

Rumson-Fair Haven Regional High School

Course: *Spanish II Honors*

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Section I: Course Description

This is an intensive course designed to emphasize a progressive movement toward mastery of the aural, oral, grammar, reading, and writing skills to be developed in successive Spanish Honors courses. The core cultural focus is to understand the differences in the culture of Spain vs. Latin America and the Caribbean. It encompasses the beginning of the study of geography, history, and literary texts as well as continues the study of cultural customs and practices. Students are expected to write compositions, participate actively in classroom discourse, develop culture-based research projects, and converse with native speakers. The World Language Laboratory is used to engage in authentic conversation, to interact with native speakers, view and listen to videos, and create compositions and presentations.

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 levels of proficiency 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 sophistication of learning about history, economics, geography, and civics at all ages.”
3. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
 - o “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. **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.”

5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:**
 - 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.”
6. ***Amistad Law: N.J.S.A. 18A 52:16A-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.”
7. ***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.”
8. ***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.”
9. ***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.”
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 II 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 II 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

Curriculum Pacing Guide	
Course Title: <i>Spanish II Honors</i>	Grade Level: 9-12
Unit I: Las Relaciones Personales -Dominican Republic	Weeks 1-10
Unit II: Las Diversiones -México	Weeks 11-20
Unit III: La Vida Diaria -España	Weeks 21-30
Unit IV: La Salud y el Bienestar - Colombia	Weeks 31-40

Section VII: Primary Texts and Year-Long Instructional Resources

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

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- Blanco, Jose A. (2022). *Descubre*. (3). Canada: Vista Higher Learning, Inc. 3rd edition
- <http://descubre3.vhlcentral.com/>

Section VIII: Grading Formula and Assessment Modes

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

Unit I: Las Relaciones Personales
Unit Summary
In “Las Relaciones Personales” students will learn how to express personal relationships, talk about different personality traits, emotional states, and feelings. They will compare their relationships with those in Spanish-speaking cultures. Students will study the identity of Dominican culture. They will also learn how to describe and narrate in the present. Students will build upon previous grammar concepts and vocabulary from prior years as well as learn new structures and vocabulary needed to express themselves and meet their objectives. They will use a range of learning materials and through various activities and tasks, 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 <i>Spanish II Honors</i> :
<ul style="list-style-type: none"> • 2020 <i>New Jersey Student Learning Standards: World Languages</i> <ul style="list-style-type: none"> ○ 7.1.NH.IPRET.1-8

<ul style="list-style-type: none"> ○ 7.1.NH.IPERS.1-6 ○ 7.1.NH.PRSNT.1-6 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryUP.3.a, 6.1.12.HistoryCC.12.b, 6.2.12.CivicsPD.3.a, 6.2.12.EconGI.3.c, 6.2.12.HistoryCC.5.c ● <i>2020 New Jersey Student Learning Standards: Computer Science & Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.2-3, 8.2.12.NT.1, 8.2.12.EC.1-2 ● <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 I describe myself and my interests? ● How do I develop relationships? ● What are characteristics that I value in someone? ● *How do I define a relationship? ● How does a group (i.e. friends, family, community) acquire its traditions and values? ● How do I narrate in the present? 		<ul style="list-style-type: none"> ● Communication regarding the importance of understanding oneself is critical to understand and relate to others. ● *It is important to understand the diversity in relationships and identify personal values and those of others.
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Listening/speaking/reading/writing activities ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Benchmark ChapterTest ● Unit Test ● Benchmark Presentation ● World Language Lab Assessment (Benchmark) 	<ul style="list-style-type: none"> ● Descubre 3 textbook ● www.vhlcentral.com ● Various supplemental online resources ● World Language Lab

Unit II: Las Diversiones	
Unit Summary	
<p>In “Las Diversiones” students will identify and describe a variety of pastimes. They will explore music, theater, different types of recreation, sports and other leisure activities while highlighting those of Mexican culture. They will describe their daily routines and activities and reflect on those of the Spanish-speaking culture. They will use a range of learning materials and through various activities and tasks, 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 II 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"> ○ 7.1.NH.IPRET.1-8 ○ 7.1.NH.IPERS.1-6 ○ 7.1.NH.PRSNT.1-6 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryUP.3.a, 6.1.12.HistoryCC.12.b, 6.2.12.CivicsPD.3.a, 6.2.12.EconGI.3.c, 6.2.12.HistoryCC.5.c ● <i>2020 New Jersey Student Learning Standards: Computer Science & Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.2-3, 8.2.12.NT.1, 8.2.12.EC.1-2 ● <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 does one spend their leisure time? ● What are different types of entertainment? ● How do hobbies and pastimes differ from one country to another? 	<ul style="list-style-type: none"> ● Daily activities, leisure, sports, entertainment, and hobbies are both similar and different among people around the world specifically in Mexico and the United States.

