

**World Languages
Spanish III Honors
Unit 11: In the Shop**

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 describe the results of an action? ▪ How does one describe a situation in which the subject is acted upon? ▪ How does one indicate that an agent’s action is unintentional?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The combination of verb “estar” and a past participle is used to describe the results of an action. ▪ The passive voice is used to describe situations in which the subject is acted upon. ▪ The impersonal “se” is used to describe an unintentional action.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ types of home repairs and services, repair and service people, parts of the car, routine car maintenance, audiovisual and photographic equipment
Essential Skills	<ul style="list-style-type: none"> ▪ Use the passive voice to describe situations in which the subject is acted upon. ▪ Use the impersonal “se” to describe unintended actions.
Related Maine Learning Results	<p><u>World Languages</u> A. Communication A1. Interpersonal 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.

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**Related
Maine Learning
Results**

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.

- a. Identify main ideas, topics and specific information in a variety of authentic written/signed materials.
- b. Identify main ideas, topics, and specific information in authentic films.
- c. Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials.

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.

- d. Write/signs brief narrative compositions and expository/informational compositions.

A4. Language Comparisons

Students use their understanding of the nature of language to enhance their communication in the target language.

- a. Compare a variety of grammatical structures and syntax between languages.

B. Cultures

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.

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.

- 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.

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Related Maine Learning Results	<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> <ol 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. <p>D. Communities</p> <p>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. 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"> ▪ Vocabulary game-drills such as Battleship, Around the World, etc. ▪ Written drills ▪ Partner improvisatory conversations ▪ Language Laboratory activities and drills
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Quizzes ▪ Presentations ▪ Compositions
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