

Essential Understandings	<ul style="list-style-type: none"> ▪ Communication is the central purpose of language; it reveals characteristics and peculiarities of distinct cultures. ▪ Comparing cultures through language can be a powerful tool in developing cultural awareness.
Essential Questions	<ul style="list-style-type: none"> ▪ How does one invite and accept an invitation to cultural activities? ▪ How does one suggest an alternate thing to do? ▪ How does one reserve and buy tickets to an event? ▪ How does one arrange where and when to meet people? ▪ How does one talk about cultural and sports activities?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Specific vocabulary is used for engaging in cultural and leisure-time activities. ▪ The preterit of the indicative is used to communicate these engagements to others.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ cultural and leisure-time activities, sports and exercise, places to go and what to do
Essential Skills	<ul style="list-style-type: none"> ▪ Conjugate verbs in the preterit. ▪ Use constructions with “desde” to describe actions that have been going on for a while. ▪ Use words like “sino” and “pero” to express negative or affirmative ideas.
Related Maine Learning Results	<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"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing. c. Describe and explain state of being, orally or in sign language and in writing. d. Express agreement and disagreement, orally or in sign language, and in writing, supporting opinions with simple reasoning.

Related Maine Learning Results	<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> <ul style="list-style-type: none"> b. Relate a story about a personal experience or event orally or in sign language. c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format. <p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none"> a. Compare a variety of grammatical structures and syntax between languages. b. Identify examples of vocabulary, in both languages, that do not translate directly from one language to another. d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts. <p>B. Cultures</p> <p>B1. Practices and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.</p> <ul style="list-style-type: none"> c. Identify differences in cultural practices among people that speak the same language. <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>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> <ul style="list-style-type: none"> a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English. b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.
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<p style="text-align: center;">Related Maine Learning Results</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"> a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s). 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). c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture(s) in which the target language is spoken. <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 21st century.</p> <ol style="list-style-type: none"> b. Independently access a variety of target language sources for one's own entertainment or enrichment.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Sharing information orally about a memorable weekend ▪ Skits ▪ Improvised dialogues ▪ Language lab drills ▪ Verb conjugation games
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Project and presentation ▪ Quizzes ▪ Dialogue development ▪ Chapter exam ▪ Classroom Observations
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Spanish For Mastery 3</u> - D.C. Heath and Company