

<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 past actions that continue into the present?</li> <li>▪ How does one talk about self and others?</li> <li>▪ How does one express feelings and emotions?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Past events are described not only by the use of preterit and imperfect constructions, but also by the use of the present perfect construction to describe events that continue into the present.</li> <li>▪ Verb constructions like those involved in “gustar” constructions are used to express feelings, emotions and preferences.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ food stores and shops, quantities and weights, restaurants and places to eat, food categories, foods on a menu</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Use regular and irregular past participles.</li> <li>▪ Use the present perfect tense.</li> <li>▪ Use subject pronouns, object pronouns and prepositional pronouns.</li> <li>▪ Make sentences with both direct and indirect objects, as well as with their corresponding pronouns.</li> <li>▪ Use indirect object constructions like those involving the verb “gustar” and other similar verbs.</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>

<p style="text-align: center;"><b>Related Maine Learning Results</b></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> <ul style="list-style-type: none"> <li>a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.</li> <li>c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.</li> </ul> <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"> <li>a. Compare a variety of grammatical structures and syntax between languages.</li> <li>c. Use idiomatic expressions and/or proverbs in the target language.</li> </ul> <p>B. Cultures 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"> <li>a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.</li> </ul> <p>C. Connections 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> <ul style="list-style-type: none"> <li>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).</li> </ul> <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.</p> <ul style="list-style-type: none"> <li>d. Communicate with target language speakers using the target language.</li> </ul>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Mock restaurant/ mock store</li> <li>▪ Vocabulary volleyball</li> <li>▪ Language Lab drills</li> <li>▪ Chain response drills</li> </ul>

<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Project and presentation</li><li>▪ Quizzes</li><li>▪ Written assignments</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>