



Course Name Spanish 4H

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> Students will independently interpret and communicate meaning in spoken and written Spanish with increasing fluency and confidence. Students will begin to recognize and comprehend a variety of dialects while using culturally appropriate language, gestures, and communication practices to interact effectively in authentic contexts.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> U1: effective communication in a world language requires cultural awareness, a strong knowledge of language structure, and an evolving vocabulary.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> E1 How do I communicate effectively in Spanish using the knowledge that I have? E2 What can I do to be more easily understood/sound more like a native speaker in Spanish?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i> S1 pronouncing the Spanish language.

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.	K1 The social situations that require formal vs. informal speech. K2 The proper placement of accents and other punctuation in Spanish K3 The basic differences between two or more dialects of Spanish	S2 using body language and gestures to enhance communication. S3 expressing ideas effectively in writing and speech that is thorough and cohesive S4 Appropriately responding to written and/or verbal language S6 Making comparisons in both written and verbal formats S7 Using past tenses to describe a past occurrence or story
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	Course Name Spanish 4H
	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	<i>Students will be able to independently use their learning to...</i> Students will independently use their knowledge of Spanish-speaking countries, cultures, and social conventions to interact respectfully and appropriately in diverse Spanish-speaking contexts

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.	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> U1 Cultures are different between and among countries U2 Cultural differences are not “right” or “wrong” but worthy of respectful discussion.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> E1 How are the United States and other Spanish-speaking countries similar and different? E2 How do gestures/body language/societal expectations impact the language and their use across various environments?
	Acquisition	
	<i>Students will know...</i> K1 The difference between the formal and informal forms of address in Spanish K2 The Spanish-speaking countries and their location K3 Basic information about the Spanish-speaking countries	<i>Students will be skilled at...</i> S1 Using the correct forms of address in Spanish. S2 Applying cultural norms of the Spanish-speaking countries. S3 Discussing cultural differences between the United States and Spanish-speaking countries S4 Describing characteristics of the Spanish-speaking countries and their different cultures/dialects



Course Name Spanish 4H

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> strategically apply advanced Spanish grammatical structures as they select appropriate linguistic forms to convey nuanced ideas.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> U1 The structure of the Spanish language is often different from the structure of the English language U2 Spanish relies much more on agreement (noun/adjective, noun/article) than English does.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> E1 What similarities and differences are there between Spanish and English structures? E2 How does the structure of our sentences impact how others interpret them?
	Acquisition	
	<i>Students will know...</i> K1 Spanish sentence structure for the indicative, imperative, and subjunctive moods.	<i>Students will be skilled at...</i> S1 applying a wide range of verb tenses/structures that

	K2 The different uses of the preterite vs. imperfect tenses K3 Structural differences between sentences with por vs. para K4 Verb forms (both endings and accompanying pronouns) in every tense	match the context of a situation S2 Forming both formal and informal commands S3 Using past participles as adjectives and as part of a verb tense S4 understanding with whom to use formal and informal commands and how they are formed. S5 making structural comparisons between English and Spanish. S6 applying the correct verb tenses in the correct situations.
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**EAST
PENN**
SCHOOL DISTRICT

Course Name Spanish 4H

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> Students will independently use an expanding Spanish vocabulary and communication strategies to interpret and express increasingly complex ideas.
	Meaning

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.	UNDERSTANDINGS <i>Students will understand that...</i> U1 A strong vocabulary base is essential for communication in a second language. U2 Solid vocabulary retention and recall require daily practice.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> E1 How do active and passive vocabulary help with the four language learning skills (reading, writing, speaking, listening)? E2 How can I improve my vocabulary skills/retention in and outside of the classroom?
	<i>Students will know vocabulary in the following themes...</i> K1 Camping and nature K2 Beach and Family K3 Volunteer activities and the press K4 How Do We Get Organized? K5 What Will the Future Be Like? K6 A Better Future K7 Who Inspires You? K8 Who Are Heroes? K9 Let's communicate between nations K10 New friends, new opportunities K11 City Life K12 Outside of the City	Acquisition <i>Students will be skilled at...</i> S1 Applying the correct vocabulary in speaking and writing S2 Applying and understanding vocabulary in listening and reading. S3 Using new words they pick up mid-conversation or from reading or listening to the Spanish language S4 Convey meaning even when they do not know a particular word in Spanish (i.e. circumlocute)