Units 3-4
Units will range in length from 9-10 weeks

Unit 1: **Epic Poetry**

(approx. 9 weeks)

STANDARDS

CCSS - RI2, RL2, RL4, RL10, W1, W3(a,b), L1, L2, L3, L4, L5(b), L6, SL4, SL5, SL6. WLCS: A.2.b, B, D

Essential Questions: How does the author's patriotism influence the characters they create? What is the author's perspective on the human values, morals, goals and aspirations?

Objective: Students will be introduced to the epic genre through the portrayal of sharp, dramatic situations and bold, strong characters in poetry. Students will learn about the folk-epic stories of Daredevils of Sassoun and will read about the adventures of four generations of a family of heroes who embody all the power, all the best aspirations, thoughts and feelings of the Armenian nation. They will analyze the characters of the four major heroes of the story, Sanasar-Baghdasar, Mher, Davit and Mher Junior. Students will compare and contrast between the characters, events and actions of the epic stories and the real life history of Armenia in the time period between ancient times and 9th century

AD. Students will read numerous ballads and poems and analyze the philosophical depth portrayed in them.

Sample Assignment: Students will explore the epic genre of poetry, and recite poems. Students will identify the Sasun region in the Western Armenia, the characteristics of people who live in that region that is embodied in the heroes of the epic stories. They will choose one story of each one of the four eras of the Daredevils of Sassoun epic story, and will write short opinion pieces about the stories of their choice. Students will present those stories in class and will have discussions about the topics.

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

Unit 2: **Culture/Traditions**

(approx. 9 weeks)

STANDARDS

CCSS - RI 5, RL 1, RL 2, RL 4, RL 6, RL, W1, W2 (b,c,d,e), W3(a,e), W4, W5, W7, W9, L1, L2, L3, L4, L5, L 6, SL4, SL5, SL6. WLCS- A (b), B, C (a,c), D (a,b), E

Essential Questions: What role do one's family traditions and roots play in one's perspective of life, goals and aspiration?

Objective: Through literary works of Stepan Zoryan, Derenik Demirchyan, Aksel Bakunts, and Gurgen Mahari, all prominent writers of the late 19 and early 20th centuries, students will explore the cultural traditions and family values of those times. Students will learn about the culture and traditions that were dominant in the society and the positive and negative effect of them on lives and interactions of various subgroups of the society. Students will discuss the influence of the above mentioned on individual writers and the fictional characters that they have created. Students will compare and contrast the traditions and life challenges of the people who lived in that era and of their own 21st century modern times. They will emphasize on the values that are still in place and traditions that have changed due to the needs of our times. Students will also develop a better understanding and appreciation for diversity.

Sample Assignment: Students will explore various literary pieces of the late 19 and early 20th centuries and will compare them to each other. Students will identify the similarities and differences between the stories read. They will choose two authors, preferably one from Western and one from Eastern Armenia, and will write short opinion pieces about the stories of their choice, comparing and contrasting between the plots, characters, and problems of these stories. Students will present their work in class and will have discussions about the topics.

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

Unit 3: **Lyrical Poetry**

(approx. 9 weeks)

STANDARDS

CCSS - RL 1, RL 2, RL 4, RL 6, RI 3, RI 4, W3 (a,b), W6, W7, W9, SL 1, L 1, L 2, L3, L5, L 6, L7, SL1 (a), SL4, SL5, SL6. WLCS - A (b), B, E (f,g)

Essential Questions: What is lyrical poetry? What is the common theme portrayed in lyrical poetry of the late 19th-early 20th centuries?

Objective: Students will explore and understand major characteristics of lyrical poetry. They will learn about the author's emotional anguish and how their pure feelings and ideals are in contradiction with unrequited love, as well as the societal expectations of the time. Students will read and analyze the literary works of Hovhannes Tumanyan, Yeghishe Charents, Hamo Sahyan, and Paruyr Sevak all prominent poets of the late 19 and early 20th centuries. Students will explore the main ideas that have been portrayed in the works of these writers, such as patriotism, romanticism, love, longing, hopes and tragedies of the people of their times. Students will explore if and how the literary work of these authors mirrors the social, economic, and political hardships of the Armenian people of the time. Students will analyze the characteristics of an era and the effect of them on literature and will explore how the same literary work can enlighten the people and ignite the social/political ideas and movements.

Sample Assignment: Students will explore various poems written in the late 19 and early 20th centuries and the characteristics that they share. Students will identify the similarities and differences between the poems read. They will recite poems of their choice. Students will write their own poem, following the tone and style of the poet of their choice from the late 19 and early 20th centuries Armenian poets. Students' poems will be published in a class booklet.

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

Unit 4: **Life Experiences**

(approx. 9 weeks)

STANDARDS

CCSS - RL1, RL2, RL4, RL 6, RL 10, RI 1, RI 5, W2, W 4, W6, W9, L 1, L 2, L3, L5, L6, SL1 (a), SL4, SL5, SL6. WLCS - A, B, C(c), E.

Essential Questions: How do life experiences shape a person’s character? How is this portrayed in literary works?

Objective: Students will gain a perspective about the influence of cultural, social, and historical factors in the shaping of Armenians’ cultural identity. They will also be able to understand and appreciate other cultures. Students will explore the literary works of Hrant Matevosyan, William Saroyan and Jack London, and will compare and contrast the customs, values, problems and life challenges of the people who have been portrayed in these writers’ works. They will analyze the differences and similarities of characters who lived in different countries, but at the same era. They will emphasize on the universal themes, such as love, conflict and clash of societal classes and their interests, the hope and the struggle shared among people of all places and times for a better life. They will also explore the relationships created among humans and their surrounding nature with all its living and non living forms.

Sample Assignment: Students will explore Matevosyan’s “The Green Field” and London’s “White Fang”, both emphasizing on the relationship and dependency of men and animals. Students will identify the similarities and differences between these two masterpieces. They will find quotes from both stories that have identical morals. Students will write essays comparing two stories and will include above mentioned quotes to demonstrate their understanding of a particular point of view of both writers.

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