

**World Languages  
Spanish III  
Unit 3: Around Town**

<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 powerful tool in developing cultural awareness.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does one give commands?</li> <li>▪ How do you ask for directions?</li> <li>▪ How do you give directions?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Commands are given to a combination of people.</li> <li>▪ Statements are made to describe location in relationship to things and other places, and to give directions to people.</li> <li>▪ Prepositions are used to express purpose, goals, destination, movement, manner and cause.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ city landmarks, public places and buildings, traffic signs and signals, urban transportation, places inside buildings, adverbs and prepositions of place.</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Conjugate verbs in the imperative mood.</li> <li>▪ Use adverbs and prepositions of place.</li> <li>▪ Use the prepositions “por” and “para”.</li> </ul>
<b>Related Maine Learning Results</b>	<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"> <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>

**World Languages  
Spanish III  
Unit 3: Around Town**

<p><b>Related Maine Learning Results</b></p>	<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. a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.</p> <p>A4.Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language. c. Use idiomatic expressions and/or proverbs in the target language.</p> <p>C. Connections 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. 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).</p>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Following directions on a map</li> <li>▪ Following verbal directions and turning, stopping, starting, etc. to verbal commands</li> <li>▪ Pair practices with map directions</li> <li>▪ Directed dialogues</li> <li>▪ Create a map of Brunswick and give directions to certain locations</li> <li>▪ Telling where things are in the room</li> <li>▪ Telling where students have been placed in the room</li> <li>▪ Lab activities</li> <li>▪ Laptops activities and games on quia</li> <li>▪ Draw the city scene that is described by the teacher</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Vocabulary quizzes on city vocabulary and adverbs and prepositions of place</li> <li>▪ Lab quizzes, multiple choice and follow the map</li> <li>▪ Partner activity assessments</li> <li>▪ Homework assignments including Devil or Angel Assignment</li> </ul>

**World Languages  
Spanish III  
Unit 3: Around Town**

<p><b>Sample Resources</b></p>	<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</li><li>○ Workbook</li><li>○ Lab Manual</li><li>○ Test manual</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ Suenos</li></ul></li></ul>
------------------------------------	---