

Rumson-Fair Haven Regional High School

Course: *Spanish V*

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Section I: Course Description

Spanish V is a 5-credit course that is the culmination of the communicative Spanish program. It is an extension in the study of the language and culture of the people. New lexical, grammatical, and verbal concepts will be synthesized with previously presented concepts and tenses to ensure accurate communication skills and long-term language acquisition. The course includes an integration of vocabulary, literature, film, and history while using Spanish language skills to communicate. The course focuses on students of the 21st century by including a variety of media and Internet resources. It seeks to intensify students' desire to continue acquiring the Spanish language, encourages cultural contacts beyond high school, and prepares students for undergraduate study of Spanish. Students will view and listen to authentic videos, participate in conversations with learners and native speakers, and create both written and spoken presentations. Upon successful completion of Spanish V, course participants may choose to sit for the *SAT II* Spanish for college placement purposes.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. **2020 New Jersey State Learning Standards-World Languages:**
 - “The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLs – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.”
2. **2020 New Jersey State Learning Standards-Social Studies:**
 - “...Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.”
3. **2020 New Jersey Student Learning Standards – Visual and Performing Arts**
 - The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging

- technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”

***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
 6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “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.”
 7. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “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.”
 8. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “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.”
 9. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
 10. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Spanish V* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (I&RS) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for World Language Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Spanish V* is aligned with the requirements of state and national standardized assessments, including the NJGPA, NJSLA, the ACT, the PSAT and the SAT.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Spanish V</i>	Grade Level: Grade 12
Unit I: Friendship and Bullying	Weeks 1-5
Unit II: Storytelling	Weeks 6-14
Unit III: Pan's Labyrinth	Weeks 15-17
Unit IV: Human Rights	Weeks 18-24
Unit V: Identity	Weeks 25-35
Unit VI: Technology	Weeks 36-40

Section VII: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Spanish V Honors*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- Newsela
- Zambombazo
- EDpuzzle
- CNN en Español
- People en Español
- Portafolio
- VideoELE
- Quizlet
- Quizizz
- [Mundo Primaria](#)
- [Conjuguemos](#)
- [UTexas](#)
- [Study Spanish](#)
- FlipGrid
- Teacher created activities aligned with current best practice models for 2nd language acquisition

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *Spanish V* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Spanish V* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Spanish V* instructional team to inform future learning and to measure student growth.

Section IX: Unit Templates

The following unit templates have been established for the *Spanish V* curriculum by the *Spanish V* instructional team:

Unit I: Friendship and Bullying		
Unit Summary:		
<p>In the “Friendship and Bullying” unit, students will examine what it means to be a good friend through their own experiences. Students will review the learned structures from Spanish IV necessary to describe the characteristics of a good friend and to retell personal experiences. Students will explore forms of bullying that affect today’s youth through culturally authentic resources. Students will investigate ways to promote healthy friendships and anti-bullying amongst young people in the U.S. as well as Spanish-speaking countries by developing their campaign. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</p>		
Standards/Core Ideas/Performance Expectations/Progress Indicators:		
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Spanish V</i>:</p> <ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: <ul style="list-style-type: none"> ○ 7.1.IM.IPRET.1-9 ○ 7.1.IM.IPERS.1-6 ○ 7.1.IM.PRSNT.1-7 ● 2020 New Jersey Student Learning Standards: <i>Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.3 ● 2020 New Jersey Student Learning Standards: <i>Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2, 9.4.12.CT.2 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do I define a good friend? ● What is a healthy relationship? ● How does bullying affect a person, family, or culture? ● How can I promote anti-bullying and healthy relationships? 	<ul style="list-style-type: none"> ● A good friend is valuable. ● Healthy relationships can be developed with effort. ● Bullying is a real issue in the U.S. as well as in other countries. ● There are ways to stop bullying and promote positive relationships. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Quizzes (vocabulary, grammar) ● Listen/reading/writing/speaking activities ● Class Participation ● Seminars/Socratic circles ● Webquests ● Journal Entries ● Roleplaying/skits ● Language Lab assignments ● Reading: “La Llorona” ● Song: “La Llorona” ● El acoso escolar o bullying article - reading comprehension questions ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Tests (Benchmark) ● Paso corto video (Benchmark Interpretive Assessment) ● Friendship Poem (Interpretive Assessment) ● Bullying Timed Writing (Benchmark) ● Anti-bullying Campaign Research Presentation and Project (Benchmark) 	Resources Needed: <ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab
Unit II: Storytelling		
Unit Summary:		

In the “Storytelling” unit, students reflect and talk about their childhood, describe and discuss their favorite stories, and explore a variety of Hispanic stories, legends and fables. They compare and contrast American and Hispanic storytelling traditions, create their own original fable, and have the opportunity to present it, along with supplementary activities, to a young Hispanic audience at a local elementary school. Through a series of scaffolding activities in this unit, students strengthen their interpretive, interpersonal, and presentational skills.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Spanish V*:

- 2020 New Jersey Student Learning Standards: World Languages
 - 7.1.IM.IPRET.1-9
 - 7.1.IM.IPERS.1-6
 - 7.1.IM.PRSNT.1-7
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.2.CI.1-2, 9.4.12.CT.2, etc.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What strategies do good storytellers use to communicate their stories? ● *What do stories and legends tell us about one’s culture? ● What are some of the stories and fables that I have been told and how do they reflect certain American customs and traditions? ● How can I portray a facet of my culture through a story or fable? 	<ul style="list-style-type: none"> ● One’s culture is reflected in the stories and fables that are passed down through the generations. ● *At every age and in every culture, stories define who we are and how we relate to others.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Quizzes (vocabulary, grammar) ● Listen/reading/writing/ speaking activities ● Class Participation ● Seminars/Socratic circles ● Webquests ● Journal Entries ● Roleplaying/skits ● Language Lab assignments ● Reading: “La Llorona” ● Song: “La Llorona” ● Reggaeton video activity ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Tests ● Myth Retelling Timed Writing ● Story Creation Project/Presentation ● World Language Lab Assessment (Benchmark) 	<ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab

Unit III: Pan’s Labyrinth

Unit Summary:

In the “Pan’s Labyrinth” unit, students will discover both the positive and negative impact that stories can have on children. Students will learn about the Spanish Civil War and its effect on the people of Spain via articles and art. Students will analyze the movie through the lens of a specific storytelling element and create a presentation. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Spanish V*:

- 2020 New Jersey Student Learning Standards: World Languages
 - 7.1.IM.IPRET.1-9
 - 7.1.IM.IPERS.1-6
 - 7.1.IM.PRSNT.1-7
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.2.12.HistoryCC.4.g

- 2020 New Jersey Student Learning Standards: Visual and Performing Arts
 - 1.4.12prof.Cn10a, 1.4.12prof.Cn11b, 1.5.12prof.Re7a, 1.5.12prof.Re8a, 1.5.12prof.Cn11a-b
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What strategies do good storytellers use to communicate their stories? ● What strategies can I use to analyze the elements of a film? ● How does war affect the citizens of a country? 	<ul style="list-style-type: none"> ● Stories can have both a positive and negative effect on children. ● Art is representative of historical events and the suffering endured by a country's people. ● Films are representative of historical events. ● There are many ways in which to analyze a film. ● War can wreak havoc socially, economically, and politically on a country and has both devastating short and long-term implications on a country's people.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Quizzes (vocabulary, grammar) ● Listen/reading/writing/ speaking activities ● Language Lab assignments ● Song: “¿Dónde jugarán los niños?” by Maná ● Class Participation ● Seminars/Socratic circles ● Webquests ● Journal Entries ● Roleplaying/skits ● Station activity ● <i>Guernica</i> analysis ● Reading: “Los Mutantes” by José Ruibal ● Painting: <i>Juanito en la laguna</i> by Antonio Berní ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Tests ● Group Article and Video Project (Benchmark) ● World Language Lab Assessment 	<ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● <i>Pan's Labyrinth</i>

Unit IV: Human Rights / Los Derechos Humanos

Unit Summary:

In the “Human Rights” unit, students discuss their likes, dislikes, and liberties as a result of their upbringing in the United States. They discuss their opinions and express their viewpoints on different governmental issues and construct a definition of human rights. Students will then explore political atmospheres and human rights violations of several Latin American countries to gain a deeper understanding of the history and social and cultural implications of each situation. They will investigate and explain their findings of the roles and impact of various political/social leaders, and discuss what can be done in the future to promote human rights.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Spanish V*:

- 2020 New Jersey Student Learning Standards: World Languages
 - 7.1.IM.IPRET.1-9
 - 7.1.IM.IPERS.1-6
 - 7.1.IM.PRSNT.1-7
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.CivicsHR.11.a, 6.1.12.CivicsHR.11.b, 6.1.12.HistorySE.12.a, 6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a, 6.2.12.CivicsHR.6.b
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.2.12.ITH.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills

o 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • *What is the definition of “human rights”? • What constitutes a government “for the people, by the people”? • *How has the idea of “human rights” changed the modern world? • How do actions taken by political/social figures affect various groups within its population? • *How can I further educate people about human rights violations occurring in today’s society? 	<ul style="list-style-type: none"> • Human rights are fundamental freedoms essential to living a full life. • *Throughout history and even today, not everyone enjoys the full realization of these rights. The style of government within a country factors into this; however, even in democratic nations, there are various levels at which people enjoy full human rights. • *Individual defenders of human rights work passionately to support the neglected, victimized and ignored. • *Human rights work is ongoing and extremely important and there are various ways to get involved in the community and in different organizations to educate people.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> • Quizzes (vocabulary, grammar) • Listen/reading/writing/ speaking activities • Class Participation • Seminars/Socratic circles • Webquests • Journal Entries • Language Lab assignments • Song: “Desaparaciones” by Maná • Paintings: “Los anónimos” by Carlos Alonso and “Tata Jesucristo” by Antonio Berní • Reading “No importa, llevaré por ti...”Armando Valladares • Lit Circles • Current Events • Individual student check-ins with teacher 	<ul style="list-style-type: none"> • Tests • Latin American Figure Human Rights Research Seminar/Project • World Language Lab Assessment 	<ul style="list-style-type: none"> • Teacher-created materials • World Language Lab

Unit V: Identity

Unit Summary:

In the “Identity” unit, students will examine four aspects of identity; personal, national, gender, and cultural. Through a variety of culturally authentic resources that are not limited to songs, articles, paintings, poems, literary works, video clips, interviews, and TED talks, students will define these aspects. Students will be able to identify iconic figures that are model examples of the different aspects of identities. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Spanish V*:

- 2020 New Jersey Student Learning Standards: World Languages
 - o 7.1.IL.IPRET.1-9
 - o 7.1.IL.IPERS.1-6
 - o 7.1.IL.PRSNT.1-7
- 2020 New Jersey Student Learning Standards: Social Studies
 - o 6.1.12.GeoPP.2.a, 6.1.12.HistoryCA.2.a
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - o 8.2.12.ITH.3, 8.2.12.NT.1

- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.2.CI.1-2, 9.4.12.CT.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Who am I and how does my culture influence my identity, attitudes, beliefs, and values? ● *How do one’s interests, culture, nation, and gender impact their identity? ● How do the heroes/iconic figures of culture reflect its collective identity? ● How is culture reflected in individual identity? 	<ul style="list-style-type: none"> ● Iconic figures can reflect the values of their culture. ● My identity is impacted by my interests, family, and society. ● *My culture impacts my cultural identity. ● My gender impacts my identity. ● The country in which I was raised has had an impact on my national identity.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Quizzes (vocabulary, grammar) ● Listen/reading/writing/ speaking activities ● Class Participation ● Seminars/Socratic circles ● Webquests ● Journal Entries ● Roleplaying/skits ● Language Lab assignments ● Song: “Soy” by Willie Chirino ● Poem: “A Julia de Burgos” by Julia de Burgos ● Painting: “Las dos Fridas” by Frida Kahlo ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Tests ● Speaking Assessment: Who is your hero? ● Song Project/Presentation ● Celebrity/Historical Figure Interview ● Hero Timed Writing 	<ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● Discussion Questions: What is a hero? ● CNN Heroes Video Activity ● Discussion of National Identity and Patriotism ● José Martí: 3 Heroes <ul style="list-style-type: none"> ○ Bio ○ Reading ○ Questions ● TED Talk (Palestinian woman in Spain)

Unit VI: Technology

Unit Summary:

In the “Technology” unit, students explore the status of the world about technology and how it affects daily life and social situations. Students will use a range of sources such as infographics, videos, news articles, and surveys to explore the topic to deepen their understanding of the issue. Through a series of scaffolded learning activities, such as research, digital media presentations, and dialogues, students will strengthen their interpretive, interpersonal, and presentational skills.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Spanish V*:

- 2020 New Jersey Student Learning Standards: World Languages
 - 7.1.IL.IPRET.1-9
 - 7.1.IL.IPERS.1-6
 - 7.1.IL.PRSNT.1-7
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.HistoryUP.16.a, 6.1.12.EconNE.16.b, 6.2.12.EconGE.6.c
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.1-2, 8.1.12.AP.7, 8.2.2.ED.1, 8.2.2.ITH.3, 8.2.12.ITH.2-3, 8.2.12.NT.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How does technology affect society? ● How have past inventions helped to shape the present world? ● What are some ways in which inventions will shape the world in the future? ● How is technology utilized in schools in the 	<ul style="list-style-type: none"> ● Global citizens are both positively and negatively affected by technology. ● Inventions arise due to problems identified by their creators. ● Technology will continue to grow and change in the future. ● Technology use varies across countries and generations.

U.S. and Spanish-speaking countries?		
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> Quizzes (vocabulary, grammar) Listen/reading/writing/speaking activities Class Participation Seminars/Socratic circles Webquests Journal Entries Role playing/skits Language Lab assignments Song: "Soy" by Willie Chirino Poem: "A Julia de Burgos" by Julia de Burgos Painting: "Las dos Fridas" by Frida Kahlo Infographic activity Digital Detox Debate 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Tests Instagram Accounts Timed Writing Global Problem Invention/Prototype Project/Presentation World Language Lab Assessment 	Resources Needed: <ul style="list-style-type: none"> Teacher-created materials World Language Lab App.gosoapbox.com as an online discussion board Video CNN Español - "5 Popular Apps of 2018" "50 Best Inventions of 2015," Time Magazine

Section X: Unit Reflection

The *Spanish V* instructional team must confer upon the completion of each instructional unit in the *Spanish V* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Spanish V* curriculum.

Unit Reflection Form: <i>Spanish V</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			

Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)