

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: SPANISH FOR HERITAGE SPEAKERS II

Born On: August, 2020

Previous Revision: July, 2025

Current Revision: August, 2026

Board Approval: 8/24/26

World Languages
Spanish for Heritage Speakers II
New Jersey Student Learning Standards 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:

***Spanish for Heritage Speakers II** 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 and build upon their L1 literacy skills specifically in reading & writing. This track for incoming students is **accelerated** due to the intended purpose of taking AP Spanish Language & Culture and AP Spanish Literature & Culture in their third and fourth years in high school.*

Students will interact and communicate with others while gaining an understanding of and respect for the cultural perspectives, practices and products of different cultures. Critical thinking skills will be strengthened through problem-solving, conceptualizing and reasoning. Connections are made between the various disciplines by incorporating visual and performing arts, health and physical education, language arts literacy, mathematics, science, social studies and workplace readiness into the

classroom. In addition, speaking, reading, listening and writing skills are focused upon in greater depth and breadth. Students will be required to express themselves in the target language utilizing a variety of time frames, moods and extensive vocabulary.

In this accelerated track, students will receive additional instructional content in reading comprehension & written expression. Reading and writing skills are focused on in greater depth and breadth with connections to the English curriculum goals. Students are expected to communicate at the Intermediate and Advanced levels within the interpretive, interpersonal and presentational modes in Spanish for Heritage Speakers II. Communication in the Advanced range involves demonstrating evidence of solid control of advanced grammar & syntax, producing a broad range of vocabulary, producing full paragraphs with strong organization, creating abstract messages in different content areas and full elaboration/details on a variety of topics.

The curriculum leads students to connect their learning to the community in which they live and their heritage, and helps them to see the relationship between language, community and future careers. Heritage speakers may speak and understand Spanish with a great deal of fluency; however, they frequently need additional practice to improve their reading and writing skills. The Spanish for Heritage Speakers courses will provide students with the needed support to fully develop their Spanish linguistic ability and advance to Advanced Placement and Honors classes at an accelerated rate of study. Heritage speakers reflect a large range of varying literacy skills in Spanish, requiring constant differentiation and modifications to fulfill the needs of each student as they progress through the curriculum.

Units are organized thematically around situations and scenarios that can be applied to real life. Students will acquire a high degree of proficiency in interpersonal, presentational and interpretive modes. Performance assessments (ie: role-plays, interviews, letters) are utilized to evaluate students' progress.

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

Communicative Skills <i>Students will be able to do...</i>				
Intermediate Mid				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
I can participate in conversations on familiar topics using connected sentences with ease. I can handle social interactions in everyday situations by asking and answering a variety of questions. I can say what I want to say about myself and my everyday life. - I can start, maintain, and end a conversation on a variety of familiar topics. - I can use my language to handle tasks related to my personal needs. - I can use connected sentences to meet my needs in familiar situations (e.g. school, work, community, transportation) - I can negotiate meaning by asking and answering questions about level-appropriate texts or readers.	I can make presentations on a wide variety of familiar topics using connected sentences. I can speak with greater fluency, including a wider variety of language, details, and time frames. - I can talk about myself, family members, friends, and characters in readers or texts (e.g., sports, personalities, interests, famous places, activities). - I can present or narrate using a variety of language about personal experiences or about information from cultural contexts . - I can make a presentation about common interests and issues and state my viewpoint. - I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics.	I can write on a wide variety of familiar topics using connected sentences. I can write about familiar topics and present information in various time frames using connected sentences. I can write with greater fluency, including a wider variety of language and details than in Intermediate Low writing. - I can write a series of connected sentences about myself, family members, friends, and characters in readers or texts (e.g., day-to-day activities, sports, descriptions, interests, likes/dislikes). - I can write using a variety of language and details from cultural contexts (e.g., write stories, summarize main events). - I can write using a variety of language about personal experiences in various time frames (e.g., what I did or will do on the weekend, on vacation, in school). - I can write about cultural topics mentioned in texts/literature. - I can write to request information.	I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames. - I can understand basic purposes and identify main ideas of messages (e.g., events, announcements, advertisements, voicemail) - I can understand messages or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements). - I can make inferences and draw conclusions based on messages.	I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames. - I can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media. - I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes, word order, suffixes, root words). - I can make inferences and draw conclusions from a variety of written sources (e.g., readers, literature, electronic correspondence, articles, travel situations). - I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.

