

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 I

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Board Approval: 8/24/26

World Languages
Spanish for Heritage Speakers I
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 I** 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 I. 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 Low				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
I can participate in conversations on a variety of familiar topics using simple sentences. <i>- I can interact in everyday situations and subjects of interest to me (e.g., school, language, household, interests, work, social media, electronic correspondence, travel situations) by asking and answering questions.</i> <i>- I can use simple sentences to meet my basic needs in familiar situations (e.g. school, work, community, transportation)</i> <i>- I can negotiate meaning by asking and answering simple questions about level-appropriate texts or readers.</i>	I can present information on familiar topics using a series of simple sentences. I can speak with greater fluency, including a wider variety of language, details, and time frames. <i>- I can talk about myself, family members, friends, and characters in readers or texts (e.g., sports, personalities, interests, famous places, activities).</i> <i>- I can present or narrate using a variety of language about personal experiences or about information from cultural contexts .</i> <i>- I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics.</i>	I can write briefly about most familiar topics and present information in various time frames using a series of simple sentences with limited support. I can write with greater fluency, including a wider variety of language and details than in Novice High writing. <i>- I can write a series of simple sentences about myself, family members, friends, and characters in readers or texts (e.g., day-to-day activities, sports, descriptions, interests, likes/dislikes).</i> <i>- I can write using a variety of language and details from cultural contexts (e.g., write stories, summarize main events).</i> <i>- 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> <i>- I can write about cultural topics mentioned in texts/literature.</i> <i>- I can write to request information with limited support.*</i>	I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames. <i>- I can understand basic purposes and identify main ideas of messages (e.g., events, announcements, advertisements, voicemail)</i> <i>- I can understand messages or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements).</i> <i>- I can make inferences and draw conclusions based on messages.</i>	I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames. <i>- I can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media.</i> <i>- I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes, word order, suffixes, root words).</i> <i>- I can make inferences and draw conclusions from a variety of written sources (e.g., readers, literature, electronic correspondence, articles, travel situations).</i> <i>- I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.</i>
*Support may include gestures, pictures, props, and word walls.				

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>- I can start, maintain, and end a conversation on a variety of familiar topics.</i> <i>- I can use my language to handle tasks related to my personal needs.</i> <i>- I can use connected sentences to meet my needs in familiar situations (e.g. school, work, community, transportation)</i> <i>- I can negotiate meaning by asking and answering questions about level-appropriate texts or readers.</i>	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>- I can talk about myself, family members, friends, and characters in readers or texts (e.g., sports, personalities, interests, famous places, activities).</i> <i>- I can present or narrate using a variety of language about personal experiences or about information from cultural contexts .</i> <i>- I can make a presentation about common interests and issues and state my viewpoint.</i> <i>- I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics.</i>	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>- 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> <i>- I can write using a variety of language and details from cultural contexts (e.g., write stories, summarize main events).</i> <i>- 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> <i>- I can write about cultural topics mentioned in texts/literature.</i> <i>- I can write to request information.</i>	I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames. <i>- I can understand basic purposes and identify main ideas of messages (e.g., events, announcements, advertisements, voicemail)</i> <i>- I can understand messages or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements).</i> <i>- I can make inferences and draw conclusions based on messages.</i>	I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames. <i>- I can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media.</i> <i>- I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes, word order, suffixes, root words).</i> <i>- I can make inferences and draw conclusions from a variety of written sources (e.g., readers, literature, electronic correspondence, articles, travel situations).</i> <i>- I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.</i>

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

<i>Proficiency Targets</i>	<i>Interpretive</i>	<i>Presentational</i>	<i>Interpersonal</i>
Spanish for Heritage Speakers I	Intermediate Low/Mid	Intermediate Low/Mid	Intermediate Low/Mid

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 Low learners** understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.*

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin 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: Communities, technology, climate, immigration, population, fine and practical arts.*

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).*

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 Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin 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: Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.*

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.*

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 Low learners** understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin 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: Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.*

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.*

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](#), [Schoology](#), 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	Modifications for Classroom Multi-sensory approach Pair Visual Prompts with verbal presentation Provide repetition and practice Restate Directions (verbal or written)	<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.	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.

