Pascack Valley Regional High School District

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

Semester Course Name: Spanish Conversation & Culture

Born: June, 2025
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Board Approval: October 26, 2026

World Languages

Spanish Conversation and Culture

New Jersey Student Learning Standards (NJSLS) 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Pascack Valley Regional High School District

World Languages Mission/Vision Statement

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

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

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

New Jersey Student Learning Standards (NJSLS) 7.1

Novice Proficiency Levels

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

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

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

World Languages Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

Practice	**Description**
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

New Jersey Curricular Mandates for World Languages Instruction

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.

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Extension Activities Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials Use of authentic resources to promote a deeper understanding of culture. 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	**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. Modified tests (orally)	***Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team*** **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. Assign a peer helper in the class setting

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	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.	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. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

		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.	**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.

Digital Resources & Technology:

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

Presentation/Digital Storytelling Tools: Google Slides, Storybird

Online Speaking/Recording Tools: Audacity, Vocaroo, Voki, DiLL Language Lab

Backchanneling: Polleverywhere, Padlet

Video Tools: YouTube, PlayPosit, edpuzzle,

QR Codes: QR Code Generator, Canva

Game-based Response Tools: Kahoot!, Socrative, Quizizz, Quizlet, GimKit, Blooket

Word clouds: Tagxedo, Wordle, Mentimeter

Interpersonal Communicative Tools: DiLL Language Lab, Google Meet, Learning Management Systems such as Canvas

E-Portfolios: Google Drive, Pinterest, LiveBinder

Self-Assessment Tools: Can-Do Descriptors, Linguafolio

Course Themes:

Factors That Impact Quality of Life **Influences of Beauty & Art** **Families in Different Societies**

The Influence of Language and Culture on Identity **How Science and Technology Affect Our Lives**

Environmental, Political & Societal Challenges

New Jersey Student Learning Standards (NJSLS)

Spanish Conversation and Culture PACING GUIDE:

UNIT TITLE	DURATION
Welcome to Spanish Class!	5 Weeks (209 minutes/week)
Celebrations Around the World	5 Weeks (209 minutes/week)
Life Around the World!	5 Weeks (209 minutes/week)
All About Me!	5 Weeks (209 minutes/week)

Spanish Conversation & Culture Course Curriculum Map

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

			Sing the Spanish alphabet or weather song	gestures, words, or short phrases	
Celebrations Around the World *Weeks 6-10*	*How do we celebrate?* *What is important to us?*	*Recognize and name common holidays (Día de los Muertos, La Navidad, El Año Nuevo)* *Express likes/dislikes about food, decorations, and traditions* *Identify cultural products (food, music, symbols)*	**Interpretive**: Compare birthday traditions using visuals and simple sentences **Interpersonal**: Role-play a simple holiday greeting card exchange **Presentational**: Make a mini ofrenda or papel picado for Día de los Muertos Try a traditional treat and describe it using sentence frames	**Novice Low** Use visual and verbal prompts to name celebrations Express personal preferences with support Understand cultural comparisons at a basic level	Modified holiday stories (e.g., simplified versions of "Un regalo para Abuelita") Celebration visuals and classroom decorations Cultural music playlists
Life Around the World! *Weeks 11-15*	*How do people live around the world?* *How does it compare to my day-to-day life?*	*Name basic household items and places in a community* *Talk about daily routines with support* *Compare school life or meals around the world*	**Interpretive**: *Label a house or classroom diagram with visuals* *Watch a short video or slideshow and describe what they see*	**Novice Low/Mid** Use words and pictures to describe daily life Recognize and respond to simple questions about routines	Simple infographics or adapted picture books YouTube videos showing daily life in Spanish-speaking countries

			Match images to simple Spanish descriptions **Interpersonal**: *Role play a conversation between friends about chores* **Presentational**: *Draw or sort routines (e.g., dormir, comer, ir a la escuela)*	Make basic comparisons using sentence frames (e.g., "En México... En mi casa...")	TPR (Total Physical Response) flashcards
All About Me! *Weeks 16-20*	*Who am I?* *What makes me special?*	*Say your name, age, favorite color/food/activity* *Describe basic personality traits or feelings* *Share likes and dislikes*	**Interpretive**: *Match emojis to feeling words* **Interpersonal**: *Interview a classmate with picture cards* *Play a guessing game (e.g., ¿Quién es?)* **Presentational**: *Create a "Yo soy" or "Todo sobre mí" poster*	**Novice Low/Mid** Use memorized phrases to describe self Understand and respond to basic personal questions Show understanding of peers' preferences	Modified sentence frames and graphic organizers Emoji cards and visuals for traits/preferences Simple biography books or photo-based readers Flashcards

Formative Assessments
Show a weather photo and ask "¿Hace sol?" or "¿Hace sol o llueve?" Give five questions across photos. Record whether each response matches the photo.

Compare two specific examples taught in class. Students select "igual" or "diferente" for pictured music, food, or decorations. Record whether choices match the examples.

Students arrange three familiar routine cards in their own order, then label each using words, symbols, or "Yo…" frames. Record three meaningful labels; accept individual schedules.

Read "¿Cómo te llamas?" and "¿Qué te gusta?" Students choose the type of response that fits each question. Check understanding of the question before practicing an answer.

Summative Assessments
Project Title: *My Spanish World Around Me*
Description: Students create a poster or slideshow showing where they see Spanish in their daily lives (school signs, menus, music, stores, friends, TV).

Project Title: *Mi celebración especial*
Description: Students create a mini book or flipchart about a holiday (from home or from a Spanish-speaking country).

Project Title: *Mi día y tu día*
Description: Students compare their daily life with that of a child in another Spanish-speaking country using a foldable or side-by-side collage.

Project Title: *Todo sobre mí / About Me Booklet*
Description: Students complete a "booklet" or presentation board about themselves using guided templates.

Benchmarks
At five stations, students identify a classroom phrase, state today's day, identify weather, name a color, and answer an either/or question. Use familiar vocabulary with rearranged visuals. Evidence: Five responses across all unit goals.

Students name one celebration, identify one associated feature, express two preferences, and show one comparison with another taught example. Evidence: Five responses on a visual board or in a supported conference.

Students describe two personal routines, answer one routine question, and complete two linked statements: "En México, [nombre]…" and "En mi casa, yo…" Evidence: Five responses demonstrating vocabulary, comprehension, and comparison.

Read or play five short peer preference statements. Students select the matching activity, food, or color picture after each. Evidence: Five selections matching the speaker's message.

Alternative Assessment
Students create a visual board showing their daily routines and compare one routine with that of a person in Mexico studied in class. Students may demonstrate learning through pictures, gestures, Spanish words, short phrases.