

World Languages

Unit 1: Greetings

Essential Understandings	<ul style="list-style-type: none"> • Language enables communication. • Words, language structures and non-verbal communication to express greetings in Spanish and French are different.
Essential Questions	<ul style="list-style-type: none"> • How do people greet each other in the French/Spanish-speaking world?
Essential Knowledge	<ul style="list-style-type: none"> • The phonetics of French and Spanish are different than English. • There are distinct formal and informal communication settings. • Both languages use courtesy expressions. • Both languages have an appreciation of non-verbal communication in other cultures.
Vocabulary	Terms: Greetings and goodbyes, expressions of courtesy, introductions.
Essential Skills	<ul style="list-style-type: none"> • Greet different people according to situation. • Identify formal vs. informal contexts.
Related Maine Learning Results	<p>A. Communication: Students communicate in the target language.</p> <p>A1. Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <p>a. Ask and answer a variety of questions on familiar topics.</p> <p>A2. Interpretive. Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3. Presentational. Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.</p> <p>a. Write/sign messages using a prescribed, culturally-appropriate format.</p> <p>c. Convey personal preferences or information pertaining to everyday life orally, and in writing.</p> <p>A4. Language comparisons. Students compare the target language with English in order to better understand language systems.</p> <p>a. Compare basic grammatical structures and syntax between languages.</p> <p>b. Compare idiomatic expressions between languages.</p> <p>c. Compare pronunciation systems between languages.</p> <p>e. Explain connections between languages through the identification of cognates.</p>

- B. Cultures: Students demonstrate an understanding of a culture(s) in Which the target language is spoken.
- B1. Practices and perspectives.
Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.
- Describe examples of common beliefs of a culture(s) in which the target language is spoken.
 - Describe common attitudes of a culture(s) in which the target language is spoken.
 - Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.
- B2. Products and perspectives.
Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.
- B3. Comparisons with Own Culture.
Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.
- Compare verbal and non-verbal communication in a culture(s) in which the spoken to communication in the culture in which the student lives.
 - Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture.
- C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.
- C1. Knowledge of Other Learning Results Content Areas.
Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.
- Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.
- C2. Distinctive Viewpoints.
Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.
- Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the student's own viewpoints and/or behaviors.
- D. Communities: Students encounter and use the target language both In and beyond the classroom for personal enjoyment and lifelong Learning.
- D1. Communities.
Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).

	<p>a. Participate in and summarize school/community events related to the target language or associated culture(s).</p> <p>b. Identify community and online resources that can be used to gain information about the target language or associated culture(s).</p> <p>c. Communicate with students in the target language.</p> <p>d. Describe language skills and cultural insights gained through real or virtual travel.</p>
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> • Interpersonal dialogs • Creation of scripts and dialogues • Quizzes • Oral assessments through continued use of vocabulary in context
Sample Resources	<ul style="list-style-type: none"> • Authentic videos (Youtube) • Songs

World Languages
Unit 2: Exploring the World through Languages

Revised 5/5/14

Essential Understandings	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Different cultures use different languages.
Essential Questions	<ul style="list-style-type: none"> ▪ How are culture and language linked? ▪ How can cultural awareness enhance ones language learning and vice versa? ▪ Which countries speak French and Spanish?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Diverse cultural celebrations shape ones view of the world. ▪ Cultural practices differ from culture to culture. ▪ Knowledge of different cultural practices enriches ones global perspective. ▪ Knowledge of where in the world target languages are spoken enhances a global perspective.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Borrowed Spanish and French words that are in English language and cognates, names of celebrations, and related vocabulary.
Essential Skills	<ul style="list-style-type: none"> ▪ Understand patterns of social interactions, values, beliefs and ideas in the French and Spanish speaking worlds. ▪ Recognize the influence of such practices on ones own culture. ▪ Locate francophone and Hispanic countries and regions in the world.
Related Maine Learning Results	<p>A. <u>Communication:</u> Students communicate in the target language.</p> <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <p style="padding-left: 40px;">a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A4 Language Comparisons Students compare the target language with English in order to better understand language systems.</p> <p style="padding-left: 40px;">a. Compare basic grammatical structures and syntax between languages. b. Compare idiomatic expressions between languages. c. Compare pronunciation systems between languages. d. Recognize that there are regional and/or historical variations in spoken language. e. Explain connections between languages through the identification of cognates.</p> <p>B. <u>Cultures:</u> Students demonstrate an understanding of a culture(s) in which the target language is spoken.</p> <p>B1 Practices and perspectives Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.</p>

