

**World Languages  
Spanish III**

**Unit 4: Leisure and Cultural Activities**

<p><b>Essential Understandings</b></p>	<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>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How does one invite and accept an invitation to cultural activities?</li> <li>▪ How does one suggest alternative things to do?</li> <li>▪ How does one buy and reserve tickets to an event?</li> <li>▪ How does one arrange where and when to meet people?</li> <li>▪ How does one talk about cultural and sports activities?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Specific vocabulary is used for engaging in cultural and leisure-time activities.</li> <li>▪ The preterite tense is used to talk about events that have happened.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ cultural and leisure-time activities, sports and exercise, places to go and what to do</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Conjugate verbs in the preterite tense.</li> <li>▪ Invite friends to activities and events.</li> <li>▪ Accept and refuse invitations politely.</li> <li>▪ Tell what you did at events and activities.</li> <li>▪ Tell what you did in different classes.</li> </ul>
<p><b>Related Maine Learning Results</b></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"> <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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<p><b>Related Maine Learning Results</b></p>	<p>A4.Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <p>a. Compare a variety of grammatical structures and syntax between languages.</p> <p>d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.</p> <p>B. Cultures</p> <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> <p>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.</p> <p>C. Connections</p> <p>C1.Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <p>b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.</p> <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> <p>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>▪ Keep a journal about a weekend or a week’s activities</li> <li>▪ Tell what you did before, during and after an event</li> <li>▪ Participate in a round robin date finding activity</li> <li>▪ Making a date on the phone</li> <li>▪ QUIA acivities</li> <li>▪ Jeopardy</li> <li>▪ Family Feud</li> <li>▪ Que Hiciste?</li> </ul>

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<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Vocabulary &amp; grammar quizzes</li><li>▪ Dialogue development</li><li>▪ Lab practice</li><li>▪ Partner practice</li><li>▪ Question &amp; answer sessions</li><li>▪ Survival situations</li></ul>
<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>Realidades video series</u></li></ul></li></ul>