



West Windsor-Plainsboro Regional School District
Spanish Academy B Grades 9-12

Unit 1: Who I Am and What I Like To Do**Content Area: World Language****Course & Grade Level: Spanish Academy B, 9-12****Summary and Rationale**

As a high schooler, I am still developing my unique identity. I continue to learn about myself and my friends, including our traits and interests that make us who we are. While I spend time with my friends both inside and outside of school, I get to know them better and discover that we have shared and differing interests. The activities that we do together help us to shape our identities.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language**Standard: Standards for Interpretive Mode**

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

Standard: Interpersonal Mode

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Standard: Presentational Mode	
<p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Craft and Structure	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryC A.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistoryS E.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

Instructional Focus
<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● My identity is unique and complex because it is defined by my characteristics, experiences, and culture. ● Exploring interests with other people allows me to recognize more of our commonalities and differences and develop my relationships with them. ● Our identities are directly linked to the products, practices, and perspectives of our cultures.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do I define who I am? ● How do my interests affect my relationships with others? / How are my interests and my relationships with others interconnected? ● How does the identity of someone living in the U.S. both compare and contrast with the identity of someone living in a Spanish-speaking country?
<p>Objectives</p> <p>Students will know:</p> <ul style="list-style-type: none"> ● vocabulary: introduction expressions, characteristics (physical and personality), numbers (spiraled in from Academy A) hobbies ● adjective agreement for descriptions ● present tense of “ser” and “tener” to describe their personality and physical traits ● present tense of “tener” to describe their age ● present tense of the verb “ir” to talk about everyday activities and weekend activities ● “gustar” and similar verbs to describe likes and dislikes ● prepositional pronouns (conmigo, contigo) to describe activities with friends ● interrogative words for asking and answering questions <p>Students will be able to:</p> <ul style="list-style-type: none"> ● introduce themselves ● describe their personality and physical traits and those of their friends ● state their age ● express likes/hobbies and dislikes ● describe their everyday and weekend activities ● compare and contrast teenagers’ hobbies with those of teenagers from a Spanish-speaking country ● ask and answer questions about various topics (traits, preferences, activities, and plans)
Evidence of Learning
<p>Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide accommodations and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.</p>
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
Suggested Resources
<p>Shared Teacher Resource Folders Realia/props with labels Photos/images of vocabulary Infographics Total Physical Response (TPR) Stories, articles, blogs and other authentic texts</p>

Commercials, videos, short films, movies
 Songs and audio recordings
 ¿Qué tal? magazines

Unit 2: My School Life

Content Area: World Language

Course & Grade Level: Spanish Academy B, 9-12

Summary and Rationale

School is an important part of my daily life and will help shape who I am. As a high school student, it's important that I establish a daily routine and prepare my school supplies. I also need to understand my daily schedule and the people and places that can help me in the school building. Finally, I need to develop good habits in order to be successful.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Standard: Interpersonal Mode

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Standard: Presentational Mode

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

New Jersey Student Learning Standards for English Language Arts Companion Standards

Standard: Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryC A.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistoryS E.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● School schedules in different countries vary due to cultural differences that stem from the culture’s products, practices, and perspectives. ● My school day in the U.S. is both similar to and different from the school day in Spanish-speaking countries. ● As a student, there are certain requirements that I must meet in order to be successful. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does my school schedule reflect my culture? ● What is my school day like and how does it compare with a school day in a Spanish speaking country? ● What do I need to have, to know, and to do in order to be successful in school? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● vocabulary: daily routine (verbs and objects), school subjects, school supplies, places in school, people in the school, numbers (0-1000), personality traits, physical characteristics, good and bad habits in school (llegar a tiempo, hacer trampa, etc.), other school related verbs (comer, hacer experimentos, jugar, etc.) ● reflexive verbs ● present tense of the verbs tener, necesitar, querer, and ser ● adjective agreement for descriptions of people, classes, and objects ● expressions with time (“a la(s)”, “es la”/”son las”, etc.) ● sequence words (primera clase, segunda, tercera, etc.) ● comparisons of equality and inequality (más que, menos que, etc.) ● expressions of obligation: Tengo que + infinitive, Debería (yo) + inf ● the present tense of school related verbs ● interrogative words for asking and answering questions ● products, practices, and perspectives associated with school in Spanish-speaking countries <p>Students will be able to:</p> <ul style="list-style-type: none"> ● describe their daily routine before, during, and after school ● identify and describe school subjects ● identify and describe what school supplies they need/have/want for school ● express the cost of school supplies ● identify and describe places and people in the school ● tell time ● describe their school schedules ● compare and contrast classes and school schedules with fellow students and students of Spanish-speaking countries ● describe what a student should and should not do in order to be successful ● describe what they do in each class ● ask and answer questions about school-related topics 	
Evidence of Learning	
<p>Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will</p>	

provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Suggested Resources

Shared Teacher Resource Folders

Realia/props with labels

Photos/images of vocabulary

Infographics

Total Physical Response (TPR)

