



# West Windsor-Plainsboro Regional School District Spanish Communication and Culture

<b>Unit 1: Who am I?</b>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: Introduction to Spanish Communication and Culture, 9-12</b>	
<b>Summary and Rationale</b>	
I am a unique individual. Though I already know a lot about myself, I can always learn more! In this unit, we will learn to describe ourselves and others. We will also learn what defines us and our friends, and how our activities and preferences shape our identity.	
<b>Recommended Pacing</b>	
45 days	
<b>New Jersey Student Learning Standards for World Language</b>	
<b>7.1 World Languages:</b>	
<b>Strand A. Interpretive - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>Strand B. Interpersonal - Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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 - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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**

<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.

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

<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

**New Jersey Student Learning Standards for Computer Science and Design Thinking**

<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 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.

**Interdisciplinary Standards (Social Studies)**

6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art,
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	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>Your interests help shape who you are.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>What do my favorite activities say about me?</li> <li>What do I have in common with others?</li> <li>How would I describe myself and others?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>cognates related to descriptions/interests</li> <li>the present tense to describe themselves and others</li> <li>ser to describe their personal traits</li> <li>gustar to talk describe their likes and dislikes</li> <li>adjective agreement for describing physical and personality traits</li> <li>infinitives to describe activities they like to do</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Read authentic materials and recognize the main idea</li> <li>Describe themselves and others</li> <li>Describe their personal traits</li> <li>Describe their likes and dislikes</li> <li>Describe physical and personality traits</li> <li>Identify activities they like to do</li> <li>Demonstrate understanding of cultural perspectives</li> <li>Ask and answer questions to get to know someone</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	
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 for Novice Mid.	
<b>Resources</b>	
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>Realia/props with labels</li> <li>Photos/images of vocabulary</li> <li>Infographics</li> <li>Total Physical Response (TPR)</li> <li>Stories, articles, blogs and other authentic texts</li> <li>Commercials, videos, short films, movies</li> <li>Songs and audio recordings</li> <li>Guess Who game</li> </ul>	

## Unit 2: School Life

**Content Area: World Language**

**Course & Grade Level: Introduction to Spanish Communication and Culture, 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

45 days

### New Jersey Student Learning Standards for World Language

#### 7.1 World Languages:

**Strand A. Interpretive - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.**

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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 - Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.**

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7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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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.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● School routines reflect culture</li> <li>● My school experiences and the experiences of others share similarities and differences</li> <li>● I can make choices in school to be successful</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does my school routine reflect my culture?</li> <li>● How do the routines of Spanish-speaking students around the world reflect their culture?</li> <li>● How can I tell others about my school?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● sequence words to describe when their classes are (ex: primera hora, segunda hora, etc.)</li> <li>● comparisons to compare classes in school</li> <li>● subject pronouns to define the subject in a sentence</li> <li>● present tense to describe activities in school</li> <li>● location words to describe where objects are in the classroom</li> <li>● estar to describe the location of things in a room</li> <li>● plurals of nouns and articles to talk about items</li> <li>● expressions of time to talk about when they will do certain activities and when their classes begin and end</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Describe when their classes are (ex: primera hora, segunda hora, etc.)</li> <li>● Compare classes and other details about a school</li> <li>● Define schools subjects in a sentence</li> <li>● Describe activities in school</li> </ul>	

- Describe where objects are located in the classroom
- Describe the location of things in a room / school
- Ask and answer questions about schools

#### **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 for Novice Mid.

#### **Resources**

#### **Suggested Resources:**

- School map and school schedules
- Realia/props with labels related to schools
- 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

**Unit 3: Food and Health**

**Content Area: World Language**

**Course & Grade Level: : Introduction to Spanish Communication and Culture, 9-12**

**Summary and Rationale**

You are what you eat! In this unit, students will learn to identify and describe food, express needs/preferences related to meals, and ask and answer questions about health and nutrition. By the end of the unit, students will be empowered to plan healthy meals and talk with others in Spanish about health and nutrition.

**Recommended Pacing**

45 days

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

**7.1 World Languages:**

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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.
<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 Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</b>	
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7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>There are various cultural perspectives on meals, diet, and health</li> <li>I can make decisions that benefit my health</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How does my diet reflect my culture?</li> <li>How does my diet compare to those of other cultures?</li> <li>Is "junk food" cultural?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>new vocabulary through the recognition of cognates</li> <li>expressions of preferences using "gustar" y "encantar"</li> <li>the present tense to talk about activities related to eating</li> <li>expressions of time to describe meal times</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify food and nutrition cognates</li> <li>Express food preferences for breakfast, lunch, dinner, and beverages</li> <li>Describe activities related to eating</li> <li>Express likes and dislikes</li> <li>Ask and answer questions about food, health, and exercise choices</li> <li>Explain cultural perspectives on diet and health</li> <li>Identify foods in Spanish-Speaking countries</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	
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 for Novice Mid.	

## Resources

### Suggested Resources:

- Menus and market circulars
- Realia/props with labels related to food
- 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

## Unit 4: My Social Life

**Content Area: World Language**

**Course & Grade Level: Introduction to Spanish Communication and Culture, 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. Students often participate in local activities with their friends and families, participating in the active social life of their community. To enable students to talk about the most important people in their lives with other Spanish-speakers, students will learn how to describe their social circle, including their preferences, hobbies, and favorite free time activities. 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

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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Students' own communities are full of cultural activities and places that they can learn from.</li> <li>● Participating in social activities with friends and family can be rewarding and educational.</li> <li>● Knowing how to navigate our own communities opens many doors to exploring other cities around the world.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How culturally rich is my community?</li> <li>● How can social activities strengthen relationships?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● ir + a to describe where they will go</li> <li>● appropriate vocabulary to talk about the places in the community</li> <li>● appropriate vocabulary to talk about the days of the week</li> <li>● appropriate vocabulary to talk about seasons and weather when planning daily activities</li> <li>● the verb jugar to describe recreational activities</li> <li>● ir + a + infinitive to talk about what they will do</li> <li>● expressions of time to talk about when they will do certain activities</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Tell others where they will go</li> <li>● Describe the places in the community</li> <li>● Identify the days of the week</li> <li>● Describe recreational activities</li> <li>● Express what they will do</li> <li>● Explain when they will do certain activities</li> <li>● Describe the weather and seasons when planning activities outdoors</li> <li>● Ask and answer questions about their social lives</li> </ul>	

<b>Evidence of Learning</b>
<b>Assessment</b>
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 for Novice Mid.
<b>Resources</b>
<b>Suggested Resources:</b> <ul style="list-style-type: none"><li>● Town/city maps and promotional materials</li><li>● Realia/props with labels</li><li>● Photos/images of vocabulary</li><li>● Infographics</li><li>● Total Physical Response (TPR)</li><li>● Stories, articles, blogs and other authentic texts</li><li>● Commercials, videos, short films, movies</li><li>● Songs and audio recordings</li></ul>