

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 III

Born On: August, 2020
Previous Revision: July, 2025
Current Revision: July, 2026
Board Approval: 8/24/26

World Languages
Spanish for Heritage Speakers III
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 III** 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 Literature & Culture in their fourth year of 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 III. 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.**

New Jersey Student Learning Standards (NJSLS) 7.1

Additional Sources: [ACTFL Performance Guidelines](#) , [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 III	Intermediate High	Intermediate High/Adv. Low	Intermediate High/Adv. Low

Intermediate & Advanced Range: *Interpretive, Interpersonal and Presentational Modes*
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 High learners*** understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to 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: Current events, contemporary and emerging global issues, population, migration, environment, discrimination, resources.*

-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: Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.*

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 High learners** exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

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: Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources.*

-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: Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.*

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 High learners** use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the 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: Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change.*

-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: Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.*

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](#)

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, 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,	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 Assess comprehension through demonstrations such as gestures, drawing and retelling.	<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. Establish expectations for correct spelling on assignments. Extra textbooks for home.	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. Students may request books on tape / CD / digital media, as available and appropriate.

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 Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking	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	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 explained in smaller units, with work to be submitted in phases.	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. Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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		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.	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 III Course Themes/Units:

-Powerful History

-Fantasy vs. Reality

-Our Fragile Environment

-Our Futures

Spanish for Heritage Speakers III Course Essential Questions	Communicative Functions <i>(with increased accuracy)</i>
Unit 1: <i>-How does the past influence the present?</i> <i>-What past events contributed to great change in Hispanic culture?</i> <i>-What past events of Hispanic culture made an impact globally?</i> <i>-How do past conflicts shape a society?</i> <i>-How do works of literature related to social, economic, and political events influence our society?</i>	<i>-Initiate and maintain a conversation about a familiar topic</i> <i>-Expressing sentiments and emotions (preferences, admiration, regret, disapproval, etc.)</i> <i>-Inquiring about or expressing knowledge</i> <i>-Reacting to offers, requests, suggestions, invitations</i>
Unit 2: <i>-Why do some individuals create an alternate reality for their life?</i> <i>-Why do you think the magical realism movement is so popular in Latin American culture?</i> <i>-Where does one draw the line between reality and fantasy?</i> <i>-How does an author's socio-cultural and historical background influence his/her expression through literature?</i>	<i>-Describing an experience</i> <i>-Asking for / giving information</i> <i>-Asking for / giving advice</i> <i>-Inquiring about or expressing wishes/desires</i>
Unit 3:	<i>-Discuss probable events</i>

-What is a global citizen and his/her responsibilities? -How do environmental challenges affect our daily lives? -How can we consciously contribute and change our “environment” for the better? -In which ways can we make our communities and society better? Unit 4: -What defines success? -How will my life change when I enter the “real world”? -What influences our decisions when choosing a career? -Can literature influence an individual to pursue his/her dreams for the future? How? -What are the past and current trends in the labor market?	-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 III- ELA Connections</u>		
<u>Unit:</u>	<u>Written Assessment</u>	<u>ELA Standards/Skills</u>
Legacies of Change	Compare/Contrast Historical Texts (Literary Analysis)	Analyze, compare and interpret literary texts in the target language, Compare how themes are developed in a text
Fantasy vs. Reality	Analysis & Comparative Essay (Literary Analysis)	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
Our Fragile Environment	Letter to a Senator (Argumentative Writing)	Develop a claim, Support claim, Counterclaim
Our Futures	Cover Letter & Resume Writing (Formal Letter Writing)	Parts of a Letter, Main Ideas, Organization

