



West Windsor-Plainsboro Regional School District  
Spanish 5  
Grades 9-12

**Table of contents** (click below to jump to each unit )

<b>Unit 1: Discovering my identity</b>	<b>2</b>
<b>Unit 2: Heroes and Leaders</b>	<b>6</b>
<b>Unit 3: Entering the Professional World</b>	<b>9</b>
<b>Unit 4: The Highs and Lows of Innovation</b>	<b>12</b>

<b>Unit 1: Discovering my Identity</b>	
<b>Module 1:</b> My Cultural identity <b>Module 2:</b> My Social identity <b>Module 3:</b> My Generational identity <ul style="list-style-type: none"> <li>● Childhood</li> <li>● Adolescence</li> </ul>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: Spanish 5, 9-12</b>	
<b>Summary and Rationale</b>	
There are many unique characteristics and features that make me who I am. The individuals who are a part of my life including my family, friends, and community play a role in developing my interests and aspirations. My cultural roots and childhood experiences might be different from my peers, but are to be celebrated as they have helped mold me. What determines what is important to my adolescent peers and me? How does my experience as an adolescent differ from teenagers in other countries?	
<b>Recommended Pacing</b>	
45 days	
<b>New Jersey Student Learning Standards for World Language</b>	
<b>Standard 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand A.</b>	<b>Interpretive</b>
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
<b>Strand B.</b>	<b>Interpersonal</b>
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<b>Strand C.</b>	<b>Presentational</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
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7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>Standard: Global and Cultural Awareness</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.HistoryCA.1 4.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.HistorySE.1 4.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.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Our characteristics and interests should be embraced as they make us unique.</li> <li>● Similar features and interests amongst peers brings us closer as a community and culture.</li> <li>● Our childhood experiences and cultural background are the building blocks for our identity and view of the world</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do customs in my country compare with those of Hispanic countries?</li> <li>● How does my cultural background and upbringing inform my identity?</li> <li>● How do the characteristics and interests of my generation differ from those of past generations?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● Verbs like ‘gustar’ to express their current and past likes and dislikes</li> <li>● The present tense in order to talk about their social and cultural identity</li> <li>● Expressions of opinions, using creer que, pensar que and parecer que, etc.</li> <li>● Terms that refer to aspects of one’s social identity (education and community)</li> <li>● Vocabulary related to issues that are important for teenagers</li> </ul> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Express what they like and don’t like</li> <li>● Ask and answer questions about themselves and others</li> <li>● Ask and answer questions about work, studies, issues that are important to teenagers, and leisure-time activities</li> </ul>	

<ul style="list-style-type: none"> <li>Analyze how advertising is directed at their generation</li> <li>Express opinions on what shapes their identity</li> <li>Reflect on what it means to be an adolescent today</li> <li>Compare adolescent customs in the USA and the world</li> <li>Describe similarities and differences between the interests and concerns of adolescents in the USA and other countries</li> </ul>
<b>Evidence of Learning</b>
<b>Assessment</b> Assessment plan may include teacher designed formative and summative assessments, a district common assessment, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines.
<b>Resources</b>
Students will use a myriad of authentic and relevant sources related to the unit's theme; examples of these sources include, but are not limited to: infographics, news reports, articles, social media posts, commercials, short stories, blogs, etc. <a href="#">Unit 1 Timeline &amp; Resources for Teachers</a> <a href="#">Spanish 5 Suggested Vocabulary</a>

<b>Unit 2: Heroes and Leaders</b>	
<b>Module 1:</b> Heroes	
<b>Module 2:</b> Leaders	
<b>Content Area:</b> World Language	
<b>Course &amp; Grade Level:</b> Spanish 5, 9-12	
<b>Summary and Rationale</b>	
There are qualities of heroes and leaders that are valued across cultures. Some of these characteristics can be useful in becoming a global citizen and being active in my community. As our society changes and develops, so does our definition of a true leader. How do we recognize the attributes of heroes and leaders globally?	
<b>Recommended Pacing</b>	
45 days	
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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Although there are certain characteristics that heroes and leaders share they are not one and the same</li> <li>Diverse cultures define heroes in different ways yet there are certain universal qualities that define them as heroes and leaders</li> </ul>	