World Languages
Unit 2: Exploring the World through Languages

Revised 5/5/14

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2 Products and perspectives

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.
 - b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture.
- C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.**

C1 Knowledge of Other Learning Results Content Areas

Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.

- b. Apply research skills to further knowledge in the target language.
- c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.

C2 Distinctive Viewpoints

Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.

- a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.
- D. Communities Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.**

D1 Communities

World Languages
Unit 2: Exploring the World through Languages

Revised 5/5/14

	<p>Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <ul style="list-style-type: none"> a. Participate in and summarize school/community events related to the target language or associated culture(s). b. Identify community and online resources that can be used to gain information about the target language or associated culture(s). c. Communicate with students in the target language. d. Describe language skills and cultural insights gained through real or virtual travel.
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Globe depicting locations of English, French and Spanish speaking countries ▪ French food day ▪ True/False quizzes ▪ Oral questions and answers ▪ Scavenger Hunt
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ Videos ▪ Maps ▪ Readings ▪ Presentations

World Languages

Unit 3: Colors and Numbers

Essential Understandings	<ul style="list-style-type: none"> • Language enables communication. • The language used to describe numbers and colors in French and Spanish is different.
Essential Questions	<ul style="list-style-type: none"> • How does one identify objects in the French/Spanish-speaking world? • How does one identify objects based on color and number in French and Spanish?
Essential Knowledge	<ul style="list-style-type: none"> • Phonetics of French and Spanish is different from each other and English. • Different vocabulary is used for colors and numbers in both languages.
Vocabulary	<p><u>Terms:</u></p> <ul style="list-style-type: none"> ○ French and Spanish color words. ○ French and Spanish numbers 0 through 30.
Essential Skills	<ul style="list-style-type: none"> • Identify objects based on color and number in French and Spanish. • Communicate telephone numbers in French and Spanish. • Demonstrate initial understanding of ordinal numbers in French and Spanish.
Related Maine Learning Results	<p>A. <u>Communication</u>: Students communicate in the target language.</p> <p>A1. Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners. a. Ask and answer a variety of questions on familiar topics.</p> <p>A2. Interpretive. Students comprehend brief conversations, narratives, and recorded material in familiar contexts. a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3. Presentational. Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners. a. Write/sign messages using a prescribed, culturally-appropriate format. c. Convey personal preferences or information pertaining to everyday life orally, and in writing.</p> <p>A4. Language comparisons. Students compare the target language with English in order to better understand language systems. a. Compare basic grammatical structures and syntax between languages. c. Compare pronunciation systems between languages. e. Explain connections between languages through the</p>

identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in Which the target language is spoken.

B1. Practices and perspectives.

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.

b. Describe common attitudes of a culture(s) in which the target language is spoken.

c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2. Products and perspectives.

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3. Comparisons with Own Culture.

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

a. Compare verbal and non-verbal communication in a culture(s) in which the spoken to communication in the culture in which the student lives.

C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.

C1. Knowledge of Other Learning Results Content Areas.

Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.

c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.

D. Communities: Students encounter and use the target language both In and beyond the classroom for personal enjoyment and lifelong learning.

D1. Communities.

Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).

a. Participate in and summarize school/community events related to the target language or associated culture(s).

b. Identify community and online resources that can be used to gain information about the target language or associated culture(s).

c. Communicate with students in the target language.

d. Describe language skills and cultural insights gained through real or virtual travel.