Stories, articles, blogs and other authentic texts

Commercials, videos, short films, movies

Songs and audio recordings

¿Qué tal? magazines

Unit 3: My Family and My Traditions	
Content Area: World Language	
Course & Grade Level: Spanish Academy B, 9-12	
Summary and Rationale	
As a teen in today's world, I am also a product of my family and my traditions. My traditions help me develop my personality, bond with my family, and connect with others who share the same traditions. Celebrations are one part of my family's traditions, and in order to be a collaborative team member I need to help my family to prepare for them.	
Recommended Pacing	
45 days	
New Jersey Student Learning Standards for World Language	
Standard: Standards for Interpretive Mode	
Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	
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7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Standard: Interpersonal Mode	
Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.	
CPI #	Cumulative Progress Indicator (CPI)

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7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Standard: Presentational Mode

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

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7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

New Jersey Student Learning Standards for English Language Arts Companion Standards

Standard: Craft and Structure

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6.1.12.HistoryS E.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Our traditions shape who we become. ● There are differences and similarities among cultures and traditions that play an important role in a person’s upbringing. ● The recognition of the diversity in traditions of the Spanish-speaking world promotes an appreciation and respect for cultural differences. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do our traditions contribute to our personal growth? ● How do the similarities and differences among cultures in our community bring us closer together or make us unique? ● How can learning about different cultures help me appreciate my own cultures and those of my peers? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● vocabulary related to family members, physical and personality traits, professions, celebration preparations and actions ● vocabulary related to cultural celebrations and festivals ● numbers and the verb tener to talk about age ● the verb “ser” for descriptions ● the present progressive to describe celebration preparations ● the present tense to describe what they do at celebrations ● interrogative words for asking and answering questions <p>Students will be able to:</p> <ul style="list-style-type: none"> ● describe their family members ● identify the cultural differences between the significance of the nuclear and extended family in our families and in those of other cultures ● describe what they do before, during, and after a celebration ● compare the traditions and celebrations of their peers with their own ● ask and answer questions about family, celebrations, and traditions 	
Evidence of Learning	
<p>Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide accommodations and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.</p>	
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<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
Suggested Resources	
Shared Teacher Resource Folders	

Realia/props with labels
Photos/images of vocabulary
Infographics
Total Physical Response (TPR)
Stories, articles, blogs and other authentic texts
Commercials, videos, short films, movies
Songs and audio recordings
¿Qué tal? magazines

Unit 4: Preparing For a Day in the City

Content Area: World Language

Course & Grade Level: Spanish Academy B, 9-12

Summary and Rationale

Cities are found in every part of the world and throughout my life I may explore cities both in my home country and abroad. Before spending a day in the city, I must understand how to prepare for the day out by choosing appropriate clothing based on the weather. Cities offer an abundance of places to see and activities to do, and prior to visiting a city I may create a travel itinerary. While I am in the city, I will need to ask for and give directions in order to help myself and others to navigate it. Additionally, I will want to advise others on what they should see and do after spending time in the city. Above all, I can learn a lot about culture based on what happens in cities.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

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7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Standard: Interpersonal Mode

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Standard: Presentational Mode

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

New Jersey Student Learning Standards for English Language Arts Companion Standards

Standard: Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryC A.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistoryS E.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Clothing is an expression of our beliefs and culture. ● Cities are important centers of activity in a country. ● Learning about a city builds understanding of that society’s culture: products, practices, and perspectives. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does clothing reflect the culture and country of origin? ● How are cities a representation of a country’s culture? ● How can sharing information about a city’s opportunities and resources promote cultural appreciation? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● vocabulary for clothing and the weather ● vocabulary for elements of the city ● vocabulary for directions (location prepositions) ● the verb “estar” to give directions ● transitional words to sequence directions and activities one can do in a city ● the present tense to describe activities they do in a city ● vocabulary for opinions on travel itinerary (barato, divertido, etc.) ● the verb “ser” to expression opinions on travel itinerary ● “ir + a + infinitive” to make plans for visiting a city ● recommendation expressions (deberías) with the infinitive to give advice for visiting a city 	
Students will be able to:	
<ul style="list-style-type: none"> ● describe what clothing would be appropriate in various circumstances (for different weather conditions, social activities, etc.) ● describe a typical city ● describe activities that one does in a city ● ask for help with and give directions ● give opinions on travel itinerary ● express future plans for visiting a city ● give advice for visiting a city (what to do, where to go, etc.) 	
Evidence of Learning	
<p>Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide accommodations and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.</p>	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
Suggested Resources	
Shared Teacher Resource Folders	

Realia/props with labels
Photos/images of vocabulary
Infographics
Total Physical Response (TPR)
Stories, articles, blogs and other authentic texts
Commercials, videos, short films, movies
Songs and audio recordings
¿Qué tal? magazines