

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Semester Course Name: Spanish Conversation & Culture



Born: June 2025
Board Approval: August 25, 2025

World Languages

Spanish Conversation and Culture

New Jersey Student Learning Standards (NJSLS) 7.1 World Languages

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.

Pascack Valley Regional High School District

World Languages Mission/Vision Statement

In the Pascack Valley Regional High School District, we prepare students for confident, meaningful interactions with people around the world in the target language. It allows the learners to compare their language and culture to that of others while making connections with other disciplines and current world events within our increasingly interconnected world.

Course Description:

The Spanish Conversation & Culture Semester Course is a proficiency-based course which involves meaningful use of language for real communicative purposes. Instruction focuses on what students can do with the language. Students will interact and communicate with others while gaining an understanding of and respect for the cultural perspectives, practices and products of different cultures. Units are organized thematically around situations and scenarios that can be applied to real life.

***Units were designed to be communicatively purposeful, culturally focused, intrinsically interesting, cognitively engaging, and standards-based.**

[New Jersey Student Learning Standards \(NJSLS\) 7.1](#)

Novice Proficiency Levels

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.

Communicative Skills <i>Students will be able to do...</i>				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Novice-Low				
I can understand simple phrases and questions and communicate on some very familiar topics using single words. <i>-I can understand simple greetings and respond appropriately (e.g., hello, goodbye).</i> <i>- I can understand simple introductions and respond appropriately (e.g., name, age).</i> <i>-I can answer yes/no and either/or who, what, when, where, and how questions.</i>	I can produce isolated words or phrases I memorized or acquired on familiar topics. <i>- I can greet and state my name, age, and where I live, and bid farewell.</i> <i>-I can point at objects and people and identify them.</i>	I can write isolated words and phrases used frequently in class with support*. <i>- I can write isolated words used frequently in class (e.g., listen, tell me, look at).</i> <i>- I can write isolated words and places I see and go to weekly.</i> <i>-I can write some numbers ,colors,and descriptive words (e.g., 1-10, good, bad).</i>	I can understand isolated words and phrases in context with support*. <i>-I can understand simple classroom instructions with support* (e.g., greetings, introductions, colors, numbers, commands: look, listen, sit, stand, go).</i>	I can identify isolated words and phrases with support*. <i>- I can recognize question words. I can understand - I -I</i> <i>- I can understand isolated words used frequently in class (e.g., listen, tell me, look at).</i> <i>- I can connect words and phrases to their meanings when supported by visuals, word walls, and labeled objects.</i> <i>-I can understand meaning from cognates and context.</i>

Novice-Mid				
I can produce isolated words or phrases I memorized or acquired on familiar topics. <i>- I can greet and state my name, age, and where I live, and bid farewell.</i> <i>-I can point at objects and people and identify them.</i>	I can present information about myself, others, and familiar topics using a variety of acquired and/or memorized words, phrases, and expressions. <i>-I can talk about myself, family members, friends, and characters in leveled readers or texts (e.g., likes/dislikes, sports, description, interests, activities).</i> <i>-I can identify and describe people, locations, pictures, and cultural topics mentioned in leveled readers or texts.</i>	I can write about myself, others, and familiar topics using learned or acquired words, phrases, and simple sentences with support*. <i>-I can write about myself, family, friends, and characters in leveled readers or texts (e.g., likes/dislikes, sports, activities, interests).</i> <i>-I can write about some of my day-to-day and weekend activities.</i> <i>-I can write using limited vocabulary relevant to cultural topics (e.g., leveled readers or texts, holidays, places).</i>	I can understand familiar words and phrases in context in a variety of time frames. <i>- I can understand simple words or phrases when heard in context (e.g., stories, text, classroom instructions, songs).</i> <i>-I can understand simple phrases and questions related to self, others, familiar topics, and leveled readers and texts (e.g., greetings, introductions, basic feelings, descriptions).</i>	I can understand words, phrases, and main ideas in simple text, leveled readers or authentic sources on familiar topics in a variety of time frames. <i>- I can understand meaning from cognates and context. -I - I can understand expressions of basic feelings (e.g. happy, sad, tired)</i> <i>- I can interpret basic dialogue on familiar topics (e.g., desires, commands, simple conversations).</i> <i>-I can understand character introductions (e.g., family, likes/dislikes, people and place descriptions, relationships).</i>
*Support may include gestures, pictures, props, and word walls.				

Sources: [ACTFL Performance Guidelines](#) , [NJ World Language Standards](#), [NCSSFL-ACTFL Can-Do Statements and LinguaFolio® Self-Assessment Statements](#)

Digital Resources & Technology:

Some suggested online resources include online flashcards, using video conferencing tools to connect & speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.

