

Glendale Unified School District

High School

July 14, 2020

Department: World Languages and Cultures

Course Title: Armenian Language and Culture 7-8 Honors

Course Code: 8057D/8058D

Grade Level: 10-12

School(s)
Course Offered: Clark Magnet High School, Glendale High School, Hoover High

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

Course Credits: 10

Recommended
Prerequisite: C or better in Armenian 5-6

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

Recommended
Grakanutyun 8 (Literature 8) by D. Gasparyan
Textbooks:
(student textbook). Publisher: Tigran Medz, Yerevan, 2012.
ISBN -978-99941-0486-4

Grakanutyun 9 (Literature) by D. Gasparyan
(student textbook). Publisher: Tigran Medz, Yerevan, 2013.
ISBN -978-99941-0-538-0

Grakanutyun Kristomatia 8 (Literature 8) by Nver Virabyan and Lusine Margaryan (Textbook: Questionnaire, Thematic and Summative Tests). Edit Print Publishing House. Yerevan, 2010.
ISBN =978-9939-52-186-2

Hayoc Lezu 8 (Armenian language) by H. Barseghyan, P.Meytikhanyan Publisher: Astghik Gratun, Yerevan 2012, ISBN - 978-99941-76-84-7

Course Overview: Armenian 7-8 (H) provides an intensive exploration into Armenian language, culture and careers. Novels and texts will be integrated with career-oriented and communication-based activities delivered through in-class and online supplemental instruction, online research, and community participation (community site visits and in-class community member presentations) appropriate to high-level Armenian speakers and learners. The focus of the class is the application of Armenian language and language in relation to literature and career opportunities. The emphasis is on connecting authentic Armenian texts to high-level career-based vocabulary and language development as well as interpretation and translation skills. The student learning and performance goals are based on World Language Content Standards, American Council on the Teaching of Foreign Languages (ACTFL), and California Common Core State Standards for English Language Arts. Upon successful completion of Armenian 7-8 (H) students should be able to achieve the advanced low level of proficiency as pursuant to the ACTFL guidelines.

Course Content, Units of Study:

- Whenever possible a unit of study will include a presentation by a community member active in the field studied (at least 3 presentations).
- As available, units of study will include a field study to a local career site.

Unit 1: Education

(8 weeks)

Texts: Hunting Stories/Vakhtang Ananyan

STANDARDS

CCSS – RI 1-6; W1, W2, SL 1, SL 2, SL 5, SL 6, L1, L2, L3, L6

Essential Question(s): Historically, how has education been valued compared to today's educational system within different cultures? What barriers prevent access to higher education for newcomers and English learners in the United States?

After reading education themed novels, students will compare and contrast educational opportunities available to men and women, and explore the accessibility of those opportunities in certain countries and cultures. Students will explore educational career

opportunities that are offered in the educational systems of the past and present times in both US and Armenia. Students will compare and contrast the education and schooling experiences in these two countries, where in Armenia the population is mainly conducted of one ethnic group, while in the US we are a mosaic of diverse cultures, languages and ethnicities. They will emphasize on the benefits of bilingualism in the field of education (e.g. assistant, teacher, coach, administrator, superintendent).

Sample Assignment: Students will conduct interviews by visiting local Arenian nursing homes and asking questions about education of elderly members of the community. They will write multi paragraph essays about interviewees' schooling experiences according to the gathered information. Students will also have the opportunity to present and discuss them in their classrooms. Students will demonstrate command of the conventions of standard Armenian grammar while writing and presentational speaking.

Unit 2: Geography/Travel and Architecture

(4 weeks)

Texts: Hovazadzori Gerinere/Vakhtang Ananyan

STANDARDS

CCSS – RI 1-6; W1, W2, SL 1, SL 2, SL 5, SL 6, L1, L2, L3, L6

Essential Question(s): What literary genres does an author use to expose young readers to Armenian geography, landscape and culture?

After reading Armenian adventure novels students will use the novel's setting as a jumping off point to research the geography of Armenia and the effect it has on Armenians in that region. Students will learn how different countries influenced the land and architecture throughout Armenia. Students will learn about Armenia's geographical position in relation to neighboring countries. They will explore the role of this geographical position in the making of the Armenian history, in both glorious and drastic historical processes.

Sample Assignment: Students will explore the works of Armenian writers who are famous for their vivid and rich reflections of Armenia's landscapes, such as Raffie, Hovhannes Tumanyan and Vakhtang Ananyan. Students then will make a slideshow of beautiful landscapes of Armenia, while reciting these descriptions. The collection of students' slideshows will be a visual advertisement, emphasizing on the natural beauty of Armenia for Ecotourism purposes, for tourists who are attracted to the natural uniqueness of a destination. Students will demonstrate command of the conventions of standard Armenian grammar while writing and presentational speaking.

Unit 3: **Arts & Entertainment**

(4 weeks)

Texts: Pride and Prejudice/Jane Austen

STANDARDS

CCSS – RI 1-6; W1, W2, SL 1, SL 2, SL 5, SL 6, L1, L2, L3, L6

Essential Question(s): How are artists influenced by their culture and what challenges do artists face politically and historically? What advantages do artists and designers have who represent specific cultures, and what are the implications of marketing to countries where the target language is spoken?

