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| <b>Essential Understandings</b>       | <ul style="list-style-type: none"> <li>▪ Communication 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 the results of an action?</li> <li>▪ How does one describe a situation in which the subject is acted upon?</li> <li>▪ How does one indicate that an agent's action is unintentional?</li> </ul>   |
| <b>Essential Knowledge</b>            | <ul style="list-style-type: none"> <li>▪ The combination of verb "estar" and a past participle is used to describe the results of an action.</li> <li>▪ The passive voice is used to describe situations in which the subject is acted upon.</li> <li>▪ The impersonal "se" is used to describe an unintentional action.</li> </ul>  |
| <b>Vocabulary</b>                     | <ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ types of home repairs and services, repair and service people, parts of the car, routine car maintenance, audiovisual and photographic equipment</li> </ul> </li> </ul>  |
| <b>Essential Skills</b>               | <ul style="list-style-type: none"> <li>▪ Use the passive voice to describe situations in which the subject is acted upon.</li> <li>▪ Use the impersonal "se" to describe unintended actions.</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> |

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| <b>Related<br/>Maine Learning<br/>Results</b> | <p>A2.Interpretive<br/>Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.</p> <ul style="list-style-type: none"><li>a. Identify main ideas, topics and specific information in a variety of authentic written/signed materials.</li><li>b. Identify main ideas, topics, and specific information in authentic films.</li><li>c. Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials.</li></ul> <p>A3. Presentational<br/>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> <ul style="list-style-type: none"><li>d. Write/signs brief narrative compositions and expository/informational compositions.</li></ul> <p>A4.Language Comparisons<br/>Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none"><li>a. Compare a variety of grammatical structures and syntax between languages.</li></ul> <p>B. Cultures</p> <p>B2.Products and Perspectives<br/>Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>B3.Comparisons with Own Culture<br/>Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ul style="list-style-type: none"><li>b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.</li></ul> |
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| <p style="text-align: center;"><b>Related<br/>Maine Learning<br/>Results</b></p>          | <p>C. Connections<br/> C1.Knowledge of Other Learning Results Areas<br/> Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ol style="list-style-type: none"> <li>a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.</li> <li>b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.</li> </ol> <p>D. Communities<br/> D1.Communities<br/> 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.</p> <ol style="list-style-type: none"> <li>a. Interact with people, either in the community or online, who use the target language in their professions.</li> <li>c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).</li> </ol> |
| <p style="text-align: center;"><b>Sample<br/>Lessons<br/>And<br/>Activities</b></p>       | <ul style="list-style-type: none"> <li>▪ Vocabulary game-drills such as Battleship, Around the World, etc.</li> <li>▪ Written drills</li> <li>▪ Partner improvisatory conversations</li> <li>▪ Language Laboratory activities and drills</li> </ul>  |
| <p style="text-align: center;"><b>Sample<br/>Classroom<br/>Assessment<br/>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<br/>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>  |