

Foreign Language Brunswick School Department
Spanish 2
Planning a Party

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 best describe past activities? How does one talk about extremes/comparisons? How does one discuss measurements of food?
Essential Knowledge	<ul style="list-style-type: none"> The preterite tense is used to describe past activities. Measurements in Hispanic countries are based on the metric system.
Vocabulary	<ul style="list-style-type: none"> <u>Terms:</u> <ul style="list-style-type: none"> food vocabulary, measurement vocabulary, preterite tense (regular verbs), temporal vocabulary (today, yesterday, last week)
Essential Skills	<ul style="list-style-type: none"> Describe plans for organizing a party. Distinguish between present and preterite tense actions. Use correct conjugations when describing actions.
Related Maine Learning Results	<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"> Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. Provide and exchange detailed information on familiar topics, orally and in writing. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning. <p>A2. Interpretive</p> <p>Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.</p> <ol style="list-style-type: none"> Identify main ideas, topics, and specific information in authentic oral/signed materials.

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<p>Related Maine Learning Results</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.</p> <ul style="list-style-type: none"> b. Relate a story about a personal experience or event orally or in sign language. c. Paraphrase and/or summarize texts orally or in sign language. e. Give oral/signed presentations on familiar subjects related to a culture(s) in which the target language is spoken. <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. <p>B. Culture</p> <p>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</p> <ul style="list-style-type: none"> a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. <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. Comparison 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"> c. considered appropriate by native speakers and explains what makes it appropriate communication. <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> <ul style="list-style-type: none"> a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.
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Related Maine Learning Results	<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 describe viewpoints of a culture(s) in which the target language is spoken.</p>
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Retelling of past events ▪ Guided conversations ▪ Language laboratory activities and drills
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Quizzes (oral & written) ▪ Oral peer work ▪ Identify and extract information from dialogue ▪ Transform present tense narrative into preterite tense narrative
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ ¡En español!- McDougal Littell textbook ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ ¡En español!