



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

Curriculum Development Timeline

School: Ocean Township High School

Course: Spanish II for Heritage Speakers

Department: World Languages

Board Approval	Supervisor	Notes
August 2025	Ian Schwartz	Born Date

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Nuestras raíces indígenas	21	Identidad e historia personal
2	Nuestras raíces indígenas	22	Identidad e historia personal
3	Nuestras raíces indígenas	23	Identidad e historia personal
4	Nuestras raíces indígenas	24	Identidad e historia personal
5	Nuestras raíces indígenas	25	Identidad e historia personal
6	Nuestras raíces indígenas	26	Identidad e historia personal
7	Nuestras raíces indígenas	27	Identidad e historia personal
8	Nuestras raíces indígenas	28	Identidad e historia personal
9	Nuestras raíces indígenas	29	Identidad e historia personal
10	Nuestras raíces indígenas	30	Identidad e historia personal
Week	Marking Period 2	Week	Marking Period 4
11	Encuentro de dos mundos	31	Literatura y cultura
12	Encuentro de dos mundos	32	Literatura y cultura
13	Encuentro de dos mundos	33	Literatura y cultura
14	Encuentro de dos mundos	34	Literatura y cultura
15	Encuentro de dos mundos	35	Literatura y cultura
16	Encuentro de dos mundos	36	Literatura y cultura
17	Encuentro de dos mundos	37	Literatura y cultura
18	Encuentro de dos mundos	38	Literatura y cultura
19	Encuentro de dos mundos	39	Literatura y cultura
20	Encuentro de dos mundos	40	Literatura y cultura

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

Core Instructional & Supplemental Materials including various levels of Texts

Books, such as “Latinoamérica, su civilización y su cultura,” “De lector a escritor,” “Lado a lado (gramática inglesa y española), as well as “ortografía de la lengua española.”
Stories, such as “20 curiosidades,” “Antología del cuento hispanoamericano,” “Popol Vuh,” Short stories collection, and “Texto y vida, introducción a la literatura española.”
Electronic magazines such as “punto y coma” and “[Ellas](#)”
Online resources, such as TED Talk, [BBC](#) Mundo (noticias y [videos](#)), Vocaroo, Flipped Spanish, authentic electronic newspapers and articles such as “La prensa,” “El pais,” and “Nación.”

Topics such as Climate Change, LGBT, PwD, Diversity, Equity, and Inclusion appear in a variety of resources and lessons as we explore them in Spanish-speaking countries history, literature, and culture.

Time Frame	Weeks 1-10
Topic	
Nuestras raíces indígenas	
Alignment to Standards	
● 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.5: Use the target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, and daily activities. ● 7.1.IM.IPRET.6: Restate 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 the meaning of new and unfamiliar structures. ● 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.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. ● 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	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

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.

Learning Objectives and Activities

Students will be able to:

- Identify and label the location of Spanish-speaking countries.
- Apply their knowledge of the language to share where their family is from.
- Apply knowledge to locate their family's country of origin on a map.
- Recall the capitals of Spanish-speaking countries.
- Identify and list indigenous groups in Spanish-speaking countries.
- Identify the different indigenous groups that were settled in their country of origin.
- In a map, identify and label the location of the great indigenous civilizations.
- Describe the political, social, and cultural systems of the Maya, Azteca, and Inca civilizations.
- Evaluate how different cultures view certain concepts such as the world, death, and nature.
- Compare and contrast the great indigenous civilizations.
- Use new vocabulary related to history, geography, and society in discussions and written reports/ essays.
- Explain new historical understanding and knowledge of indigenous groups through writing and speaking.
- Evaluate and reflect on Indigenous resistance, identity, and legacy in contemporary Latin America.
- Recall and share previous knowledge about indigenous cultures in Latin America.
- Examine scientific and linguistic discoveries of the indigenous civilizations.
- Interpret information related to the Mayan calendar and hieroglyphics.
- Analyze the social, political, and economic organization of the different indigenous civilizations.
- Utilize reading comprehension skills to write a report or present an explanation of the read material.
- Use the present, preterite, and imperfect tenses to talk and write about present and past events.
- Identify and label key words and phrases from video clips and texts related to pre-colonial events.
- Apply reading comprehension skills to read authentic materials and answer questions about

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

the great indigenous civilizations.