<ul style="list-style-type: none"> <li>There are certain notable figures in the Spanish Speaking World that have made significant contributions to society</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>What qualities and acts make a person heroic?</li> <li>Why do we need heroes in our society?</li> <li>How does our definition of heroes and leaders differ from that of other cultures?</li> <li>How do societal circumstances and issues create the need for heroes?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>The present subjunctive with impersonal expressions to describe essential qualities of heroes and leaders (Ex. Es importante que..., Es imprescindible que...)</li> <li>Verbs such as luchar, defender, pelear and combatir in the present tense to describe what heroes and leaders do</li> <li>The conditional tense to describe what they would do in adverse situations that might require a heroic act</li> <li>The preterite and imperfect to describe the lives of heroes and leaders of the Spanish Speaking World</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe essential qualities and actions of heroes and leaders</li> <li>Reflect on and explain what they would do in adverse situations that might require a heroic act</li> <li>Compare and contrast heroes</li> <li>Ask and answer questions about leaders and heroes</li> <li>Narrate important events in the lives of heroes and leaders in their own community as well as those of the Spanish Speaking World</li> </ul>
<b>Evidence of Learning</b>
<b>Assessment</b>
<p>Assessment plan may include teacher designed formative and summative assessments, a district common assessment, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines.</p>
<b>Resources</b>
<p>Students will use a myriad of authentic and relevant sources related to the unit's theme; examples of these sources include, but are not limited to: infographics, news reports, articles, social media posts, commercials, short stories, blogs, etc.</p> <p><a href="#">Unit 2 Timeline &amp; Resources for Teachers</a>  <a href="#">Spanish 5 Suggested Vocabulary</a></p>

<b>Unit 3: Entering the Professional World</b>
<b>Module 1: Professions</b>
<b>Module 2: My future</b>
<b>Content Area: World Language</b>
<b>Course &amp; Grade Level: Spanish 5, 9-12</b>
<b>Summary and Rationale</b>
<p>My interests and strengths can help me determine my next step into adulthood. It is important to reflect on my high school and extracurricular activities as the skills learned are marketable in the professional world. How will my interests and experiences help me decide what opportunities to explore in the future?</p>
<b>Recommended Pacing</b>
45 days

## New Jersey Student Learning Standards for World Language

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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<b>Strand A.</b>	<b>Interpretive</b>
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
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<b>Strand C.</b>	<b>Presentational</b>
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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Students' future occupation may be affected by their current likes and dislikes</li> <li>● Applying to a school or job is a multi-step process</li> <li>● As the world changes, the demand for certain professions will evolve as well.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How will your future occupation be determined?</li> <li>● How do I apply for a job or school?</li> <li>● How do professions need to evolve based on societal changes?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Present perfect in order to participate in an interview</li> <li>● The future tense in order to discuss future jobs</li> <li>● Adjectives related to what jobs look for in a candidate</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Explain different occupations, professions and careers</li> <li>● Outline and talk about their past accomplishments and experiences that make them eligible for a job position</li> <li>● Think about and describe the type of career in which they would be most successful based on their interests</li> <li>● Ask for and prepare documents needed to apply for a job or admission to a school</li> <li>● Discuss future jobs and qualities that will be necessary to perform them</li> <li>● Ask and answer questions about experiences, opportunities, the future and employment</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	
Assessment plan may include teacher designed formative and summative assessments, a district common assessment, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines.	
<b>Resources</b>	
Students will use a myriad of authentic and relevant sources related to the unit's theme; examples of these sources include, but are not limited to: infographics, news reports, articles, social media posts, commercials, short stories, blogs, etc.	
<a href="#">Unit 3 Timeline and Resources for Teachers</a> <a href="#">Spanish 5 Suggested Vocabulary</a>	

<b>Unit 4: The Highs and Lows of Innovation</b>	
<b>Module 1: Technology</b>	
<b>Module 2: The environment</b>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: Spanish 5, 9-12</b>	
<b>Summary and Rationale</b>	
Changes are needed to accommodate the growth and development of the world. Technological advances provide this accommodation but sometimes at a cost. How do global changes in technology and our environment affect us as a society? What can I do as a global citizen to impact our environment in a positive and sustainable manner?	
<b>Recommended Pacing</b>	
45 days	
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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Society will face numerous technological advances that will affect future generations both positively and negatively.</li> <li>● Current environmental issues in Latin America and Spain reflect similar issues in the USA</li> <li>● Young adults have a responsibility to realize their impact on the environment and make necessary changes to create a more sustainable future</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● In what ways can technological advances both help and hurt society?</li> <li>● How are different countries responding to environmental issues?</li> <li>● Why do I need to actively participate in resolving the problems of our environment?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Commands to create awareness about the environment</li> <li>● The future tense to discuss technological advances</li> <li>● Vocabulary related to technology, the future, and the environment</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Analyze possible consequences and advantages of technological advances</li> <li>● Examine the impact of technology on society</li> <li>● Ask questions about the future of technology</li> <li>● Reflect on and explain their own roles, responsibilities, and values in future societies.</li> <li>● Consider, offer, and analyze possible solutions to ecological issues</li> <li>● Motivate others to care for the planet</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	
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### **Resources**

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[Unit 4 Timeline and Resources for Teachers](#)

[Spanish 5 Suggested Vocabulary](#)