Sources: [ACTFL Performance Guidelines](#) , [NJ World Language Standards](#), [NCSSFL-ACTFL Can-Do](#)

Statements and LinguaFolio® Self-Assessment Statements

<i>Proficiency Targets</i>	Interpretive	Presentational	Interpersonal
Spanish for Heritage Speakers II	Intermediate Mid	Intermediate Mid/High	Intermediate Mid/High

Intermediate Range: *Interpretive, Interpersonal and Presentational Modes*

Communication:

*Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students are able to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Students use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). Students communicate effectively in diverse multilingual environments. Students in the **intermediate range** are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics.*

Interpretive Mode of Communication

Performance Expectations:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. **Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

- 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.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 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.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Intercultural Statements

-Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. *Possible topics: Immigration, history, visual and performing arts, literature, climate, subject area content, population.*

-Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. *Possible Topics: Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.*

Interpersonal Mode of Communication**Performance Expectations:**

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. **Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

- 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.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Intercultural Statements

-Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. *Possible topics: Immigration, climate change, population, visual and performing arts, literature.*

-Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. *Possible Topics: The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.*

Presentational Mode of Communication

Performance Expectations:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. **Intermediate Mid learners** speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

- 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.

- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Intercultural Statements

-Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. *Possible Topics: Immigration, climate change, population, visual and performing arts, literature.*

-Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. *Possible Topics: The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.*

21st Century Life and Career Skills

Novice, Intermediate and Advanced Ranges: *Interpretive, Interpersonal and Presentational Modes*

21st Century Themes and Skills (Source: [ACTFL 21st Century Skills Map](#))

Collaboration:

Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

Critical Thinking & Problem Solving:

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

Creativity & Innovation:

Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

Informational Literacy:

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

Media Literacy:

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

Technology Literacy:

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

Flexibility and Adaptability:

Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

Initiative and Self-Direction:

Students as lifelong learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

Social and Cross-Cultural Skills:

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

Productivity and Accountability:

Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

Leadership and Responsibility:

Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

The following standards are integrated into the Pascack Valley Regional High School District world language units of study throughout grades 9-12 so as to prepare students to be active citizens of the 21st century world:

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global

The following standards are integrated into the Pascack Valley Regional High School District world language units of study throughout grades 9-12 so as to help students become literate in technology, engineering, design, and computational thinking/programming:

8.1 Educational Technology

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative projects, blog, school web).

8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.

The following New Jersey State Mandates are identified within each instructional unit. Each mandate is color-coded using the corresponding color assigned to its title throughout this curriculum document:

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law:

(N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

LGBT and Disabilities Law:

N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

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](#), [Prezi](#), [Go Animate](#), [Storybird](#), [ToonDoo](#), [ZooBurst](#),

Online Speaking/Recording Tools: [Voicethread](#), [clear.msu](#), [Audacity](#), [Vocaroo](#), [Aviary](#), [Voki](#), Chatterpix

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

Video Tools: [YouTube](#), [TubeChop](#), [educanon](#), [blubbr.tv](#), [edpuzzle](#),

QR Codes: [QR Code Generator](#)

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

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

Interpersonal Communicative Tools: DiLL Language Lab, [Skype](#), [Google Hangouts](#), [Twitter](#), Learning Management Systems such as [Edmodo](#), [Schoolology](#), Canvas, Blackboard, FlipGrid, etc.

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

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

Assessments

The World Languages Standard is benchmarked by proficiency levels. As per ACTFL's Performance Descriptors for Language Learners 2012, students are assessed based on their communicative proficiency within the interpretive, interpersonal and presentational modes. Within each proficiency range, students demonstrate their abilities through a variety of assessments targeting the modes of communication:

Interpretive Listening

Interpretive Reading

Interpersonal (Person-to Person Communication)

Presentational Speaking (Spoken Production)

Presentational Writing (Written Production)

Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

Novice-High Level: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-Low Level: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-Mid Level: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Performance- Based Assessments are used to evaluate end of unit performance for any language level. Assessing performance is based on classroom instruction using practiced/rehearsed tasks within a familiar content/context. A Performance-Based IPA is given as a summative assessment at the end of an instructional unit to determine learner achievement relative to the concepts that were taught. Tasks are based on material from that unit. Learners can prepare to do these tasks through rehearsal throughout the course of the unit. Tasks are based on a central theme across the three modes of communication.

Proficiency- Based Assessments are used to evaluate communicative proficiencies in the novice, intermediate and advanced levels through the interpretive, interpersonal and presentational modes. Assessing proficiency is based on a spontaneous task with a broad context/content. A Proficiency-Based IPA is given as a summative assessment at the end of an extended period of time to demonstrate student proficiency in a non-rehearsed context. This can be used as a pre/post-assessment for evaluative purposes, or as a semester/final exam. Tasks are spontaneous and are not prepared for ahead of time. Tasks are based on a central theme across the three modes of communication. The theme should not have been recently covered. Students draw on any language they have acquired in order to accomplish the communicative tasks. Discrete grammar and vocabulary points are **not** assessed.

[Link to Integrated Performance Assessment Google Folder](#)

[Link to Pascack Valley Regional High School District World Language Department Grading Rubrics](#)

[Link to World Language Grading Criteria](#)

Differentiation, Accommodations & Modifications:

Gifted and Talented	English Language 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. Provide opportunities for open-ended, self-directed activities Communication outside the language classroom for travel, study, work,	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) Use graphic organizers Highlight key vocabulary Extended time for assignment completion as needed	<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 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.	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 Students may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home.

