



# West Windsor-Plainsboro Regional School District

## Spanish 2

## Unit 1: Describing Myself and My Peers

**Content Area: World Language**

**Course & Grade Level: Spanish 2, 9-12**

### Summary and Rationale

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

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

**Strand A. Interpretive - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 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.

**Strand B. Interpersonal - Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. 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)
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.
<b>Strand C. Presentational - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 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.</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<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>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

8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has or has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
<b>Interdisciplinary Standards: Social Studies</b>	
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.
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Students' choices are diverse</li> <li>● Students' interests help define who they are</li> <li>● Students' actions affect how they are perceived by others</li> <li>● Descriptions of personal traits can reflect a diversity of cultural perspectives</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What defines me as a teenager?</li> <li>● What determines my interests?</li> <li>● How am I perceived by others?</li> <li>● How do I perceive others?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● <b>Adjective agreement</b> when describing nationalities</li> <li>● <b>Present tense</b> to describe themselves, their peers, and free time activities with friends</li> <li>● <b>Ser</b> to describe their personal traits</li> <li>● <b>Estar</b> to describe feelings and emotions</li> <li>● <b>Tener</b> to describe their age</li> <li>● Verbs like <b>gustar</b> to describe likes and dislikes</li> <li>● <b>Adverbs of frequency</b> to describe their activities</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify nationalities</li> <li>● Describe their personal traits and those of their friends</li> <li>● Describe likes and dislikes</li> <li>● Describe feelings and emotions</li> <li>● Talk about free time activities</li> <li>● Describe the frequency of their activities</li> <li>● Ask and answer questions about personal traits and interests</li> </ul>	
<b>Evidence of Learning</b>	
<p>Over the course of the unit, assessments will occur across the three modes of communication (Interpersonal, Interpretative, and Presentational). Teachers will continually check for understanding and assess student learning throughout the unit, adjusting their instruction as necessary based on students' progress and areas of need. Additionally, students will be given opportunities to self-assess, review feedback, and set goals for themselves. Student goals will align with a student-friendly proficiency rubric to help them understand language learning goals.</p> <p><b>Assessment:</b> <a href="#">Novice High Rubrics</a></p>	
<b>Competencies for 21st Century Learners</b>	
Collaborative Team Member	Effective Communicator

Globally Aware, Active, & Responsible Student/Citizen	Information Literate Researcher
Innovative & Practical Problem Solver	Self-Directed Learner

### Resources

**Suggested Resources:**

- [Vocabulary list](#)
- Qué tal magazines
- teacher-created resources (shared Google Drive)
- [Additional resources](#), organized by unit

<b>Unit 2: Living a Healthy Life</b>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: Spanish 2, 9-12</b>	
<b>Summary and Rationale</b>	
How do my choices affect my physical and mental health? What changes can I make in my daily routine to develop and maintain a healthy life style?	
<b>Recommended Pacing</b>	
45 days	
<b>New Jersey Student Learning Standards for World Language</b>	
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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Daily routines can positively and negatively affect students' health</li> <li>● Students have the power to make changes in their daily routine that will benefit their well-being in the future</li> <li>● There are many ways to maintain physical and mental health</li> <li>● Staying healthy requires adopting healthy habits at an early age</li> <li>● Daily routines can incorporate healthy habits</li> <li>● Communicating health problems and injuries can protect our health</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What are the changes that I can make to improve my well-being?</li> <li>● At what age should we begin to identify good, healthy habits?</li> <li>● What factors affect our health? (Environment, heredity, social practices etc.)</li> <li>● How much control do we have of our daily routine?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Appropriate vocabulary (parts of the body, <b>reflexive actions</b>...)</li> <li>● Appropriate vocabulary to describe daily routine and frequency of activities</li> <li>● Appropriate vocabulary to describe <b>symptoms</b> of injuries/ illnesses and <b>parts of the body</b></li> <li>● Appropriate vocabulary to describe <b>healthy v. unhealthy</b> habits</li> <li>● <b>Transitional words</b> to sequence our daily activities</li> <li>● <b>"Deberías"</b> expressions to give advice on how to live a healthy life style</li> <li>● Phrases with <b>"tener" + "que"</b> to describe what someone has to do to keep healthy</li> <li>● <b>"Tener" and "tener" expressions</b> to describe physical needs and conditions</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Tell someone what they need to do to stay healthy</li> <li>● Give advice on how to live a healthy life style</li> <li>● Describe symptoms of illnesses/ health problems</li> <li>● Explain the effects that our daily routine has on our health</li> <li>● Describe their daily routine in the present</li> <li>● Sequence their daily activities</li> <li>● Ask and answer questions about daily routines and activities for healthy living</li> </ul>	
<b>Evidence of Learning</b>	
Over the course of the unit, assessments will occur across the three modes of communication (Interpersonal, Interpretative, and Presentational). Teachers will continually check for understanding and assess student learning	



throughout the unit, adjusting their instruction as necessary based on students' progress and areas of need. Additionally, students will be given opportunities to self-assess, review feedback, and set goals for themselves. Student goals will align with a student-friendly proficiency rubric to help them understand language learning goals.