- Apply knowledge of correct grammar, orthography, and punctuation when presenting written reports and stories.

Activities:

- Interactive maps
- Create your Mayan calendar
- Videos
- Graphic organizers
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Warm-up activities
- Reading activities
- Written activities
- Oral activities: reports, presentations
- Graphs
- Cooperative learning groups and activities
- Info gap activities
- Listening Activities
- Interactive online activities

Assessments

Formative:

- Do Nows
- Exit tickets
- Map labeling
- KWL charts
- Listening and reading comprehension activities
- Games
- Cooperative learning activities
- Questionnaires
- Poll/ surveys
- Interviews
- Reading and listening comprehension activities
- Personal journal
- Graph creation - Data analysis
- Class discussion
- Written activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

Summative:

- Quizzes
- Written assessments
- Multimedia presentation
 - Indigenous civilizations
 - Family background
- Autobiographical narrative.
- Initial benchmark

Benchmark:

- Students must be able to evaluate, analyze, and discuss the influence of Native Americans in their country of origin, including their culture and family.

Alternative:

- Students will have the option to present their report in three different forms:
 - Multimedia presentation
 - Infographic
 - Reflexive essay
 - Video
 - recording

Interdisciplinary Connections

- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- L.RF.1.4.A: Read grade-level text with purpose and understanding.
- L.SS.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- LVL.9-10.3.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.VI.11-12.4.D: Analyze the impact of specific word choices on meaning and tone, including language that is remarkably fresh, engaging, or beautiful.
- L.VI.4.3.B: Determine the meaning of words and phrases that allude to significant characters found in literature.
- 2.DL.B.2: Draw a picture graph and a bar graph (with single-unit scale) to represent the data.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP12.** Work productively in teams while using cultural global competence.

Time Frame	Weeks 11-20
Topic	
España y las Américas	
Alignment to Standards	
● 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.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	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

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.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.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 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.

Learning Objectives and Activities

Students will be able to:

- Use a map to locate Spain and its capital.
- Create an outline that explains the historical background of Spain and all its influences.
- Explain the origin of the language.
- Identify and list the significant political, religious, and social developments in Spain before the conquest.
- Analyze the motivations behind Spanish exploration and colonization.
- Evaluate and explain primary sources and perspectives (Spanish, Indigenous, African).
- Apply reading comprehension and writing skills to answer questions based on historical texts and articles.
- Analyse and reflect on the legacy of colonization in modern identity and language.
- Recall and brainstorm previous ideas and knowledge about the “conquest.”
- Identify Europeans’ preconceived ideas before coming in contact with the New World.
- Identify, label, and use new vocabulary to express ideas about the “conquista.”
- Describe the religious diversity in Spain before 1492.
- Identify and list the actions taken by the “kings of Spain” to unify the country.
- Analyze the consequences of their “unifying” actions.
- Explain the effects of the “discovery” on the indigenous groups.
- Analyze the impact of colonization in the New World.
- Identify and list the most prominent names during “la conquista.”

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

- Identify and describe some of the most important events that took place during the encounter.
- Compare and contrast the myths and facts of “el descubrimiento”.
- Assess how different societies today celebrate “el 12 de octubre.”
- Use the present tense to talk about how countries celebrate their independence day.
- Use the preterite and the imperfect tenses to talk about past events.
- Use the present perfect to talk about the different events that have taken place in Spanish-speaking countries.
- Identify and label key words and phrases from video clips and texts related to the “discovery.”
- Apply reading comprehension skills to answer questions related to the discovery and colonization.
- Apply knowledge of correct grammar, orthography, and punctuation when presenting written reports and stories.