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, 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.	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 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)	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. 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	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. 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
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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 Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking	Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers	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. 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.	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. 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.
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		Establish procedures for accommodations / modifications for assessments.	Establish procedures for accommodations / modifications for assessments.
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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 I Course Themes/Units:

-Our Heritage & Identity

-Our Daily Lives

-Fables and Legends

-Our World Today

Spanish for Heritage Speakers I Course Essential Questions

Unit 1:

- What makes each of us unique?
- What impact does one's racial and cultural heritage have on one's identity?
- How can we use our own cultural experiences to enrich our writing and ourselves?
- What social, cultural or historical contexts influence our identities?

Unit 2:

- How do our interests and how we use technology reflect who we are and affect our daily lives?
- How does the food we eat at home show our culture, and how do our eating habits change in different scenarios within our daily lives?
- How do teenagers demonstrate their independence within a community, especially when they are part of immigrant or bicultural families?

Unit 3:

- What messages do popular and traditional stories impart?
- Why do we tell stories?
- How can myths and superstitions impact a person's decisions?
- How does literature influence our understanding of life and death?
- How do literature and our experiences help us understand others and ourselves?

Unit 4:

- Why do people immigrate?
- How does immigration and integration change a society?
- What effects do conflict/war have on the target culture?
- How can comparing past and present events help us understand whether history truly repeats itself?

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
- 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

-How do different genres of literature use time and space to express emotions and feelings?	
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Spanish for Heritage Speakers I - Connections to ELA

<u>Unit:</u>	<u>Written Assessment</u>	<u>ELA Standards/Skills</u>
Our Heritage & Identity	Autobiography (Expository Writing)	Verb Tenses & Types, Spelling, Sentence Structure
Our Daily Lives	Blog Entry (Persuasive Writing)	Point of View, Source Incorporation/Evidence
Fables & Legends	Fable, Myth or Legend (Narrative Writing)	Figurative Language
Our World Today	News Article (Informational Writing)	Active & Passive Voice

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 a 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

Pacing Guide

<i>Suggested Pacing Guide</i>	Essential Questions:	Target Questions:	Communicative Functions:	Course Proficiency Goals:
Our Heritage & Identity <i>Sept-Nov,</i> <i>*eight weeks</i> <i>229 minutes per week</i>	-What makes each of us unique? -What impact does one's racial and cultural heritage have on one's identity? -How can we use our own cultural experiences to enrich our writing and ourselves? -What social, cultural or historical contexts influence our identities?	- What is your cultural heritage? -How do we identify ourselves in comparison to others? -How are our families unique? -What are our roles in our families and what impact do our families have on us? -How do we embrace our cultures? How do we embrace our American and Spanish backgrounds? -How does my culture contribute to and influence my community? - How does your current family differentiate from the traditional/modern family?	-Cultural and social heritage (family language, society, museums) "What heritage did your ancestors leave you with?" -Description of self, family & friends -Discuss personality traits about self, family & friends (+ and -) -Express preferences -Exchange information about self, family and friends -Identify similarities and differences between people - Compare and contrast the traditional family and modern family traditions and roles - Analyze and discuss stereotypes - Self-reflection of one's name and cultural background/ identity	Interpretive:Intermediate Low/Mid Interpersonal:Intermediate Low/Mid Presentational: Intermediate Low/Mid