Sample

- Identify objects by color and number

Classroom Assessment Methods	<ul style="list-style-type: none">• Oral and written quizzes• Use of oral vocabulary through continued use in context
Sample Resources	<ul style="list-style-type: none">• Authentic videos (Youtube)• Songs• Games

**World Languages: French
Unit 4: My School Day**

Revised 11/6/14

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Vocabulary to express a school day in francophone cultures is different from English.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What does a typical school day look like in a French-speaking country? ▪ What subjects are studied in French-speaking countries? ▪ What is a typical schedule in a French-speaking country?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ The grading system in francophone cultures is different from English. ▪ The attitude toward education ▪ Required vs. elective courses ▪ Interrogatives ▪ Use of digital and analog clocks ▪ All French nouns have gender. ▪ The French calendar starts on Monday. ▪ Days and months are not capitalized in French.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ Terms: Days of the week, months of the year, classroom objects, school, subjects, numbers 0-60, Il est, C'est, à, expressions related to telling time, and expressing preferences, definite and indefinite articles
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Express dates, including day, date, month, and year. ▪ Tell time using both analog and digital clocks and the 24-hour system. ▪ Interpret a school day schedule in French. ▪ Identify materials required for various school subjects. ▪ Ask/answer simple questions relating to time, dates, and classes.
<p>Related Maine Learning Results</p>	<p>A. <u>Communication</u>: Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <ul style="list-style-type: none"> a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing. b. Participate in conversations on a variety of everyday topics to meet personal needs. c. Give and respond to directions and commands, orally or in sign language, and in writing. <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <ul style="list-style-type: none"> a. Identify main ideas, topics, and details from simple oral/signed and written texts.

**World Languages: French
Unit 4: My School Day**

Revised 11/6/14

A3 Presentational

Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.

- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

A4 Language Comparisons

Students compare the target language with English in order to better understand language systems.

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages.
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and perspectives

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2 Products and perspectives

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

**World Languages: French
Unit 4: My School Day**

Revised 11/6/14

	<p>a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.</p> <p>b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture</p> <p>C. <u>Connections</u>: Students expand their knowledge by connecting their study of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p> <p>a. Use the writing process learned in English Language Arts when writing for the target language class.</p> <p>b. Apply research skills to further knowledge in the target language.</p> <p>c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</p> <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <p>a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.</p> <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <p>a. Participate in and summarize school/community events related to the target language or associated culture(s).</p> <p>b. Identify community and online resources that can be used to gain information about the target language or associated culture(s).</p> <p>c. Communicate with students in the target language.</p> <p>d. Describe language skills and cultural insights gained through real or virtual travel.</p>
<p>Sample Classroom</p>	<ul style="list-style-type: none"> ▪ Identification of objects, subjects, and schedules ▪ Oral and written quizzes

World Languages: French
Unit 4: My School Day

Revised 11/6/14

Assessment Methods	<ul style="list-style-type: none">▪ Oral assessments through continued use of vocabulary in context
Sample Resources	<ul style="list-style-type: none">▪ Authentic videos▪ Songs▪ Games▪ Infographs in the target language

**World Languages: Spanish
Unit 5: My School Day**

Revised 11/6/14

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Vocabulary to express a school day in Hispanic cultures is different from English.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What does a typical school day look like in a Spanish-speaking country? ▪ What subjects are studied in Spanish-speaking countries? ▪ What is a typical schedule in a Spanish-speaking country?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Subjects in schools. ▪ Attitude toward education ▪ Required vs. elective courses ▪ Interrogatives ▪ Use of digital and analog clocks ▪ All Spanish nouns have gender ▪ Know that the Spanish calendar starts on Monday ▪ Days and month are not capitalized in Spanish
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ Terms: days of the week, months of the year, classroom objects, school subjects, numbers 0-60, expressions related to telling time and expressing preferences, Es la/son las, a, definite and indefinite articles
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Express dates, including day, date, month, and year. ▪ Tell time using both analog and digital clocks and the 24-hour system. ▪ Interpret a school day schedule in Spanish. ▪ Identify materials required for various school subjects. ▪ Ask and answer simple questions relating to time, dates, and classes.
<p>Related Maine Learning Results</p>	<p>A. <u>Communication</u>: Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <p>a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.</p> <p>b. Participate in conversations on a variety of everyday topics to meet personal needs.</p> <p>c. Give and respond to directions and commands, orally or in sign language, and in writing.</p> <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p>