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 communication (role, audience, format, topic). Anchor Activities	Assess comprehension through demonstration 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	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 require more complex assignments to be broken up and	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. Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
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Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking		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.	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.
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Differentiation, Accommodations & Modifications:

Course Contexts: (based on AP Spanish Literature & Culture Course Themes)

Societies in Contact

Literary Creations

The Construction of Gender

Interpersonal Relationships

The Duality of “Being”

Time & Space

Spanish for Heritage Speakers II Course Themes/Units:*-Our Relationships**-Stories of our Past**-Seeking Justice**-Faces of Artistic Expression***Spanish for Heritage Speakers II
Course Essential Questions****Unit 1:**

- How does one develop and cultivate relationships?
- How do our values influence our relationships?
- How do we deal with obstacles and difficulties in life?
- How can the writer describe the relationships between characters?

Unit 2:

- How does our past define who we are?
- What can we learn from our past?
- How do stories or legends shape Hispanic culture?

Communicative Functions*(with increased accuracy)*

- Initiate and maintain a conversation about a familiar topic*
- Expressing sentiments and emotions (preferences, admiration, regret, disapproval, etc.)*
- Inquiring about or expressing knowledge*
- Reacting to offers, requests, suggestions, invitations*
- Describing an experience*

-What effects did conflicts & war have on Hispanic culture? -What factors motivate writers to create their literary works? Unit 3: -What is social justice? -What are our rights as citizens? -How do social, economic, and political events influence our society? -How can literature serve as a vehicle for social change? -What factors create an imbalance of power within a culture? -How do personal decisions and/or choices affect people? Unit 4: -How do we define beauty in different cultures? -How does one express himself/herself through art? -How do various art forms reflect Spanish culture? -How do these artistic expressions compare/contrast to my own culture? -What can art teach us about ourselves and our backgrounds?	-Asking for / giving information -Asking for / giving advice -Inquiring about or expressing wishes/desires -Discuss probable events -Discuss what would happen in a given circumstance -Discuss what might happen -Discuss what would have happened given a circumstance -Express wishes, doubts, desires, opinions, and imposition of will
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<u>Spanish for Heritage Speakers II- ELA Connections</u>		
<u>Unit:</u>	<u>Written Assessment</u>	<u>ELA Standards/Skills</u>
Our Relationships	Monologue (Narrative/Poetry Writing)	Narrative techniques such as pacing, description, reflection, develop experiences, events & feelings
Stories of Our Past	Written Assessments options: 1. Reflexionando sobre el impacto de las dictaduras 2. Los efectos de la colonización en la identidad cultural 3. Conexión personal con la historia	Topic Sentence, Transition Use, Concluding Statement
Seeking Justice	Analytical Essay (Current Events)	Develop a claim, Support claim, Counterclaim

Faces of Artistic Expression	Investigative Report (Literary Analysis of an artists' biography)	Analyze and/or interpret literary texts and works of art, Compare how a theme is developed in a text and in a work of art
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Target Skill	Description
1. Analysis	Analyze and/or interpret literary texts and audio sources in the target language
2. Cultural Context and Connections	Make connections between a literary text and a non-literary text or an aspect of culture
3. Comparing Literary Texts	Compare literary texts
4. Comparing Texts and Art	Compare how a theme is developed in a text and in a work of art
5. Argumentation	Develop an effective argument when writing a literary analysis
6. Language and Conventions	Use accurate language for literary analysis, and apply appropriate conventions of written language

7. Literary Discussions and Presentations	Engage in discussions about literary texts in the target language
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Pacing Guide

<i>Suggested Pacing Guide</i>	Essential Questions:	Target Questions:	Communicative Functions:	Course Proficiency Goals:
Our Relationships <i>Sept-Nov,</i> <i>*eight weeks</i> <i>229 minutes per week</i>	-How does one develop and cultivate relationships? -How do our values influence our relationships? -How do we deal with obstacles and difficulties in life? -How can the writer describe the relationships between characters?	-What relationships have we built with others and how do we maintain those relationships? -What are the roles and responsibilities of family/society members? -In today's society, how have families evolved? -What happens when our beliefs & values don't align with our family's expectations? -What inequalities exist in some relationships? - What are some obstacles we have faced or do we face now?	-Discuss familial/social roles and relationships Amor propio (Pear Deck) Amor propio (Student Packet) -Discuss important elements/aspects of our relationships jóvenes amigos (video versión completa) Video: jóvenes amigos Podcast sobre la amistad -Discuss and analyze how our relationships influence our personalities La empatía La amistad Identidad: Soy yo (Mini project) -Interpret literature or descriptions of the relationship between characters Palomas Blancas y Garzas Morenas de Rubén Darío El último Vagón (Movie)	Interpretive:Intermediate Mid Interpersonal:Intermediate Mid Presentational: Intermediate Mid