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

<i>Pacing Guide</i>	Essential Questions:	Target Questions:	Communicative Functions:	Course Proficiency Goals:
Legacies of Change <i>Sept-Nov,</i> <i>*eight weeks</i> <i>209 minutes per week</i>	-What past events contributed to great change in Hispanic culture? -What past events of Hispanic culture made an impact globally? -How do past conflicts shape a society? -How do works of art related to social, economic, and political events influence our society?	-What are historically defining events? -What decisions/ choices/actions led to these events? -What are/were the ramifications? Are they visible today? -How did these events change the culture (national identity, language, culture, people)? -What are some key works of literature that marked the history and development of Hispanic culture? -How did these works influence and represent society at that time?	- Analyze and discuss historical events -Support & defend a side of a debate -Retell the events which impacted history -Discuss the repercussions -Discuss theoretical outcomes (historical or fictional) -Accurately use idioms -Compare/Contrast the “Before & After”	Interpretive:Intermediate High Interpersonal:Intermediate High Presentational: Intermediate High
Fantasy vs. Reality <i>Nov-Jan,</i> <i>eight weeks*</i> <i>209 minutes per week</i>	-Why do some individuals create an alternate reality for their life? -Why do you think the magical realism movement is so popular in Latin American culture? -Where does one draw the line between reality and fantasy? -How does an author’s socio-cultural and historical background influence his/her expression through literature?	-What are some literary examples of magical realism? -What aspects and traditions of Latin American culture foster the magical realism movement? -What is the difference between reality and fantasy? -How can we deepen our knowledge of the Latin American identity through the work of magical realism? -Which factors motivated authors of magical realism? Why?	-Research, analyze and discuss Latin American authors of magical realism and their works of literature - Analyze and discuss key elements of the realism in a story or movie -Compare/Contrast the aspects related to fantasy and reality in literature -Make connections from the fantasy world with the real world -Retell the events of a story or movie (from a different perspective)	Interpretive:Intermediate High Interpersonal:Intermediate High Presentational: Intermediate High

Our Fragile Environment Feb-April, eight weeks* 209 minutes per week	-What is a global citizen and his/her responsibilities? -How do environmental challenges affect our daily lives? -How can we consciously contribute and change our "environment" for the better? -In which ways can we make our communities and society better?	-How do we impact our environment? -What environmental issues have global consequences? -What are ways to go "green"? -How can we further educate and promote global citizenship? -How do choices affect our daily lives, our communities and/or environment?	-Describe the meaning of a global citizen -Identify the responsibilities of a global citizen -Identify problems and discuss potential solutions -Ask for/Give advice to change the environment for the better -Ask for/Give advice to make our society better -Promote plans for future change -Compare/contrast habits around the Spanish-speaking world -Reflect on what one could do / would do (could have done / would have done) in a given situation	Interpretive:Intermediate Mid/High Interpersonal:Intermediate Mid/High Presentational: Intermediate Mid/High
Our Futures April-May, eight weeks* 209 minutes per week	-What defines success? -How will my life change when I enter the "real world"? -What influences our decisions when choosing a career? -Can literature influence an individual to pursue his/her dreams for the future? How? -What are the past and current trends in the labor market?	-How do we view success in our communities? What do we value? -What are "rites of passage" into adulthood in the target culture? -What are my short term and long term goals for my future? -How do our families and traditions play a role in our choices for a career? -How can passion for reading put a seed in someone's soul to realize their dreams for the future? -Has the labor market changed to give equal opportunities to women and men in the professional world? -What career opportunities are available for women and is compensation equal between genders?	-Discuss future plans -Ask for/Give advice for the future -Compare/Contrast adolescent transitions into adulthood -Describe "rites of passage" into adulthood -Express hopes, wishes, doubts, and fears for the future -Discuss professions and qualifications -Analyze and discuss the changes in women's education and career opportunities.	Interpretive:Intermediate High Interpersonal:Intermediate High/Adv. Low Presentational: Intermediate High/Adv. Low

Literature Resources ([Google Resource Folders](#), [Shared District Readers](#))**Spanish for Heritage Speakers III Proficiency Goals:**

Interpretive: Intermediate High Interpersonal: Intermediate High/Adv. Low Presentational: Intermediate High/Adv. Low

