



**EAST
PENN**
SCHOOL DISTRICT

Course Name Spanish for Native Speakers 1 - (SNS 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	<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 and differences 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 insight of their own cultural differences in relationship to Spanish-Speaking countries around the world.	
	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

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.	☐ Cultural differences are not “right” or “wrong.” They’re simply different.	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 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 Spanishy ☐ Describing characteristics of the Spanish speaking-countries.



Course Name Spanish for Native Speakers 1 (SNS 1)

Unit Title Structure

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 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 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 preterite vs imperfect tense in Spanish. ☐ Understand and apply future and conditional tenses in Spanish. ☐ Understand and apply Spanish formal and informal affirmative and negative commands ☐ Understand and apply object pronouns, relative pronouns, and prepositions in Spanish. ☐ Understand and apply comparatives and superlatives in Spanish. ☐ Understand and apply Spanish reflexive verbs ☐ Understand and apply all the perfect tense in the indicative and subjunctive. . ☐ Understand and apply present subjunctive Spanish. ☐ Understand and apply the differences between indicative and subjunctive tenses and use of the infinitive verbs	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> UNDERSTANDINGS <i>Students will understand that...</i> ☐ Spanish pronunciation and intonation often differs from English pronunciation and intonation	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 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. ❑	the Spanish 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. ❑ Imperfect tense sentence structure. ❑ When to use the preterite vs. imperfect tense ❑ More complex present subjunctive sentence structure and uses ❑ Differences between por and para.	<i>Students will be skilled at...</i> ❑ 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. ❑ Identifying intended meaning for vocabulary used in different Spanish speaking countries

	☐ Use of superlatives and comparatives.	
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**EAST
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SCHOOL DISTRICT

Course Name Spanish for Native Speakers 1 (SNS 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	<i>Students will be able to independently use their learning to...</i> ☐ communicate with others in the Spanish language in both speaking and writing. ☐ 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 skills and structure as well as vocabulary, and idiomatic expressions	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?

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.	☐ The variety of dialects and accents in Spanish make the language unique in each country.	
	Acquisition	
	<i>Students will know...</i> ☐ how to speak and write in Spanish at an advanced level ☐ how to read and listen in Spanish at an advanced level.	<i>Students will be skilled at...</i> ☐ pronunciation of the Spanish language. ☐ using body language and gestures to enhance communication.

	Course Name Spanish for Native Speakers 1 - (SNS 1)
	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	<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 advanced to expert level in Spanish. ☐ develop an increasing vocabulary base on a variety of themes in order to understand spoken and written Spanish.

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.	☐ continue to use circumlocution to talk around words they don't know and will expand their understanding of the variety of Spanish dialects and accents.	
	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> 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? ☐ How do I understand someone in Spanish who has a different accent and dialect?
	Acquisition	
	<i>Students will know...</i> ☐ Personal Relationships Vocabulary ☐ Nature vocabulary ☐ Law vocabulary ☐ Workforce and finance Vocabulary ☐ Science and technology Vocabulary. ☐ Activities in the city, providing directions, etc. ☐ Media vocabulary ☐ Family vocabulary	<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

	❑ Natural resources and the environment vocabulary ❑ Beliefs and Ideologies vocabulary	
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