World Languages: Spanish
Unit 5: My School Day

Revised 11/6/14

A3 Presentational

Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.

- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

A4 Language Comparisons

Students compare the target language with English in order to better understand language systems.

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages.
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and perspectives

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2 Products and perspectives

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

**World Languages: Spanish
Unit 5: My School Day**

Revised 11/6/14

	<p>a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.</p> <p>b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture</p> <p>C. <u>Connections</u>: Students expand their knowledge by connecting their study of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p> <p>a. Use the writing process learned in English Language Arts when writing for the target language class.</p> <p>b. Apply research skills to further knowledge in the target language.</p> <p>c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</p> <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <p>a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.</p> <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <p>a. Participate in and summarize school/community events related to the target language or associated culture(s).</p> <p>b. Identify community and online resources that can be used to gain information about the target language or associated culture(s).</p> <p>c. Communicate with students in the target language.</p> <p>d. Describe language skills and cultural insights gained through real or virtual travel.</p>
<p>Sample Classroom</p>	<ul style="list-style-type: none"> ▪ Identification of objects, subjects, and schedules ▪ Continuing formative assessments through continued use of vocabulary in

World Languages: Spanish
Unit 5: My School Day

Revised 11/6/14

Assessment Methods	context ▪ Oral and written quizzes
Sample Resources	▪ Teacher created materials ▪ Authentic videos ▪ Songs ▪ Games ▪ Info graphs in the target language

**World Languages: French
Unit 6: Personal Life**

Revised 11/6/14

<p>Essential Understandings</p>	<ul style="list-style-type: none"> • Language enables communication. • Language is inextricably linked to culture. • Specific vocabulary is used for descriptions of people in French.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How does one describe oneself in French? ▪ How does one describe physical and personality attributes in French? ▪ How does one express preferences in French?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Adjectives agree in gender and number with the noun they modify. ▪ Sentences require subjects and verbs. ▪ There are three groups of verbs in French based on their ending in the infinitive form and the conjugation patterns are different. ▪ The phonetics of French is different than English.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> Adjectives, être, avoir, ER verbs, professions
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Describe personality and physical traits of oneself and others. ▪ Ask and answer questions about oneself and others. ▪ Express preferences about a wide variety of topics. ▪ Express age and birthdate of oneself and others.
<p>Related Maine Learning Results</p>	<p>A. <u>Communication:</u> Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <p>a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.</p> <p>b. Participate in conversations on a variety of everyday topics to meet personal needs.</p> <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3 Presentational Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.</p>

World Languages: French
Unit 6: Personal Life

Revised 11/6/14

- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

A4 Language Comparisons

Students compare the target language with English in order to better understand language systems.

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages. *
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and perspectives

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2 Products and perspectives

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.
- b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture

**World Languages: French
Unit 6: Personal Life**

Revised 11/6/14

	<p>C. <u>Connections</u>: Students expand their knowledge by connecting their study of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p> <p>a. Use the writing process learned in English Language Arts when writing for the target language class.</p> <p>c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</p> <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <p>a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.</p> <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <p>c. Communicate with students in the target language.</p> <p>d. Describe language skills and cultural insights gained through real or virtual travel.</p>
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral presentations ▪ Assessment of understanding of presentations ▪ Use of oral vocabulary through continued use in context ▪ Oral and written quizzes
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ Authentic videos

