

Rumson-Fair Haven Regional High School

Course: *Spanish II*

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Section I: Course Description

Spanish II reinforces and expands upon the foundation of the study and use of the Spanish language and understanding of Latino and Iberian cultures that was established in *Spanish I*. Students will engage in real-life communicative situations, starting with listening and speaking activities, and gradually integrate these with reading and writing skills. This communicative approach, supported by an understanding of the building blocks of language, forms the basis for future success in proficiency. 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. Growth in language acquisition will be assessed through a combination of rubric-specific, performance-based activities and objective evaluations. Internet resources and varied media will complement the program.

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

- **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 proficiency level or higher, 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.
- **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.”
- **2020 New Jersey Student Learning Standards – Visual and Performing Arts:**
 - The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
- **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
- **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them

opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”

- ***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.”
- ***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.”
- ***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.”
- ***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.”
- 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* 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 Language Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Spanish II* 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</i>	Grade Level: 9 - 12
Unit I: Personal and Public Identities: Asi Soy Yo	Weeks 1-5

Unit II: Families and Communities: Mi Comunidad	Weeks 6-10
Unit III: Contemporary Life: Mi Rutina Diaria	Weeks 11-20
Unit IV: Science and Technology: Mi Pueblo	Weeks 21-25
Unit V: Global Challenges: Mi Viaje	Weeks 26-35
Unit VI: Beauty and Aesthetics: El Arte	Weeks 36-40

Section VI: Primary Texts and Year-Long Instructional Resources

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

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- YouTube
- Teacher-Created Materials
- [Adiós](#) Online Textbook
- [EdPuzzle](#)
- [Quizlet](#)
- [Conjugemos.com](#)
- [Rumson-Fair Haven Learning Commons Libguides](#)
- [Rumson-Fair Haven Learning Commons Database Ebsco](#)
- [Wayground](#) (Formerly Quizizz)
- World Language Lab
- Media Center Specialist

Section VII: Grading Formula and Assessment Modes

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

Unit I: Personal and Public Identities: Así Soy Yo
Unit Summary
In this unit, students will examine their identities and how they fit into larger social structures. With the use of prepositions, pronouns, and adjectives, students will interpret their role and others' roles in their own lives. They will also define the role of community members in their own lives and their role in the lives of others. Students will use high-frequency verbs to classify their personal and public identities, as well as their current state of being. 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 II*:

- 2020 New Jersey Student Learning Standards: World Languages
 - Interpretive Mode
 - 7.1.NM.IPRET.1-5
 - Interpersonal Mode
 - 7.1.NM.IPERS.1-6
 - Presentational Mode
 - 7.1.NM.PRSNT.1-6
- 2020 New Jersey Student Learning Standards: Health and Physical Education
 - 2.1.12.SSH.3
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.12.IML.8

Unit Essential Questions

- How does one define their own identity and how they fit into a larger community?
- How can one's perception of others impact others' perception of them?
- How does culture shape one's personal or public identity, beliefs, attitudes, and values?

Unit Enduring Understandings

- The definition of identity changes from one perspective to the next.
- Perception and perspective can both impact one's identity.
- Culture plays a significant part in defining one's identity.

Evidence of Learning

Formative & Alternative Assessments:

- Class participation
- Vocabulary and grammar assessments
- Homework
- Classwork
- Quizzes
- [EdPuzzle](#)
- [Quizlet](#)
- [Wayground](#) (formerly Quizizz)
- [Conjugemos.com](#)
- [Common Sense Education](#) Lessons
- Communicative activities: interpretive, interpersonal, presentational
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Chapter Test and Unit Test (Benchmark)
- Interpretive Performance Assessment: Listen to a description of someone else and show what they hear. (Benchmark)
- Interpersonal Performance Assessment: Interview a peer about their friend. (Benchmark)
- Summative: Benchmark Presentational Performance Assessment: Describe individuals in pictures, include their emotions and relations to others in said picture. (Benchmark)
- World Language Lab Benchmark Assessment

Resources Needed:

- Teacher-created materials
- World Language Lab
- YouTube-Variou Videos (songs, listening activities)
- [Common Sense digital resources](#)
- [ACTFL performance-based rubrics](#)
- Potential Suggested Resource: [MSNBC series: Leguizamo Does America](#)
- Potential Online Textbook: [AdiósTextbook.com](#)

Unit II: Family and Communities: Mi Comunidad

Unit Summary

In this unit, students will define and describe who is included in their definition of community. They will compare and contrast the role community plays in their lives and compare it to the role community plays in the lives of those living in Spanish-speaking cultures. These communities include relationships between friends, family, and romantic partners, as well as the larger community. Students will use high-frequency verbs to analyze their definition of community. 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 II*:

- 2020 New Jersey Student Learning Standards: World Languages
 - Interpretive Mode
 - 7.1.NM.IPRET.1-5
 - Interpersonal Mode
 - 7.1.NM.IPERS.1-6

<ul style="list-style-type: none"> ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT.1-6 ● <i>2020 New Jersey Student Learning Standards: Health and Physical Education</i> <ul style="list-style-type: none"> ○ 2.1.12.SSH.3 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.1 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.IML.8 		
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● How is community defined, and who is included in it? ● How may culture impact the value placed on family within a community? ● How do community structures and relationships vary between cultures? 		<ul style="list-style-type: none"> ● The definition of community varies from one person to the next. ● Culture can influence the importance of family, but individuals within society will ultimately follow what works best for their community. ● Culture plays a significant part in defining one's community structure.
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Class participation ● Vocabulary and grammar assessments ● Homework ● Classwork ● EdPuzzle ● Quizlet ● Wayground (formerly Quizizz) ● Conjugemos.com ● Communicative activities: interpretive, interpersonal, presentational ● Lessons ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Chapter Test and Unit Test ● Interpretive Performance Assessment: Infographic with comprehension questions ● Interpersonal Performance Assessment: Interview a peer about their community. ● Presentational Performance Assessment: Students will write about the people who are important to them. ● World Language Lab Assessment 	<ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● YouTube Various Videos (songs, listening activities) ● ACTFL performance-based rubrics ● Potential Suggested Resource: MSNBC series: Leguizamo Does America ● Potential Online Textbook: AdiósTextbook.com

Unit III: Contemporary Life: Mi Rutina Diaria	
Unit Summary	
<p>In this unit, students will compare and contrast their school schedules and daily activities with those of peers in the target culture. Students will illustrate their daily schedules and analyze the norms within their own homes, in conjunction with norms in other households. 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 II</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.NM.IPRET.1-5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.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: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How do community and individual values impact daily life? ● How do daily schedules foster a deeper 	<ul style="list-style-type: none"> ● The value placed on certain aspects of life, such as school, work, and family, can mold the routine accepted by society.

<p>understanding of similarities and differences across cultures?</p> <ul style="list-style-type: none"> What social structures are in place in various cultures to affect an individual's daily routine? 	<ul style="list-style-type: none"> By knowing the daily schedule of a community, one can understand more about that culture's values. Social structures shape the daily lives of those living within a specific community.
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 Classwork EdPuzzle Quizlet Wayground (formerly Quizizz) Conjugemos.com Communicative activities: interpretive, interpersonal, presentational 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: Students will listen to a native Spanish speaker describing their daily routine. Interpersonal Performance Assessment: Students will engage in conversations describing their favorite pastimes. Presentational Performance Assessment: Students will write about the similarities and differences in their daily routines in comparison to their peers. Summative Assessment (verbally share daily routine) World Language Lab Assessment
<p>Resources Needed:</p> <ul style="list-style-type: none"> Teacher-created materials World Language Lab YouTube-Variou Videos (songs, listening activities) ACTFL performance-based rubrics Potential Suggested Resource: MSNBC series: Leguizamo Does America Potential Suggested Resource: Most Dangerous Ways to School Series Potential Online Textbook: AdiósTextbook.com 	

Unit IV: Science and Technology: Mi Pueblo	
Unit Summary	
<p>In this unit, students will identify key terms for navigating between various stores, parks, and restaurants in communities familiar and unfamiliar to them. Students will examine how to ask for and provide directions. In addition, students will compare and contrast places, as well as technologies available in their town, with places and technologies available within the target culture. 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 II</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.NM.IPRET.1-5 Interpersonal Mode <ul style="list-style-type: none"> 7.1.NM.IPERS.1-6 Presentational Mode <ul style="list-style-type: none"> 7.1.NM.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.3 <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> 8.2.12.ITH.3, 8.2.12.EC.2 <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> 9.4.12.CT.2 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> How does one navigate an area that is unfamiliar to them? How can a resident of a town help a non-resident navigate their community? What kinds of shops and technologies are available in a variety of cultures? 	<ul style="list-style-type: none"> Verbal directions are important for scenarios where technology may not be accessible. Being able to navigate your local community can help someone visiting the area. Acquisition and utilization of resources like food, clothes, and technology vary throughout different cultures.
Evidence of Learning	

Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Class participation ● Vocabulary and grammar assessments ● Homework ● Classwork ● EdPuzzle ● Quizlet ● Wayground (formerly Quizizz) ● Conjugemos.com ● Communicative activities: interpretive, interpersonal, presentational ● Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter Test and Unit Test ● Interpretive Performance Assessment: Listen to someone give directions and navigate through a town. ● Interpersonal Performance Assessment: Engage in a conversation about places in the community that they enjoy visiting and places they would like in their community. ● Presentational Performance Assessment: Students will give directions to help a stranger navigate their community. ● World Language Lab Assessment 	Resources Needed: <ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● YouTube Various Videos (songs, listening activities) ● ACTFL performance-based rubrics ● Potential Suggested Resource: MSNBC series: Leguizamo Does America ● Potential Online Textbook: AdiósTextbook.com
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Unit V: Global Challenges: Mi Viaje		
Unit Summary		
<p>In this unit, students will explore how to design a trip to a Spanish-speaking country they are unfamiliar with by using problem-based learning skills. They will start with the necessary steps to plan a trip: checking into a hotel, activities to do while on the trip, and situations one may encounter while traveling. This includes emergencies where they may need to describe a physical injury or change travel plans due to natural disasters. 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 II</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.NM.IPRET.1-5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.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.3, 2.1.12.SSH.3 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.EC.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.IML.5 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do leisure activities in the United States compare with leisure activities in Spanish-speaking countries? ● Where are Spanish-speaking countries located? ● What steps are necessary to plan and take a trip abroad, and what can one learn from those experiences? ● How can emergencies and natural disasters impact travel? 	<ul style="list-style-type: none"> ● Specific activities and hobbies can be determined by the geography and climate one lives in. ● Spanish is spoken all around the world. ● Planning and taking a trip is a detailed, multi-step process that utilizes several transferable skills. ● Travel plans may have to change unexpectedly due to emergency situations and environmental disasters. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Class participation ● Vocabulary and grammar assessments ● Homework ● Classwork 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter Test and Unit Test ● Interpretive Performance Assessment: Research Spanish-speaking countries to visit and use that information to 	Resources Needed: <ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● YouTube Various Videos (songs, listening activities) ● ACTFL performance-based rubrics

<ul style="list-style-type: none"> ● EdPuzzle ● Quizlet ● Wayground (formerly Quizizz) ● Conjugemos.com ● Communicative activities: interpretive, interpersonal, presentational ● Quizzes ● Individual student check-ins with teacher 	<p>create an itinerary.</p> <ul style="list-style-type: none"> ● Interpersonal Performance Assessment: Students will engage in a mock doctor’s appointment, asking for help with an injury. ● Presentational Performance Assessment: Students will research an area in the Spanish-speaking community that has been greatly affected by a natural disaster. ● Summative Assessment (Students will present how they will carry out their trip itinerary, including what they will pack and where they will go.) ● World Language Lab Assessment 	<ul style="list-style-type: none"> ● Potential Online Textbook: AdiósTextbook.com ● RFH Research Database Ebsco
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Unit VI: Beauty and Aesthetics: El Arte		
Unit Summary		
<p>In this unit, students will explore the artwork of well-known Mexican artists, including but not limited to Frida Kahlo. They will interpret the impact of art on the community and society. Additionally, they will analyze the historical implications of various pieces of art. 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 II</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.NM.IPRET.1-5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT.1-6 ● <i>2020 New Jersey Student Learning Standards: Visual and Performing Arts</i> <ul style="list-style-type: none"> ○ 1.5.12prof.Cn11a ● <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 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● *Who are the influential artists in Mexican history? ● *How does art impact society? 	<ul style="list-style-type: none"> ● *Mexico has a rich history of artists whose works have had an impact on Mexican society and the world. ● *The meaning of artwork can vary based on the perspective, but the intended message can act as commentary on global issues. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Class participation ● Vocabulary and grammar assessments ● Homework ● Classwork ● EdPuzzle ● Quizlet ● Wayground (formerly Quizizz) ● Conjugemos.com ● Communicative activities: interpretive, interpersonal, presentational 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Chapter Test and Unit Test ● Interpretive Performance Assessment: Read and describe the reader “Soy Frida.” ● Interpersonal Performance Assessment: Discuss with a partner opinions on various artworks ● Presentational Performance Assessment: Interpret and explain a possible message from a famous piece of art. 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● YouTube Various Videos (songs, listening activities) ● Common Sense digital resources ● ACTFL performance-based rubrics ● Potential Online Textbook: AdiósTextbook.com ● “Soy Frida” (Scholastic Reader)

<ul style="list-style-type: none"> ● <u>Common Sense Education</u> Lessons ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● World Language Lab Assessment 	
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Section IX: Unit Reflection

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

Unit Reflection Form: <i>Spanish II</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 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.			

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)