

Rumson-Fair Haven Regional High School

Course: *Spanish III*

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Section I: Course Description

Spanish III reinforces and expands upon the communicative skills that were established in *Spanish I* and *Spanish II* to ensure solid growth towards practical use of the language and success as a lifelong learner of Spanish. Students will develop oral and written language proficiency through a series of authentic performance-based activities and through problem-based learning. With media specialist training, students will gain a greater understanding of responsible internet and media usage in order to support their language and culture acquisition. Integration of Critical Thinking Skills to promote higher-order thinking facilitates language acquisition and long-term memory. Problem-solving instructional strategies are implemented through authentic simulations of real-life applications. 21st Century Life and Career Skills are incorporated throughout all units as a means to prepare learners for the practical use of the language.

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

1. **2020 New Jersey Student 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. **2023 New Jersey Student Learning Standards English Language Arts:**

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
3. **2020 New Jersey Student Learning Standards: Health and Physical Education:**
 - “Successful preparation of students for the opportunities, rigors, and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.”
4. **2023 New Jersey Student Learning Standards English Language Arts:**
 - “A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing

- authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences); leverage complex texts and digital media to develop comprehension, active listening, and discussion skills; ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens; evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media; express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.”
5. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSL:**
 - “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.”
 6. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:**
 - “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.”
 7. ***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.”
 8. ***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.”
 9. ***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.”
 10. ***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.”
 11. 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 III* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, Multilingual 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 Multilingual Learners (ML) 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 Languages Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Spanish III* 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 III</i>	Grade Level: 10 - 12
Unit I: Personal and Public Identities: Identidad Personal	Weeks 1-2
Unit II: Families and Communities: Relaciones Personales	Weeks 3-6
Unit III: Science and Technology: Redes Sociales	Weeks 7-10
Unit IV: Contemporary Life: La Vida Profesional y La Vida Saludable	Weeks 11-20
Unit V: Global Challenges: Revolucionarios	Weeks 21-30
Unit VI: Beauty and Aesthetics: El Arte	Weeks 31-40

Section VI: Primary Texts and Year-Long Instructional Resources

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

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- Conjuguemos.com
- *Adios* Digital Textbook
- Libguides
- Ebsco
- Quizizz
- World Language Lab

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Spanish III* 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 III* 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 III* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

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

Unit I: Personal and Public Identities: Identidad Personal		
Unit Summary		
<p>In the "Personal and Public Identities" unit, students will examine the importance of their identity and their role and participation within a community. Students will be able to describe their strengths and areas of growth as they navigate through different stages of their development. Students will reflect on how personal interests impact their identity and lead them to engage with varying social groups. 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 III</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.NH.IPRET.1-8 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NH.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NH.PRSNT.1-6 ● <i>2020 New Jersey Student Learning Standards: Health and Physical Education</i> <ul style="list-style-type: none"> ○ 2.1.12.EH.1 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.3, 8.2.12.IH.3 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1-2, 9.4.12.CT.2 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How does one identify oneself? ● How does one evaluate their role in their community/society? ● How do personal interests help define one's identity? 	<ul style="list-style-type: none"> ● Identities can change throughout one's life by meeting developmental benchmarks. ● Everyone is involved in society and has different perspectives within it. ● One's identity varies based on their interests and those with whom they surround themselves. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Edpuzzle and other online interpretive assessments ● Class participation ● Vocabulary and grammar assessments ● Homework ● Quizlet Live ● Quizizz ● Peer interviews ● Communicative activities: interpretive, interpersonal, presentational ● <i>Common Sense Education</i> Lessons ● Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Benchmark Chapter Test and Unit Test ● Benchmark Interpretive Performance Assessment: Listen to various speakers share about themselves and their role in their community. ● Benchmark Interpersonal Performance: Interview peers to find common interests. ● Benchmark Presentational Performance Assessment: Share in a greater group the commonalities and differences with their peers based on their interview findings. ● World Language Lab Benchmark Assessment 	Resources Needed: <ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● Adios digital resources ● ACTFL performance based rubrics
Unit II: Families and Communities: Relaciones Personales		

