

**Foreign Language      Brunswick School Department**  
**Spanish I**  
**A Difficult Schedule**

<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 ask about the time of a school schedule?</li> <li>How do I tell time?</li> <li>How do I request something to eat?</li> <li>How do I ask and say where I am going?</li> <li>How do I ask and say where I am?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>There are irregular verb groups.</li> <li>Time is viewed differently in Spanish speaking countries.</li> <li>Other countries use a 24 hour clock.</li> <li>Businesses and schools operate on a different schedule than in the U.S.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><u>Terms:</u> <ul style="list-style-type: none"> <li>the hour, to go, to be, foods, interrogatives</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Tell time.</li> <li>Talk about your school schedule.</li> <li>Use the verb to go “ir”.</li> <li>Use the verb “estar”.</li> <li>Formulate questions.</li> <li>Request food.</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 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><b>Related Maine Learning Results</b></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 span. a. Identify main ideas, topics, and specific information in a variety of authentic written materials.</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. d. Write brief narrative compositions and expository/informational compositions.</p> <p>B. Culture B1.Practice and Perspectives 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. a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. b. Describe stereo types associated with perspectives of a culture(s) in which the target language is spoken. c. Identify differences in cultural practices among peoples that speak the same language</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. 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 C1.Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas. a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.</p>
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<b>Related Maine Learning Results</b>	<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>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Interview classmate about a typical day</li> <li>▪ Identify students schedules with time</li> <li>▪ Listen and watch authentic dialogue of students typical day</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Quizzes (oral 7 written)</li> <li>▪ Oral peer work</li> <li>▪ Identify and Extract information from dialogue</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ Unit 2 “etapa 2”</li> </ul> </li> </ul>