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Spanish for Heritage Speakers III</i>				
THEME: <i>Interpersonal Relationships, Societies in Contact, Literary Creations, Construction of Gender</i> Unit Title: <i>Legacies of Change</i>	Proficiency Targets Interpretive: <i>Intermediate High</i> Interpersonal: <i>Intermediate High</i> Presentational: <i>Intermediate High</i>	Communicative Functions - <i>Analyze and discuss historical events</i> - <i>Support & defend a side of a debate</i> - <i>Retell the events which impacted history</i> - <i>Discuss the repercussions</i> - <i>Discuss theoretical outcomes (historical or fictional)</i> - <i>Accurately use idioms</i> - <i>Compare/Contrast the "Before & After"</i>	Suggested Learning Activities <i>Interpretive:</i> -Read and interpret historical documents/timelines -Read and interpret political propaganda posters/cartoons -View and analyze maps, past and present -Listen to audio files, news commentary, announcements -View and interpret documentaries/travel clips -Compare events then, later and now, there and here. -Compare past and present vintage posters/visuals <i>Interpersonal:</i> -Role play an interview with a historical figure -Debate between historical figures -Have a time period party where the guests are from a specific time period <i>Presentational:</i> -Create a digital poster related to a past event -"Magic Tree House" report from time travel/historical event (where, when, who, what, why, how) -Design and present a monument/memorial for a significant past event -Create a "wax museum" figure describing the historical figure/time period -Create propaganda poster/cartoon for a given historical period -Create a "Throw-Back-Thursday" (#TBT) post using a given historical image -Record themselves reading one of the suggested readings using Dill Lab	NJSLS Standards Interpretive 7.1.IH.IPRET.1 7.1.IH.IPRET.5 7.1.IH.IPRET.6 Interpersonal 7.1.IH.IPERS.1 7.1.IH.IPERS.3 7.1.IH.IPERS.5 Presentational 7.1.IH.PRSNT.1 7.1.IH.PRSNT.4

Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-What past events contributed to great change in Hispanic culture? -What past events of Hispanic culture made an impact globally? -How do past conflicts shape a society? -How do works of art related to social, economic, and political events influence our society?	-What are historically defining events? -What decisions/ choices/actions led to these events? -What are/were the ramifications? Are they visible today? -How did these events change the culture (national identity, language, culture, people)? -What are some key works of literature that marked the history and development of Spanish culture? How did these works influence and represent society at that time? Vocabulary related but not limited to: -Time periods/centuries -Historical and political events/roles -Current events *additional vocabulary as per teacher discretion	9.4.12.CI.1 9.4.12.CT.1 9.4.12.IML.9 9.4.12.IML.8 Social Studies: <i>Exploring historical events of a target culture, geography, cultural artifacts</i> Art: <i>Creating posters/political cartoons</i> Music: <i>Anthems and chants that describe major historical phases and events</i> Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* What happened and why? Spanish Civil War: <i>What impact did the Spanish Civil War have on the country today? Who were some of the historical/political figures that contributed to shaping the Spanish culture to what it is now? What effect does it have on present day politics in Spain?</i>	Google Folder Resource/Links Heritage Pinterest Board Reading: Federico García Lorca “Despedida” Quevedo “Miré los muros de la patria mía” Antonio Machado “He andado muchos caminos” Anónimo “Romance de la pérdida de Alhama” Media: Film “Diarios de Motocicleta” about Che Guevara and Fidel Castro Film “En El Tiempo de las mariposas” about Trujillo and Dominican Republic Art: Picasso “Guernica”	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 -Essay: Compare/Contrast Historical Texts (Literary Analysis) Benchmark: Integrated Performance Assessment (IPA): A

		The Legacy of History: <i>How are different eras/civilizations seen and represented in the target culture today (dialects, architecture, cuisine, traditions, folklore, etc.)?</i> Social Transitions: <i>What events changed the target culture? What are the reverberations?</i>		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. <u>Grading Rubrics</u> <u>Additional Rubrics</u>
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THEMES: <i>Literacy Creations</i> <i>The Duality of “Being”,</i> <i>Societies in Contact,</i> <i>Interpersonal</i> <i>Relationships,</i> <i>Time and Space</i> Unit Title: <i>Fantasy vs. Reality</i>	Proficiency Targets Interpretive: <i>Intermediate High</i> Interpersonal: <i>Intermediate High</i> Presentational: <i>Intermediate High</i>	Communicative Functions <i>-Research, analyze and discuss Latin American authors of magical realism and their works of literature</i> <i>- Analyze and discuss key elements of the realism in a story or movie</i> <i>-Compare/Contrast the aspects related to fantasy and reality in literature</i> <i>-Make connections from the fantasy world with the real world</i> <i>-Retell the events of a story or movie (from a different perspective)</i>	Suggested Learning Activities <i>Interpretive:</i> -Read and interpret different stories or poems -Compare/contrast stories or movies -Listen to audio files, readings -View and interpret documentaries -View and interpret timelines related to magical realism -View and interpret infographics related to authors of magical realism -Read past newspaper articles, research historical contexts <i>Interpersonal:</i> -Role play an interview with a fantasy character or a famous author -Debate between authors -Role play to discuss a possible plot using the elements of Magical Realism <i>Presentation:</i> -Create a poster/visual to promote a movie or a book based on Magical Realism -Write a letter to a one of the authors of Magical Realism to express your opinion on his work -Write a review of a movie or story (*book trailer) -Share a digital post with thoughts/critiques about films -Silent film voice dubbing -Create your own story /book using the elements of Magical Realism (Writers Workshop)	NJSLS Standards Interpretive 7.1.IH.IPRET.1 7.1.IH.IPRET.6 7.1.IH.IPRET.7 Interpersonal 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.5 Presentation 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4
Essential Question(s): -Why do some individuals create an	Target Questions -What are some literary examples of magical realism?	21st Century Themes and Skills and	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments

<i>alternate reality for their life?</i> <i>-Why do you think the magical realism movement is so popular in Latin American culture?</i> <i>-Where does one draw the line between reality and fantasy?</i> <i>-How does an author's socio-cultural and historical background influence his/her expression through literature?</i>	<i>-What aspects and traditions of Latin American culture foster the magical realism movement?</i> <i>-What is the difference between reality and fantasy?</i> <i>-How can we deepen our knowledge of the Latin American identity through the work of magical realism?</i> <i>-Which factors motivated authors of magical realism? Why?</i> Vocabulary related but not limited to: <i>-Time periods/centuries</i> <i>-Historical and political events/roles</i> <i>-Current events</i> *additional vocabulary as per teacher discretion	Interdisciplinary Connections: 9.4.12.CI.1 9.4.12.IML.9 9.4.12.TL.3 ELA: <i>Discussing & analyzing the magical realism literary genre and stories . Influence of magical realism literary in other literary movements</i> History/Social Studies: <i>Studies of Latin America Identity</i> Art: <i>The uses of Magical Realism in movies as "Como agua para chocolate" and "El laberinto del Fauno"</i> Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* Gabriel García Márquez: <i>How did literature by Gabriel Garcia Marquez influence the past and present Latin American societies?</i> Latin America's Movement: <i>How is the identity of Latin Americans observed in written works of literature and famous films such as: La nación clandestina (Jorge Sanjinés, 1989). La vendedora de</i>	Google Folder Resource/Links Heritage Pinterest Board Readings: Short stories from the book <u>Cuentos de Eva Luna</u>, by Isabel Allende <u>Crónica de una muerte anunciada</u> por Gabriel García Márquez. <i>Students will discuss why some people create alternative realities in order to deal with their realities</i> Gabriel García Márquez, "El ahogado más hermoso del mundo" Gabriel García Márquez, "La siesta del martes" Media: Films: "Como Agua Para Chocolate" "El laberinto del Fauno"	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 -Essay: Analysis & Comparative of Magical Realism Literature (Literary Analysis) Benchmark: Integrated Performance Assessment (IPA): A standards-based performance assessment consisting of three interconnected tasks that mirror real-world communication. Students
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		<i>rosas (V́ctor Gaviria, 1998). Como agua para chocolate (Alfonso Arau, 1992). El coronel no tiene quien le escriba (Arturo Ripstein, 1999). Pedro Páramo (Carlos Velo, 1967). La Tigra (Camilo Luzuriaga, 1990).</i>		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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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Spanish for Heritage Speakers III</i>				
THEME: <i>Time and Space, Societies in Contact,</i>	Proficiency Targets Interpretive: <i>Intermediate Mid/High</i>	Communicative Functions <i>-Describe the meaning of a global citizen</i>	Suggested Learning Activities <i>Interpretive:</i>	NJSLS Standards Interpretive