			-Express wishes, hopes, fears, doubts among teenagers -Compare/contrast individual vs. societal expectations Quizlet Vocabulary: La Juventud. Mi Juventud Friendships among teenagers Juventud vs. Vejez La familia Amistad Sample IPA	
Stories of Our Past <i>Nov-Jan,</i> <i>eight weeks*</i> <i>229 minutes per week</i>	-How does our past define who we are? -What can we learn from our past? -How do stories or legends shape Hispanic culture? -What effects did conflicts & war have on Hispanic culture? -What factors motivate writers to create their literary works?	-How does our past reflect what we do, what we like, and who we are? -How do stories/legends affect beliefs in Spanish culture? -How and what can we learn about ancient civilizations? -What do artifacts convey about a civilization? -How did the conquest of the Americas affect the indigenous civilizations?	-Retell stories of the past -Describe, discuss and analyze literary characters - Identify influential hispanic writers and their motivation to write 1. Jorge Luis Borges 2. Isabel Allende (<i>El viento conoce mi nombre</i>) 3. Francisco Jimenez (<i>Cajas de cartón</i> - será parte de Herencia 1 Unidad 4 "Our World Today") -Describe how life used to be within indigenous civilizations -Compare/Contrast the life of the hispanic community in the past to the present 1. Las características de una dictadura 2. Eventos contemporáneos que se asemejan a eventos del pasado 3. Literatura: El viento conoce mi nombre - Leticia -Observe and describe the effects of social conflicts -Analyze and explain the fall of the indigenous civilizations Invasión y colonización en Latinoamérica - Los orígenes	Interpretive:Intermediate Mid Interpersonal:Intermediate Mid Presentational: Intermediate Mid

			Los Taínos Sample Unit Plan folder w/ IPA	
Seeking Justice <i>Feb-April,</i> <i>eight weeks*</i> <i>229 minutes per</i> <i>week</i>	-What is social justice? -What are our rights as citizens? -How do social, economic, and political events influence our society? -How can literature/activism serve as a vehicle for social change? -What factors create an imbalance of power within a culture? -How do personal decisions and/or choices affect people?	-What are some events in today's world that are affecting our society? -How can a society protect the rights of citizens? -How is prejudice and bias created? How can we overcome it? -How do people protect and defend their ideals, family, and lifestyle? -Which historical factors have led to the discrimination of minority groups? -How are the relationships between sociocultural groups (social classes, ethnic groups, etc.) represented in literary works from different periods and different cultures?	- Analyze and discuss issues of politics, economics, religion, gender, social class and ethnicity in both historical and contemporary time frames. Movie: En el tiempo de las mariposas (Sobre la vida de las hermanas Mirabal) El papel de la mujer en el mundo Mujeres en el Exilio (Proyecto) 2025 Un año de conmemoraciones por los derechos de las mujeres. -Support and defend a side of a debate Video: Teacher removes student from class (in English, must put cc in Spanish) Video: Derecho de las mujeres a una vida libre de violencia Video: ¿Por qué existe aún desigualdad entre hombres y mujeres? EP8: El desafío de la Igualdad Infografía: La igualdad de género (Link) -Discuss the repercussions of possible new laws ¿Por qué marchamos? (Video) Ni una más (Video) DW Feminismo (Video collection) Sample unit folder w/IPA Sample IPA	Interpretive:Intermediate High Interpersonal:Intermediate High/Adv. Low Presentational: Intermediate High/Adv. Low

Faces of Artistic Expression <i>April-May, eight weeks* 229 minutes per week</i>	-How is beauty conceived in cultures? -How does one express himself/herself through art? -How do various art forms reflect Hispanic culture? -How do these artistic expressions compare/contrast within Hispanic cultures? -What can art teach us about ourselves and our backgrounds?	-What art forms do we appreciate and why? -What is the intention of the artist in the creation of the art form? -What is the message of the artistic expressions? -What emotions do the arts evoke? -How and why are the arts important in our lives? -How do we relate to the different art forms? -What impact does artwork have in our lives? -How can artwork change our perception?	-Describe various art forms -Compare/contrast various pieces / forms of art -Discuss the artist's message, style and influence -Analyze and discuss artistic meaning and place in historical/social context -Analyze and discuss artistic connections to self & others -Relate past events -Express preferences	Interpretive:Intermediate Mid Interpersonal:Intermediate Mid Presentational: Intermediate Mid
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Literature Resources ([Google Resource Folders](#), [Shared District Readers](#))

Spanish for Heritage Speakers II Proficiency Goals:

Interpretive: Intermediate Mid/High Interpersonal:Intermediate Mid/High

Presentational: Intermediate Mid/High

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Spanish for Heritage Speakers II</i>				
THEMES: <i>The Duality of “Being”, Interpersonal Relationships, Construction of Gender</i> UNIT TITLE: <i>Our Relationships</i>	Proficiency Targets Interpretive: <i>Intermediate Mid</i> Interpersonal: <i>Intermediate Mid</i> Presentational: <i>Intermediate Mid</i>	Communicative Functions -Discuss familial/social roles and relationships Amor propio (Pear Deck) Amor propio Student Packet -Discuss important elements/aspects of our relationships jóvenes amigos (video versión completa) Video: jóvenes amigos Podcast sobre la amistad -Discuss and analyze how our relationships influence our personalities La empatía La amistad Identidad: Soy yo (Mini project) -Interpret literature or descriptions of the relationship between characters Palomas Blancas y Garzas Morenas de Rubén Darío El último Vagón (Movie) -Express wishes, hopes, fears, doubts among teenagers -Compare/contrast individual vs. societal expectations Quizlet Vocabulary: La Juventud, Mi Juventud Friendships among teenagers Juventud vs. Vejez La familia Amistad Sample IPA	Suggested Learning Activities <i>Interpretive:</i> -Interpret and analyze song lyrics related to relationships -Interpret and analyze familial/social roles in literature -Read and interpret infographics/charts related to relationships -Listen to podcasts/audio files -Read and interpret short stories/poetry/articles/blogs related to relationships -Analyze works by Hispanic poets (Neruda, Lorca) -View and analyze media related to personal relationships -Complete personality quizzes/surveys/self-reflection activities <i>Interpersonal:</i> -Discussions using Canvas or other technology -Think Pair Share regarding charts/infographics/podcasts/videos -Role play relationship issues (parent/child, siblings, friendships, significant others, public relationships) and conflict resolutions -Discuss and explain how the definition of family varies from one person/culture to the next -Speed Meet and Chat: <i>quick conversations with rotation</i> <i>Presentational:</i> -Create their own poems incorporating aspects of literature and language -Write about your family & your relationships with family members -Create a public service announcement regarding healthy relationships (ex: bullying, friendship, domestic violence)	NJSLS Standards Interpretive 7.1.IM.IPRET.1 7.1.IM.IPRET.5 7.1.IM.IPRET.8 Interpersonal 7.1.IM.IPERS.1 7.1.IM.IPERS.3 7.1.IM.IPERS.4 Presentational 7.1.IM.PRSNT.2 7.1.IM.PRSNT.4 7.1.IM.PRSNT.6:

			-Write a digital post related to relationships -Record themselves reading one of the suggested readings using Dill Software	
Essential Question(s): <i>-How do our values influence our relationships?</i> <i>-How do we honor each other's families?</i> <i>-How do we deal with obstacles and difficulties in life?</i> <i>-How does one develop and cultivate relationships?</i> <i>-How can the writer describe the relationships between characters?</i>	Target Questions <i>-What relationships have we built with others and how do we maintain those relationships?</i> <i>-What are the roles and responsibilities of family/society members?</i> <i>-In today's society, how have families evolved?</i> <i>-What happens when our beliefs & values don't align with our family's expectations?</i> <i>-What inequalities exist in some relationships?</i> <i>-What are some obstacles we have</i>	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CI.3 9.4.12.CT.1 9.4.12.TL.3 <i>Health & Psychology: Connections to emotional, mental and social wellness</i> <i>Music: Connections to a teenager's roles and relationships</i> <i>Social Studies: Definition of how families vary from one person to the next and over time</i> Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact*	Core Instructional and Supplemental Materials <i>Google Folder</i> Resource/Links Heritage Pinterest Board Spanish Resources Readings: José Martí " Versos sencillos " Antonio Caban Vale "Verde Luz" Alfonso Quijada Urias "Hay un naranjo aquí" Pablo Neruda " La tortuga " Federico García Lorca "Romance Sonámbulo" Gary Soto "Beisbol en Abril y otros cuentos" Nicolás Guillén "Poemas con Niños"	Assessments Performance Benchmarks/ Assessments Formative -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments Summative -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational speaking -Interpretive reading and listening assessment with