Presentation/Digital Storytelling Tools: [Google Slides](#), [Storybird](#)

Online Speaking/Recording Tools: [Audacity](#), [Vocaroo](#), [Voki](#), DiLL Language Lab

Backchanneling: [Polleverywhere](#), [Padlet](#)

Video Tools: [YouTube](#), [PlayPosit](#), [edpuzzle](#),

QR Codes: [QR Code Generator](#), Canva

Game-based Response Tools: [Kahoot!](#), [Socrative](#), Quizizz, Quizlet, GimKit, Blooket

Word clouds: [Tagxedo](#), [Wordle](#), Mentimeter

Interpersonal Communicative Tools: DiLL Language Lab, [Google](#) Meet, Learning Management Systems such as Canvas

E-Portfolios: [Google Drive](#), [Pinterest](#), [LiveBinder](#)

Self-Assessment Tools: [Can-Do Descriptors](#), [Linguafolio](#)

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Extension Activities Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials Use of authentic resources to promote a deeper understanding of culture.	Modifications for Classroom Multi-sensory approach Pair Visual Prompts with verbal presentation Provide repetition and practice Restate Directions (verbal or written) Model skills / techniques to be mastered Provide summary of text or study guides Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)	<i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i> Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work	Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher

Provide opportunities for open-ended, self-directed activities Communication outside the language classroom for travel, study, work, and/or interviews with community members. Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations on a variety of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of	Use graphic organizers Highlight key vocabulary Extended time for assignment completion as needed Assess comprehension through demonstrations such as gestures, drawing and retelling. Modified tests (orally) Use anecdotal records or portfolio work as a form of assessment Modifications for Homework/Assignments Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers	Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Students may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Students may request books on CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments.	Students may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Students may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments.
--	---	--	---

communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking		Modifications for Homework and Assignments Extended time to complete assignments. Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.
---	--	--	---

Course Themes:

Factors That Impact Quality of Life

Influences of Beauty & Art

Families in Different Societies

The Influence of Language and Culture on Identity

How Science and Technology Affect Our Lives

Environmental, Political & Societal Challenges

Spanish Conversation & Culture Course Curriculum Map

[New Jersey Student Learning Standards \(NJSLS\)](#)

Level One <i>Suggested Pacing Guide</i>	Unit Essential Questions:	Communicative Goals:	Guiding Activities:	Unit Proficiency Goals:	Resources:
Welcome to Spanish Class! <i>Weeks 1-5</i>	<i>How does Spanish influence our daily lives?</i> <i>Where do we see Spanish all around us?</i>	<i>Greet others and say goodbye</i> <i>Say your name and ask someone's name</i> <i>Identify classroom objects, numbers, and colors</i> <i>Talk about the weather and seasons</i> <i>Say how you feel</i>	<i>Name games & greetings around the Spanish-speaking world</i> <i>Calendar talk and weather cards</i> <i>Scavenger hunt: Find Spanish in your school or community</i> <i>Simple art project: Create a bilingual weather chart</i> <i>Sing the Spanish alphabet or weather song</i>	Novice Low Identify key classroom phrases and routines Recognize and use memorized words related to weather, days, and colors Respond to yes/no and either/or questions with gestures, words, or short phrases	Visual flashcards Simple weather & feelings song videos Weather/Seasons Song Calendar templates Classroom visuals with bilingual labels Calico Spanish

Celebrations Around the World Weeks 6-10	<i>How do we celebrate?</i> <i>What is important to us?</i>	<i>Recognize and name common holidays (Día de los Muertos, La Navidad, El Año Nuevo)</i> <i>Express likes/dislikes about food, decorations, and traditions</i> <i>Identify cultural products (food, music, symbols)</i>	Compare birthday traditions using visuals and simple sentences Make a mini ofrenda or papel picado for Día de los Muertos Try a traditional treat and describe it using sentence frames Role-play a simple holiday greeting card exchange	Novice Low Use visual and verbal prompts to name celebrations Express personal preferences with support Understand cultural comparisons at a basic level	Modified holiday stories (e.g., simplified versions of "Un regalo para Abuelita") Celebration visuals and classroom decorations Cultural music playlists
Life Around the World! Weeks 11-15	<i>How do people live around the world?</i> <i>How does it compare to my day-to-day life?</i>	<i>Name basic household items and places in a community</i> <i>Talk about daily routines with support</i> <i>Compare school life or meals around the world</i>	<i>Label a house or classroom diagram with visuals</i> <i>Draw or sort routines (e.g., dormir, comer, ir a la escuela)</i> <i>Watch a short video or slideshow and describe what they see</i> <i>Match images to simple Spanish descriptions</i>	Novice Low/Mid Use words and pictures to describe daily life Recognize and respond to simple questions about routines Make basic comparisons using sentence frames (e.g., "En México... En mi casa...")	Simple infographics or adapted picture books YouTube videos showing daily life in Spanish-speaking countries TPR (Total Physical Response) flashcards
All About Me! Weeks 16-20	<i>Who am I?</i>	<i>Say your name, age, favorite color/food/activity</i>	<i>Create a "Yo soy" or "Todo sobre mí" poster</i>	Novice Low/Mid	Modified sentence frames and graphic

	<i>What makes me special?</i>	<i>Describe basic personality traits or feelings</i> <i>Share likes and dislikes</i>	<i>Interview a classmate with picture cards</i> <i>Play a guessing game (e.g., ¿Quién es?)</i> <i>Match emojis to feeling words</i>	Use memorized phrases to describe self Understand and respond to basic personal questions Show understanding of peers' preferences	organizers Emoji cards and visuals for traits/preferences Simple biography books or photo-based readers Flashcards
--	-------------------------------	---	---	--	---

Summative Assessments

Project Title: *My Spanish World Around Me*

Description: Students create a poster or slideshow showing where they see Spanish in their daily lives (school signs, menus, music, stores, friends, TV).

Project Title: *Mi celebración especial*

Description: Students create a mini book or flipchart about a holiday (from home or from a Spanish-speaking country).

Project Title: *Mi día y tu día*

Description: Students compare their daily life with that of a child in another Spanish-speaking country using a foldable or side-by-side collage.

Project Title: *Todo sobre mí / About Me Booklet*

Description: Students complete a “booklet” or presentation board about themselves using guided templates.