Our Daily Lives <i>Nov-Jan,</i> <i>eight weeks*</i> <i>229 minutes per</i> <i>week</i>	- How do our interests and how we use technology reflect who we are and affect our daily lives? -How does the food we eat at home show our culture, and how do our eating habits change in different scenarios within our daily lives? -How do teenagers demonstrate their independence within a community, especially when they are	-What do we like to do and what are our preferences? -How do we use technology to explore or support our interests and preferences? -How do our interests shape the types of technology we prefer to use? -How and why do we use technology? What are the advantages/ disadvantages? -How do our interests influence the way we balance technology use with other parts of our life? -What are some traditional dishes our family prepares at home, and what do they say about our cultural background? How does what we eat at home compare to what you eat at school, with friends, or at restaurants? -How do you balance cultural food traditions with advice about nutrition or wellness from school, doctors, or the media? What does independence mean to me, and how do I show it in my daily life? -In what ways do my family contribute to developing my independence and how different is this from others in my community?	-Describe self and others -Express preferences -Discuss daily life and healthy lifestyle habits -Identify and give advice/recommendations -Compare/Contrast daily life/nutrition/routine/technologies -Compare independence between teens in the community -Narrate an experience that shows growth, challenge, or identity formation.	Interpretive:Intermediate Low/Mid Interpersonal:Intermediate Low/Mid Presentational: Intermediate Low/Mid
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	part of immigrant or bicultural families?			
Fables & Legends <i>Feb-April, eight weeks* 229 minutes per week</i>	-What messages do popular and traditional stories impart? -Why do we tell stories? - How can myths and superstitions impact a person's decisions? - How does literature influence our understanding of life and death? - How do literature and our experiences help us understand others and ourselves?	-What are fables, legends, folktales, myths and superstitions? -How do fables, legends, folktales and myths contribute to Hispanic culture? -What does the interpretation and understanding of fables, legends and folktales teach us? -How are fables, legends, folktales similar and/or different across cultures? -What stories do we carry from our Hispanic upbringing that we can share with each other? -Which factors motivated the creation of fables, legends, myths and/or superstitions? -What roles do individuals play in different sources of literature? What is a protagonist and antagonist?	-Discuss the different ways in which different fables, legends, folktales, myths, superstitions are shared & passed down. -Discuss motivating factors behind the creation of these fables, legends, folktales, etc. -Compare/contrast Spanish speaking countries with regards to legends and folktales. -Discuss the differences that can be found in specific countries and/or cultures. -Share personal stories related to their own fables, legends, folktales, superstitions and myths. -Interpret and analyze messages found in the stories related to important life lessons. -Reflect on the importance of protecting the cultural heritage of the Americas. -Analyze story elements and differences within literature genres.	Interpretive:Intermediate Mid Interpersonal:Intermediate Mid Presentational: Intermediate Mid
Our World Today <i>April-May, eight weeks* 229 minutes per week</i>	-Why do people immigrate? -How does immigration and integration change a society? -What effects do conflict/war have on the target culture? - How can comparing past and present events help us understand whether history truly repeats itself? -How do different genres of	- How do past and/or present conflicts shape a society? -Why do people leave their homeland? -How does immigration influence the products, practices, and perspectives in the host country? - How do immigrants integrate in a new society? - How do we differentiate opinion vs. facts in a text, media or news source? -What factors motivate authors,	-Observe and describe the effects of social conflicts -Analyze, discuss and critique trends in immigration -Ask for/Give advice regarding the integration of new people into society -Reflect on what one could do / would do (could have done / would have done) in a given situation -Express wishes hopes and doubts	Interpretive:Intermediate Mid Interpersonal:Intermediate Mid Presentational: Intermediate Mid

	literature use time and space to express emotions and feelings?	musicians and artists to create their works?		
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Literature Resources ([*Google Resource Folders*](#), [*Shared District Readers*](#))

Spanish for Heritage Speakers I Proficiency Goals:

Interpretive: Intermediate Low/Mid

Interpersonal: Intermediate Low/Mid

Presentational: Intermediate Low/Mid

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Spanish for Heritage Speakers I</i>				
THEME: <i>The Duality of “Being”, Construction of Gender</i> Unit Title: <i>Our Heritage and Identity</i>	Proficiency Targets Interpretive: <i>Intermediate Low/Mid</i> Interpersonal: <i>Intermediate Low/Mid</i> Presentational: <i>Intermediate Low/Mid</i>	Communicative Functions -Cultural and social heritage (family language, society, museums) “What heritage did your ancestors leave you with?” -Description of self, family & friends -Discuss personality traits about self, family & friends (+ and -) -Express preferences -Exchange information about self, family and friends -Identify similarities and differences between people - Compare and contrast the traditional family and modern family traditions and roles - Analyze and discuss stereotypes - Self-reflection of one’s name and cultural background/ identity	Suggested Learning Activities Interpretive: - Read target language children’s stories /poems related to self -Compare/contrast short video clips -Students browse the website of a current popular magazine in a target language country. -Students will participate in Socratic Seminars to discuss the themes found in readings. -Read biographies, autobiographies, essays, articles and short stories related to adolescents. -Read biographies from Reading A-Z Interpersonal: -Peer/Family Interviews -Create a dialogue to describe yourself -“Clue me in!” Students will give clues to help their classmates guess who or what they are. -Who am I? (20 questions) -Three Truths and a Lie – <i>Students share four things about themselves and their partners determine which of the four elements are false.</i> Presentational: -Poem about Self: <i>Use names to create an acrostic poem</i> -Write an autobiography / self analysis - Create and share a Venn diagram comparing different people. -Create a class story. -Create a multimedia presentation with images, sounds and /or music that describes a person of choice/admire. (Technology: Powtoon, iMovie, Photobooth) -Create an identity card. -Use of PicMonkey to create a collage of themselves to be described	NJSLS Standards Interpretive 7.1.IM.IPRET.2 7.1.IM.IPRET.6 7.1.IM.IPRET.8 Interpersonal 7.1.IM.IPERS.1 7.1.IM.IPERS.3 7.1.IM.IPERS.5 Presentational 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.6

			-Record themselves reading one of the suggested readings using Dill Language Lab -Butterfly Project (one side has colors that represent their identity, the other side has words/phrases about who they are)	
Essential Question(s): <i>-What makes each of us unique?</i> <i>-What impact does one's racial and cultural heritage have on one's identity?</i> <i>-How can we use our own cultural experiences to enrich our writing and ourselves?</i> <i>-What social, cultural or historical contexts influence our identities?</i>	Target Questions - What is your cultural heritage? -How do we identify ourselves in comparison to others? -How are our families unique? -What are our roles in our families and what impact do our families have on us? -How do we embrace our cultures? How do we embrace our American and Spanish backgrounds? -How does my culture contribute to and influence my community? - How does your current family differentiate from the traditional/ modern family? Vocabulary related but not limited to: -Self identity -Family traditions/family life -Spanish speaking countries/geography	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 Art: <i>Self Portraits / target culture</i> Geography: <i>Description of community, nationalities, understanding who you are by learning about where you are from (researching different countries)</i> Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* Geography of Me: <i>Analysis of personal history, languages spoken, culture/customs, resources in my community, ideas/values/beliefs</i> Ritos de paso: <i>Which Spanish traditions mark a significant change in a young person's life?</i>	Core Instructional and Supplemental Materials Google Arts & Culture This is Language My Heritage Google Folder Resource/Links Identity Unit (activities) Heritage Pinterest Board Suggested Readings: - Manuel Colón "Autobiografía" - Rubén Darío "Mis primeros versos" - Gary Soto "Primero de Secundaria" - Gabriel García Márquez "Un cuentecillo triste" - Pam Muñoz Ryan "Esperanza Rising" -El Mundo Hispano 21 Lección 1 (Pages 4-55) and Lección 2 (Pages 56-109) -Tejidos Identidades personales y públicas (Pages 248-273) - Julia de Burgos "A Julia de Burgos"	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