**World Languages: Spanish
Unit 7: Personal Life**

Draft 11/6/14

<p>Essential Understandings</p>	<ul style="list-style-type: none"> • Language enables communication. • Language is inextricably linked to culture. • Specific vocabulary is used for descriptions of people in Spanish.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How does one describe oneself in Spanish? ▪ How does one describe physical and personality attributes in Spanish? How does one express preferences in Spanish?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Adjectives agree in gender and number with the noun they modify. ▪ Sentences require subjects and verbs. ▪ There are three groups of verbs in Spanish based on their ending in the infinitive form and the conjugation patterns are different. ▪ Verbs are conjugated according to the subject of the verb (i.e. I dance, you dance, they dance). ▪ The phonetics of Spanish is different than English.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms</u>: Adjectives, ser, likes and dislikes, comparing attributes, regular verbs, irregular verbs, professions
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Describe personality and physical traits of oneself and others. ▪ Ask and answer questions about oneself and others. ▪ Express preferences about a wide variety of topics. ▪ Express age and birthdate of oneself and others.
<p>Related Maine Learning Results</p>	<p>A. <u>Communication</u>: Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <p>a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.</p> <p>b. Participate in conversations on a variety of everyday topics to meet personal needs.</p> <p>c. Give and respond to directions and commands, orally or in sign language, and in writing.</p> <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3 Presentational Students use simple sentences and strings of simple sentences to produce short</p>

World Languages: Spanish
Unit 7: Personal Life

Draft 11/6/14

oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.

- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

A4 Language Comparisons

Students compare the target language with English in order to better understand language systems.

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages. *
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and perspectives

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2 Products and perspectives

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.

**World Languages: Spanish
Unit 7: Personal Life**

Draft 11/6/14

	<p>b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture</p> <p>C. <u>Connections</u>: Students expand their knowledge by connecting their study of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p> <p>a. Use the writing process learned in English Language Arts when writing for the target language class.</p> <p>c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</p> <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <p>a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.</p> <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <p>b. Identify community and online resources that can be used to gain information about the target language or associated culture(s).</p> <p>c. Communicate with students in the target language.</p> <p>d. Describe language skills and cultural insights gained through real or virtual travel.</p>
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral presentations ▪ Demonstrate understanding of presentations ▪ Continuing formative assessments through continued use of vocabulary in context ▪ Oral and written quizzes
<p>Sample</p>	<ul style="list-style-type: none"> ▪ Teacher created materials ▪ Authentic videos

World Languages: Spanish
Unit 7: Personal Life

Draft 11/6/14

Resources	<ul style="list-style-type: none">▪ Games▪ Magazines in the target language
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**World Languages: French
Unit 8: Family Life**

Revised 11/6/14

<p>Essential Understandings</p>	<ul style="list-style-type: none"> • Language enables communication. • Language is inextricably linked to culture. • Family units in the francophone world are similar.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What comprises a family? ▪ How do family structures differ from one culture to another? ▪ How does one describe a family unit in French?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Extended family and previous generations are important in French culture. ▪ Family structures may differ from one culture to another. ▪ The phonetics of French is different than English.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> Family members and pets, possessive adjectives, de, comparison lexicon.
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Describe family members and what they like to do in their free time. ▪ Express family relationships. ▪ Use possessive pronouns. ▪ Compare differences and similarities of various family members.
<p>Related Maine Learning Results</p>	<p>A. <u>Communication:</u> Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <p>a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.</p> <p>b. Participate in conversations on a variety of everyday topics to meet personal needs.</p> <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3 Presentational Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers</p>

**World Languages: French
Unit 8: Family Life**

Revised 11/6/14

accustomed to interacting with language learners.

- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

A4 Language Comparisons

Students compare the target language with English in order to better understand language systems.

