



Course Name Spanish 4

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	<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 mid/high 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	

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.	<i>Students will know...</i> ☐ how to speak and write in Spanish at an evolving mid/high intermediate level ☐ how to read and listen in Spanish at an evolving mid/high intermediate level. ☐ Talk about themselves and friends • Say what they know how to do • Talk about people and places they know • Describe their daily routine • Make comparisons ☐ Tell descriptions, life occurrences and personal stories in the past tense(s). ☐ Describe a camping trip • Talk about what they do with friends • Talk about nature • Talk about family vacations • Describe a place and its climate ☐ Describe volunteer activities • Persuade or influence others • Make requests and recommendations • Express opinions • Talk about media and the community	<i>Students will be skilled at...</i> ☐ pronunciation of the Spanish language. ☐ using body language and gestures to enhance communication. ☐ expressing written and spoken ideas effectively in a thorough, cohesive manner using active vocabulary
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	☐ Discuss technology • Express environmental concerns and possibilities • Make predictions • Discuss cause and effect • Discuss obligations and responsibilities • Express point of view and make recommendations ☐ Describe people • Tell what others do • Express wishes and desires • Describe people and things • Express doubt, denial, and disbelief • Express positive and negative emotions ☐ Talk about future plans ☐ Describe places in your neighborhood, household items and actions	
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Course Name Spanish 4

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 language and its cultures. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	<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 ☐ Cultural differences are not “right” or “wrong.” They’re simply different.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How the United States and Spanish-speaking countries similar and different? ☐ How does one speak using the proper forms of address in Spanish-speaking countries?
	Acquisition	
	<i>Students will know...</i> ☐ The difference between the formal and informal forms of address in Spanish ☐ Cultural differences between the United States	<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

	and the Spanish-speaking countries ☐ The Spanish-speaking countries and their location ☐ Additional information about the Spanish-speaking countries.	United States and Spanish-speaking countries ☐ Describing characteristics of the Spanish-speaking countries
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Course Name Spanish 4

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, intonation and prosody. ☐ Understand and apply more complex phrase and sentence structure. ☐ Understand and apply present tense Spanish. ☐ Understand and apply preterite tense Spanish. ☐ Understand and apply imperfect tense Spanish. ☐ Understand and apply the differences between the preterite and imperfect tenses. ☐ Understand and apply the future tense.

	☐ Understand and apply the differences between the prepositions por and para. ☐ Understand and apply Spanish formal and informal commands. ☐ Understand and apply present subjunctive Spanish ☐ Understand and apply subjunctive v. infinitive v. indicative ☐ Understand and apply conditional tense ☐ Understand and apply the perfect tenses (present/past/future perfect)
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 ☐ Spanish relies much more on agreement (noun/adjective, noun/article) than English does. ☐ Spanish has two past tenses, which are used in different situations.	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>	<i>Students will be skilled at...</i>

	❑ Spanish phonetics. ❑ Spanish sentence structure. ❑ Present tense sentence structure. ❑ Preterite tense sentence structure. ❑ Future tense sentence structure ❑ Imperfect tense sentence structure. ❑ When to use the preterite vs. imperfect tense ❑ More complex present subjunctive sentence structure and uses ❑ Distinguish between use of subjuntivo/infinitivo/indicativo ❑ Formation of formal and informal commands together with pronoun usage. *Nosotros commands NEW at this level ❑ Differences between por and para. ❑ Conditional tense sentence structure ❑ Sentence structure using perfect tenses (present/past/future)	❑ Applying sentence structure in the present tense, preterite tense, imperfect tense and present subjunctive tense. ❑ Understanding with whom to use formal and informal commands and how they are formed. ❑ Applying the correct verb tense, preterite or imperfect, in the correct situations.
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Course Name Spanish 4

Unit Title Vocabulary

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 and expand on an active vocabulary on a variety of themes in order to speak and write at an evolving mid/high intermediate level in Spanish . ☐ 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.	
	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>	<i>Students will be skilled at...</i>

	☐ Camping, activities and nature ☐ Family members ☐ Beach ☐ Volunteerism, organizing projects, media, community ☐ Personal characteristics and professions ☐ Environment ☐ Places in your neighborhood, household items and actions	☐ 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
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