Activities:

- Maps showing the trips and where the different events took place
- Videos
- Graphic organizers
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Warm-up activities
- Reading activities
- Oral activities
- Graphs
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

Assessments

Formative:

- Do Nows
- Exit tickets
- Map labeling
- KWL charts
- Listening and reading comprehension activities
- Games
- Cooperative learning activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

- Questionnaires
- Written activities
- Poll/ surveys
- Interviews
- Reading and listening comprehension activities
- Personal journal
- Graph creation - Data analysis
- Class discussion

Summative:

- Quizzes
- Written assessment
- Multimedia presentation
- Ensayo reflexivo

Benchmark:

- Students must be able to evaluate, analyze, discuss, and support information about colonization and its consequences.

Alternative:

- Students will have the option to present their report in three different forms:
 - Multimedia presentation
 - Infographic
 - Reflexive essay
 - Video
 - recording

Interdisciplinary Connections

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

in changes to conditions.

- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- L.RF.1.4.A: Read grade-level text with purpose and understanding.
- L.SS.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- LVL.9-10.3.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.VI.11-12.4.D: Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
- L.VI.4.3.B: Determine the meaning of words and phrases that allude to significant characters found in literature.
- 2.DL.B.2: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP12.** Work productively in teams while using cultural global competence.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

Time Frame	Weeks 21-30
Topic	
¿Quién soy yo y de dónde vengo?	
Alignment to Standards	
• 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.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.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.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 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.	
Learning Objectives and Activities	
Students will be able to: • Identify and label vocabulary related to family, ancestry, and traditions. • Identify the main backgrounds prominent in Spanish speakers and their origins.	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

- Infer how their diverse background influences the way they look and their customs.
- Explain where their family comes from and their unique background.
- Apply previous knowledge to interview the family about their origin.
- Use personal experience and their interview results to talk about their family and background.
- Apply previous knowledge to explain how their background influences their traditions.
- Identify expressions that are unique to their country/ culture, or expressions used at home.
- Use local expressions, "dichos," to talk about different aspects of life and events.
- Read, analyze, and explain traditional expressions and how they reflect culture and background.
- Compare and contrast heritage and native speakers. Explain their similarities and differences.
- Relate to class their own experiences as Spanish heritage speakers.
- Students will apply listening comprehension skills and new knowledge to ask and answer questions about classmates' experiences.
- Apply knowledge to conduct and present interviews with family members.
- Analyze how language, culture, and family shape identity.
- Apply previous and new knowledge to define identity and cultural heritage.
- Use adjectives to describe oneself and family.
- Describe family structures and cultural traditions.
- Use descriptive language in narrative writing and oral storytelling.
- Evaluate and explain their ancestry, migration, and cultural background.
- Use maps and family history to trace the origins of their family. Students will share their findings with the class using a presentation.
- Use reading comprehension skills to answer questions about authentic reading material.
- Apply knowledge of the present and past tenses to write and talk about family, traditions, and ancestry.
- Demonstrate new knowledge to create a presentation and a written report about family history and background.
- Apply knowledge of correct grammar, orthography, and punctuation when presenting written reports and stories.

Activities:

- Maps
- Videos
- Graphic organizers
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Warm-up activities
- Reading activities
- Oral activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

- Interviews
- Graphs
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

Assessments

Formative:

- Do Nows
- Exit tickets
- Map labeling
- KWL charts
- Listening and reading comprehension activities
- Games
- Cooperative learning activities
- Questionnaires
- Written activities
- Poll/ surveys
- Interviews
- Reading and listening comprehension activities
- Personal journal
- Graph creation - Data analysis
- Class discussion

Summative:

- Quizzes
- Written assessments
- Multimedia presentation about family history and traditions.
- Infographic

Benchmark:

- Students must be able to evaluate, analyze, and discuss information from the unit to create a report about their family background, customs, and traditions.

Alternative:

- Students will have the option to present their report in three different forms:
 - Multimedia presentation
 - Infographic
 - Reflexive essay

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

- Video
- recording

Interdisciplinary Connections

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- L.RF.1.4.A: Read grade-level text with purpose and understanding.
- L.SS.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- LVL.9-10.3.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.VI.11-12.4.D: Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
- L.VI.4.3.B: Determine the meaning of words and phrases that allude to significant characters found in literature.
- 2.DL.B.2: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology Integration

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP12.** Work productively in teams while using cultural global competence.

