



West Windsor-Plainsboro Regional School District

Spanish 1

Grades 9-12

Unit 1: My School**Content Area: World Language****Course & Grade Level: Spanish 1, 9-12****Summary and Rationale**

Since school is such a big part of students' lives, they should know how to interact with others in that environment by greeting their classmates, introducing themselves, and participating in a basic getting-to-know you conversation at the Novice Mid level. Students should also know how to describe various elements of their school experience to a Spanish-speaking friend, such as the classes they take, the school supplies they use, the teachers they interact with, the places they visit, the day-to-day activities they engage in, and the schedule they follow. They should also know how to ask their Spanish-speaking friend about his or her school experiences so that they can understand how their experiences are similar and different!

Recommended Pacing

60 days

New Jersey Student Learning Standards for World Language

Standard 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 # 7.1****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.

Strand B. Interpersonal**CPI # 7.1****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.
Strand C. Presentational	
CPI # 7.1	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.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
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.
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 Social Studies

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

- School schedules reflect a student's interests and needs.
- Education is a human right, and across the world all cultures design educational experiences for children and adolescents.
- Students in other countries may have both a similar and different experience in their schools compared to our school experiences in the U.S.

Unit Essential Questions

- What does my school day look like?
- How are the schools around the world similar/different from my school?

Objectives

Students will know:

- Vocabulary for classroom commands
- Vocabulary for simple greetings, introductions, and leave-taking expressions
- Formulaic questions/answers for names, age, birthday, telephone, email, favorite color, etc.
- The alphabet for spelling and writing names, emails, etc.
- Numbers (0-30) for giving/recognizing ages and birthdates
- Calendar vocabulary (months, days) to discuss important dates in a person's life and in the school year
- Vocabulary for colors
- Basic weather phrases (with "hacer" / "estar") and seasons to describe daily weather (Classroom Welcoming Routine)
- Vocabulary for school courses, teacher/staff titles, and important places in the school
- Vocabulary for school supplies
- Adjectives (*aburrido*, *divertido*, colors) and noun-adjective agreement to describe school subjects and supplies
- Vocabulary for basic school activities (i.e. teach, learn, read, write, study, get good grades, collaborate, eat, run, etc.)
- Expressions to give opinions about school courses and activities
- How to express time in relation to the school day
- Sequencing words to describe their school day/schedule

- Basic similarities and differences between American and Latin American/Spanish schools as well as other cultures

Students will be able to:

- Respond appropriately to classroom commands
- Greet classmates in Spanish using memorized chunks/phrases
- Introduce themselves to classmates and respond in a culturally appropriate way to an introduction
- Ask and answer personal identity questions (age, birthday, origin, phone numbers, etc.) to get to know classmates
- Present personal information in written format
- Describe daily weather conditions
- Identify classes they take and express opinions about them with a justification (i.e. *Me gusta la clase de español porque es divertida.*)
- Identify the supplies that are needed for certain classes
- Identify people and places in the school
- Describe the school building and the people in it
- Identify basic school activities and express opinions about them with a justification (i.e. *No me gusta correr en la clase de educación física porque es difícil.*)
- Tell time as it relates to school schedules
- Explain their school schedule to someone and understand someone else’s schedule
- Ask and answer questions about school (classes, supplies, people, places, activities, school schedule)
- Compare and contrast schools in the U.S. with schools abroad

Evidence of Learning

Assessment

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.

Resources

Suggested Resources:

- 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

See the Spanish 1 Google Drive Folder for Teachers for more specific resources from the list above.

Unit 2: My Family and Friends

Content Area: World Language

Course & Grade Level: Spanish 1, 9-12

Summary and Rationale

Students' relationships with their family and friends play a major role in their lives. These key relationships are often influenced by shared preferences and interests. To enable students to talk about the most important people in their lives with other Spanish-speakers, students will learn how to describe familial relationships and give information about family members and friends, including their professions, preferences, and hobbies. By the end of the unit, students will be able to compare their preferences and interests with those of their friends and families...and with others around the world!

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard 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 # 7.1

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.

Strand B. Interpersonal

CPI # 7.1

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.
Strand C. Presentational	
CPI # 7.1	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.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● A person's friends and family play an important role in their life. ● "Family" might have many connotations in the United States and abroad. ● Through preferences and interests, I can relate to and learn from my family members and friends. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Who makes up my family? ● How can we define a "family"? ● What do families look like across the world? ● Who is in my social circle and why? 	
Objectives	
Students will know: <ul style="list-style-type: none"> ● Vocabulary for family members and the familial relationships among the various people ● Formulaic questions/answers for names, age, birthday, telephone, email, favorite color, etc. ● Vocabulary for a selection of professions ● Memorized phrases and expressions to state preferences (likes and dislikes) ● Vocabulary for pastimes/interests (activities like sports, the arts, etc.) ● Interrogative words 	
Students will be able to: <ul style="list-style-type: none"> ● Identify family members and the relationships between family members ● Describe their friends' and family members' personal information 	

- Describe their family members' and others' professions
- Express their preferences (likes and dislikes) and those of others
- Defend a preference with details and reasons
- Ask and answer some questions about the hobbies, interests, and activities that their friends and family like and dislike
- Compare their own likes and dislikes to those of other people in their lives (friends and family)

Evidence of Learning

Assessment

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.