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages. *
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and perspectives

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2 Products and perspectives

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.
- b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture

**World Languages: French
Unit 8: Family Life**

Revised 11/6/14

	<p>C. <u>Connections</u>: Students expand their knowledge by connecting their study of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p> <p>a. Use the writing process learned in English Language Arts when writing for the target language class.</p> <p>c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</p> <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <p>a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.</p> <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <p>b. Identify community and online resources that can be used to gain information about the target language or associated culture(s).</p> <p>c. Communicate with students in the target language.</p> <p>d. Describe language skills and cultural insights gained through real or virtual travel.</p>
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral assessments through continued use of vocabulary in context ▪ Oral and written quizzes ▪ Family album
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ Authentic videos ▪ Games ▪ Magazines in the target language

**World Languages: Spanish
Unit 9: Family Life**

Revised 5/5/14

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Family units in the Hispanic world are similar.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ Who makes up a family in the Spanish-speaking world? ▪ How do family structures differ from one culture to another? ▪ How does one describe a family unit in Spanish?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Extended family and previous generations are important in Spanish culture. ▪ Family structures may differ from one culture to another. ▪ The phonetics of Spanish is different than English.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> Family members and pets, possessive adjectives, comparison lexicon, verb tener
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Describe family members including what they like doing in their free time. ▪ Express family relationships. ▪ Use possessive pronouns and adjectives. ▪ Compare differences and similarities among various family members.
<p>Related Maine Learning Results</p>	<p>A. <u>Communication:</u> Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <p>a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.</p> <p>b. Participate in conversations on a variety of everyday topics to meet personal needs.</p> <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3 Presentational Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.</p> <p>a. Write/sign messages using a prescribed, culturally-appropriate format.</p>

**World Languages: Spanish
Unit 9: Family Life**

Revised 5/5/14

- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

A4 Language Comparisons

Students compare the target language with English in order to better understand language systems.

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages. *
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and perspectives

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2 Products and perspectives

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

- a. Compare verbal and non-verbal communication in a culture(s) in which the target
- b. language is spoken to communication in the culture in which the student lives.
- c. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture

C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.

**World Languages: Spanish
Unit 9: Family Life**

Revised 5/5/14

	<p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p> <p>a. Use the writing process learned in English Language Arts when writing for the target language class.</p> <p>c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</p> <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <p>a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.</p> <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <p>a. Identify community and online resources that can be used to gain information about the target language or associated culture(s).</p> <p>c. Communicate with students in the target language.</p> <p>d. Describe language skills and cultural insights gained through real or virtual travel.</p>
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Continuing formative assessments through continued use of vocabulary in context ▪ Oral and written quizzes ▪ Family album
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ Teacher created materials ▪ Authentic videos ▪ Games ▪ Magazines in the target language

World Languages: French
Unit 10: My Community

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Different cultures use different languages.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are the differences in towns and cities in different countries? ▪ What determines a good travel destination? ▪ How does one get to a certain location?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Cities and towns have varied layouts and services. ▪ Modes of transportation are different in cities. ▪ Weather and seasons affect travel.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> Verbs aller and faire, prepositions with places, prepositions of location, places in a city or town, modes of transportation, commands, weather and seasons
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Describe ones city/town to a newcomer and say why it is a good place to live. ▪ Give directions and recommend places to visit. ▪ Follow directions in a town/city. ▪ Read a town map. ▪ Write a Trip Advisor review. ▪ Summarize information.
<p>Related Maine Learning Results</p>	<p>A. <u>Communication:</u> Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <ul style="list-style-type: none"> a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing. b. Participate in conversations on a variety of everyday topics to meet personal needs. c. Give and respond to directions and commands, orally or in sign language, and in writing. <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <ul style="list-style-type: none"> a. Identify main ideas, topics, and details from simple oral/signed and written texts. <p>A3 Presentational</p>

World Languages: French
Unit 10: My Community

Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.

- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

A4 Language Comparisons

Students compare the target language with English in order to better understand language systems.

