

World Languages
Unit 2: Exploring the World through Languages

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> <p style="padding-left: 40px;">a. Describe examples of common beliefs of a culture(s) in which the target</p>

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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

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).

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	<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

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