Unit Summary		
<p>In the “Families and Communities” unit, students will examine the importance and dynamics of relationships within a community. Students will learn to identify and resolve conflicts in relationships within their daily lives. Students will compare and contrast relationships in the target culture with their own. This includes relationships between friends, family, and romantic partners, including those in the LGBTQ+ community. Students will also critique the human impact on Puerto Rico’s Yunque rainforest and the coquí frog. 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 III</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.NH.IPRET.1-8 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NH.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NH.PRSNT.1-6 ● <i>2023 New Jersey Student Learning Standards: English Language Arts</i> <ul style="list-style-type: none"> ○ SL.UM.9-10.5 ● <i>2020 New Jersey Student Learning Standards: Health and Physical Education</i> <ul style="list-style-type: none"> ○ 2.1.12.EH.1 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.1C.3 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● *How does one evaluate their role in a relationship? ● What causes conflicts in relationships, and how can they be resolved? ● How can a person interpret social dynamics? ● How do relationships and social dynamics differ in other countries? 	<ul style="list-style-type: none"> ● *Everyone is involved in relationships and has different perspectives within them. ● Conflicts arise in relationships in person as well as online. How one navigates these hardships can impact their contributions within their daily lives. ● Everyone must learn ways to resolve misunderstandings and contribute positively to society. ● While there are many universal aspects of relationships around the world, there are also cultural aspects that individualize interactions and relationships in different countries and regions. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Edpuzzle and other online interpretive assessments ● Class participation ● Vocabulary and grammar assessments ● Homework ● Quizlet Live ● Quizizz ● Peer interviews ● Communicative activities: interpretive, interpersonal, presentational ● <i>Common Sense Education</i> Lessons ● Quizzes ● Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Chapter Test and Unit Test ● Interpretive Performance Assessment: Infographic with conflict resolution steps and/or listen to a conversation between two friends from a Spanish-speaking country working through a conflict. ● Interpersonal Performance Assessment: Scenario with conflict that requires problem-solving. ● Presentational Performance Assessment: Write an apology text to their friend based on their role in the scenario. ● World Language Lab Assessment 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● Adios digital resources ● Common Sense digital resources ● ACTFL performance based rubrics
Unit III: Science and Technology: Redes Sociales		
Unit Summary		

In the "Science and Technology" unit, students will explore the impact that technology has on 21st-century learners. They will examine the positive and negative contributions of technology on society. Additionally, students will critique the ethical use of social media and artificial intelligence in daily, scholarly, and professional aspects of life. 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 III*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - Interpretive Mode
 - 7.1.NH.IPRET.1-8
 - Interpersonal Mode
 - 7.1.NH.IPERS.1-6
 - Presentational Mode
 - 7.1.NH.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Health and Physical Education*
 - 2.2.12.LF.7
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.ITH.1, 8.1.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.2

Unit Essential Questions

- What is the role of technology in today's society?
- How does technology affect personal relationships?
- What is the role of artificial intelligence in one's life?

Unit Enduring Understandings

- The use of technology can have a positive or negative impact on society, depending on its use and reliance.
- Technology can both help and hurt conflict resolution in a variety of ways.
- There are appropriate and inappropriate uses for artificial intelligence within social, scholarly, and professional aspects of life.

Evidence of Learning

Formative & Alternative Assessments:

- Edpuzzle and other online interpretive assessments
- Class participation
- Vocabulary and grammar assessments
- Homework
- Quizlet Live
- Quizizz
- Communicative activities: interpretive, interpersonal, presentational
- Quizzes
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Unit Assessment
- Interpretive Performance Assessment: Reading different types of digital media and determining the ethical value of the source and the content.
- Interpersonal Performance Assessment: Scenario with conflict (debate about bullying/technology) that requires problem resolution.
- Summative: Problem-based seminar on the advantages and disadvantages of technology in order to maintain communication in a relationship.
- Presentational Performance Assessment: Anti-Bullying Campaign PSA Project
- World Language Lab Assessment

Resources Needed:

- Teacher-created materials
- [Adios digital resources](#)
- World Language Lab
- Media Center Specialist Research
- [Common Sense digital resources](#)
- [ACTFL performance based rubrics](#)

Unit IV: Contemporary Life: La Vida Profesional y La Vida Saludable

Unit Summary

In the "Contemporary Life" unit, students will explore career opportunities in college-track professions, trade professions, and predict emerging job markets. They will learn interview techniques and learn the importance of creating a dynamic CV. They will compare and contrast a variety of skilled professions, 21st-century technological positions, and volunteer opportunities in their society with those of Spanish-speaking countries. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills. Students will also explore the meaning behind maintaining a healthy lifestyle. Students will research various strategies used to maintain both mental and physical health. Students will compare and contrast lifestyles related to health and nutrition in Spanish-speaking countries with their own

country. Students will learn about the gastronomy of Spain, focusing on the cuisine of Barcelona. 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 III*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - Interpretive Mode
 - 7.1.NH.IPRET.1-8
 - Interpersonal Mode
 - 7.1.NH.IPERS.1-6
 - Presentational Mode
 - 7.1.NH.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Health and Physical Education*
 - 2.2.12.LF.7,2.2.12.EH.1
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.ITH.2-3, 8.2.12.NT.1, 8.1.12.ED.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-2, 9.4.12.CT.2,

Unit Essential Questions

- How does a candidate seek out employment?
- What should be included on a professional CV for a high-quality candidate, and what kinds of questions are typically asked in an interview?
- How can a person contribute positively to society and their community?
- How do career and volunteer opportunities differ in Spanish-speaking countries?
- What is healthy living, and how does nutrition impact health?
- How can a person maintain physical and mental well-being?
- Do all cultures share the same opinions on healthy living, and what are the cultural similarities and differences between the United States and other countries surrounding exercise, food, and nutrition?
- How does digital addiction affect health?

Unit Enduring Understandings

- Finding employment is a common practice, and there is preparation needed to obtain a job.
- Different jobs require different skills, qualifications, and levels of experience/education.
- There are a variety of professional paths that can be taken in order to achieve success.
- Volunteer and career opportunities vary based on the needs of particular areas and populations.
- Various factors determine one’s well-being.
- What health means to an individual can differ, whether that be their mental or physical well-being.
- Healthy living practices vary by culture.
- The effects that digital dependency has on an individual’s well-being.

Evidence of Learning

Formative & Alternative Assessments:

- Edpuzzle and other online interpretive assessments
- Class participation
- Vocabulary and grammar assessments
- Homework
- Quizlet Live
- Quizizz
- Peer interviews
- Communicative activities: interpretive, interpersonal, presentational
- Quizzes
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Unit Assessment
- Interpretive Performance Assessment: Students will read CVs, watch professional job interviews and take an aptitude test.
- Interpersonal Performance Assessment: Students will practice interviewing each other for chosen professions in preparation for the final job interview.
- Presentational Performance Assessment: Teacher will interview students for a job that students have researched and prepared for (Summative).
- Interpretive Performance Assessment #2: Read an article about things one can do to maintain a healthy lifestyle.
- Interpersonal Performance Assessment #2: Engage in a conversation with a scenario where a friend confronts another friend about an unhealthy habit.
- Presentational Performance Assessment - (PBL) Students take on roles of a health

Resources Needed:

- Teacher-created materials
- [Adios digital resources](#)
- World Language Lab
- Media Center Specialist Research
- Student attendance to one of the RFH Career Institutes.
- [ACTFL performance based rubrics](#)

	professional and use that lens to offer solutions to their clients' health challenges. <ul style="list-style-type: none"> World Language Lab Assessment 	
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Unit V: Global Challenges: Revolucionarios

Unit Summary

In the “Global Challenges” unit, students will define and explore the corruption of Cuban social structures during the revolution. They will investigate the causes of the Cuban Revolution. Through the lens of marginalized groups, students will compare and contrast social inequality, the abuse of power, and the injustices experienced within a revolution. 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 III*:

- 2020 New Jersey Student Learning Standards: World Languages
 - Interpretive Mode
 - 7.1.NH.IPRET.1-8
 - Interpersonal Mode
 - 7.1.NH.IPERS.1-6
 - Presentational Mode
 - 7.1.NH.PRSNT.1-6
- 2020 New Jersey Student Learning Standards: Health and Physical Education
 - 2.1.12.SSH.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.1.12.EG.3, 9.4.12.CI.1

Unit Essential Questions

- What were the main causes of the Cuban Revolution, and how did the role of power contribute?
- *What role did marginalized groups play leading up to the revolution, and what response did they garner?
- *How does social inequality manifest during times of revolution?
- How does propaganda influence the public perception of a revolutionary movement?

Unit Enduring Understandings

- There were several economic, social, and political causes of the Cuban Revolution, including the abuse of power.
- *Marginalized groups are impacted by, and often play an influential role in, revolutions.
- *An individual can have a positive or negative impact on society.
- Social commentary is shared through various forms of art.

Formative & Alternative Assessments: <ul style="list-style-type: none"> Edpuzzle and other online interpretive assessments Class participation Vocabulary and grammar assessments Homework Quizlet Live Quizizz Small group discussion Communicative activities: interpretive, interpersonal, presentational Assessments Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Chapter and Unit Tests Interpretive Performance Assessment: Historically based readers about inspiring Latin female revolutionaries (Summative). Presentational Performance Assessment: Group presentations pertaining to Cuba and various works of art. Interpersonal Performance Assessment: Seminar World Language Lab Unit Assessment 	Resources Needed: <ul style="list-style-type: none"> Teacher-created materials World Language Lab Media Center Specialist Research ACTFL performance-based rubrics The Motorcycle Diaries movie María Cano: la flor del trabajo by Adriana Ramirez (reader) Guaitipán: la líder guerrera by Adriana Ramirez (reader) Juana: la avanzada by Margarita Pérez García (reader) Teresita: la maestra del piano by Adriana Ramirez (reader)
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Unit VI: Beauty and Aesthetics: El Arte

Unit Summary

In the “Beauty and Aesthetics” unit, students will analyze the work of different artists who used their voices to bring attention to societal inequity and political issues. In addition to learning about various painting styles, students will create their own artistic interpretation. 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 III*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - Interpretive Mode
 - 7.1.NH.IPRET.1-8
 - Interpersonal Mode
 - 7.1.NH.IPERS.1-6
 - Presentational Mode
 - 7.1.NH.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Health and Physical Education*
 - 2.1.12.SSH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12.EG.3, 9.4.12.CI.1

Unit Essential Questions

- How do different artists use their voice to bring attention to varying global issues?
- Do artists influence the public's view on global themes?
- How does the social alignment of an artist change their value in the eyes of society?

Unit Enduring Understandings

- Art, in its various forms, can shed light on challenges faced around the world.
- The influence of art comes not from the artist themselves, but from the greater reaction of the public.
- The success of an artist relies on the personal connection to the public, and this connection can fluctuate based on the message and political climate.

Formative & Alternative Assessments:

- Edpuzzle and other online interpretive assessments
- Class participation
- Vocabulary and grammar assessments
- Homework
- Quizlet Live
- Quizizz
- Small group discussion
- Communicative activities: interpretive, interpersonal, presentational
- Assessments
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Interpretive Performance Assessment: Reading about the artist, their most popular work and influence.
- Presentational Performance Assessment: Presenting their original artwork to the class.
- Interpersonal Performance Assessment: Analyzing artwork from various artists in small groups.
- World Language Lab
- Unit Assessment

Resources Needed:

- Teacher-created materials
- World Language Lab
- [ACTFL performance based rubrics](#)

Section IX: Unit Reflection

The *Spanish III* instructional team must confer upon the completion of each instructional unit in the *Spanish III* curriculum and rate the degree 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 III* curriculum.

Unit Reflection Form: *Spanish III*

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 the 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)