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages. *
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and perspectives

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2 Products and perspectives

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.
- b. Recognize contributions of a culture(s) in which the target language is spoken to life in

World Languages: French
Unit 10: My Community

	<p>the United States including foods, celebrations, dress, and/or architecture</p> <p>C. <u>Connections</u>: Students expand their knowledge by connecting their study of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p> <p>a. Use the writing process learned in English Language Arts when writing for the target language class.</p> <p>b. Apply research skills to further knowledge in the target language.</p> <p>c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</p> <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <p>a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.</p> <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <p>a. Participate in and summarize school/community events related to the target language or associated culture(s).</p> <p>b. Identify community and online resources that can be used to gain information about the target language or associated culture(s).</p> <p>c. Communicate with students in the target language.</p> <p>d. Describe language skills and cultural insights gained through real or virtual travel.</p>
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Summarize information from travel brochures ▪ Read a town map to give directions ▪ Write a Trip Advisor review ▪ Role-play an interview between a newspaper reporter and foreign exchange student
<p>Sample</p>	<ul style="list-style-type: none"> ▪ City or town map ▪ Travel brochures

World Languages: French
Unit 10: My Community

Resources	▪ Teacher-created materials
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World Languages: Spanish
Unit 11: My Community

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Different cultures use different languages.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are the differences in towns and cities in different countries? ▪ What determines a good travel destination? ▪ How does one get to a certain location?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Cities and towns have varied layouts and services. ▪ Modes of transportations are different in cities. ▪ Seasons and weather affect travel.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Verb ‘ir’ and ‘hacer’, prepositions with location, places in a city/town, modes of transportation, commands, weather and seasons.
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Describe ones city/town to a newcomer and say why it is a good place to live. ▪ Give directions and recommend places to visit. ▪ Follow directions in a town/city. ▪ Read a town map. ▪ Write a Trip Advisor review. ▪ Summarize information.
<p>Related Maine Learning Results</p>	<p>A. <u>Communication</u>: Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <ul style="list-style-type: none"> a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing. b. Participate in conversations on a variety of everyday topics to meet personal needs. c. Give and respond to directions and commands, orally or in sign language, and in writing. <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <ul style="list-style-type: none"> a. Identify main ideas, topics, and details from simple oral/signed and written texts. <p>A3 Presentational Students use simple sentences and strings of simple sentences to produce short</p>

World Languages: Spanish
Unit 11: My Community

oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.

- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

A4 Language Comparisons

Students compare the target language with English in order to better understand language systems.

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages. *
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and perspectives

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2 Products and perspectives

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.
- b. Recognize contributions of a culture(s) in which the target language is spoken to life in

World Languages: Spanish
Unit 11: My Community

	<p>the United States including foods, celebrations, dress, and/or architecture.</p> <p>C. <u>Connections</u>: Students expand their knowledge by connecting their study of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p> <ol style="list-style-type: none"> a. Use the writing process learned in English Language Arts when writing for the target language class. b. Apply research skills to further knowledge in the target language. c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom. <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <ol style="list-style-type: none"> a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors. <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <ol style="list-style-type: none"> a. Participate in and summarize school/community events related to the target language or associated culture(s). b. Identify community and online resources that can be used to gain information about the target language or associated culture(s). c. Communicate with students in the target language. d. Describe language skills and cultural insights gained through real or virtual travel.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Summarize information from travel brochures ▪ Read a town map to give directions ▪ Write a Trip Advisor review ▪ Role-play an interview between a school paper reporter and an exchange student ▪ Create a travel brochure of Brunswick

World Languages: Spanish
Unit 11: My Community

Sample Resources	<ul style="list-style-type: none">▪ City/town maps▪ Travel brochures▪ Teacher-created materials
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**World Languages: French
Unit 12: Let's Celebrate**