	<i>*additional vocabulary as per teacher discretion</i>		-“La Casa en Mango Street” by Sandra Cisneros Media: Television: Univision - http://www.univision.com Telemundo http://www.telemundo.com Alma magazine http://www.almamagazine.com <i>*Current events related to cultural identity, cultural experiences and roles within the family will be explored with the use of these television channels/online resources</i>	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: -Project “A new student” to present your school to a new student coming from a Spanish Speaking Country. -Write an autobiography (Graphic Organizer) Grading Rubrics Additional Rubrics
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Spanish for Heritage Speakers I</i>				
THEMES: <i>Societies in Contact, Interpersonal Relationships</i> Unit Title: <i>Our Daily Lives</i>	Proficiency Targets Interpretive: <i>Intermediate Low/Mid</i> Interpersonal: <i>Intermediate Low/Mid</i> Presentational: <i>Intermediate Low/Mid</i>	Communicative Functions -Describe self and others -Express preferences -Discuss daily life and healthy lifestyle habits -Identify and give advice/recommendations -Compare/Contrast daily life/nutrition/routine/technologies -Compare independence between teens in the community -Narrate an experience that shows growth, challenge, or identity formation.	Suggested Learning Activities <i>Interpretive:</i> - Read literature from target culture - View short video clips, including movie trailers -MovieTalk -Listen to a podcast about interests -Read & analyze a short story -Listen to authentic audio clips featuring native speakers discussing their interests -Browse websites of current popular magazines/newspapers in a target language. -Read and interpret infographics related to technology -Read social media posts <i>Interpersonal:</i> -Role play as characters from literature -Create a text message conversation between partners -Interview classmates about interests - Compare daily routines (destress) <i>Presentational:</i> -Create a weekly agenda -Create a class story. -Create a multimedia presentation with images, sounds and /or music (Technology: Powtoon, iMovie, Photobooth, Prezi, Emaze) -Use survey from interpersonal to create a graph or infographic -Create a digital poster with recommendations of healthy lifestyle habits -Record & respond using one of the suggested readings using Dill Software -Multimedia presentation about a character's personality & their influence within the text/ towards ourselves	NJSLS Standards Interpretive 7.1.IM.IPRET.2 7.1.IM.IPRET.4 7.1.IM.IPRET.7 Interpersonal 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 Presentational 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5

Essential Question(s): - How do our interests and how we use technology reflect who we are and affect our daily lives? -How does the food we eat at home show our culture, and how do our eating habits change in different scenarios within our daily lives? -How do teenagers demonstrate their independence within a community, especially when they are part of immigrant or bicultural families?	Target Questions -What do we like to do and what are our preferences? -How do we use technology to explore or support our interests and preferences? -How do our interests shape the types of technology we prefer to use? -How and why do we use technology? What are the advantages/ disadvantages? -How do our interests influence the way we balance technology use with other parts of our life? -What are some traditional dishes our family prepares at home, and what do they say about our cultural background? - How does what we eat at home compare to what you eat at school, with friends, or at restaurants? -How do you balance cultural food traditions with advice about nutrition or wellness from school, doctors, or the media?	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CI.3 9.4.12.CT.4 9.4.12.DC.6 9.4.12.DC.7 ELA: <i>Literature character analysis, self-reflection</i> Health: <i>Lifestyle and wellness routines, nutrition, exercise, managing stress, mindfulness techniques</i> Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* Cultural Traditions: <i>How do we celebrate special days with our family? How do these traditions impact our perspectives and values?</i>	Authentic Resources <i>Google Folder</i> Resource/Links Pinterest Board (Exploring our interests) Pinterest Board (Lifestyle and Wellness) Pinterest Board (Teens and Technology) Heritage Pinterest Board Suggested Readings: Revista Bienestar y Salud - http://www.revistabienestarysalud.cl/ Revista Saber Vivir - http://www.sabervivir.es/ -<i>Tejidos</i> La vida contemporánea (Pages 87-117) -Pablo Neruda "Un perro ha muerto" (poem) Media: TV show Saber Vivir - http://www.rtve.es/television/la-manana-de-la-1/saber-vivir	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 -Blog Entry (Persuasive

