

**World Languages
Spanish III Honors
Unit 13: “Mi Querida Cuñada”**

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"> ▪ What is the life of a young person in Puerto Rico like? ▪ What are the political and social relationships between Puerto Rico and the United States? ▪ What is the attitude of Puerto Ricans about becoming a state of the United States? ▪ What are the advantages and disadvantages of living in a city or in the country? ▪ What are the effects of tiredness, hunger and drugs in the human body? ▪ What are the possibilities of one encountering supernatural phenomena in the course of one’s life?
Essential Knowledge	<ul style="list-style-type: none"> ▪ A mystery story is used to introduce the relationship between the United States and Puerto Rico, to talk about Puerto Rican popular culture and customs, and to provide different points of view about socio-economic conditions. ▪ The story is also used as a catalyst for discussion and the exchange of personal ideas and points of view in the target language.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ specific verbs to describe actions in the story, adjectives to describe people and places, adjectives to describe personalities
Essential Skills	<ul style="list-style-type: none"> ▪ Derive meaning from a written source ▪ Orally re-tell a story ▪ Discuss various aspects of a story ▪ Write about a story

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<p>Related Maine Learning Results</p>	<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">Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing.Describe and explain state of being, orally or in sign language and in writing.Express agreement and disagreement, orally or in sign language, and in writing, supporting opinions with simple reasoning. <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">Identify main ideas, topics and specific information in a variety of authentic written/signed materials.Identify main ideas, topics, and specific information in authentic films.Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials. <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> <ol style="list-style-type: none">Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.Relate a story about a personal experience or event orally or in sign language.Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.
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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">b. Identify examples of vocabulary, in both languages, that do not translate directly from one 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">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>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> <ul style="list-style-type: none">a. Identify and compare influential figures from the two cultures.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.c. Use the target language in a manner that would be considered appropriate by native speakers and explain what makes it appropriate communication. <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">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>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. c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).</p>
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Vocabulary game-drills such as Battleship, Bingo, Around the World, etc. ▪ Written drills ▪ Partner improvisatory conversations ▪ Classroom discussion ▪ Pre-story improvisation ▪ Story re-telling
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Quizzes ▪ Presentations ▪ Compositions ▪ Comprehensive exam
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>“Viajes Fantásticos” - Eliaz Miguel Miñoz, McGraw Hill, Inc.</u>