Interpersonal Relationships UNIT TITLE: <i>Our Fragile Environment</i>	Interpersonal: <i>Intermediate Mid/High</i> Presentational: <i>Intermediate Mid/High</i>	<i>-Identify the responsibilities of a global citizen</i> <i>-Identify problems and discuss potential solutions</i> <i>-Ask for/Give advice to change the environment for the better</i> <i>-Ask for/Give advice to make our society better</i> <i>-Promote plans for future change</i> <i>-Compare/contrast habits around the Spanish-speaking world</i> <i>-Reflect on what one could do / would do (could have done / would have done) in a given situation</i>	-Interpret and analyze song lyrics related to the environment -Read and interpret infographics/charts related to the environment -Listen to podcasts/Watch short video clips related to the environment -Read and interpret short stories/articles/blogs related to the environment Interpersonal: -Discussions using Canvas or other technology -Debate regarding environmental issues & solutions -Think Pair Share regarding infographics/charts/commercials -Role play Presentational: -Create a public service announcement -Write a digital post related to the environment and global challenges -Discuss relevant issues on Padlet -Write poetry related to responsible choices -Record themselves reading one of the suggested readings using Dill Software	7.1.IH.IPRET.2 7.1.IH.IPRET.4 7.1.IH.IPRET.8 Interpersonal 7.1.IH.IPERS.2 7.1.IH.IPERS.4 7.1.IH.IPERS.6 Presentational 7.1.IH.PRSNT.2 7.1.IH.PRSNT.5 7.1.IH.PRSNT.6
Essential Question(s): <i>-What is a global citizen and his/her responsibilities?</i> <i>-How do environmental</i>	Target Questions <i>-How do we impact our environment?</i> <i>-What environmental issues have global consequences?</i>	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CT.1	Core Instructional and Supplemental Materials ThisisLanguage Global Goals for Sustainable Development World's Largest Lesson	Performance Benchmarks/ Assessments Formative -Comprehension checks -Class discussions

<i>challenges affect our daily lives?</i> <i>-How can we consciously contribute and change our “environment” for the better?</i> <i>-In which ways can we make our communities and society better?</i>	<i>-What are ways to go “green”?</i> <i>-How can we further educate and promote global citizenship?</i> <i>-How do choices affect our daily lives, our communities and/or environment?</i> Vocabulary related but not limited to: <i>The environment</i> • Living “Green” • “Crimes” against the planet (pollution, endangered wildlife, habitats) • Types of energy • New technologies *additional vocabulary as per teacher discretion	9.4.12.CT.2 9.4.12.CT.3 9.4.12.GCA.1 9.4.12.IML.6 9.4.12.IML.7 Science: <i>Analyze & discuss environmental concerns and propose solutions, understanding our daily environmental footprint and how to be responsible consumers, everyday decisions & their impact on the environment and society</i> Geography: <i>Compare and contrast geographical landscapes and one’s environmental footprint, reinforce map skills</i> Suggested Cultural Contexts <i>Products, Practices, Perspectives</i> Crimes Against the Environment: <i>What do Spanish speaking countries do in order to protect the environment? How does it improve their society? What new technologies exist?</i> Smog in Mexico: <i>What is the air quality like in Mexico City and in other major cities? Why is it safe/unsafe? What measures have been taken to help the quality of air?</i>	Google Folders Resource/Links Spanish Resources Heritage Pinterest Board Readings: Spanish Newspapers from Around the World News article “Basura electrónica” El País UN Global Goal 7 “Energías renovables” UN Global Goal 11 “Ciudades y Comunidades sostenibles” UN Global Goal 12 “Consumo responsable” UN Global Goal 13 “Lucha contra el cambio climático” UN Global Goal 14 “Flora y fauna acuática” UN Global Goal 15 “Flora y fauna terrestre” Gabriela Mistral “La fiesta del árbol” Octavio Paz “Árbol adentro” Federico García Lorca “Paisaje” Gabriela Mistral “Meciendo”	-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 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.
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		La Amazonia (<i>la selva tropical</i>): <i>What is life like in the Amazon? What endangered species are living in the Amazon? What can we do to help these animals and help conserve the rainforest?</i>	Marco Denevi “Las abejas de bronce” Rosalía de Castro “Dicen que no hablan las plantas” Text: Abriendo Paso/Los desafíos Mundiales	Alternative Assessments: -Formal Letter to Senator (persuasive writing) -Create a campaign to promote respect for the environment in our daily lives. Grading Rubrics Additional Rubrics
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT**COURSE NAME: *Spanish for Heritage Speakers III***

