

Maine Parameters for Essential instruction 3 to 5 (unless otherwise indicated)

Topic, Unit, Theme or Process Taught	Maine LEARNING RESULT Links (Standard and PI)	Strategies/Skills/Concepts/Secure Goals By the end of this grade level or course, learners will be able to:	Resources (Complete bibliographic form for required texts or resources and lists of supplementary resources)	Assessments and Major Assignments (Tests, quizzes, projects, papers, homework, labs, etc.)
.China Unit: Character Origin Study	<p>A4b: Recognize differences in the writing systems among languages</p> <p>D1d: Access online resources or resources available in the community to understand aspects of a culture in which the target language is spoken</p>	Students will comprehend the history of Modern Chinese Characters	<p>Internet and laptops</p> <p>Chinese Body Part Characters: Self-study Packet</p>	Chinese Body Part Characters:Self Study Packet

<p>China Unit: Rural vs. Urban China</p>	<p>B3a: Compare daily activities of their own lives to those of individuals in a culture in which the target language is spoken</p> <p>B3b: Identify examples of the visual/performing arts</p>	<p>Students will compare and contrast student lives in urban China and rural China</p> <p>Students will view “Not One Less” film</p>	<p>Primary Source Curriculum Specialists, ed. “China in the World.” Boston: Cheng & Tsui 2008. Print.</p> <p>Yi ge dou bun eng shao (Not One Less). Dir. Zhang Yimou. By Shi Xiangsheng. Perf. Minzhi Wei, Huike Zhang, Zhenda Tian and Enman Gao. Beijing New Picture Distribution Company, 1999. DVD.</p> <p>Poster-Making Materials</p> <p>Smartboard, Computer, Digital Projector</p>	<p>China Map Activity</p> <p>Urban vs. Rural China Contrast Questions</p> <p>‘Not One Less’ guided notes.</p>
<p>Korea Unit: Modern Korean Writing</p>	<p>A4b: Recognize differences in the writing systems among languages</p>	<p>Students will compare and contrast the origins and style of the Korean writing system to the Chinese writing system</p>	<p>Internet and Laptops</p>	<p>Korean Writing Systems: Self Study</p>
<p>Korea Unit: Hong Kil Dong</p>	<p>B2b: Students identify common products of a culture in which the target language is spoken</p> <p>B3b: Identify examples of the visual/performing arts</p>	<p>Students will read “The legend of Hong Kil Dong” and compare it to an abridged version of “Robin Hood”</p>	<p>KoreanRobinHood.com</p> <p>O’Brien, Anne Sibley. Tale of Hong Kil Dong, the Robin Hood of Korea. Watertown, MA: Charlesbridge, 2006. Print.</p>	<p>Hong Kil Dong vs. Robin Hood paper</p>

Japan Unit: Pillow Book	B3a: Identify common expressions and traditions	Students will read passages from Sei Shonagon's Pillow Book and create their own pillow book.	Ivan, Morris, trans. The Pillow Book of Sei Shonagon. Harmondsworth: Penguin Books, 1970. Print.	Student created writing samples in 'pillow book' style.
Japan Unit: Calligraphy	B3b: Identify examples of the visual/performing arts A4b: Recognize differences in the writing systems among languages	Students will study Japanese calligraphic techniques (and the writing styles of Hiragana, Katakana and Kanji) and create their own calligraphy using 'square word' calligraphy and traditional Japanese calligraphy.	www.xubing.com Calligraphy Materials (ink, brushes and paper)	Hiragana, Katakana, and Kanji practice sheets Square Word Sentences

Content Area_World Languages Grade Level/Course_Grade 8: Academic Spanish

***8th Grade Academic Spanish will follow the high school world language I curriculum ***