



West Windsor-Plainsboro Regional School District  
Spanish 3 Honors Curriculum  
Grades 9-12

## Unit 1: Éxito en la Escuela Secundaria Success in High School

**Content Area: World Language**

**Course & Grade Level: Spanish 3 Honors, 9-12**

### Summary and Rationale

As a teen in high school I am faced with stress, challenges, and opportunities. How can my habits ensure academic success in high school and beyond? What can I do during academically stressful situations?

### Recommended Pacing

60 days

### New Jersey Student Learning Standards for World Language

#### **Standard: Standards for Interpretive Mode of Communication**

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
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

#### **Standard: Standards for Interpersonal Mode of Communication**

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
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.

**Standard: Standards for Presentational Mode of Communication**

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
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
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
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.

**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
<b>Interdisciplinary Standards for 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>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>· Graduating high school depends on my ability to meet certain requirements.</li> <li>· Certain study skills will help me excel in academic courses.</li> <li>· There are differences and similarities among high school students around the world.</li> <li>· Maturity brings additional responsibilities which require my ability to prioritize and organize my life.</li> <li>· Effectively balancing my life will help me meet my own expectations as well as the expectations of others.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>· How can I develop skills that will help me refine my strengths and improve my areas for growth in school?</li> <li>· How do the similarities and differences among high school students around the world bring us closer together or make us unique?</li> <li>· How can I balance the aspects of my life to fulfill my needs and ensure academic success?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>· Vocabulary for upper-level classes</li> <li>· Vocabulary for technology used in the classroom (computadora portátil, ratón, cargador, etc.)</li> <li>· Vocabulary for school activities (leer, jugar, escuchar, etc.)</li> <li>· Adjectives and verbs (útil, exigente, creer, pensar, parecer, etc.) to express opinions about classes and other school-related elements (teachers, workload, etc...)</li> <li>· Comparatives and superlatives to compare and contrast classes and other school-related elements (teachers, workload, etc...) within the the community and with schools across the world</li> <li>· Interrogative words to ask basic school related questions</li> <li>· Vocabulary for study techniques/strategies</li> <li>· The present tense (regular, irregular, stem changing verbs) to describe school activities and study techniques</li> <li>· Vocabulary for academically stressful situations (sacar una mala calificación, sufrir estrés de examen, llevar una vida agitada, etc.)</li> <li>· “Sentirse” and other emotion related reflexive verbs to describe feelings experienced during stressful situations</li> <li>· Vocabulary for stress relief (aliviar el estrés, cuidarse, reírse, etc.)</li> <li>· Informal and plural commands to offer solutions to stressful situations</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Describe different classes, schedules, and technology used in a secondary school setting</li> <li>· Describe what people do in school</li> <li>· Express opinions about classes and other school-related elements</li> <li>· Compare and contrast classes and other school-related elements</li> </ul>	

- Ask and answer basic questions about school (courses, study techniques, stress)
- Describe their study habits
- Narrate academic situations that cause stress
- Express feelings about academically stressful situations
- Give advice to lessen stress and be successful in school

#### **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:**

- *Casi Casi* – Authentic Puerto Rican Film <http://www.imdb.com/title/tt0820042/>
- 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 3 Honors Google Drive Folder for Teachers for more specific resources from the list above.

## Unit 2: Estereotipos, Diversidad e Inclusión Stereotypes, Diversity, and Inclusivity

**Content Area: World Language**

**Course & Grade Level: Spanish 3 Honors, 9-12**

### Summary and Rationale

As a teen in today's world I am facing an increasingly diverse and evolving society. Learning about diversity and inclusion in the face of stereotypes and discrimination helps me to be a more prepared and reflective global student citizen.

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

#### **Standard: Standards for Interpretive Mode of Communication**

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
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

#### **Standard: Standards for Interpersonal Mode of Communication**

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
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>Standard: Standards for Presentational Mode of Communication</b>	
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</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
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
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>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>· Stereotypes, although sometimes based on truths, do not necessarily characterize the complex nature of me, as an individual, or others.</li> <li>· Teenagers' actions and choices will contribute to other people's perceptions of them.</li> <li>· We all play a part in making our communities an inclusive and welcoming space.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>· How do the similarities and differences among high school students around the world bring us closer together or make us unique?</li> <li>· Why and how do stereotypes emerge?</li> <li>· How can inclusivity be promoted in the face of stereotypes?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>· Vocabulary for describing stereotypes and discrimination</li> <li>· Vocabulary to discuss bullying experiences (i.e. cyberbullying)</li> <li>· Vocabulary for diversity and inclusion, including related solutions</li> <li>· The present tense to describe stereotypes nowadays</li> <li>· The preterit and imperfect tenses to talk about past experiences or events</li> </ul>	

