

**Foreign Language      Brunswick School Department**  
**Spanish 2**  
**Winning the Contest**

<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. 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 does one talk about the present and the future?</li> <li>▪ How does one give directions to someone?</li> <li>▪ How does one discuss the past?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Several tenses are used when speaking about one's activities.</li> <li>▪ Language requires one to switch between tenses and moods when relating information, or asking for assistance.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ imperative forms, preterite forms for regular and irregular verbs, immediate future structures (ir + a + infinitive)</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Use present, preterite, and future tenses according to tense markers.</li> <li>▪ Give affirmative and negative tu commands.</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> <p>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</p> <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> <p>a. Identify main ideas, topics, and specific information in a variety of authentic written/signed materials.</p> <p>A3. Presentational</p> <p>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> <p>b. Relate a story about a personal experience or event orally or in sign language.</p>

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<p><b>Related Maine Learning Results</b></p>	<p>C. Connections  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.  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).  b. Located selected magazines, newspapers, authentic entertainment media an 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><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Role-playing selected scenarios</li> <li>▪ Dialogues</li> <li>▪ Language laboratory activities and drills</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Quizzes (oral &amp; written)</li> <li>▪ Oral peer work</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>¡En español!</u>- McDougal Littell textbook</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>¡En español!</u></li> </ul> </li> </ul>