	What does independence mean to me, and how do I show it in my daily life? -In what ways does my family contribute to developing my independence and how different is this from others in my community? Vocabulary related but not limited to: - Personal interests i.e. sports, interests, hobbies -Emotions -Texting Lingo -Healthy vs. Unhealthy Lifestyle Choices -Healthy Habits -Nutritional Values *additional vocabulary as per teacher discretion	<i>Stress Management:</i> What causes stress in today's world? How do people manage/not manage stress on a daily basis? <i>Healthy Food Movements:</i> How have eating habits changed over time? Why do people choose certain foods, and from where does the food come?	Television: Univision - http://www.univision.com Telemundo http://www.telemundo.com Alma magazine http://www.almamagazine.com <i>*Current events related to teenage social identity, technology and our community will be explored with the use of these television channels/online resources</i>	writing using this graphic organizer to prewrite) 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. Grading Rubrics Additional Rubrics
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Spanish for Heritage Speakers I</i>				
THEME: <i>The Duality of “Being”, Literary Creations, Interpersonal Relationships</i> Unit Title: <i>Fables and Legends</i>	Proficiency Targets Interpretive: <i>Intermediate Mid</i> Interpersonal: <i>Intermediate Mid</i> Presentational: <i>Intermediate Mid</i>	Communicative Functions <i>-Discuss the different ways in which different fables, legends, folktales, myths, superstitions are shared & passed down.</i> <i>-Discuss motivating factors behind the creation of these fables, legends, folktales, etc.</i> <i>-Compare/contrast Spanish speaking countries with regards to legends and folktales.</i> <i>-Discuss the differences that can be found in specific countries and/or cultures.</i> <i>-Share personal stories related to their own fables, legends, folktales, superstitions and myths.</i> <i>-Interpret and analyze messages found in the stories related to important life lessons.</i> <i>-Reflect on the importance of protecting the cultural heritage of the Americas.</i>	Suggested Learning Activities <i>Interpretive:</i> -Students will read stories in reading groups and share their understanding with the class using images. -Students will view videos of legends, fables and folktales, demonstrate understanding by comparing & contrasting using a Venn Diagram -Students will listen to different story recordings and demonstrate understanding. -Students connect music, literature and art through analysis & categorization <i>Interpersonal:</i> -Discussions using Canvas or other technology -Think Pair Share regarding infographics/charts/commercials -Students will role play different characters from stories -Students will discuss in partnerships the difference & similarities in fables, legends, folktales, myths and superstitions. -Students will interview family members to find out the stories they remember from their childhood or youth. <i>Presentational:</i> -Students will create, write & illustrate their own fable, myth, legend or folktale. Students can engage in Writer’s Workshop.	NJSLS Standards Interpretive 7.1.IM.IPRET.1 7.1.IM.IPRET.5 7.1.IM.IPRET.7 Interpersonal 7.1.IM.IPERS.1 7.1.IM.IPERS.3 Presentational 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.4

		<i>-Analyze story elements and differences within literature genres.</i>	-Students will create a multimedia presentation/digital story using a fable, legend, folktale or myth. -Students will tell the class one of the stories they gathered from their family. Their story should be told in dramatic fashion. The best storyteller (voted on by the class) will receive the "Cuentacuentos" award. -Record themselves reading one of the suggested readings using Dill Software. -Students will create a video comparing/contrasting their favorite legend, fable, folktale, myth or superstition. -Students will create a "story trailer" to promote a particular legend, fable, folktale, myth or superstition.	
Essential Question(s): -What messages do popular and traditional stories impart? -Why do we tell stories? - How can myths and superstitions impact a person's decisions? - How does literature influence our understanding of life and death? - How do literature and our experiences help us understand others and ourselves?	Target Questions -What are fables, legends, folktales, myths and superstitions? -How do fables, legends, folktales and myths contribute to Hispanic culture? -What does the interpretation and understanding of fables, legends and folktales teach us? -How are fables, legends, folktales similar and/or different across cultures? -What stories do we carry from our Hispanic upbringing that we can share with each other? -Which factors motivated the creation of fables, legends, myths and/or superstitions? -What roles do individuals play in different sources of	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CI.1 9.4.12.CT.2 English & History: <i>Analyzing different genres of literature (past & current)</i> Art: <i>Illustrations of idiomatic expressions, use of imagery, impact of historic images/works of art</i> Video Production: <i>Analyzing different forms of digital media, creation of digital media based on past legends, fables, myths & superstitions</i>	<u>Authentic Resources</u> <u>Google Folder</u> <u>Resource/Links</u> <u>Heritage Pinterest Board</u> <u>Leyendas para niños</u> <u>La loca del muelle de San Blás / Video of Mana</u> Suggested Readings: Ana Maria Shua "Posada de las tres cuerdas" Antonio Landaura " La puerta del infierno" Ciro Alegria " Gueso y Pellejo" La guerra de los yacares Poema: Platero y yo Poem: " <i>Hay un naranjo ahí</i> ", Alfonso Quijada Urías, Nuevas Vistas	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