- The conditional to express wishes for a more diverse and inclusive world

**Students will be able to:**

- Describe common current-day stereotypes they encounter in their community
- Narrate past events that they or others have experienced that relate to stereotypes and discrimination
- Narrate past events they or others have experienced that relate to peer pressure, bullying, and violence
- Express how they would impact change towards a more peaceful and inclusive world

**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:**

- Sendas literarias (“Cuando era puertorriqueña”, “Once”)
- *Casi una mujer / Almost a Woman* Movie <http://www.imdb.com/title/tt0250951/>
- *Mean Girls* (cafetería scene with high school social groups)
- 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 3 Honors Google Drive Folder for Teachers for more specific resources from the list above.



## Unit 3: Las Relaciones Relationships

**Content Area: World Language**

**Course & Grade Level: Spanish 3 Honors, 9-12**

### Summary and Rationale

As a teen in today's world I have formed many relationships---and will form many more to come! How do these relationships affect who I am?

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

#### **Standard: Standards for Interpretive Mode of Communication**

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
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

#### **Standard: Standards for Interpersonal Mode of Communication**

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
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>Standard: Standards for Presentational Mode of Communication</b>	
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</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
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
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>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>· Developing interpersonal relationships is essential to personal growth.</li> <li>· Knowing how to resolve conflicts within a relationship is vital in order to maintain a healthy relationship.</li> <li>· Relationships vary according to our needs and the circumstances from which they are formed.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>· What kind of relationships do we really need in our lives and why?</li> <li>· What qualities are important in a friend or significant other?</li> <li>· How can conflict resolution in a friendship transfer to other relationships in my life?</li> <li>· How can I help others resolve conflict in their relationships?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>· Vocabulary for important qualities in a friend or significant other</li> <li>· Vocabulary for positive and negative actions in a relationship (apoyar, guardar secretos, chismear, etc.)</li> <li>· Vocabulary for relationship conflict and resolution</li> <li>· The subjunctive mood to describe an ideal relationship</li> <li>· The uses and forms of the preterit and imperfect tenses to talk about past relationship experiences</li> <li>· The subjunctive mood to give advice and recommendations (i.e. le recomiendo que...)</li> </ul>	

**Students will be able to:**

- Identify and describe relationships that are important to them and others
- Describe their ideal friend/significant other/relationship
- Narrate past experiences in relationships
- Express relationship-related conflicts
- Give advice and recommendations to resolve relationship conflicts (le recomiendo que...)

**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 3 Honors Google Drive Folder for Teachers for more specific resources from the list above.

## Unit 4: Mi Futuro y Oportunidades Voluntarias My Future and Volunteer Opportunities

**Content Area: World Language**

**Course & Grade Level: Spanish 3 Honors, 9-12**

### Summary and Rationale

As a teen in today's world it is important that I give back to both my community and the global community.

### Recommended Pacing

30 days

### New Jersey Student Learning Standards for World Language

#### **Standard: Standards for Interpretive Mode of Communication**

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
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

#### **Standard: Standards for Interpersonal Mode of Communication**

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
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>Standard: Standards for Presentational Mode of Communication</b>	
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</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
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
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>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>· There are many opportunities to volunteer in the community and internationally.</li> <li>· Helping others in students' global community contributes to their own personal growth.</li> <li>· Working in and out of school helps build a bridge between school and community.</li> <li>· Volunteering in other countries contributes to their own personal growth.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>· How can I balance the aspects of my life to fulfill my needs as well as the needs of others?</li> <li>· How can I combine my strengths and the skills I've acquired in high school to benefit my global community?</li> <li>· How will my participation in community life contribute to my own personal growth?</li> <li>· How can I effectively express myself in an unexpected situation abroad?</li> <li>· What impact will volunteering in another country have on my life?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>· Vocabulary for volunteer service in the U.S. and abroad (actions, places, and the process)</li> <li>· The present perfect to talk about their past work/volunteer experience</li> <li>· The future tense to express what kind of volunteer work they will do in their future</li> </ul>	
<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>· Investigate and describe different volunteer opportunities abroad</li> </ul>	

- Identify and describe important skills to succeed in a global community
- Narrate past experiences that may establish credibility as a volunteer (i.e. Desde hace un año, he trabajado...)
- Describe what volunteer work they will do in the future

#### **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 3 Honors Google Drive Folder for Teachers for more specific resources from the list above.