

**World Languages
Spanish III Honors
Unit 1: The Daily Routine**

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 talk about one’s personal care routines? ▪ How does one label personal care articles?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Present tense verbs, including stem-change and reflexive verbs, and infinitive constructions are used to describe daily routines. ▪ The impersonal “se” pronoun is used to describe ongoing situations. ▪ Progressive constructions and the uses of expressions with “ir a” and “acabar de” are used to describe events in the future and in the near past.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ daily personal care verbs, articles used for grooming and personal care, daily routine, verbs of movement
Essential Skills	<ul style="list-style-type: none"> ▪ Identify stem-change verbs. ▪ Apply correct stem changes to stem-change verbs. ▪ Correctly choose and place reflexive pronouns within sentence structure. ▪ Recognize sentence structures that require infinitive constructions. ▪ Correctly place reflexive pronouns within sentences that display infinitive constructions. ▪ Use the present progressive to describe on going activities. ▪ Use the impersonal pronoun “se” in impersonal sentences.
Related Maine Learning Results	<p><u>World Languages</u> A. Communication 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. b. Identify main ideas, topics, and specific information in authentic films.</p>

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<p>Related Maine Learning Results</p>	<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.c. Use idiomatic expressions and/or proverbs in the target language.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">a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.c. Identify differences in cultural practices among people that speak the same language. <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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Related Maine Learning Results	<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"> a. Interact with people, either in the community or online, who use the target language in their professions. b. Independently access a variety of target language sources for one's own entertainment or enrichment. c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Skits ▪ Improvised dialogues ▪ Language Lab drills
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Project and presentation ▪ Quizzes ▪ Dialogue development
Sample Resources	<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 ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>En Español</u>