

<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 give commands?</li> <li>▪ How does one describe his/her location in relation to things or landmarks?</li> <li>▪ How does one express purpose, goals and destinations?</li> <li>▪ How does one express movement, manner and cause?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Commands are given to a combination of people.</li> <li>▪ Statements are made to describe location in relationship to things and other places, and to give directions to people.</li> <li>▪ Prepositions are used to express purpose, goals, destination, movement, manner and cause.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ city landmarks, public places and buildings, traffic signs and signals, urban transportation, places inside buildings</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Conjugate verbs in the imperative mood.</li> <li>▪ Use adverbs and prepositions of place.</li> <li>▪ Use the preposition “para”.</li> <li>▪ Use the preposition “por”.</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 recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.</p> <ol 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> </ol> <p>B. Cultures</p> <p>B2.Products and Perspectives 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 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> <ol style="list-style-type: none"> <li>c. Use the target language in a manner that would be considered appropriate by native speakers and explain what makes it appropriate communication.</li> </ol> <p>C. Connections</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> <ol style="list-style-type: none"> <li>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).</li> </ol>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Skits</li> <li>▪ Improvised dialogues</li> <li>▪ Language Lab drills</li> <li>▪ “Hide and Seek” game</li> <li>▪ Scavenger Hunt</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Project and presentation</li> <li>▪ Quizzes</li> <li>▪ Dialogue development</li> <li>▪ Chapter exam</li> </ul>
<b>Sample Resources</b>	<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>