

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Communications is the central purpose of language; it reveals characteristics and peculiarities of distinct cultures.</li> <li>▪ Comparing cultures through language can be a powerful tool in developing cultural awareness.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does one describe two simultaneous actions?</li> <li>▪ How does one clarify purpose and restrictions within a sentence?</li> <li>▪ How does one sequence events within a sentence?</li> <li>▪ How does one state what happens or will happen as the result of a certain event?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ The word “al” plus a verb infinitive are used to describe simultaneous actions.</li> <li>▪ The infinitive is used after certain prepositions, and the subjunctive is used after certain conjunctions. The subjunctive or the indicative moods can be used after the word “cuando”.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ types of lodging, hotel reservations, hotel services and personnel</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify uses of the infinitive.</li> <li>▪ Identify the need for the subjunctive after conjunctions.</li> <li>▪ Choose between the indicative or subjunctive moods after the word “cuando”.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation patterns or use appropriate non-manual markers (ASL), which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> <li>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</li> <li>b. Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing.</li> <li>c. Describe and explain state of being, orally or in sign language and in writing.</li> <li>d. Express agreement and disagreement, orally or in sign language, and in writing, supporting opinions with simple reasoning.</li> </ol>

<b>Related Maine Learning Results</b>	<p>A2.Interpretive Students comprehend conversations, narratives, and recoded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.</p> <p>a. Identify main ideas, topics and specific information in a variety of authentic written/signed materials.</p> <p>A3. Presentational Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <p>a. Read authentic passages aloud with appropriate pronunciations, phrasing, and intonation.</p> <p>A4.Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <p>a. Compare a variety of grammatical structures and syntax between languages.</p> <p>b. Identify examples of vocabulary, in both languages, that do not translate directly from one language to another.</p> <p>c. Use idiomatic expressions and/or proverbs in the target language.</p> <p>d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.</p> <p>C. Connections</p> <p>C1.Knowledge of Other Learning Results Areas Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <p>a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.</p> <p>C2.Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <p>b. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).</p>
---	---

<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>D. Communities  D1.Communities  Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21<sup>st</sup> century.  a. Interact with people, either in the community or online, who use the target language in their professions.  c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).</p>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Vocabulary game-drills such as Battleship, Around the World, etc.</li> <li>▪ Sentence tiles</li> <li>▪ Guided conversations</li> <li>▪ Language Laboratory activities and drills</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Quizzes</li> <li>▪ Presentations</li> <li>▪ Compositions</li> </ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Spanish For Mastery 3</u> - D.C. Heath and Company</li> </ul> </li> </ul>