Resources

Suggested Resources:

- 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

See the Spanish 1 Google Drive Folder for Teachers for more specific resources from the list above.

- Disney movie, "Encanto"

Unit 3: My Life at Home	
Content Area: World Language	
Course & Grade Level: Spanish 1, 9-12	
Summary and Rationale	
<p>Many Americans know the Spanish phrase, “Mi casa es su casa” / “My house is your house!” Because the home is such a central part of a person’s life, students should be able to describe their home to others. In this unit, students will learn how to identify rooms and furniture in their home. Students will also be able to explain how their bedroom reflects their interests and their preferences. Beyond describing the interior and exterior of a home, students will be able to compare their home to different homes around the world. Finally, students will describe the various chores and free time activities that people undertake at home. Whether people have similar or different routines at home, almost everyone will agree that your home and your routine reflects your culture.</p>	
Recommended Pacing	
45 days	
New Jersey Student Learning Standards for World Language	
<p>Standard 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.</p>	
Strand A. Interpretive	
CPI # 7.1	Cumulative Progress Indicator (CPI)
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7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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Strand B. Interpersonal	
CPI # 7.1	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.
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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.
Strand C. Presentational	
CPI # 7.1	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.
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7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● People in different parts of the world live in different kinds of homes. ● In every family, household chores and responsibilities are shared differently. ● People use their leisure time according to their preferences. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is my home like? ● How is my home similar to and different from homes in Spanish-speaking countries? ● What responsibilities do people have around the house? ● How do people use their leisure time? 	
Objectives	
Students will know: <ul style="list-style-type: none"> ● The types of residences found in Spanish-speaking countries and in the U.S. ● Vocabulary for rooms of the house ● Vocabulary for items found in various locations of the house ● Definite/indefinite articles and possessive adjectives to name items in the house ● Prepositions and the verb estar to describe the locations of rooms and items in each room ● Vocabulary for household chores ● Vocabulary for leisure activities 	

- Subject pronouns and the present tense to describe a variety of chores and leisure time activities that others do
- Frequency expressions to describe how often others do chores and leisure time activities
- Interrogative words

Students will be able to:

- Identify the types of residences in the U.S. and Spanish-speaking countries
- Identify and describe the rooms of a residence
- Identify and describe the items in various rooms of a house
- Describe where people, rooms, and objects are located in a house
- Identify and describe the chores that various family members do and how often they do them
- Identify and describe the leisure activities that various family members/friends do and how often they do them
- Ask and answer questions about homes, chores, and leisure activities
- Compare and contrast their home and their responsibilities/hobbies with people in Spanish-speaking countries

Evidence of Learning

Assessment

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.

Resources

Suggested Resources:

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- Photos/images of vocabulary
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Unit 4: Enjoying A Restaurant

Content Area: World Language

Course & Grade Level: Spanish 1, 9-12

Summary and Rationale

Hispanic and Latin food has long been a popular option in the United States. But how does a person order food in Spanish? In this unit, students will learn to identify and describe food, express needs/preferences, and resolve common problems in a Spanish-speaking restaurant. By the end of the unit, students will be empowered to plan and enjoy a meal in a Spanish-speaking restaurant!

Recommended Pacing

30 days

New Jersey Student Learning Standards for World Language

Standard 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 # 7.1

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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.

Strand B. Interpersonal

CPI # 7.1

Cumulative Progress Indicator (CPI)

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Strand C. Presentational	
CPI # 7.1	Cumulative Progress Indicator (CPI)
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7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Restaurants cater to a variety of needs and preferences. ● Restaurants in different countries offer different meal options. These differences reflect the culture of the country. ● It is important to keep local customs and good manners in mind when visiting a restaurant abroad. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do the foods we eat at each meal vary in different countries? ● How can I communicate my needs and preferences in a restaurant setting? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Vocabulary for food (flavors, textures, traditional Hispanic foods/meals) ● Spanish speaking countries ● Vocabulary for table settings and important objects/people in a restaurant ● Commonly used restaurant expressions to order food and interact with the service staff ● Expressions of preference, need, and opinion <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and describe restaurant food ● Identify and describe some traditional foods/meals specific to Spanish-speaking countries ● Identify and describe elements of a restaurant (table settings, people, etc.) ● Make polite requests, order food, ask for and pay the bill in a restaurant ● Express needs and preferences in a restaurant ● Resolve basic problems in a restaurant 	

- Evaluate the food, service, and ambiance of a restaurant

Evidence of Learning

Assessment

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.

Resources

Suggested Resources:

- Realia/props with labels
- Photos/images of vocabulary
- Infographics
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- Commercials, videos, short films, movies
- Songs and audio recordings

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Notes

*Ramadan can take place in the third or fourth marking period, or sometimes both. The teacher can switch the order of the third and fourth units as needed in order to accommodate students celebrating Ramadan.