

**Foreign Language      Brunswick School Department**  
**Spanish I**  
**Welcome to Miami**

<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 do I introduce myself as well as other people?</li> <li>How do I say where I and others are from?</li> <li>How do I say where I and others live?</li> <li>How do I express my likes and dislikes?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>There are specific ways of describing likes and dislikes.</li> <li>Definite and indefinite articles are used in different manners.</li> <li>There are specific ways to give and ask information about place of origin.</li> <li>There are distinct differences in formal and informal use of speech.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><u>Terms</u>: <ul style="list-style-type: none"> <li>formal and informal greetings, all subject pronouns, verbs ser, gustar, and vivir, names of Spanish speaking countries and their capitals</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Introduce self and others in formal and informal ways.</li> <li>Address all people by subject pronoun.</li> <li>Express place of origin and of residency.</li> <li>Express what one likes and does not like to do.</li> <li>Identify Spanish speaking countries and their capitals.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u></p> <p>A. Communication</p> <p>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 which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> <li>Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</li> <li>Provide and exchange detailed information on familiar topics, orally and in writing.</li> <li>Describe and explain states of being, orally and in writing.</li> <li>Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.</li> </ol>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><b>A3.Presentational</b>  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.</p> <ol style="list-style-type: none"> <li>a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.</li> <li>b. Relate a story about a personal experience or event orally or in sign language.</li> <li>c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.</li> <li>d. Write/sign brief narrative compositions and expository/informational compositions.</li> <li>e. Give oral/signed presentations on familiar subjects related to a culture(s) in which the target language is spoken.</li> </ol> <p><b>A4.Language Comparisons</b>  Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ol style="list-style-type: none"> <li>a. Compare a variety of grammatical structures and syntax between languages.</li> <li>b. Identify examples of vocabulary, in both languages, that do not translate directly from one language to another.</li> <li>c. Use idiomatic expressions and/or proverbs in the target language.</li> <li>d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.</li> </ol> <p><b>B. Culture</b>  <b>B1. Practice and Perspectives</b>  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 peoples that speak the same language.</li> </ol>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><b>B3.Comparisons with Own Culture</b>  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> <ol style="list-style-type: none"> <li>a. Identify and compare influential figures from the two cultures.</li> <li>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.</li> <li>c. Use the target language in a manner that would be considered appropriate by native speakers and explain what makes it appropriate communication.</li> </ol> <p><b>C. Connections</b></p> <p><b>C1. Knowledge of Other Learning Results Content Areas</b>  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> <li>b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.</li> </ol> <p><b>C2.Distinctive Viewpoints</b>  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> <li>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).</li> <li>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.</li> </ol>
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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Classroom wide questionnaire (students gather information about each other)</li> <li>▪ Reading and Comprehension activities</li> <li>▪ Skits</li> <li>▪ Picture exploration (improvisatory speech)</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Oral presentations</li> <li>▪ Creations of scripts and dialogues</li> <li>▪ Quizzes (oral and written)</li> <li>▪ Written compositions</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>En Español</u> 1a - McDougal Littell</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>En Español</u> 1a - McDougal Littell</li> </ul> </li> </ul>