

**World Languages
Spanish III
Unit 2: 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 routine and daily schedule? ▪ How does one label personal care articles? ▪ How does one purchase personal care items?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Present tense verbs, including stem-changing and reflexive verbs and infinitive constructions are used to describe daily routines. ▪ 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. ▪ Direct object pronouns can be used to replace nouns.
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-changing 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 tense to describe on going activities.
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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<p>Related Maine Learning Results</p>	<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">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 peoples that speak the same language. <p>C. Connections C1. Knowledge of Other Learning Results Content 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. <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> <ul 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. Located 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.
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<p style="text-align: center;">Related Maine Learning Results</p>	<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).
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Pair activities and dialogues ▪ Skits ▪ Language labs ▪ Laptop activities ▪ Language games ▪ Grammar and vocabulary practice
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Vocabulary quizzes ▪ Listening quizzes ▪ Dialogue production ▪ Grammar quizzes
<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 Co. ○ Lab Manual ○ Workbook ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ Audiotapes