

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	<u>Terms:</u> 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. <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. b. Compare idiomatic expressions between languages. c. Compare pronunciation systems between languages. 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

approved November 2014