

Glendale Unified School District

Middle School

July 14, 2020

Department: World Languages and Cultures

Course Title: Introduction to Armenian Language and Culture

Course Code: 8045G2

Grade Level(s): 6-8

School(s)

Course Offered: Wilson Middle School

UC/CSU Approved

(Y/N, Subject): N

Course Credits: 10

Recommended

Prerequisite: None required

Recommended

Textbook: Eastern Armenian Textbook: A Comprehensive Language Course with Recordings; Self-study and Classroom Use, by Mary Hakobyan, 2018.

Course Overview: Introduction to Armenian Language and Culture is an introductory course meant to provide a foundation for novice-level basic reading, writing, listening, and speaking skills. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the World-Readiness Standards for Learning Languages will be addressed to build knowledge and purpose for effective communication at the novice proficiency level. The emphasis of the course will be an introduction to the Armenian language and culture, throughout practicing listening and speaking of the eastern Armenian dialect of the Armenian language. Students will begin to develop their Armenian

proficiency through extensive interaction in the target language. Students will learn to comprehend and express themselves in spoken Armenian. Students will be encouraged to communicate in Armenian in class.

The goal for the students is also to get familiar with the 39 letters and phonemes of the Armenian Alphabet by the end of the second trimester. Students will be introduced to these letters from the beginning of semester 1. While the emphasis of the course is on speaking and listening, meanwhile the knowledge of the Alphabet and blending sounds to make simple, one or multi syllable words, will enhance the interest among the students to invest more and continue on in their Armenian language studies.

Units of study will highlight an introduction to the geography of Armenia and the Armenian history throughout centuries, Armenian language, culture, traditional arts, music, food, holidays, everyday life in the republic of Armenia and the life and structure of Armenian communities in Diaspora.

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

COMMUNICATION

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

I. Assessments

Various formative and summative assessments will be conducted throughout the course. Some of the assessment tools will be:

1. Unit tests measuring listening and speaking proficiency
2. Homework assignments that reinforce skills taught in class
3. Individual and group presentations that measure listening and speaking skills that could be recorded or done in class
4. Listening comprehension quizzes
5. Projects that are accompanied by a clear set of objectives on rubrics

Unit 1: Learning Basic Phrases

(4-5 weeks)

STANDARDS

CCSS: SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How do I introduce myself to others?

Students learn about the basic Armenian sentence structure within the context of greetings. Students will be able to exchange greetings and introduce themselves, and others. They will learn about proper ways of greetings and introducing themselves in various situations, such as official and casual meetings and conversations. They will learn how to ask for help, how to express their gratitude, how to start and end a dialogue. Students will learn asking and answering simple questions in complete sentences. Students will begin to use pronouns. Students will be expected to apply the different grammar structures introduced in this unit.

There will be opportunities for students to develop cultural understanding through exposure to different cultural activities widely seen in Armenian-speaking communities. Students will gain knowledge of Armenian culture by making popular food in the Armenian community.

Sample Assignment: Students will record their voices introducing themselves to peers using expressions in everyday conversation. Students will be asked to rehearse multiple times before submitting their voice recordings. Peers will listen to the recording and state what went well and suggest what is needed to improve. Teacher will review and provide

suggestions to improve sentence structure, pronunciation, and/or intonation. Students will submit a digital voice recording for final evaluation. Additionally, students will work collaboratively to create a video footage of making Lavash (*an Armenian traditional bread*). They will apply the unit vocabulary words in their demonstration on how to make the traditional Armenian bread with their peers.

Unit 2: **Expanding Vocabulary**

(4-5 weeks)

STANDARDS

CCSS SL 1, SL 2, SL 5, L 1, L 2, L 3, L 4, L 6

Essential Question: What are the names of people and objects in various settings?

Students are introduced to the different objects found in the classroom, school, household. Students will be able to ask what an object is and name common objects in various settings. Students will be able to name people and their roles in various settings. Students will learn to use demonstrative pronouns, particles that indicate location, and appropriately use “there is” and its negative form “there is not” in oral expression. They will develop questioning skills while naming and locating people and objects. Students will work collaboratively to participate in dialogue and respond to listening activities related to the people and objects in various settings.

As an introduction to Armenian culture, students will learn about the Diaspora communities, such as Armenians who live in the USA, outside of Armenia. Students will watch videos of Armenian cultural events in the USA.

Sample Assignment: Student groups will design a digital map of the classroom, of school, of their home using identifiers related to common objects and people that are found there. Using the sentence pattern introduced in this unit, students will identify the different people and objects that one can find in a specific setting.