	literature? What is a protagonist and antagonist? Vocabulary related but not limited to: - Legends & myths - Reality vs. Fantasy - Environment - Dreams - Literature terminology - Figurative language, ex: personification, simile, metaphor, hyperboles, alliteration (Figuras retóricas: metáfora, símil; aliteración, hipérbole, onomatopeya, personificación) *additional vocabulary as per teacher discretion	Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* Literature/Media: <i>What do we read and/or view? Why? How do we compare cultures through literature & media?</i> English: <i>Analyze fables, legends, myths and superstitions from target culture(s), compare/contrast different genres of literature, understand author's point of view/perspective, key moral/life lessons from these stories</i>	Poem: “<i>La tortuga</i>”, Pablo Neruda, Nuevas Vistas Short story: “El forastero gentil” Sabine R. Ulibarrí, Nuevas Vistas Short story: <i>El décimo</i>, Emilia Pardo Bazán, Abriendo Paso Lectura Song: <i>Mi primer millón</i>, Bacilos. Poem: <i>Proverbios y Cantares</i>, XXIX, Antonio Machado Song: <i>Los Caminos de la vida</i>, Los Diablitos Las ranitas y el tronco tallado Leyendas cortas para niños -<i>El Mundo Hispano</i> 21 Lección 6 (Page 280) and La Leyenda de El Dorado -Leyendas Impactantes (Reader) Media: Television: Univision - http://www.univision.com Telemundo http://www.telemundo.com Alma magazine http://www.almamagazine.com <i>*Current events related to folk tales, legends, myths (authors) will be explored with the use of these television channels/online resources</i>	-Interpretive reading and listening assessment with 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: -Writing own fable, myth, legend or folktale (creative writing) Escribo una leyenda Graphic Organizer Creando una fábula Graphic Organizer Grading Rubrics Additional Rubrics
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Spanish for Heritage Speakers I</i>				
THEMES: <i>Time & Space, Societies in Contact, Literary Creations</i> Unit Title: <i>Our World Today</i>	Proficiency Targets Interpretive: <i>Intermediate Mid</i> Interpersonal: <i>Intermediate Mid</i> Presentational: <i>Intermediate Mid</i>	Communicative Functions <i>-Observe and describe the effects of social conflicts</i> <i>-Analyze, discuss and critique trends in immigration</i> <i>-Ask for/Give advice regarding the integration of new people into society</i> <i>-Reflect on what one could do / would do (could have done / would have done) in a given situation</i> <i>-Express wishes hopes and doubts</i>	Suggested Learning Activities <i>Interpretive:</i> -Interpret and analyze song lyrics related to contemporary life and global challenges -Read and interpret infographics/charts related to contemporary life and global challenges -Interpret US Census data & a target country census data -Listen to podcasts/Watch short video clips related to contemporary life and global challenges -Read and interpret short stories/poetry/articles/blogs related to contemporary life and global challenges <i>Interpersonal:</i> -Discussions using Canvas or other technology -Think Pair Share regarding charts/infographics/podcasts/videos -Role play: Immigrants on their first night in their new country- From where? Why? With whom? How? -Debate pros and cons of an event/situation -Exchange emails to resolve conflicts <i>Presentational:</i> -Write a reaction to an executive order -Write a digital post related to	NJSLS Standards Interpretive 7.1.IM.IPRET.5 7.1.IM.IPRET.7 7.1.IM.IPRET.9 Interpersonal 7.1.IM.IPERS.3 7.1.IM.IPERS.5 7.1.IM.IPERS.6 Presentational 7.1.IM.PRSNT.3 7.1.IM.PRSNT.5 7.1.IM.PRSNT.7