THEMES: <i>The Construction of Gender, Societies in Contact, Interpersonal Relationships</i>	Proficiency Targets Interpretive: <i>Intermediate High</i> Interpersonal:	Communicative Functions - <i>Discuss future plans</i> - <i>Ask for/Give advice for the future</i>	Suggested Learning Activities <i>Interpretive:</i> -Read and interpret infographics related to life in the future in the target culture -Listen to audio files/watch short video clips related to job trends & labor	NJSLS Standards Interpretive 7.1.IH.IPRET.1 7.1.IH.IPRET.3 7.1.IH.IPRET.6
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Unit Title: <i>Our Futures</i>	<i>Intermediate High/ Advanced Low</i> Presentation: <i>Intermediate High/ Advanced Low</i>	<i>-Compare/Contrast adolescent transitions into adulthood</i> <i>-Describe “rites of passage” into adulthood</i> <i>-Express hopes, wishes, doubts, and fears for the future</i> <i>-Discuss professions and qualifications</i> <i>-Analyze and discuss the changes in women’s education and career opportunities.</i>	market -Read articles about young adult life in the Spanish culture -View and analyze ads for careers -Read a formal letter and answer questions Interpersonal: -Videochat with young adults in the target culture -Debate women’s rights -Role play an interview for college/career -Role play employer/employee -Survey classmates about future interests & goals Presentation: -Students create a target culture yearbook as a keepsake for their future -Write a digital post regarding various aspects of young adult life -Create a timeline/budget for the future (Self-sufficiency plan) -Create a cover letter & resumé -Describe your future goals, including university, work, etc. -Create an online profile/website -Write a letter/argumentative essay to advocate for women’s rights in the workplace -Multimedia presentation about someone famous in a career of your choice -Record themselves reading one of the suggested readings using Dill Software	Interpersonal 7.1.IH.IPERS.3 7.1.IH.IPERS.5 Presentation 7.1.IH.PRSNT.1 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4
Essential Question(s): <i>-What defines success?</i> <i>-How will my life change when I enter the “real world”?</i> <i>-What influences our</i>	Target Questions <i>-How do we view success in our communities? What do we value?</i> <i>-What are “rites of passage” into adulthood in the target culture?</i>	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3	Core Instructional and Supplemental Materials <i>Google Folder</i> Resource/Links Heritage Pinterest Board Reading	Performance Benchmarks/ Assessments Formative -Comprehension checks -Class discussions -Interpersonal activities

<i>decisions when choosing a career?</i> <i>-Can literature influence an individual to pursue his/her dreams for the future? How?</i> <i>-What are the past and current trends in the labor market?</i>	<i>-What are my short term and long term goals for my future?</i> <i>-How do our families and traditions play a role in our choices for a career?</i> <i>-How can passion for reading put a seed in someone's soul to realize their dreams for the future?</i> <i>-Has the labor market changed to give equal opportunities to women and men in the professional world?</i> <i>-What career opportunities are available for women and is compensation equal between genders?</i> Vocabulary related but not limited to: <i>-Schools and colleges</i> <i>-Professions</i> <i>-Gender equality in the workforce</i> <i>-Trends in compensation</i> *additional vocabulary as per teacher discretion	9.4.12.DC.6 9.4.12.DC.7 Financial Literacy: <i>Balancing budget with future plans and life changes</i> FACS: <i>Considering responsibilities related to living on one's own</i> Technology: <i>Professional & personal social media profiles</i> Social Studies: <i>Influences of gender in society, past & current trends in the labor market</i> ELA: <i>To analyze how literature portrays women in society</i> Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* Employment Trends: <i>What are the employment statistics in some Spanish Speaking countries? What are some important professions? What impact does going to college have in our future?</i> Let's Network: <i>What are roles, responsibilities, options in Spanish speaking countries for young adults? What are job prospects and living conditions like? What opportunities await you and how can social media help or hinder your future?</i>	Carlos Eire “Nieve en la Habana” Pam Muñoz Ryan “Esperanza Rising” Poem: “Hombres necios que acusáis” by Sor Juana Inés de la Cruz, “Peso Ancestral” by Alfonsina Storni Rigoberta Menchú Textbook “Abriendo Paso” La Educación y las carreras profesionales Trabajos que se pueden hacer desde casa (infografía) El trabajo después del coronavirus United Nations: Facts & Figures, Gender Equality Media Example of a job interview(video ~14 min) Freeda Media Teaching Tolerance Goal 5: Gender Equality	-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 -Cover Letter -Resumé Writing -Job interview 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,
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				learning targets, and proficiency expectations. <u>Grading Rubrics</u> <u>Additional Rubrics</u>
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