



West Windsor-Plainsboro Regional School District
Introduction to Spanish Communication and Culture
Grades 9-12

Unit 1: Who am I?

Content Area: World Language

Course & Grade Level: Introduction to Spanish Communication and Culture, 9-12

Summary and Rationale

What defines my friends and me and how do our activities shape our identity?

Recommended Pacing

45 days

NJ Student Learning Standards for World Language

7.1 World Languages: 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.

Strand A. Interpretive

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Strand B. Interpersonal

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
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.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CPI #	Cumulative Progress Indicator (CPI)
CRP1	Act as a responsible and contributing citizen and employee.
CRP12	Work productively in teams while using cultural global competence.
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Standards Social Studies	
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.

Instructional Focus

Unit Enduring Understandings

- Their interests help shape who they are.

Unit Essential Questions

- What do my favorite activities say about me?
- How would I describe myself and others?

Objectives

Students will know:

- Recognize cognates when reading authentic materials
- Use present tense to describe themselves and others
- Use ser to describe their personal traits
- Use gustar to talk describe their likes and dislikes
- Use adjective agreement while describing physical and personality traits
- Use infinitives to describe activities they like to do

Students will be able to:

- Read authentic materials and recognize the main idea
- Describe themselves and others
- Describe their personal traits
- Describe their likes and dislikes
- Describe physical and personality traits
- Describe activities they like to do
- Understand cultural perspectives regarding dancing (as a pastime)

Resources

Core Text: Realidades A, Prentice Hall, 2004

Suggested Resources:

- Buen Viaje, Prentice Hall, 1994
- El Cuarto Misterioso video manual, EMC Paradigm Publishing, 2005
- El Cuarto Misterioso video
- Film: "Mad hot ballroom"
- Video on Bullfighting
- Video on Tango
- www.Travelistic.com (tango & flamenco video clips)
- Gramactiva video on "ser" and adjectives
- Moo video on Pastimes

Unit 2: School Life

Content Area: World Language

Course & Grade Level: Introduction to Spanish Communication and Culture, 9-12

Summary and Rationale

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Recommended Pacing

45 days

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Strand B. Interpersonal

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
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CRP1	Act as a responsible and contributing citizen and employee.
CRP12	Work productively in teams while using cultural global competence.
New Jersey Student Learning Standards for Technology	
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8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Unit Enduring Understandings

- Their school routine reflects their culture

Unit Essential Questions

- How does my school routine define my cultural identity?
- How do the routines of Spanish-speaking students around the world reflect their culture?

Objectives

Students will know:

- Use sequence words to describe when their classes are (ex: primera hora, segunda hora, etc.)
- Use comparisons to compare classes in school
- Use subject pronouns to define the subject in a sentence
- Use present tense to describe activities in school
- Use location words to describe where objects are in the classroom
- Use estar to describe the location of things in a room
- Use the plurals of nouns and articles to talk about items
- Use time to talk about when they will do certain activities and when their classes begin and end

Students will be able to:

- Describe when their classes are (ex: primera hora, segunda hora, etc.)
- Compare classes in school
- Define the subject in a sentence
- Describe activities in school
- Describe where objects are in the classroom
- Describe the location of things in a room
- Talk about multiple items

Resources

Core Text: Realidades A, Prentice Hall, 2004

Suggested Resources:

- <http://www.phschool.com>)
- Buen Viaje, Prentice Hall, 1994
- El Cuarto Misterioso video manual, EMC Paradigm Publishing, 2005
- El Cuarto Misterioso video
- Globetrekker videos about Mexico
- Videos about the Mayan cultura
- Movies: Harry Potter; School of Rock; Napoleon Dynamite
- Ruta Maya Video: <http://www.travelistic.com/video/show/8917/Ruta-Maya>

Unit 3: Food and Health

Content Area: World Language

Course & Grade Level: Introduction to Spanish Communication and Culture, 9-12

Summary and Rationale

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Instructional Focus

Unit Enduring Understandings

- There are various cultural perspectives on meals, diet, and health

Unit Essential Questions

- How does my diet reflect my culture?
- How does my diet compare to those of other cultures?
- Is “junk food” cultural?

Objectives

Students will know:

- Talk about new vocabulary through the recognition of cognates
- Talk about food preferences using “gustar” y “encantar”
- Use present tense to talk about activities related to eating
- Talk about meal times

Students will be able to:

- Talk about new vocabulary through the recognition of cognates
- Talk about food preferences for breakfast and lunch
- Talk about activities related to eating
- Talk about likes and dislikes
- Discuss food, health, and exercise choices
- Talk about foods and beverages for dinner
- Understand cultural perspectives on diet and health
- Talk about foods in Spanish-Speaking countries

Resources

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Unit 4: My Social Life

Content Area: World Language

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Instructional Focus

Unit Enduring Understandings

- Their own communities are full of cultural activities and places that they can learn from.
- Participating in social activities with friends and family can be rewarding and educational.
- Knowing how to navigate our own communities opens many doors to exploring other cities around the world.

Unit Essential Questions

- How culturally rich is my community?
- How can social activities strengthen relationships?

Objectives

Students will know:

- Use ir + a to describe where they will go
- Use appropriate vocabulary to talk about the places in the community
- Use appropriate vocabulary to talk about the days of the week
- Use appropriate vocabulary to talk about seasons and weather when planning daily activities
- Use the verb jugar to describe recreational activities
- Use ir + a + infinitive to talk about what they will do
- Use time to talk about when they will do certain activities

Students will be able to:

- Describe where they will go
- Talk about the places in the community
- Talk about the days of the week
- Describe recreational activities
- Talk about what they will do
- Talk about when they will do certain activities
- Talk about the weather and seasons when planning activities outdoors

Resources

Core Text: Realidades A, Prentice Hall, 2004

Suggested Resources:

- Buen Viaje, Prentice Hall, 199
- El Cuarto Misterioso video manual, EMC Paradigm Publishing, 2005
- El Cuarto Misterioso video
- Moo Videos
- <http://places.eyetour.com/islandMap> (virtual tours for landmarks in Puerto Rico)
- <http://www.travelistic.com/video/show/8690/Puerto-Rico-El-Morro>