

**World Languages  
Spanish III Honors  
Unit 2: Domestic Life**

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| <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 express wishes and desires?</li> <li>▪ How does one make impersonal statements about necessity and opinion?</li> </ul>   |
| <b>Essential Knowledge</b>            | <ul style="list-style-type: none"> <li>▪ The subjunctive mood is introduced in the present tense, and used to express wishes and desires, to make impersonal statements about necessity and opinion, to express feelings and emotions, and to express certainty and doubt.</li> <li>▪ Infinitive constructions are used to express wishes and desires upon oneself.</li> </ul>   |
| <b>Vocabulary</b>                     | <ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ routine household chores, verbs and nouns for cleaning the house, verbs and nouns for doing laundry, verbs and nouns for preparing meals, verbs and nouns for gardening, verbs and nouns for caring for pets</li> </ul> </li> </ul>  |
| <b>Essential Skills</b>               | <ul style="list-style-type: none"> <li>▪ Detect the need for the subjunctive mood.</li> <li>▪ Conjugate the subjunctive forms.</li> <li>▪ Create sentences that involve the subjunctive mood.</li> <li>▪ Discern between similar sentences that do and do not use the subjunctive.</li> </ul>  |
| <b>Related Maine Learning Results</b> | <p><u>World Languages</u><br/> A. Communication<br/> A1. Interpersonal<br/> 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> |

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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.

- a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.
- c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.
- d. Write/signs brief narrative compositions and expository/informational compositions.
- e. Give oral/signed presentations on familiar subjects related to a culture(s) in which the target language is spoken.

**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. 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.

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| <b>Related<br/>Maine Learning<br/>Results</b>          | <p>B. Cultures</p> <p>B1.Practices and Perspectives<br/>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> <ol 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> <li>b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</li> <li>c. Identify differences in cultural practices among people that speak the same language.</li> </ol> <p>C. Connections</p> <p>C1.Knowledge of Other Learning Results Areas<br/>Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ol style="list-style-type: none"> <li>a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.</li> </ol> <p>C2.Distinctive Viewpoints<br/>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"> <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> </ol> <p>D. Communities</p> <p>D1.Communities<br/>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> <ol style="list-style-type: none"> <li>c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s)</li> </ol> |
| <b>Sample<br/>Lessons<br/>And<br/>Activities</b>       | <ul style="list-style-type: none"> <li>▪ Vocabulary game-drills such as Battleship, Around the World, etc.</li> <li>▪ Sentence tiles</li> <li>▪ Guided conversations</li> <li>▪ Language Laboratory activities and drills</li> </ul>  |
| <b>Sample<br/>Classroom<br/>Assessment<br/>Methods</b> | <ul style="list-style-type: none"> <li>▪ Compositions</li> <li>▪ Play writing and acting</li> <li>▪ Quizzes</li> </ul>  |

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| <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><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>En español – Unit 5</u></li></ul></li></ul> |
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