Essential Understandings	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Different cultures use different languages.
Essential Questions	<ul style="list-style-type: none"> ▪ What are the steps involved in planning a party? ▪ What are some Francophone celebrations and how are they celebrated? ▪ How do celebrations reflect culture?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Food shopping is different in Francophone countries. ▪ Different cultures celebrate in different ways. ▪ Different cultures use different currency and systems of measurement.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> er and ir verbs, food, partitive and quantity expressions, simple future, metric system and currency.
Essential Skills	<ul style="list-style-type: none"> ▪ Prepare a list for planning a celebration. ▪ Research celebrations in Francophone countries, ▪ Discuss party plans with a friend. ▪ Compare/contrast holiday traditions among cultures. ▪ Communicate ones preferences in relation to celebrations. ▪ Find recipes for typical foods in Francophone cultures. ▪ Read/interpret a party invitation written in the target language.
Related Maine Learning Results	<p>A. <u>Communication:</u> Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <p>a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.</p> <p>b. Participate in conversations on a variety of everyday topics to meet personal needs.</p> <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3 Presentational Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers</p>

World Languages: French
Unit 12: Let's Celebrate

accustomed to interacting with language learners.

- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

A4 Language Comparisons

Students compare the target language with English in order to better understand language systems.

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages. *
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and perspectives

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2 Products and perspectives

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.
- b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture

C. Connections: Students expand their knowledge by connecting their study

World Languages: French
Unit 12: Let's Celebrate

	<p>of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p> <ol style="list-style-type: none"> Use the writing process learned in English Language Arts when writing for the target language class. Apply research skills to further knowledge in the target language. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom. <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <ol style="list-style-type: none"> Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors. <p>D. Communities Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <ol style="list-style-type: none"> Participate in and summarize school/community events related to the target language or associated culture(s). Identify community and online resources that can be used to gain information about the target language or associated culture(s). Communicate with students in the target language. Describe language skills and cultural insights gained through real or virtual travel.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Ongoing formative assessments ▪ Use of vocabulary in context ▪ Oral and written quizzes ▪ Poster advertising a local celebration
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ Teacher created materials ▪ Videos about country celebrations

World Languages: Spanish
Unit 13: Let's Celebrate

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Different cultures use different languages.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are the steps involved in planning a party? ▪ What are some Hispanic celebrations and how are they celebrated? ▪ How do celebrations reflect culture?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Food shopping is different in Spanish speaking countries. ▪ Different cultures celebrate in different ways. ▪ Different cultures use different currency and systems of measurement.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> Ar, er, ir verbs, food, quantity expressions, simple future, metric system and currency.
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Prepare a list for planning a celebration. ▪ Research celebrations in Hispanic countries. ▪ Discuss party plans with a friend. ▪ Compare/contrast holiday traditions among cultures. ▪ Express ones preferences in relation to celebrations. ▪ Find recipes for typical foods in Hispanic cultures. ▪ Read/interpret a party invitation written in the target language.
<p>Related Maine Learning Results</p>	<p>A. <u>Communication</u>: Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <p>a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.</p> <p>b. Participate in conversations on a variety of everyday topics to meet personal needs.</p> <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3 Presentational Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a</p>

World Languages: Spanish
Unit 13: Let's Celebrate

level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.

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- b. Recognize contributions of a culture(s) in which the target language is spoken to life in

World Languages: Spanish
Unit 13: Let's Celebrate

	<p>the United States including foods, celebrations, dress, and/or architecture</p> <p>C. <u>Connections</u>: Students expand their knowledge by connecting their study of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p> <ol style="list-style-type: none"> Use the writing process learned in English Language Arts when writing for the target language class. Apply research skills to further knowledge in the target language. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom. <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <ol style="list-style-type: none"> Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors. <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <ol style="list-style-type: none"> Participate in and summarize school/community events related to the target language or associated culture(s). Identify community and online resources that can be used to gain information about the target language or associated culture(s). Communicate with students in the target language. Describe language skills and cultural insights gained through real or virtual travel.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Ongoing formative assessments ▪ Use of vocabulary in context ▪ Oral and written quizzes ▪ Poster advertising a local celebration
<p>Sample</p>	<ul style="list-style-type: none"> ▪ Teacher created materials ▪ Videos about Hispanic countries

World Languages: Spanish
Unit 13: Let's Celebrate

Resources	
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