

**World Languages
Spanish III Honors
Unit 8: Traveling**

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 future events? ▪ How does one hypothesize about what would happen under certain circumstances? ▪ How does one make polite requests? ▪ How does one describe a past event that happened before a given point in the past? ▪ How does one describe an event that will have happened at a certain point in time?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Regular and irregular future forms as well as the present conditional are used in making travel arrangements. ▪ “Si” clauses involving the pluperfect and the future perfect are used to hypothesize about present and past events.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ train and air travel, railroad station and airport activities, reservations and tickets, services at a travel agency
Essential Skills	<ul style="list-style-type: none"> ▪ Conjugate regular and irregular verbs in the future tense. ▪ Conjugate regular and irregular verbs in the conditional. ▪ Build “si” clause sentences. ▪ Conjugate compound verb tenses like the pluperfect and the future perfect.
Related Maine Learning Results	<p><u>World Languages</u> A. Communication A1. Interpersonal</p> <p>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>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> <ul style="list-style-type: none">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. <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">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. <p>B. Culture</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">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>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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<p>Related Maine Learning Results</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>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).</p> <p>c. Locate 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.</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> <p>a. Interact with people, either in the community or online, who use the target language in their professions.</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Vocabulary game-drills such as Battleship, Around the World, etc. ▪ Sentence tiles ▪ Guided conversations ▪ Language Laboratory activities and drills
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Quizzes ▪ Presentations ▪ Compositions
<p>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 Company