<ul style="list-style-type: none"> • What types of activities are considered an expression of cultural identity in your community? 	<ul style="list-style-type: none"> • How the population spends their leisure time reflects the cultural values and customs of another country.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Listening/speaking/reading/writing activities • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter and Unit Tests • Presentation/Group Assessment • World Language Lab Assessment
Resources Needed: <ul style="list-style-type: none"> • Descubre 3 textbook • www.vhlcentral.com • Various supplemental online resources • World Language Lab 	

Unit III: La Vida Diaria	
Unit Summary	
<p>In “La vida diaria” students will learn how to narrate in the past and talk about daily life dealing with household tasks and shopping. They will study the identity of the Spanish culture. They will also describe past activities and events. Students will build upon previous grammar concepts and vocabulary from prior years as well as learn new structures and vocabulary needed to express themselves and meet their objectives. They will use a range of learning materials and through various activities and tasks, 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 II 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"> ○ 7.1.NH.IPRET.1-8 ○ 7.1.NH.IPERS.1-6 ○ 7.1.NH.PRSNT.1-6 • <i>2020 New Jersey Student Learning Standards: Computer Science & Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.2-3, 8.2.12.NT.1, 8.2.12.EC.1-2 • <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 I talk about daily life activities? • How do I narrate in the past? • How does daily life differ from one country to another? 	<ul style="list-style-type: none"> • One can learn a great deal by comparing one own daily life activities with those of people from a Spanish-speaking country. • It is important to not only be able to communicate in the present but also to share things that happened in the past to engage meaningfully in conversation/dialogue.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Listening/speaking/reading/writing activities • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter and Unit Tests • Project (Benchmark) • Presentation • World Language Lab Assessment
Resources Needed: <ul style="list-style-type: none"> • Descubre 3 textbook • www.vhlcentral.com • Various supplemental online resources • World Language Lab 	

Unit IV: La Salud y el Bienestar	
Unit Summary	
<p>In “La Salud y el Bienestar,” students will learn how to talk about healthy living. They will talk about healthy eating, physical health and mental health and how it varies in the Latin culture and reflect on their own. Students will study the</p>	

identity of Colombian culture. Students will build upon previous grammar concepts and vocabulary from prior years as well as learn new structures and vocabulary needed to express themselves and meet their objectives. They will use a range of learning materials and through various activities and tasks, 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 II Honors*:

- 2020 New Jersey Student Learning Standards: World Languages
 - 7.1.NH.IPRET.1-8
 - 7.1.NH.IPERS.1-6
 - 7.1.NH.PRSNT.1-6
- 2020 New Jersey Student Learning Standards: Comprehensive Health & Physical Education
 - 2.1.12.EH.1, 2.2.12.PF.1, 2.2.12.PF.4, 2.2.12.N.1
- 2020 New Jersey Student Learning Standards: Computer Science & Design Thinking
 - 8.2.12.ITH.2-3, 8.2.12.NT.1, 8.2.12.EC.1-2
- 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

- How do I talk about health and illness?
- How do I give orders and advice?
- What does healthy living look like from one country to another?

Unit Enduring Understandings

- The importance of having a healthy lifestyle and eating a balanced diet cannot be underrated.
- It is important to be able to describe illnesses and symptoms.
- It is important to be able to recognize all elements that compose our health.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- Performance activities
- Listening/speaking/reading/writing activities
- Quizzes
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Chapter and Unit Tests
- Summative Project
- Summative World Language Lab Assessment

Resources Needed:

- Descubre 3 textbook
- www.vhlcentral.com
- Various supplemental online resources
- World Language Lab

Section X: Unit Reflection

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

Unit Reflection Form: Spanish II Honors

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)