



West Windsor-Plainsboro Regional School District Spanish Cultural Studies Honors

Unit 1: Personal Relationships / Las relaciones personales

Content Area: World Language

Course & Grade Level: Honors Spanish Cultural Studies, 9-12

Summary and Rationale

By examining the way that people relate to each other, and the practices, products, and perspectives associated with those relationships, you can better understand both your own culture and cultures around the world.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard 7.1 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.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change
7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
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7.1.AL.IPERS.5	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's 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)
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
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New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Interdisciplinary Standards (Social Studies)	
Standard: History, Culture and Perspectives: Understanding Perspectives	
CPI #	Cumulative Progress Indicator (CPI)
6.1.2.HistoryUP. 2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP. 3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.5.HistoryUP. 6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP. 7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why are relationships important in shaping who I am? ● How does my personality affect my relationships? ● How are love and companionship portrayed across cultures? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● Vocabulary related to personal relationships, personality, personal preference, and expressions of emotion. ● How to discuss past and present daily occurrences related to relationships. 	
Students will be able to:	
<ul style="list-style-type: none"> ● Give detailed descriptions using a wide variety of adjectives. ● Explain how their identities shape their relationships. ● Describe their feelings and emotions & the feelings and emotions of others using precise, sophisticated vocabulary and expressions using the indicative and the subjunctive. ● Compare and contrast friendships and romantic relationships in their cultures and those of the Spanish Speaking world. ● Analyze a variety of authentic products related to relationships in order to discuss cultural practices and perspectives. ● Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations. ● Express preferences/opinions with detailed rationales or arguments based on evidence. 	

- Recount a story or event using paragraph-length narration and description.

Evidence of Learning

Assessment: [Advanced Low rubrics](#)

Competencies for 21st Century Learners

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

Resources

[Timeline document with resources](#)

Unit 2: Family - Generations in Motion/ La Familia - Generaciones en movimiento

Content Area: World Language

Course & Grade Level: Honors Spanish Cultural Studies, 9-12

Summary and Rationale

The family is a universal social institution, yet cultures organize and perceive familial relations differently based on their history, values, and context. By studying practices, products, and perspectives related to the family, you can better understand your own identity and the cultural identity of others.

Recommended Pacing

45 days

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**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

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New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

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9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
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New Jersey Student Learning Standards for Technology

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Interdisciplinary Standards (Social Studies)

Standard: History, Culture and Perspectives: Understanding Perspectives

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Instructional Focus

Unit Enduring Understandings

- Family is a central aspect of all cultures.
- Family informs our identity and our view of the world.
- Beliefs, priorities, culture, and traditions evolve over time.

Unit Essential Questions

- How does my family background inform my identity?
- How do my values differ from those of my parents or other generations?
- How does the concept of family vary across time and culture?

Objectives**Students will know:**

- Vocabulary related to family, generations, and relationships within the family.
- Historical and contemporary familial perspectives on social issues and daily life.

Students will be able to:

- Explain different stages of life and the stereotypes associated with those stages.
- Compare and contrast differences in practice and perspective between generations.
- Compare and contrast beliefs, priorities, and traditions in different families.
- Analyze a variety of authentic products related to families in order to discuss cultural practices and perspectives.
- Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations.
- Express preferences/opinions with detailed rationales or arguments based on evidence using the subjunctive.
- Recount a story or event using paragraph-length narration and description.

Evidence of Learning

Assessment: [Advanced Low rubrics](#)

Competencies for 21st Century Learners

Collaborative Team Member	Effective Communicator
Globally Aware, Active, & Responsible Student/Citizen	Information Literate Researcher
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Resources

[Timeline document with resources](#)

Unit 3: Activism / El Activismo

Content Area: World Language

Course & Grade Level: Honors Spanish Cultural Studies, 9-12

Summary and Rationale

Governments have historically varied in their interpretations of the term "human" or "basic" rights. By studying both the history and contemporary state of politics, human rights, and social justice in various countries, you can become a more globally aware citizen, ready to advocate for human rights around the world and in your own community.

Recommended Pacing

45 days

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Companion Standards**

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Instructional Focus

Unit Enduring Understandings

- The most difficult periods in history bring out both the best and worst characteristics of human beings.
- Social change and justice can only occur where there is an awareness of diversity and action towards equity and inclusion.
- Every learner can be empowered to participate in social activism.
- Protection of human rights has become a prominent theme in Hispanic film and literature.

Unit Essential Questions

- How do people respond to adversity?
- How do Hispanic artists express their concern about the oppression of their people throughout history?
- How do people engage in the political process in different parts of the world in order to inspire change?

Objectives

Students will know:

- Vocabulary related to political systems, ideas, and social activism.
- Historical and contemporary perspectives on social activism.

Students will be able to:

- Explain how their personal beliefs can shape future activism.
- Analyze a variety of authentic products related to Spanish-speaking countries in order to discuss cultural practices and perspectives.
- Compare and contrast social movements throughout the world.
- Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations.
- Express preferences/opinions with detailed rationales or arguments based on evidence.

Evidence of Learning	
Assessment: Advanced Low rubrics	
Competencies for 21st Century Learners	
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Resources	
Timeline document with resources	

Unit 4: Living in a Hispanic City / Vivir en la ciudad hispana	
Content Area: World Language	
Course & Grade Level: Honors Spanish Cultural Studies, 9-12	
Summary and Rationale	
Since the beginning of time, humans have organized themselves into cities of various sizes for various purposes. By studying both the origin and contemporary state of cities, you can learn a lot about a given culture.	
Recommended Pacing	
45 days	
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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● A study of any Hispanic city will provide students with a historical perspective of the country being visited. 	

- Hispanic cities offer a wide variety of cultural activities such as theatre, museums, markets, and celebrations etc. that will allow students to experience diversity.
- While cities are wonderful venues to experience culture, they can also present challenges to modern life.

Unit Essential Questions

- How does a city’s history impact modern-day life and contemporary cultural perspectives?
- How do Hispanic cities allow us to experience diversity of ideas, cultures, and activities?
- How can cities be both sites of cultural progress and manifestations of global challenges?

Objectives

Students will know:

- Vocabulary related to common places and components of a Hispanic city.
- Contemporary challenges facing Hispanic cities.
- How a city’s past and present affect the future.

Students will be able to:

- Compare and contrast Hispanic and American cities.
- Explain the cultural richness of Hispanic cities.
- Identify and share their opinions/preferences of various practices, products and perspectives of city life using expressions with the subjunctive.
- Evaluate the benefits and drawbacks of living in a city.
- Analyze a variety of authentic products related to city life in order to discuss cultural practices and perspectives.
- Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations.
- Express preferences/opinions with detailed rationales or arguments based on evidence.
- Recount a story or event using paragraph-length narration and description.

Evidence of Learning

Assessment: [Advanced Low rubrics](#)

Competencies for 21st Century Learners

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

Resources

[Timeline document with resources](#)