			contemporary life and global challenges -Discuss relevant issues on Padlet -Record themselves reading one of the suggested readings using Dill Software -Summarize a newspaper article related to a current event -Interview a member of your family & discuss any past immigration experiences	
Essential Question(s): -Why do people immigrate? -How does immigration and integration change a society? -What effects do conflict/war have on the target culture? - How can comparing past and present events help us understand whether history truly repeats itself? -How do different genres of literature use time and space to express emotions and feelings?	Target Questions <i>- How do past and/or present conflicts shape a society?</i> <i>-Why do people leave their homeland?</i> <i>-How does immigration influence the products, practices, and perspectives in the host country?</i> <i>- How do immigrants integrate in a new society?</i> <i>- How do we differentiate opinion vs. facts in a text, media or news source?</i> <i>-What factors motivate authors, musicians and artists to create their works?</i> Vocabulary related but not limited to: <i>-Immigration (then & now)</i> <i>-International relations</i> <i>-Events (past and current)</i> <i>-Time periods</i>	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CI.3 9.4.12.CT.3 9.4.12.GCA.1 9.4.12.IML.2 <i>Social Studies: Exploring historical events of a target culture, geography, cultural artifacts</i> <i>Art: Creating posters/political cartoons</i> <i>Music: Anthems and chants that describe major historical phases and events</i> <i>Interdisciplinary Connection: Field Trip to Museo del Barrio</i> Suggested Cultural & Intercultural Contexts:	<u>Authentic Resources</u> <u>Google Folder Resource/Links</u> <u>Heritage Pinterest Board</u> <u>New Beginnings Folder</u> Suggested Readings: Newspapers of Spanish-speaking countries SoyMigrante -El Mundo Hispano 21 Lección 6 (Page 278-329) -Alma magazine http://www.almamagazine.com -Cajas de Cartón -Sendas Literarias I/II UN - Global Goals	Performance Benchmarks/ Assessments Formative -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments Summative -Informational writing: Writing a news article(s) -Writing an opinion piece/ column / editorial (Graphic Organizer) -Answering an email regarding advice for living in

	<i>-Economic conditions</i> <i>*additional vocabulary as per teacher discretion</i>	<i>*Products, Perspectives & Practices*</i> <i>*Investigate & Interact*</i> Social/Political Unrest in Venezuela: <i>Which movements lead to great societal/cultural changes? What are the lasting effects?</i> Immigration from Cuba: <i>Why and how do people move from their homeland? What are the immediate and long-term effects on the target culture/ the new country? Who immigrates, and who emigrates?</i> Current Events: <i>Which current conflicts cause change in communities? How do political policies affect international relationships?</i>	Goal: <i>Quality Education-Resources</i> (Spanish) Media: Videos: Niños inmigrantes: Muna Faina Inclusión de estudiantes migrantes: Ministerio de Educación Gobierno de Chile Television: Univision http://www.univision.com Telemundo http://www.telemundo.com <i>*Current news & political events related to the Spanish speaking world will be explored with the use of these television channels/online resources</i>	the new country, as new jobs, housing, education, etc. -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational speaking -Interpretive reading and listening assessment with 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. Grading Rubrics Additional Rubrics
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Suggested Summer Reading:

[“La civilización del espectáculo” by Mario Vargas Llosa](#)

Course: Spanish for Heritage Speakers I

PVRHSD CURRICULUM MAP

Grade Level: 9, 10, 11, 12