



West Windsor-Plainsboro Regional School District
Conversations in Spanish
Grades 9-12

Unit 1: Reality and Fantasy	
Content Area: World Language	
Course & Grade Level: Conversations in Spanish, 9-12	
Summary and Rationale	
As a teen in today's world, I am exposed to a diverse range of stories. How do I understand the different between reality and fantasy? When do I choose each genre, and why?	
Recommended Pacing	
30 days	
New Jersey Student Learning Standards for World Language	
Standard: Interpretive	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
Standard: Interpersonal	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Standard: Presentational	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
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	
Standard: Global and Cultural Awareness	
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.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
Standard: History, Culture and Perspectives: Understanding Perspectives	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCA.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.HistorySE.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"> We use our imagination not only for entertainment but also for understanding, interpreting and modifying our reality At times it's difficult to distinguish between reality and fantasy 	
Unit Essential Questions	
<ul style="list-style-type: none"> Why is imagination important in shaping my reality? How do I determine what is reality and what is fantasy? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Vocabulary related to fantasy themes The present tense to describe stories and narratives Expressions with the subjunctive to express possibility Ser to describe inherent qualities Estar to describe temporary or variable qualities Students will be able to: <ul style="list-style-type: none"> Describe their childhood dreams Describe their feelings and emotions and how they affect their interpretation of reality Compare and contrast reality and fantasy Ask and answer questions about reality and fantasy Explain how the interpretation of reality changes throughout the stages of life Discuss the possibility of science fiction becoming reality 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Presentational Writing Rubric - Intermediate High Presentational Speaking Rubric - Intermediate High Interpersonal Rubric - Intermediate High 	
Resources	
Suggested Resources: <ul style="list-style-type: none"> El sur, Jorge Luis Borges Excerpts from Don Quijote, Cervantes "Chac Mool," Carlos Fuentes Revista: Conversación sin barreras (third edition) Short films from Revista www.revista.vhlcentral.com Laberinto del fauno, feature film 	

Unit 2: Personality: Nature vs. Nurture	
Content Area: World Language	
Course & Grade Level: Conversations in Spanish, 9-12	
Summary and Rationale	
As a teen in today's world I am developing my identity. How do I understand the development of personality? Is personality fixed (nature), or does it change and develop in response to our environment (nurture)?	
Recommended Pacing	
30 days	
New Jersey Student Learning Standards for World Language	
Standard: Interpretive	
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7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
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7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
Standard: Interpersonal	
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Standard: Presentational	
CPI # 7.1	Cumulative Progress Indicator (CPI)

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7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Personality is defined by a group of characteristics that makes a person an individual ● These characteristics determine the way that a person relates to others and confronts issues 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does your personality reflect itself to others? ● How does your personality correspond to your behavior? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● Vocabulary related to personality ● The preterit and imperfect tenses to describe their past ● Expressions of causation 	
Students will be able to:	
<ul style="list-style-type: none"> ● Describe their personalities and the personalities of others ● Explain how their actions reflect their personality ● Express opinions and feelings about happiness and other emotions ● Express opinions about what factors influence the formation of personality 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> ☰ Presentational Writing Rubric - Intermediate High ☰ Presentational Speaking Rubric - Intermediate High ☰ Interpersonal Rubric - Intermediate High 	
Resources	
Suggested Resources:	
<ul style="list-style-type: none"> ● Revista: Conversación sin barreras (third edition) ● El hombre que se convirtió en perro, Osvaldo Dragún ● Short films from Revista www.revista.vhlcentral.com ● Diarios de Motocicleta, full film 	

Unit 3: The Role of Mass Media in Our Daily Lives	
Content Area: World Language	
Course & Grade Level: Conversations in Spanish, 9-12	
Summary and Rationale	
As a teen in today's world I am developing my identity. How does culture and community shape my identity and impact my life?	
Recommended Pacing	
30 days	
New Jersey Student Learning Standards for World Language	
Standard: Interpretive	
CPI # 7.1	Cumulative Progress Indicator (CPI)
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Standard: Interpersonal	
CPI # 7.1	Cumulative Progress Indicator (CPI)
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7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Mass media not only entertains and informs but also imparts a biased view of reality ● Values are influenced not only by our upbringing but also by pop culture 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does mass media affect my views on reality? ● How do my values differ from those of my parents or other generations? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● to use por to give the reason or motive for an action ● to use para to express purposes or goals ● how to describe location or placement of objects using prepositions such as EN, ENTRE, CON, SIN, etc... <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions about the role that mass media has on our lives ● Explain how media and technology has affected the way we interact ● Debate the merits of mass media ● Compare different forms of mass media 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> ☰ Presentational Writing Rubric - Intermediate High ☰ Presentational Speaking Rubric - Intermediate High ☰ Interpersonal Rubric - Intermediate High 	
Resources	
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Revista: Conversación sin barreras (third edition) ● Short films from Revista www.revista.vhlcentral.com ● También la lluvia, feature film ● Dos palabras, Isabel Allende 	