	<i>faced or do we face now?</i> Vocabulary related but not limited to: -Relationships & friendships -Family Structures/Members -Qualities and personal characteristics -Beliefs -Values -Morals *additional vocabulary as per teacher discretion	Friendship: <i>How does friendship change on the internet? Is it easier/more difficult to make friends and “unmake” them?</i> Familial Relationships: <i>What are roles and expectations, then, now and later? What role does compromise play in a family?</i>	Ana María Matute “Los Chicos” Isabel Allende “Paula” Isabel Allende “Dos palabras” Serafin y Joaquin Alvarez Quintero “Mañana del Sol” Jorge Bucay “Cuentos para pensar” Media: Film “Voces inocentes” - Actividades 1 - Actividades 2 - Actividades 3 Seeking Asylum to Escape Trans Discrimination: Broadly Critical Media Project Global Goal: <i>Gender Equality</i> - Resources (Spanish)	main idea, details, and basic cultural interpretation Benchmark: Integrated Performance Assessment (IPA): A standards-based performance assessment consisting of three interconnected tasks that mirror real-world communication. Students demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations. Alternative Assessment: -Write your own <i>monologue</i> (Narrative/Poetry Writing) Grading Rubrics Additional Rubrics
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Spanish for Heritage Speakers II</i>				
THEMES: <i>The Duality of “Being”, Literary Creations, Time & Space</i> UNIT TITLE: <i>Stories of Our Past</i>	Proficiency Targets Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational: Intermediate Mid	Communicative Functions - Retell stories of the past - Describe, discuss and analyze literary characters - Identify influential hispanic writers and their motivation to write 1. Jorge Luis Borges 2. Isabel Allende (<i>El viento conoce mi nombre</i>) 3. Francisco Jimenez (<i>Cajas de cartón</i> - será parte de Herencia 1 Unidad 4 “Our World Today”) - Describe how life used to be within indigenous civilizations - Compare/Contrast the life of the hispanic community in the past to the present 1. Las características de una dictadura 2. Eventos contemporáneos que se asemejan a eventos del pasado 3. Literatura: El viento conoce mi nombre - Leticia - Observe and describe the effects of social conflicts - Analyze and explain the fall of the indigenous civilizations <i>Invasión y colonización en Latinoamérica</i> - Los orígenes Los Taínos Sample Unit Plan folder w/ IPA	Suggested Learning Activities Interpretive: - Listen to podcasts - Watch short video clips related to indigenous civilizations - Read articles/stories related to indigenous civilizations - Read and interpret stories/legends from target culture Interpersonal: - Survey classmates about opinions related to indigenous civilizations - Responding and asking questions about indigenous civilizations - Role-play and converse as “Conquistadores” & “Indigenas” - Compare/contrast different aspects of cultural stories or legends within indigenous civilizations Presentation: - Create a documentary based on the history and life of one of the indigenous civilizations - Show and tell an artifact from indigenous civilizations - Create social bookmarking site and a presentation based on websites - Rewrite the ending to a story/legend/fable - Rewrite a story from a different perspective (conquistador vs. indigena) - Create a video screencast about your childhood or past experiences - Create your own digital story - Create a comic strip about your childhood or favorite story - Comparing topics of unit using graphic organizers	NJSLS Standards Interpretive 7.1.IM.IPRET.2 7.1.IM.IPRET.5 7.1.IM.IPRET.8 Interpersonal 7.1.IM.IPERS.3 7.1.IM.IPERS 6 Presentation 7.1.IM.PRSNT.1 7.1.IM.PRSNT.3 7.1.IM.PRSNT.6

Essential Question(s): <i>-How does our past define who we are?</i> <i>-What can we learn from our past?</i> <i>-How do stories or legends shape Spanish culture?</i> <i>-What effects did conflicts & war have on Spanish culture?</i> <i>-What factors motivate writers to create their literary works?</i> <i>-What is the significance between space and time in literary works?</i>	Target Questions <i>-How does our past reflect what we do, what we like, and who we are?</i> <i>-How do stories/legends affect beliefs in Spanish culture?</i> <i>-How and what can we learn about ancient civilizations?</i> <i>-What do artifacts convey about a civilization?</i> <i>-How did the conquest of the Americas affect the indigenous civilizations?</i> Vocabulary related but not limited to: -Terms that relate to narrative, poetic and dramatic genres -Rhetorical figures -Literary historical terms <i>*additional vocabulary as per teacher discretion</i>	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CI.1 9.4.12.CT.1 9.4.12.IML.8 ELA: <i>Discussing & analyzing stories and different genres of literature</i> Art: <i>Analyzing different perceptions of characters over time</i> Social Studies: <i>Historical events incorporated into stories and legends, Historical events that have led to the discrimination of people</i> Suggested Cultural & Intercultural Contexts: <i>*Products, Perspectives & Practices*</i> <i>*Investigate & Interact*</i> <i>How do morals defined in stories endure in cultural practices today?</i> <i>Observing different versions/endings of literature</i> <i>Perception of discrimination across cultures</i>	Core Instructional and Supplemental Materials ThisisLanguage NJ Amistad Commission Google Folder Resource/Links Las Civilizaciones Precolombinas Heritage Pinterest Board Historia Pinterest Board Readings: Hernán Cortés, “Segunda carta de relación” (selecciones) Cartas de Cristóbal Colón a los reyes españoles Carlos Fuentes “Chac Mool” Carlos Fuentes “Indigenismo” Mayas, Aztecas e Incas Juego de pelota (México) Civilizaciones Indígenas más famosas Media: Documental de las civilizaciones (Mayas, Aztecas e Incas ~50min.)	Assessments Performance Benchmarks/ Assessments Formative -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments Summative -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational speaking -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation -Biography: <i>How the power and influence of one individual can change the world</i> (Expository Writing) Benchmark: Integrated Performance Assessment (IPA): A standards-based
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			Civilización Maya Civilización Inca Civilización Azteca Disney Film: The Road to El Dorado Videos (~15min): Los Mayas Los Aztecas Los Incas	performance assessment consisting of three interconnected tasks that mirror real-world communication. Students demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations. <i>Grading Rubrics</i> <i>Additional Rubrics</i>
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Spanish for Heritage Speakers II</i>				
THEMES: <i>Societies in Contact</i> <i>Interpersonal Relationships</i> <i>The Duality of “Being”</i> Unit Title: Seeking Justice	Proficiency Targets Interpretive: <i>Intermediate High</i> Interpersonal: <i>Intermediate High/Advanced Low</i> Presentational: <i>Intermediate High/Advanced Low</i>	Communicative Functions - Analyze and discuss issues of politics, economics, religion, gender, social class and ethnicity in both historical and contemporary time frames. Movie: En el tiempo de las mariposas (Sobre la vida de las hermanas Mirabal) El papel de la mujer en el mundo Mujeres en el Exilio (Proyecto) 2025 Un año de conmemoraciones por los derechos de las mujeres. -Support and defend a side of a debate Video: Teacher removes student from class (in English, must put cc in Spanish) Video: Derecho de las mujeres a una vida libre de violencia Video: ¿Por qué existe aún desigualdad entre hombres y mujeres? EP8: El desafío de la Igualdad Infografía: La igualdad de género (Link) -Discuss the repercussions of possible new laws ¿Por qué marchamos? (Video) Ni una más (Video) DW Feminismo (Video collection) Sample unit folder w/IPA Sample IPA	Suggested Learning Activities Interpretive: -Read and interpret readings related to injustices (past and present) -Read and interpret political point of view in different issues -Listen to audio files, news commentary, interviews -View and discuss documentaries -Compare past and present social issues -View & interpret current event tweets using Twitter Interpersonal: -Role play an interview with a social or political leader -Debate political point of view in different issues -Have a leader of a social group to visit the school/video chat -Answer an email with questions about racial and discrimination issues Presentational: -Leave a recorded message for a community leader advocating for social justice changes. -Create a video clip to bring awareness to an unfair issue -Create a poster promoting justice or denouncing injustice -Write a tweet to a community leader -Write a letter to congress to give your opinion about an issue Write a letter to the School Superintendent/BOE to highlight & advocate for social justice change	NJSLS Standards Interpretive 7.1.IM.IPRET.2 7.1.IM.IPRET.7 7.1.IM.IPRET.8: Interpersonal 7.1.IM.IPERS.3 7.1.IM.IPERS.5 Presentational 7.1.IM.PRSNT.1 7.1.IM.PRSNT.5 7.1.IM.PRSNT.4

Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Assessments Performance Benchmarks/ Assessments
-What is social justice? -What are our rights as citizens? -How do social, economic, and political events influence our society? -How can literature/activism serve as a vehicle for social change? -What factors create an imbalance of power within a culture? -How do personal decisions and/or choices affect people?	<i>-What are some events in today's world that are affecting our society?</i> <i>-How can a society protect the rights of citizens?</i> <i>-How is prejudice and bias created? How can we overcome it?</i> <i>-How do people protect and defend their ideals, family, and lifestyle?</i> <i>-Which historical factors have led to the discrimination of minority groups?</i> <i>-How are the relationships between sociocultural groups (social classes, ethnic groups, etc.) represented in literary works from different periods and different cultures?</i> Vocabulary related but not limited to: <i>-Time periods/centuries</i> <i>-Historical and political events/roles</i> <i>-Current events</i> <i>-Stereotypes</i>	9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.3 9.4.12.IML.8 Social Studies: <i>Background and responsibilities that political parties and leaders have in their communities and citizens. Citizens rights and responsibilities</i> ELA: <i>Analyzing different perceptions of injustice from writers of different genres of literature</i> Music: <i>Analyzing different perceptions of injustice from musicians (Sueño Americano - Mario Domm)</i> Suggested Cultural & Intercultural Contexts: <i>*Products, Perspectives & Practices*</i> <i>*Investigate & Interact*</i> Current Events: <i>Which present situations risk people's lives and well being?</i> Educational systems around the world: <i>How does our educational system compare to those in Spanish speaking countries?</i>	<u>Social Justice Standards (English/Spanish)</u> <u>Teaching for Change.org</u> Global Goals: Reduced Inequalities- Resources (Spanish) Gender Equality - Resources (Spanish) Google Folder <u>Resource/Links</u> <u>Heritage Pinterest Board</u> Reading: Lazarillo de Tormes Short story "Un día de éstos" by Gabriel García Márquez Sendas Literarias 2 Newspaper, magazines, and blogs Teaching Tolerance <u>Topics</u> Book: Me llaman Maestre <u>Un lenguaje para todos/as/es</u> Media: Video: <u>Discriminación de género</u>, <u>Run Like a Girl</u> Youtube channel: <u>#MujeresSeguradas</u> <u>Freeda.es</u> <u>Critical Media Project</u>	Formative -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments Summative -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational speaking -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation -Blog Post (<i>*response to current event</i>) Benchmark: Integrated Performance Assessment (IPA): A standards-based performance assessment