**Assessment:** [Novice High Rubrics](#)

**Competencies for 21st Century Learners**

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**Resources**

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### Unit 3: My Childhood and My Cultural Roots

**Content Area: World Language**

**Course & Grade Level: Spanish 2, 9-12**

#### Summary and Rationale

As a teen in today's world, I am also a product of my past and my traditions. How my past has shaped my personality?

#### Recommended Pacing

45 days

#### New Jersey Student Learning Standards for World Language

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7.1.NH.PRSNT.5:	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6:	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Memories should be valued and can shape our future</li> <li>● Changes in students' past and present lives affect who they are</li> <li>● Students may share common experiences from their childhood with their peers</li> <li>● Differing cultures offer many contrasts, as well as common elements of celebrations</li> <li>● Traditions play an important role among cultures</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do the similarities and differences among cultures in our community bring us closer together or make us unique?</li> <li>● How is my past affecting the way I am now?</li> <li>● How can learning about different cultures help me appreciate my own cultures?</li> <li>● How can learning about different cultures help me appreciate that of my peers?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● The <b>imperfect</b> to narrate about their childhood experiences</li> <li>● Vocabulary related to <b>childhood</b></li> <li>● Vocabulary related to <b>cultural celebrations</b> and festivals</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Narrate about their childhood experiences</li> <li>● Describe their traditions and celebrations</li> <li>● Describe the similarities and differences between their childhood and the childhood memories of their friends</li> <li>● Compare the traditions and celebrations of their peers with their own</li> <li>● Explain the value of tradition</li> <li>● Describe how establishing relationships both within and outside of the culture can further personal growth</li> </ul>	
<b>Evidence of Learning</b>	

Over the course of the unit, assessments will occur across the three modes of communication (Interpersonal, Interpretative, and Presentational). Teachers will continually check for understanding and assess student learning throughout the unit, adjusting their instruction as necessary based on students' progress and areas of need. Additionally, students will be given opportunities to self-assess, review feedback, and set goals for themselves. Student goals will align with a student-friendly proficiency rubric to help them understand language learning goals.

**Assessment:** [Novice High Rubrics](#)

### Resources

**Suggested Resources:**

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## Unit 4: A Visit to the Market in the City

**Content Area: World Language**

**Course & Grade Level: Spanish 2, 9-12**

### Summary and Rationale

What can we learn about a culture based on what goes on in the city?

### Recommended Pacing

45 days

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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.
<b>Strand C. Presentational - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 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.</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Cities are important centers of activities in a country, and often display a rich culture</li> <li>● International cities often share common aspects in their design</li> <li>● It is important to be able to navigate through a city</li> <li>● There are a variety of choices and possibilities when making purchases in the city</li> <li>● The practice of purchasing varies in different parts of the world</li> <li>● In a city, one can find the origins of many cultural practices</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What does a city say about a culture?</li> <li>● What common elements exist between different cities?</li> <li>● What kinds of opportunities does a city offer?</li> <li>● What cultural differences are there in selling and purchasing products?</li> <li>● What differences are there in clothing that also reflect the culture and country?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● appropriate vocabulary to <b>identify locations in a city</b></li> <li>● appropriate vocabulary to <b>describe the people and objects in a store/ market</b></li> <li>● appropriate vocabulary to <b>describe clothing</b></li> <li>● <b>demonstrative adjectives</b> to specify selections and choices</li> <li>● appropriate phrases to ask for help in a <b>store setting</b></li> <li>● <b>how to give opinions</b> on clothing and other purchases</li> <li>● appropriate <b>phrases to bargain</b> in a market setting</li> <li>● <b>appropriate clothing</b> for different social activities</li> <li>● Numbers from <b>0-1000</b></li> <li>● Appropriate vocabulary to ask about/ express <b>prices and currencies</b> of Spanish -speaking countries</li> <li>● The verb “IR + A” to express destinations</li> <li>● The verb “IR + A + infinitive” to express future plans</li> </ul>	
<b>Students will be able to:</b>	

- Identify common locations in a city
- Describe people and objects in a store
- Describe clothing and how it fits
- Express preferences
- Ask for help
- Ask about prices/ Bargain
- Describe destinations and future plans

#### **Evidence of Learning**

Over the course of the unit, assessments will occur across the three modes of communication (Interpersonal, Interpretative, and Presentational). Teachers will continually check for understanding and assess student learning throughout the unit, adjusting their instruction as necessary based on students' progress and areas of need. Additionally, students will be given opportunities to self-assess, review feedback, and set goals for themselves. Student goals will align with a student-friendly proficiency rubric to help them understand language learning goals.

**Assessment:** [Novice High Rubrics](#)

#### **Resources**

**Suggested Resources:**

- [Vocabulary list](#)
- Qué tal magazines
- Teacher-created resources (shared Google Drive)
- [Additional resources](#), organized by unit