Through exploring the literary works of Jane Austen and Zabel Yesayan, two prominent women writers of the past. Students will explore the values, cultures, and traditions of the two societies that were the topics of literary works of Austen and Yesayan. Students will analyze the struggles that women faced in two very different societies in England and in Western Armenia. They will compare and contrast the characters portrayed in their writings who are almost identical in their struggles. Students will learn about the feminist movement that they've started and their role in empowering women in their fight for equal rights as a valuable subgroup of any society, whose enlightenment will serve the society at large. Students will discuss the influence of the above mentioned on individual writers and the fictional characters that they have created. Students will also develop a better understanding and appreciation for diversity.

Sample Assignment: Students will draw parallels between the artistic works of two artists of their choice and will write critiques/opinion pieces on their art. They will attach an art portfolio showcasing style and methods of each of the two artists. They will conduct research and find at least one professional art critic's evaluation for each artist. They will share their findings with their groups in class. Students will apply writing and language conventions in their works.

Unit 4: **Law & Government/Politics**

(8 weeks)

Texts: The Forty Days of Musa Dagh/Franz Werfel, On a Quest of Light/Paruyr Hayrikyan

STANDARDS

CCSS – RI 1-6; W1, W2, SL 1, SL 2, SL 5, SL 6, L1, L2, L3, L6

Essential Question(s): How do historical events influence today's politics and government and how does a career in law and government connect one to his/her local community and foster civic responsibility?

After reading political themed novels, students will evaluate the implications of decisions made by the governments and figures of authority in the novels and compare the events

to today's political climate. Students will analyze how being bilingual would impact or change the course of those decisions. Students will research how prejudices within a community can be lessened by those in the field who possess and utilize their bilingual and bicultural abilities, and have cultural sensitivity and awareness.

Sample Assignment: Students will read the biographies of the local Armenian-American elected officials. With their groups they will choose one politician that they want to learn more about. Students will create a questionnaire, and will send it out to the elected official of their choice. Then they will conduct interviews with him/her, and will learn about the objectives and long term goals for the communities that he/she serves. Students will record these interviews and will get the necessary permissions to publish them. Students will apply writing and language conventions in creating a short advertisement for their politician of choice considering the target audience to whom they are trying to appeal.

Unit 5: **Language and Culture**

(8 weeks)

Texts: Human Comedy/William Saroyan & Armenian Food: Fact, Fiction & Folklore/Irina Petrosian; David Underwood

STANDARDS

CCSS – RI 1-6; W1, W2, SL 1, SL 2, SL 5, SL 6, L1, L2, L3, L6

Essential Question(s): What challenges do immigrants and 2nd/3rd generation Armenian Americans face as they try to assimilate while holding on to their language and cultural roots? What traditional Armenian food and conventions of hospitality are preserved by the Armenian American community?

Through exploring the literary works of Saroyan, Michael J. Arlen, and Peter Ballakian, who are all descendants of the survivors of the Armenian Genocide, students will analyze the effect of the sufferings of the ancestors of a nation on the lives and ideas of its new generations. Students will compare their own family background and cultural identity with that of an Armenian counterpart. Students will learn how Armenian customs are preserved in their own and other Armenian American families, who live in large and small communities all over the 50 states of the US. They will learn the similarities and differences among these communities and how they preserved their culture through small, daily practices, such as maintaining their hospitality rituals and preparing their traditional food.

Sample Assignment: Students will conduct a research on the city of Glendale, which is famous for its large Armenian population. Then students will choose at least five Glendale-based Armenian businesses, such as a restaurant, coffee shop, doctors' office, surgery center or a theatre and will write about the people behind it. Collaboratively, as a class, students will make a "Yellow Page" of Glendale's Armenian professionals. Students

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

Course Content, Assessments Tools

- A. Students will create a bilingual professional portfolio including, but not limited to:
 - 1. Bilingual Résumés
 - 2. Letters of Intent (in English and Armenian)
 - 3. Recommendation Letters (collected from teachers and community members)
 - 4. Personal statements (in English and Armenian)
 - 5. Job applications
- B. Students will research four local employers via: the Internet and in person
- C. Presentations on their research findings in 20-minute in-class presentations in Armenian.*
- D. Students will prepare for and participate in two mock professional interviews. Students will assemble a glossary of professional Armenian vocabulary categorized by fields. Interviewers will be provided with a rubric by which to score the interviewees.
- E. Students will sit down one-on-one with peers and instructors to review, improve, and assess their professional bilingual portfolios (résumé, letter of intent, personal statement, thank you/follow-up letter etc.). Using a rubric, instructors will assess each student's professional bilingual portfolio at the end of both semesters.

*All papers and presentations will be presented in Armenian to the class and must include three sources as well as visual aids. In each of these presentations and papers, students will have to include information gathered through an interview they have conducted with a Armenian speaker in the given field.

Supplemental Resources:

- A. Armenian Documentaries on food and culture
- B. Movies based on novels read
- C. Online newspapers; articles; journals

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.