

Rumson-Fair Haven Regional High School

Course: *Spanish IV Honors*

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Section I: Course Description

Spanish IV Honors is a continuation course in the Spanish Honors Program; it is a 5-credit course that emphasizes progressive movement toward mastery of the aural, oral, grammar, reading, and writing skills developed in Spanish III Honors. The core cultural focus is Spain, and the intensive study of geography, history, literary texts, and cultural customs/practices are the dimensions of this focus. Students are expected to write compositions, participate actively in classroom discourse, develop culture-based research projects, and converse freely with native speakers. New lexical, grammatical, and verbal concepts will be synthesized with previously presented concepts and tenses to ensure accurate communication skills and proper preparation for Advanced Placement Spanish. Literary texts by Spanish authors are essential course facets: a complete dramatic text by García Lorca is studied; excerpts from Cervantes' *Don Quixote*, and short stories are examined. Current events of Spain will be reviewed and discussed. The World Languages Laboratory is used to have conversations, interact with native speakers, view, listen to, and participate in authentic conversations and videos, create compositions, and presentations, and have free conversations and discussions based on the themes of the units. Performance-based assessments and data-based questions are employed to assess progress. Upon successful completion of *Spanish IV Honors*, course participants are encouraged to sit for the *SAT II* Spanish Subject Test and use test data to identify review points before initiating course work in either *Advanced Placement Spanish* or *Spanish V*.

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

1. **2020 New Jersey State Learning Standards-World Languages:**
 - o “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 proficiency levels should be based on personal and career interests.”
2. **2020 New Jersey State Learning Standards-Social Studies:**
 - o “...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 the sophistication of learning about history, economics, geography, and civics at all ages.”
3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - o “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.”

4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - o “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.”
5. ***Amistad Law: N.J.S.A. 18A 52:164-88:**
 - o 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.”
6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o 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.”
7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o 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.”
8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o 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.”
9. 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 IV Honors* 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 IV Honors* 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

Course Title: <i>Spanish IV Honors</i>		Grade Level: 11-12
Unit I: Sentir y Vivir	Weeks 1-3	
Unit II: Vivir en la Ciudad	Weeks 4-6	
Unit III: La Influencia de los Medios	Weeks 7-9	
Unit IV: Generaciones en Movimiento	Weeks 10-12	
Unit V: Las Riquezas Naturales	Weeks 13-16	
Unit VI: El Valor de las Ideas	Weeks 17-20	
Unit VII: Perspectivas Laborales	Weeks 21-25	
Unit VIII: Ciencia y Tecnología	Weeks 26-30	
Unit IX: Escapar y Divertirse	Weeks 31-34	
Unit X: Herencia y Destino	Weeks 35-40	

Section VII: Primary Texts and Year-Long Instructional Resources

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

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- conjuguemos.com
- *Imagina: Español sin barreras, Fifth Edition*, José A. Blanco and C. Cecilia Tocaimaza-Hatch, Vista Higher Learning, Boston, Massachusetts, 2023. (Text and workbook/laboratory manual/online Supersite)

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *Spanish IV Honors* 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 IV Honors* 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 IV Honors* 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 IV Honors* curriculum by the *Spanish IV Honors* instructional team:

Unit I: Sentir y Vivir		
Unit Summary		
In this unit, students will describe people who are important to them. They will discuss personal relationships as well as how to describe people. Students will also practice narrating in the past when they describe what they did over the summer.		
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 <i>Spanish IV Honors</i> :		
<ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards: World Languages</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPRET.1-6 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IL.PRSNT.1-5 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.EconNE.16.b ● <i>2020 New Jersey Student Learning Standards: Computer Science & Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.3, 8.2.12.ITH.3 ● <i>2020 New Jersey Student Learning Standards: 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 we use the two verbs for ‘to be’ to describe people? ● How do we describe personal relationships? ● How has technology impacted the way that people interact and form relationships with one another? 	<ul style="list-style-type: none"> ● There are two verbs in Spanish that both mean ‘to be.’ It is important to be able to use both correctly. ● Narrating in the past tense is an important language tool. ● Personal relationships are important to a healthy life. ● The evolution of technology has dramatically altered how people interact and form relationships with one another. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Class participation ● Listening, speaking, reading, and writing activities ● Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter Test (Benchmark) ● Summer Vacation Interviews ● Performance Based Assessment, El Isabel de Castilla Spanish Exchange School (Benchmark) ● Unit Test ● World Language Lab Assessment (Benchmark) 	Resources Needed: <ul style="list-style-type: none"> ● Textbook ● Online resources ● World Language Lab ● Teacher-created resources
Unit II: Vivir en la Ciudad		
Unit Summary		
In this unit, students will describe life in the city. They will study Madrid and some of its main attractions and compare city life in Spain to that in the United States. They will also narrate in the past.		
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 <i>Spanish IV Honors</i> :		
<ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards: World Languages</i> 		

- Interpretive Mode
 - 7.1.IL.IPRET.1-6
- Interpersonal Mode
 - 7.1.IL.IPERS.1-6
- Presentational Mode
 - 7.1.IL.PRSNT.1-5
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.GeoHE.5.a, 6.2.12.GeoPP.6.a
- 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 is life like in the city? ● What is there to do in Madrid? ● How might life in a Spanish city compare to life in a city in the United States? ● *How do characteristics of an urban setting contribute to the diversity of that place? 	<ul style="list-style-type: none"> ● People in Spanish-speaking countries tend to live in more densely populated areas. ● Madrid is a large metropolis with a strong cultural influence. ● Cities around the world share some common characteristics, but daily life in specific cities may vary depending on cultural norms, economics, history, and traditions. ● *Urban settings attract a variety of people from various racial, ethnic, religious, and cultural groups lending themselves to increased diversity compared to more suburban and rural settings.

Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Class participation ● Listening, speaking, reading, and writing activities ● Film analysis ● Cultural reading activity ● Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter Tests ● Unit Test ● World Language Lab Assessment 	Resources Needed: <ul style="list-style-type: none"> ● Textbook ● Online resources ● World Language Lab ● Teacher-created resources

Unit III: La Influencia de los Medios

Unit Summary

In this unit, students will discuss the influence of media and various means of communication on our lives.

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 IV Honors*:

- 2020 New Jersey Student Learning Standards: World Languages
 - Interpretive Mode
 - 7.1.IL.IPRET.1-6
 - Interpersonal Mode
 - 7.1.IL.IPERS.1-6
 - Presentational Mode
 - 7.1.IL.PRSNT.1-5
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.HistoryCC.3.a, 6.1.12.CivicsDP.14.a, 6.1.12.CivicsPD.16.a, 6.1.12.HistoryUP.16.a, 6.2.12.EconGE.6.c:
- 2020 New Jersey Student Learning Standards: Computer Science & Design Thinking
 - 8.1.12.IC.3, 8.2.12.ITH.3
- 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 do people or organizations use the means of communication to influence us? ● Are the effects of media positive or negative? 	<ul style="list-style-type: none"> ● People and organizations use media to influence people. ● Sometimes the effects of media can be positive while other times they may be negative.

Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Class participation • Listening, speaking, reading, and writing activities • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter Tests • Unit Test • World Language Lab Assessment • Presentation (Benchmark) 	Resources Needed: <ul style="list-style-type: none"> • Textbook • Online resources • World Language Lab • Teacher-created resources

Unit IV: Generaciones en Movimiento	
Unit Summary	
In this unit, students will talk about family. They will discuss how each generation influences the next and how future generations may develop in the future.	
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 <i>Spanish IV Honors</i> :	
<ul style="list-style-type: none"> • 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12 <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPRET.1-6 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IL.PRSNT.1-5 • 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <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 does each family generation influence the next? • How will future generations continue to develop? 	<ul style="list-style-type: none"> • Each generation influences the next. • New generations depend on this constant cycle of renewal.

Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Class participation • Listening, speaking, reading, and writing activities • Cultural Reading & Literary Text • Film Analysis • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter Tests • Unit Test • World Language Lab Assessment • Presentation 	Resources Needed: <ul style="list-style-type: none"> • Textbook • Online resources • World Language Lab • Teacher-created resources

Unit V: Las Riquezas Naturales	
Unit Summary	
In this unit, students will discuss the reliance of humans on natural resources. They will talk about the importance of preserving a balance of nature and how to address the future of our planet.	
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 <i>Spanish IV Honors</i> :	
<ul style="list-style-type: none"> • 2020 New Jersey Student Learning Standards: World Languages 	

<ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPRET.1-6 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IL.PRSNT.1-5 ● 2020 New Jersey Student Learning Standards: Social Studies <ul style="list-style-type: none"> ○ 6.1.12.GeoHE16.a, 6.2.12.EconGI.3.b, 6.2.12.GeoPP.6.a ● 2020 New Jersey Student Learning Standards: Computer Science & Design Thinking <ul style="list-style-type: none"> ○ 8.2.12.EC.3, 8.2.12.ETW.4 ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <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 humans depend on our planet's natural resources? ● *What can we do to address the problems that threaten our natural resources? 		<ul style="list-style-type: none"> ● *Human life depends on natural resources. ● *Destruction of natural resources affects all humans.
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Class participation ● Listening, speaking, reading, and writing activities ● Cultural reading & Literary text ● Film Analysis ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Chapter Tests ● Unit Test ● World Language Lab Assessment ● Presentation 	<ul style="list-style-type: none"> ● Textbook ● Online resources ● World Language Lab ● Teacher-created resources

Unit VI: El Valor de las Ideas	
Unit Summary	
<p>In this unit, students will analyze how difficult moments in history bring out the best and the worst in humanity. Students will look at and discuss challenges and victories regarding human rights and some of the historical figures that contributed to these events.</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 IV Honors</i>:</p> <ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: World Languages <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPRET.1-9 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IM.PRSNT.1-7 ● 2020 New Jersey Student Learning Standards: Social Studies <ul style="list-style-type: none"> ○ 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: Career Readiness, Life Literacies, and Key Skills <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"> ● *What are human rights? ● *How have political, social, and economic challenges led to the violation of human rights throughout history and in the modern day? ● *How can we ensure that 	<ul style="list-style-type: none"> ● Human rights are moral principles or norms for certain standards of human behavior and are regularly protected in municipal and international law. ● *Challenging times bring out both the best and worst of humanity and often throughout history, economic, political, and social turmoil within a place has led to war, persecution, and even genocide.

governments respect human rights?	● *Politicians and citizens must protect human rights.	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Class participation ● Listening, speaking, reading, writing activities ● Film Analysis ● Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter Tests ● Unit Tests ● World Language Lab Assessment ● Presentation 	Resources Needed: <ul style="list-style-type: none"> ● Textbook ● Online resources ● World Language Lab ● Teacher-created resources

Unit VII: Perspectivas Laborales	
Unit Summary	
In this unit, students will explore potential careers, the economics surrounding different jobs and the implications of such, and the steps they must follow to prepare themselves for these careers.	
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 <i>Spanish IV Honors</i> :	
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: World Languages <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPRET.1-9 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IM.PRSNT.1-7 ● 2020 New Jersey Student Learning Standards: Computer Science & Design Thinking <ul style="list-style-type: none"> ○ 8.1.12.IC.3, 8.2.12.ITH.3 ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <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"> ● What careers can I pursue in the future? ● How does my career choice impact my opportunity in life? ● How do I prepare myself for those careers? 	<ul style="list-style-type: none"> ● There are many career choices available to students, and new careers are opening up daily. ● Different occupations provide different economic opportunities to people. ● Students can begin to prepare for their careers now.

Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Class participation ● Listening, speaking, reading, and writing activities ● Cultural reading ● Film analysis ● Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter Tests ● Unit Test ● World Language Lab Assessment ● Job Interview Performance Based Assessment 	Resources Needed: <ul style="list-style-type: none"> ● Textbook ● Online resources ● World Language Lab ● Teacher-created resources

Unit VIII: Ciencia y Tecnología	
Unit Summary	
In this unit, students will explore and discuss different aspects of science and technology and their influence on our lives. Students will also research Hispanic people who have made contributions to the areas of science and technology.	
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 IV Honors*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - Interpretive Mode
 - 7.1.IM.IPRET.1-9
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-6
 - Presentational Mode
 - 7.1.IM.PRSNT.1-7
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistorySE.14.a-b
- *2020 New Jersey Student Learning Standards: Computer Science & Design Thinking*
 - 8.1.12.IC.3, 8.2.12.ITH.3
- *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 do science and technology affect our lives? ● *Who are some Hispanic people who have made contributions to the areas of science and technology? 	<ul style="list-style-type: none"> ● Science and technology significantly impact our daily lives. ● *Many Hispanic people have made significant contributions to science and technology.

Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Class participation ● Listening, speaking, reading, and writing activities ● Film Analysis ● Cultural reading ● Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter Tests ● Unit Test ● World Language Lab Assessment ● Renown Hispanic Scientists Research Presentation 	Resources Needed: <ul style="list-style-type: none"> ● Textbook ● Online resources ● World Language Lab ● Teacher-created resources

Unit IX: Escapar y Divertirse	
Unit Summary	
<p>In this unit, students will explore and discuss ways people have fun in the Spanish-speaking world. They will discuss the benefits of resting and leaving our daily routines can have on our physical and mental health.</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 IV Honors</i>:</p> <ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards: World Languages</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPRET.1-9 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IM.PRSNT.1-7 ● <i>2020 New Jersey Student Learning Standards: 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 people have fun in the Spanish-speaking world? ● What are some of the positive effects of getting out and having fun? 	<ul style="list-style-type: none"> ● People all over the world look for ways to ditch their daily routines and enjoy themselves. ● Resting and getting away from the daily routine is beneficial to mental and physical health.
Evidence of Learning	

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Class participation • Listening, speaking, reading, and writing activities • Film Analysis • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter Tests • Unit Test • World Language Lab Assessment • Cultural Comparison Presentation 	Resources Needed: <ul style="list-style-type: none"> • Textbook • Online resources • World Language Lab • Teacher-created resources
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Unit X: Herencia y Destino

Unit Summary

In this unit, students will analyze different global problems and solutions. Students will also look at diversity and how different ways of thinking can create conflict but also offer valuable solutions.

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 IV Honors*:

- 2020 New Jersey Student Learning Standards: World Languages
 - Interpretive Mode
 - 7.1.IM.IPRET.1-9
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-6
 - Presentational Mode
 - 7.1.IM.PRSNT.1-7
- 2020 New Jersey Student Learning Standards: Social Studies
 - 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.HistorySE.14.a-b, 6.1.12.HistoryCC.3.a, 6.1.12.HistoryCA.14.c, 6.1.12.HistoryUP.16.a
- 2020 New Jersey Student Learning Standards: Computer Science & Design Thinking
 - 8.1.12.IC.3, 8.2.12.IH.3
- 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
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<ul style="list-style-type: none"> • What are some of the problems our society faces today? • *How can diverse backgrounds and ways of thinking contribute solutions to these problems? 	<ul style="list-style-type: none"> • Our society is facing many problems. • *Diverse backgrounds and ways of thinking can make it difficult for people to agree on solutions but they also offer more potential solutions.
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Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Class participation • Listening, speaking, reading, and writing activities • Film Analysis • Cultural Reading • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter Tests • Unit Test • World Language Lab Assessment • Global Challenges Presentation and Proposal 	Resources Needed: <ul style="list-style-type: none"> • Textbook • online resources • World Language Lab • Teacher-created resources
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Section X: Unit Reflection

The *Spanish IV Honors* instructional team must confer upon the completion of each instructional unit in the *Spanish IV Honors* 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 IV Honors* curriculum.

Unit Reflection Form: <i>Spanish IV Honors</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)