Students will work collaboratively to make a presentation identifying the similarities and differences among celebrations, such as weddings or graduations among various ethnic groups of their community, including Armenians.

Unit 3: **Categories**

(4-5 weeks)

STANDARDS

CCSS SL 1, SL 2, SL 5, L 1, L 2, L 3, L 4, L 6

Essential Question: What are the names of multiple items of a given category?

Students will learn about the various categories of colors, seasons, animals, objects, groups of people. They will learn the name of the categories, and multiple items of a given category. They will differentiate what goes together and why and can tell what does not belong and why. They will express similarities and differences among categories.

Students will use the newly learned vocabulary in making meaningful sentences orally. As an introduction to Armenian culture, students will learn about the Armenian folk music and dances of various regions of Armenia. They will watch videos on these topics and will analyze the unique elements of the Armenian music and dances of each region.

Sample Assignment: Students will complete thinking maps, sorting, comparing and contrasting various objects to find the common attributes of items that belong to a category. Students will have dialogues with peers and will have class presentations about these topics.

Students will learn a traditional folk song in Armenian called *Tamzara* and the accompanying dance. Students will record their singing and dancing to the Armenian folk music.

Unit 4: **Where did Armenian culture originated from?**

(4-5 weeks)

STANDARDS

CCSS SL 1, SL 2, SL 5, L 1, L 2, L 3, L 4, L 6

Essential Question: What are the main eras of the Armenian History?

Students will learn about the geography and history of Armenia. They will briefly learn about the five main eras of the Armenian history; Ancient Armenia, Middle Ages, Early Modern period, 20th century and the current history. Students will learn about the origin and development of the eastern and western dialects of the Armenian language.

Students will have various opportunities to listen to news projections in Armenian language about the current affairs of Armenia , and will participate in dialogues and discussions with their peers about those topics. They will compare and contrast their lives with the lives of students their age in Armenia.

Sample Assignment: Students will watch informational videos about the history of Armenia and Armenian people and will have various opportunities to retell about what they have comprehended in simple and cohesive sentences. Students' groups will conduct surveys on various eras or events of the Armenian history and will prepare recorded presentations on those topics. They will add their opinion about the effects of that specific era or historical event on the lives of the Armenian people. Genocide, or 1988 earthquake and the aftermath of them can be examples of these research topics.

Unit 5: **Knowing Your Own Roots**

(4-5 weeks)

STANDARDS

CCSS SL 1, SL 2, SL 5, L 1, L 2, L 3, L 4, L 6

Essential Question: Where are the Armenians of my community originated from?

Students will learn about the Armenian population of their community. They will learn about the three major waves of immigration of Armenians to the USA; Armenian Genocide, Middle eastern wars/the migration of Armenians from Middle East, and the 1988 earthquake.

Students will watch biographical videos of Armenian Americans of different times, like William Saroyan, Arshile Gorky, Kirk Krikorian,...

Students will interview elected officials to the city council or various boards, teachers, artists, business owners, doctors and students from Armenian descent, to learn about their personal journey as Armenian Americans. They will learn about the dual identity of these members of their community who are valuable assets for our diverse community, while most of them also hold on their Armenian origin, culture and language.

Sample Assignment: Students will conduct research on the History of Armenian communities in their county, city, or neighborhood identifying people from various fields of work that they would like to interview. Students then will interview the persons of their choice about their lives and work as Armenians living in the USA and will deliver recorded class presentations about them. The collection of these recorded presentations will be a resource about all these people that they have been interviewing as a class.

Unit 6: **Armenian Cuisine**

(2-3 weeks)

STANDARDS

CCSS SL 1, SL 2, SL 5, L 1, L 2, L 3, L 4, L 6

Essential Question: What are the unique characteristics of the Armenian cuisine?

Students will continue to learn about the Armenian culture both in Armenia and in Diaspora. They will learn about the popular and common dishes, ingredients, and spices used in Armenian cuisine. In this unit they will emphasize about the importance of food in maintaining one's cultural identity and family traditions.

Students will watch videos on Armenian cuisine programs and will identify the recipes that they use in their homes. They will learn new recipes from various resources, such as interviews with their family, restaurant chefs, and online recipes.

Sample Assignment: Students will share one recipe of an Armenian traditional dish that is popular at their household. The class will have a presentation day where each student will present their dish, the ingredients needed and the steps taken to make the recipe.

Recommended Materials:

Name	Specifications	English Description	Price/ISBN
East Armenian Course/Հայոց Լեզվի Դասընթաց The companion website of the book: http://araratlearning.com/learn-armenian.html	Arusyak V. Gevorgyan		ISBN 978-9939-0-2168-3 Available on Amazon for 75\$

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.