	<i>*additional vocabulary as per teacher discretion</i>	Language Inclusivity: <i>How has the Spanish language evolved over time? How does this evolution reflect members of the Spanish-speaking community?</i> Beliefs on LGBTQ+ (within the family dynamic): Latinx/ Latin@	Pictoline Art: One World Posters Culturally Authentic Pictorial Lexicon: Spanish (Central America & Caribbean)	consisting of three interconnected tasks that mirror real-world communication. Students demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations. Grading Rubrics Additional Rubrics
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Spanish for Heritage Speakers II</i>				
THEMES: <i>Literacy Creations, Construction of Gender, The Duality of Being, Societies in Contact</i> UNIT TITLE: <i>Faces of Artistic Expression</i>	Proficiency Targets Interpretive: <i>Intermediate Mid/High</i> Interpersonal: <i>Intermediate Mid/High</i> Presentational: <i>Intermediate Mid/High</i>	Communicative Functions <i>-Describe various art forms</i> <i>-Compare/contrast various pieces / forms of art</i> <i>-Discuss the artist's message, style and influence</i> <i>-Analyze and discuss artistic meaning and place in historical/social context</i> <i>-Analyze and discuss artistic connections to self & others</i> <i>-Relate past events</i> <i>-Express preferences</i>	Suggested Learning Activities <i>Interpretive:</i> -View and analyze/interpret works of art and place in historical context -Listen to podcasts/Watch short video clips related to the arts -View and analyze infographics related to the arts -Read articles/ critiques/ reviews/ advertisements for upcoming cultural events related to the arts -Gallery Walk: Interpreting & analyzing different works and styles of art -Interpretation & analysis of artwork by different Spanish artists such as: <i>Frida Kahlo, Pablo Picasso, Salvador Dalí</i> <i>Interpersonal:</i> -Think Pair Share regarding works of art -Role play an interview with an artist -Select a work of art that resonates with you & your personality, role play -Compare and contrast definitions of beauty across different cultures -Students will conduct a debate based on their research of a Latino artist. Topic: <i>If an artist becomes famous as a representative of his or her culture, does he/she have an obligation to help others in that community?</i> <i>Presentational:</i> -Discuss works of art on Padlet -Create a digital presentation about a period of art/famous artist -Recreate a work of art in a new way -Write/Recite a poem -Record commentary critiquing works of arts using audio recording devices -Artistic Selfie: Take a selfie, using Google Arts & Culture app, match with the work of art and write about your new selfie	NJSLS Standards Interpretive 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 Interpersonal 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 Presentational 7.1.IM.PRSNT.1 7.1.IM.PRSNT.3

Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Assessments Performance Benchmarks/ Assessments
-How is beauty conceived in cultures? -How does one express himself/herself through art? -How do various art forms reflect Hispanic culture? -How do these artistic expressions compare/contrast within Hispanic cultures? -What can art teach us about ourselves and our backgrounds?	-What art forms do we appreciate and why? -What is the intention of the artist in the creation of the art form? -What is the message of the artistic expressions? -What emotions do the arts evoke? -How and why are the arts important in our lives? -How do we relate to the different art forms? -What impact does artwork have in our lives? -How can artwork change our perception? Vocabulary related but not limited to: Forms of expression: Art	9.4.12.CI.1 9.4.12.CI.3 9.4.12.TL.3 9.4.12.IML.9 Art: <i>Investigation of our own & target culture's expressions of art</i> Fine Arts: <i>Create, display and critique student artwork</i> Music: <i>Explore musical genres most appreciated by Spanish-speaking youth</i> Social Studies: <i>Analyze historical influences and events on an artist's artistic expression, historical trends in works of art in Spanish-speaking world</i> Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* Elements of the Aesthetic Whole: <i>How do different artistic expressions convey a particular spirit of the time period?</i>	Google Arts & Culture This is Language Google Docs Resource/Links Resource/Links Spanish Resources Pinterest Resource Board Arte Pinterest Board Heritage Pinterest Board Readings: Biographies from varying artists (Diego Rivera, Salvador Dalí, Frida Kahlo, Pablo Picasso, Francisco de Goya, Diego Velázquez, Fernando Botero) Media: Poema: Sé de un pintor atrevido Goya or the Hard Way to Enlightenment Frida Kahlo para niños Visita Virtual La Casa Azul Recuerdos de Frida Draw my life (Picasso YouTube) ¿Arte o vandalismo? (YouTube)	Formative -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments Summative -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational speaking -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation -Analysis & Comparative Essay (Art Analysis) Benchmark: Integrated Performance Assessment (IPA): A standards-based performance assessment consisting of three interconnected tasks that

	• Music • Dance -Professional roles in arts creation -Artistic time periods/historical contexts -Emotions/Reactions *additional vocabulary as per teacher discretion	Current trends: <i>How does contemporary art speak for a community? How does art evolve over time?</i> Exploring Art: <i>What personal/public relationships are portrayed in artwork? Which messages do artists convey? What lessons can we learn from observing artwork?</i>		mirror real-world communication. Students demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations. <u>Grading Rubrics</u> <u>Additional Rubrics</u>
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