Time Frame	Weeks 31-40
Topic	
Literatura y cultura	
Alignment to Standards	
● 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.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.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.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. ● 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

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.

Learning Objectives and Activities

Students will be able to:

- Identify and label terms used in literature.
- Utilize previous knowledge to define what literature is and its purpose in society.
- Connect historical context to literary themes.
- Identify types of literature such as poetry, novel, short story, and memoir.
- Apply previous knowledge to talk about stories or authors they might be familiar with or know.
- Use maps to identify the place of origin of the best-known writers.
- Use knowledge to interview family members about famous writers or works of literature in Spanish-speaking countries. Present and explain their results.
- Identify and describe some of the literary devices they know (metáfora, símil, hipérbole, tono, etc).
- Identify and explain the most influential literary movements from Spain to Latin America.
- Read and analyze texts by Latin American, Caribbean, and Spanish authors.
- Use their new knowledge to produce personal and analytical responses verbally and in writing.
- Identify some of the themes learned in previous units, such as identity, resistance, migration, and family in literature.
- Read and analyze diverse literary texts from the Spanish-speaking world.
- Compare and contrast stories with similar themes, such as time, identity, and family.
- Apply knowledge to connect literary voices to personal and cultural experiences.
- Interpret and reflect on personal experiences with stories and authors.
- Interpret and give examples of oral tradition and origin myths.
- Identify cultural values reflected in Indigenous stories.
- Explore literature that expresses identity, family, and immigration.
- Analyze magical realism and everyday Latin American life.
- Read and analyze short stories by authors such as Gabriel García Márquez, Laura Esquivel, and Julio Cortázar.
- Evaluate and explain texts by women writers, such as Rosario Castellanos and Sandra

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

Cisneros

- Describe and discuss feminism, family roles, and resistance in daily life and literature.
- Compare and contrast Spanish-speaking authors to English authors.
- Demonstrate their knowledge by writing a report about literature and culture.
- Apply knowledge of the present, preterite, imperfect, and present perfect tenses to talk about stories and personal experiences.
- Apply knowledge of correct grammar, orthography, and punctuation when presenting written reports and stories.

Activities:

- Maps showing the trips and where the different events took place
 - Videos
 - Graphic organizers
 - Audio activities
 - Comprehension activities
 - Conversation stations
 - Dramatizations
 - Warm-up activities
 - Reading activities
 - Oral activities
 - Graphs
 - Cooperative learning activities
 - Info gap activities
 - Listening Activities
 - Interactive online activities
 - Cooperative learning groups
- Written reports

Assessments

Formative:

- Do Nows
- Exit tickets
- Map labeling
- KWL charts
- Listening and reading comprehension activities
- Games
- Cooperative learning activities
- Questionnaires
- Poll/ surveys
- Interviews
- Reading and listening comprehension activities
- Personal journal

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

- Graph creation - Data analysis
- Class discussion

Summative:

- Quizzes
- Written assessments
- Multimedia presentation
- Infographic or written report
- video

Benchmark:

- Students must be able to evaluate, analyze, and discuss information from the unit to create a report, either verbal or written, about the influence of culture on literature.

Alternative:

- Students will have the option to present their report in three different forms:
 - Multimedia presentation
 - Infographic
 - Reflexive essay
 - Video
 - recording

Interdisciplinary Connections

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African,

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

European, and Native American groups impacted their respective cultures.

- L.RF.1.4.A: Read grade-level text with purpose and understanding.
- L.SS.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- LVL.9-10.3.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.VI.11-12.4.D: Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
- L.VI.4.3.B: Determine the meaning of words and phrases that allude to significant characters found in literature.
- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as determining where the text leaves matters uncertain.
- RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words to address a question or solve a problem.
- 2.DL.B.2: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

- **CRP6.** Demonstrate creativity and innovation.
- **CRP12.** Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before the lesson
- The teacher models reading aloud daily
- Provide peer tutoring
- Use of a Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner-level readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before the lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g., advance organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small-group learning activities
- Provide whole group enrichment explorations

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Languages**

COURSE **Spanish II for Heritage Speakers**

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to texts that are beyond their current reading level.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations are embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy

