



Course Name Spanish 1

Unit Title Culture

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only	<i>Students will be able to independently use their learning to...</i> ☐ Locate and identify the Spanish-speaking countries. ☐ Provide information about the Spanish-speaking countries. ☐ Discuss cultural similarities between the United States and the Spanish-speaking countries. ☐ Apply cultural norms while in the Spanish-speaking countries. ☐ Use the formal and informal forms of address. ☐ Gain an appreciation for cultural differences across the globe.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ there are different forms of address (formal/informal) in the Spanish-speaking countries ☐ Cultures are different between and among countries	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How are the cultures of the United States and Spanish-speaking countries similar and different? ☐ How does one speak using the proper forms of address in Spanish-speaking countries?

available through the foreign language and its cultures. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	☐ Cultural differences are not “right” or “wrong.” They’re simply different.	
	Acquisition	
	<i>Students will know...</i> ☐ The difference between the formal and informal forms of address in Spanish ☐ Cultural differences between the United States and the Spanish-speaking countries ☐ The Spanish-speaking countries and their location ☐ Additional information about the Spanish-speaking countries.	<i>Students will be skilled at...</i> ☐ Using the correct forms of address in Spanish. ☐ Applying cultural norms of the Spanish-speaking countries. ☐ Discussing cultural differences between the United States and Spanish-speaking countries ☐ Describing characteristics of the Spanish speaking-countries.



Course Name Spanish 1

Unit Title Structure of the Spanish Language

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer
ACTFL Standards for Foreign Language Learning	<i>Students will be able to independently use their learning to...</i> ☐ Understand and apply Spanish pronunciation, intonation and prosody.

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	☐ Understand and apply basic sentence structure. ☐ Understand and apply present tense.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Spanish pronunciation and intonation often differs from English pronunciation and intonation ☐ The structure of the Spanish language is often different from the structure of the English language	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ What similarities and differences are there between Spanish and English pronunciation and intonation? ☐ What similarities and differences are there between the structure of the Spanish language and the structure of the English language.
	Acquisition	
	<i>Students will know...</i> ☐ The basics of Spanish phonetics. ☐ novice low Spanish sentence structure. ☐ Present tense sentence structure in simple sentences. ☐ Conjugate regular AR/ER/IR/Verbs ☐ Conjugate select irregular verbs *May need Mid. Sch. adjustments, especially regarding shoe verbs at U4 and the last Trimester Exam.	<i>Students will be skilled at...</i> ☐ Pronouncing the different Spanish letters and phonemes. ☐ Applying basic sentence structure in the present tense.



Course Name Spanish 1

Unit Title Communication

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 5.1: Students use the language both within and beyond	<i>Students will be able to independently use their learning to...</i> ☐ communicate with others in the Spanish language in both speaking and writing at a novice low level. ☐ understand the communication of others in both reading and listening. ☐ implement body language and gestures in order to help get their point across.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How do I communicate effectively in Spanish? ☐ What can I do to understand Spanish better? ☐ What can I do to be understood better in Spanish?
	Acquisition	
	<i>Students will know...</i> ☐ how to speak and write in Spanish at a novice low level ☐ how to read and listen in Spanish at a novice low level.	<i>Students will be skilled at...</i> ☐ pronunciation of the Spanish language.

the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		☐ using body language and gestures to enhance communication. ☐ implementing learned vocabulary to communicate appropriately. ☐ using basic sentence structure to communicate at a novice level.
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Course Name Spanish 1

Unit Title Vocabulary Building

STAGE 1 DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 3.1: Students reinforce and	<i>Students will be able to independently use their learning to...</i> ☐ develop an active vocabulary on a variety of basic themes in order to speak and write at a novice low level in Spanish. ☐ develop a large passive vocabulary on a variety of basic themes in order to understand novice low spoken and written Spanish. ☐ begin to use circumlocution to talk around words they don't know.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>

further their knowledge of other disciplines through the foreign language.	☐ a strong vocabulary is essential for communication in a second language. ☐ all Spanish nouns have a grammatical gender.	☐ How do active and passive vocabulary help with the four language learning skills? ☐ How do I get my point across in Spanish, if I don't know the vocabulary?
	Acquisition	
	<i>Students will know...</i> ☐ Numbers ☐ Greetings/Farewells ☐ Describing self and others ☐ Family vocabulary ☐ Classroom/School subject vocabulary ☐ Hobbies and activities ☐ Meals/Food/Restaurant ☐ Days, Months, Seasons, Dates ☐ Weather ☐ Clothing/Shopping ☐ Around town ☐ Other vocabulary as determined by student and teacher interest and need.	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in speaking and writing ☐ Understanding learned vocabulary in listening and reading.