Unit 4: Politics and Power	
Content Area: World Language	
Course & Grade Level: Conversations in Spanish, 9-12	
Summary and Rationale	
As a teen in today's world I am developing my identity. While I may have thought about many aspects of my identity already, my political identity may or may not be a part of me that I understand or can explain. By thinking about my needs, values, and opinions, I can gain clarity on aspects of my identity. I can also learn about other political identities, both locally and globally. Finally, I can explore the role of power in the world, today and throughout history. Ultimately, I will explore how my knowledge of politics and power can help me to be an advocate for human rights.	
Recommended Pacing	
30 days	
New Jersey Student Learning Standards for World Language	
Standard: Interpretive	
CPI # 7.1	Cumulative Progress Indicator (CPI)
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Standard: Interpersonal	
CPI # 7.1	Cumulative Progress Indicator (CPI)
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7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Standard: Presentational	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
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7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The most difficult periods in history can bring out the best and worst characteristics of human beings • Globalization presents new challenges and opportunities • Protection of human rights has become essential work as we move towards a more globalized society • Participation in the political process allows our voices to be heard 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do people respond to adversity in difficult periods of history such as war and dictatorships? • How does globalization affect your life? • Why is it important to discuss human rights? • Why might you want to take an active role in politics? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Vocabulary related to government and politics • Expressions of emotions, doubt, will and denial using the subjunctive mood <p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions about human rights, laws, and politics • Explain economic and cultural globalization • Advocate for your rights or someone else's rights • Narrate someone's experience related to human rights • Explain a governmental or political situation to someone else 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> ☰ Presentational Writing Rubric - Intermediate High ☰ Presentational Speaking Rubric - Intermediate High ☰ Interpersonal Rubric - Intermediate High 	
Resources	
<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Revista: Conversación sin barreras (third edition) • Short films from Revista: www.revista.vhlcentral.com • "Se ha perdido el pueblo mexicana," Miguel León-Portilla • "A Roosevelt," Rubén Darío • Machuca, feature film 	

Unit 5: Art As A Human Expression	
Content Area: World Language	
Course & Grade Level: Conversations in Spanish, 9-12	
Summary and Rationale	
As a teen in today's world I am developing my identity. How does creativity inform my identity? How do artists express their identity through their work?	
Recommended Pacing	
30 days	
New Jersey Student Learning Standards for World Language	
Standard: Interpretive	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
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7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
Standard: Interpersonal	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
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7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Standard: Presentational	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
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7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Art is an expression of human thoughts and emotions ● Art is present even in the most ordinary of places and circumstances 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why is art important in your life? ● How can you recognize what art is? ● How can you create art? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Vocabulary related to art (mediums, genre, features, tools, etc) ● Names and biographical information about pertinent artists and their works <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the presence of art in their lives ● Ask and answer questions about aspects of art ● Describe artistic creations ● Express opinions of artistic products ● Analyze an artist's motive and/or intent 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> ☰ Presentational Writing Rubric - Intermediate High ☰ Presentational Speaking Rubric - Intermediate High ☰ Interpersonal Rubric - Intermediate High 	
Resources	
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Revista: Conversación sin barreras (third edition) ● Short films from Revista ● Todo sobre mi madre, feature film ● Biographical information about pertinent artists 	

Unit 6: Lifestyles**Content Area: World Language****Course & Grade Level: Conversations in Spanish, 9-12****Summary and Rationale**

As a teen in today's world I am developing my identity. How does culture and community shape my identity and impact my life, especially when change is one of the major "constants" in life?

Recommended Pacing

30 days

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

CPI # 7.1	Cumulative Progress Indicator (CPI)
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7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal

CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Standard: Presentational

CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students must find a balance in their lives in order to accept change • Some people welcome change more easily than others 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How should you live your life in order to accept change? • How do you react to changes in your lifestyle? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • vocabulary to discuss common life changes • how to express hypotheticals using the conditional in si clauses <p>Students will be able to:</p> <ul style="list-style-type: none"> • Narrate a past experience of change • Explain the effects of change in their lives • Hypothesize about future change • Describe how their lives would be different under certain hypothetical situations 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> ☰ Presentational Writing Rubric - Intermediate High ☰ Presentational Speaking Rubric - Intermediate High ☰ Interpersonal Rubric - Intermediate High 	
Resources	
<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Revista: Conversación sin barreras (third edition) • Short films from Revista • Gustavo Adolfo Bécquer, Rima LIII ("Volverán las oscuras golondrinas") • Antonio Machado, "He andado muchos caminos" • Volver, feature film 	