



West Windsor-Plainsboro Regional School District
Spanish 3

Unit 1: High School Life and Challenges

Content Area: World Language

Course & Grade Level: Spanish 3, 9-12

Summary and Rationale

As a teen in today's world, I am faced with challenges and opportunities. How can the choices I make ensure my success in high school and beyond? Thus unit is designed to engage Spanish learners in exploring the various aspects of high school life while addressing the unique challenges students often encounter during this pivotal phase of their education. Through authentic materials, interactive activities, and thoughtful discussions, students will enhance their language skills while gaining a deeper understanding of the social, academic, and personal dimensions of high school.

Recommended Pacing

50 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.

Standard A: Interpretive

CPI # 7.1

Cumulative Progress Indicator (CPI)

7.1.IL.IPRET.1

Restate and describe the main idea and some details from = informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2

React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3

Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPRET.4

Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5

Compare and contrast some unique linguistic elements in English and the target language.

7.1.IL.IPRET.6

Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Standard B: Interpersonal

CPI # 7.1

Cumulative Progress Indicator (CPI)

7.1.IL.IPERS.1

Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas

7.1.IL.IPERS.2

Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3

Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5

Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6

Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Standard C: Presentational	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Standards for Social Studies	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Effective study skills and use of technology support students in academic courses. ● There are differences and similarities among high school students around the world. 	

- Maturity brings additional responsibilities which require the ability to prioritize and organize one's life.
- Effectively balancing one's lives will help meet expectations of self and others.

Unit Essential Questions

- How can I use technology and develop skills that will help me improve in school?
- How do the similarities and differences among high school students around the world bring us closer together or make us unique?
- How can I manage stress in my life during school?
- How can I balance aspects of my life to fulfill my needs and ensure academic success in high school?

Objectives

Students will know:

- Vocabulary to discuss high school classes, study techniques/strategies including educational technology
- The present tense (regular, irregular, stem changing verbs)
- Verbs like "gustar" (ie. fascinar, interesar, aburrir, fastidiar, etc.)
- Interrogative words to ask basic related questions and to connect ideas. (ie. cuándo vs. cuando, etc.)
- Transitional words to connect ideas. (ie. sin embargo, por lo tanto, así que, etc.)
- Adjectives and verbs (such as creer, pensar, and parecer) to express opinions about classes
- "Deberías" and other advice expressions + the infinitive to give advice (Es aconsejable + inf)
- How to use commands like "relajate" and "cuidate".
- How to use verbs like "sentirse" to describe feelings in the present tense
- Vocabulary pertaining to stress and advice

Students will be able to:

- Describe and compare their study high school classes, study techniques/strategies including educational technology.
- Describe different classes and schedules in a secondary setting
- Express opinions including likes and dislikes in the high school setting
- Ask and answer basic related questions (Re: School and Stress)
- Connect their ideas using transition words
- Give advice to someone on how to be successful in high school and how to alleviate stress.
- Ask and answer basic questions (Re: School and Stress)
- Describe feelings with respect to stress
- Use commands to explain how to do activities that alleviate stress (ie. Haz yoga)
- Narrate events that cause stress during a typical school day

Evidence of Learning


Assessments: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.


Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark


 S3:Presentational Rubric (Intermediate Low)

 HOW: WL Participation Rubric

[Intermediate Low High School folder](#)

Resources

Suggested Resources:

- Newsela
- Zachary Jones
- EdPuzzle
- Adios Textbook
-  Spanish 3: Suggested Vocabulary List
- Teachers can access the shared resource folder.

Unit 2: Relationships

Content Area: World Language	
Course & Grade Level: Spanish 3, 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? This unit is designed to immerse Spanish learners in the multifaceted world of human connections, focusing on various aspects of relationships, from familial bonds to friendships and romantic partnerships. Through dynamic activities, authentic materials, and introspective discussions, students will develop their language proficiency while exploring the intricacies of building, maintaining, and navigating relationships.	
Recommended Pacing	
45 days	
New Jersey Student Learning Standards for World Language	
Standard A: Interpretive	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from = informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Standard B: Interpersonal	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas
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7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
Standard C: Presentational	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
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7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
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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.
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9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Standards for Social Studies	
6.1.12.HistoryC A.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.HistoryS E.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Developing interpersonal relationships is essential to personal growth ● Knowing how to resolve conflicts within a relationship is vital in order to maintain a healthy relationship ● Relationships vary according to our needs and the circumstances from which they are formed 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What kind of relationships do we really need in our lives and why? ● What qualities are important in a friend? ● How can conflict resolution in a friendship transfer to other relationships in my life? ● How can I communicate my feelings to others effectively and why is it important to do so? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● Appropriate vocabulary to describe peoples' qualities, to describe a myriad of relationships, and to describe relationship conflict (ex. peer pressure, bullying, violence...) ● The uses and forms of the preterit to describe specific conflicts that come up in relationships ● The uses and forms of the imperfect tenses to describe characteristics of oneself & their friends in the past 	
Students will be able to:	

