



Course Name Spanish 3/3H

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	<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 intermediate 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 an evolving intermediate level	<i>Students will be skilled at...</i> ☐ pronunciation of the Spanish language.

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.	❑ how to read and listen in Spanish at an evolving intermediate level. ❑ • discuss travel preparations. • give directions. • discuss vacations. • talk about buying gifts, souvenirs ❑ discuss sports events. • talk about ways to stay healthy. retell events from the past. ❑ express opinions about clothing. • talk about shopping and personal needs. • describe past actions and events. • ask for and talk about items in a marketplace ❑ identify and describe ingredients. • discuss food preparations and follow recipes. • give instructions and make recommendations. • order food in a restaurant and describe food and service. ❑ tell others what to do. • make suggestions. • talk about movies and how they affect them. • make future plans. • express hopes and wishes. • extend and respond to invitations. • talk about technology.	❑ using body language and gestures to enhance communication. ❑ expressing written and spoken ideas effectively in a thorough, cohesive manner using active vocabulary
--	---	--



Course Name Spanish 3/3h

Unit Title Structure

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 evolving intermediate phrase and sentence structure. ☐ Understand and apply present tense in Spanish ☐ Understand and apply preterite tense in Spanish ☐ Understand and apply imperfect tense in Spanish ☐ Understand and apply Spanish formal and informal commands ☐ Understand and apply present subjunctive Spanish with verbs of hope ☐ Understand and apply Future Tense in Spanish	
	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

	☐ Spanish relies much more on agreement (noun/adjective, noun/article) than English does.	language and the structure of the English language?
	Acquisition	
	<i>Students will know...</i> ☐ Spanish phonetics. ☐ Spanish sentence structure. ☐ Present tense sentence structure. ☐ Preterite tense sentence structure. ☐ Present subjunctive sentence structure. ☐ Formation of formal and informal commands. ☐ Proper use of direct vs. indirect object pronouns ☐ Imperfect tense sentence structure. ☐ Futures tense sentence structure ☐ Using por v para	<i>Students will be skilled at...</i> ☐ Applying sentence structure in the present tense, preterite tense, imperfect and present subjunctive and future tenses ☐ Understanding with whom to use formal and informal commands and how they are formed. ☐ Understanding the uses and differences between por an para



Course Name Spanish 3/3H

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 available through the foreign	<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 that speak the same language	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?

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 3/3H
	Unit Title Vocabulary

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> ☐ develop and expand on an active vocabulary on a variety of themes in order to speak and write at an evolving intermediate level in Spanish .

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	☐ develop an increasing vocabulary base on a variety of themes in order to understand spoken and written Spanish. ☐ continue to use circumlocution to talk around words they don't know.	
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary base is essential for communication in a second language ☐ Solid vocabulary retention and recall require daily practice	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> ☐ Travel Preparations • At the Airport • Vacation activities • Vacations lodgings • Buying gifts and souvenirs ☐ Sporting events • Parts of the body • Personal Care • Daily routine activities ☐ Shopping • MarketClothing/Accessories ☐ Ingredients • Food preparation • Restaurant phrases • Setting the table ☐ Making movies • By Email • On the telephone • Accept/Decline invitations • Convincing others ☐ Environment & Conservation ☐ School Communications ☐ Family Relationships	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in speaking and writing ☐ Understanding learned vocabulary in listening and reading. ☐ Use vocabulary to communicate effectively in verbal and in written form ☐ Circumlocution skills: learn how to convey meaning when you get stuck