



**EAST
PENN**
SCHOOL DISTRICT

**Course
Name** Spanish 2

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	<i>Students will be able to independently use their learning to...</i> ☐ Discuss cultural similarities between the United States and 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 ☐ Cultural differences are not “right” or “wrong.” They’re simply different.	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?

only 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.	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 Spanish-speaking countries ☐ The Spanish-speaking countries and their location ☐ Additional information about Spanish-speaking countries. <i>Students will be skilled at...</i> ☐ Using the correct forms of address in Spanish. ☐ Applying cultural norms of Spanish-speaking countries. ☐ Discussing cultural differences between the United States and Spanish-speaking countries ☐ Describing characteristics of Spanish speaking-countries.	
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	Course Name Spanish 2 Unit Title Communication
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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> ☐ communicate with others in the Spanish language in both speaking and writing at an evolving novice low to mid level.

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 the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	☐ 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 an evolving novice low/mid/high level ☐ how to read and listen in Spanish at an evolving novice low/mid/high level. ☐ Describe a house and household items • Indicate the order of things Talk about chores and responsibilities ☐ Talk about sports • Talk about whom you know • Talk about what you know • Talk about parts of the body • Express what	<i>Students will be skilled at...</i> ☐ pronunciation of the Spanish language. ☐ using body language and gestures to enhance communication. ☐ implementing learned vocabulary to communicate appropriately. ☐ using basic sentence structure to communicate at an evolving novice low mid/high level.

	happened in the past • Talk about staying healthy ☐ Talk about technology • Extend invitations ☐ Talk about your daily routine • Talk about buying souvenirs and vacation activities	
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Course Name Spanish 2

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 Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	<i>Students will be able to independently use their learning to...</i> ☐ Understand and apply Spanish pronunciation and intonation. ☐ Understand and apply basic phrase and sentence structure. ☐ Understand and apply present tense Spanish. ☐ Understand and apply preterite tense Spanish.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Spanish pronunciation and intonation often differs from English	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ What similarities and differences are there between Spanish and

	pronunciation and intonation ❑ The structure of the Spanish language is often different from the structure of the English language	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. ❑ Basic Spanish sentence structure. ❑ Present tense sentence structure in simple sentences. ❑ Regular and irregular preterite tense sentence structure ❑ Formation and use of informal negative/affirmative commands ❑ Sentence structures with DOPs and IOPs ❑ Proper use of prepositional pronouns ❑ Proper use of demonstrative adjectives	<i>Students will be skilled at...</i> ❑ Pronouncing the different Spanish letters and phonemes. ❑ Applying basic sentence structure in the present tense and preterite tense



Course Name Spanish 2

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 further their knowledge of other disciplines through the foreign language.	<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, developing mid/high level in Spanish. ☐ develop a large passive vocabulary on a variety of basic themes in order to understand basic spoken and written Spanish. ☐ begin to use circumlocution to talk around words they don't know.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary is essential for communication in a second language ☐ All Spanish nouns have a grammatical gender.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ 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> <i>How to talk about</i> ☐ House vocabulary ☐ Ordinal numbers ☐ Party Planning ☐ Household Chores ☐ Sports & Equipment ☐ Parts of the body ☐ Staying healthy ☐ Outdoor activities ☐ Technology ☐ Places of interest ☐ Daily routine ☐ Vacation ☐ Buying Souvenirs/Bargaining	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in speaking and writing ☐ Understanding learned vocabulary in listening and reading.
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