- Describe characteristics and actions that are important for maintaining relationships
- Express their emotions/feelings related to relationships
- Describe in the past
- Express a problem
- Discuss and resolve relationship conflict (ex. peer pressure, bullying...)
- Give advice & recommendations (le recomiendo + infinitivo...) regarding relationships

Evidence of Learning

Assessments: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

[S3:Presentational Rubric \(Intermediate Low\)](#)

[HOW: WL Participation Rubric](#)

[Intermediate Low High School folder](#)

Resources

Suggested Resources:

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- Zachary Jones
- EdPuzzle
- Adios Textbook
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Unit 3: Diversity and Inclusion

Content Area: World Language

Course & Grade Level: Spanish 3, 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 bias and discrimination help me to be a more prepared and reflective global student citizen. This unit aims to cultivate a deep understanding of the significance of diversity and the importance of fostering inclusive communities. Through thought-provoking discussions, authentic materials, and interactive activities, students will enhance their language skills while engaging with the rich tapestry of identities and perspectives that shape our global society.

Recommended Pacing

40 days

New Jersey Student Learning Standards for World Language

Standard A: Interpretive

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7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Standard B: Interpersonal	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas
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7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
Standard C: Presentational	
CPI # 7.1	Cumulative Progress Indicator (CPI)
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
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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.
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Interdisciplinary Standards for Social Studies	
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6.1.12.HistoryS E.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● We have the power to cultivate an environment that celebrates diversity and inclusion. ● Privilege includes unearned advantages that are highly valued but restricted to certain groups and impacts our lives in many ways. ● Different cultures and perspectives are to be valued. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How are people similar to and different from each other? ● What impact does privilege have on our lives and the lives of others? ● What are the benefits and challenges of living in a diverse society? ● How can we show respect for the diversity of others? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The verb "ser" to describe characteristics, origin, and other identifying features ● Vocabulary to describe oneself and others ● Present tense to describe experiences ● Phrases to express opinion (ie. para mi es importante..., creo que, etc.) ● Interrogative words for questioning ● Vocabulary to discuss benefits and challenges of diverse environments and perspectives (la comprensión, los beneficios, las oportunidades, el aprendizaje, etc.) ● Use "tener + que" and "hay que" to talk about change ● "Ir + a" to describe plans for action <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe themselves and others ● Identify and define privilege ● Express what is important to them ● Describe their current experience as a student/youth/etc. ● Ask and answer questions to learn more about other cultures and perspectives ● Compare perspectives and experiences ● Discuss benefits and challenges of living in diverse environments ● Express what is needed to create change ● Communicate plans for creating more inclusive environments 	
Evidence of Learning	

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Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

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HOW: WL Participation Rubric

[Intermediate Low High School folder](#)

Resources

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Unit 4: Volunteer Work Abroad

Content Area: World Language

Course & Grade Level: Spanish 3, 9-12

Summary and Rationale

As a teen in today's world, I can find ways to give back to both my local community and the global community. I can also see how I have benefited, and how my community has benefited, from the service of others. This unit invites Spanish learners to explore the world of community service and social responsibility while enhancing their Spanish language skills. Students engage in meaningful discussions and reflective exercises that highlight the importance of giving back, fostering empathy, and making a positive impact locally and across the globe. Students will learn how they can "walk alongside" people who are already engaged in meaningful work, and how they can partner with others to bring about positive change.

Recommended Pacing

45 days

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Standard C: Presentational

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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● There are many opportunities to volunteer in the community and internationally ● Working in and out of school helps build a bridge between school and community ● Volunteering in our local community and other countries contributes to students' own personal growth ● Being in a global setting requires certain problem solving skills such as the ability to deal with unexpected situations and misunderstandings 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How can I balance the aspects of my life to fulfill my needs as well as the needs of others? ● How can I combine my strengths and the skills I've acquired in high school to benefit my global community? ● How will my participation in community life contribute to my own personal growth? ● How can I effectively express myself in an unexpected situation abroad? 	

- What impact will volunteering in another country have on my life?

Objectives

Students will know:

- Appropriate vocabulary for discussing volunteer service in the U.S. and abroad
- The present perfect to talk about their past experiences
- The conditional to express what kinds of volunteer work they would do if they had the time/opportunity

Students will be able to:

- Ask and answer questions about different volunteer opportunities abroad
- Describe past experiences that may establish credibility as a volunteer (He trabajado antes...)
- Express what they would do in hypothetical situations
- Describe how establishing relationships both within and outside of the community can further personal growth
- Demonstrate how skills acquired in the academic setting can be applied to life in the global community

Evidence of Learning

Assessments: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

[S3:Presentational Rubric \(Intermediate Low\)](#)

[HOW: WL Participation Rubric](#)

[Intermediate Low High School folder](#)

Resources

Suggested Resources:

- Newsela
- Zachary Jones
- EdPuzzle
- Adios Textbook
- [Spanish 3: Suggested Vocabulary List](#)
- Teachers can access the shared resource folder.