

Rumson-Fair Haven Regional High School

Course: *Spanish I*

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Section I: Course Description

Spanish I is a foundation course for students with little or no experience in the study and use of the Spanish language and understanding of Latino and Iberian cultures. Students will engage in real-life communicative situations, starting with listening and speaking activities and gradually integrating 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. Integration of critical thinking skills to promote higher-order thinking facilitates language acquisition and long-term memory are incorporated as well. Students will engage in problem-solving instructional strategies that are implemented through authentic simulations of real-life applications. 21st Century Life and Career Skills are embodied 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. Some students who have been exposed to Spanish in the Rumson and Fair Haven school districts will be placed in *Spanish I* to strengthen their foundations.

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

1. **2020 New Jersey Student 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 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.
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. The NJSLs-CHPE mission and vision reflects this perspective:”
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 I* 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 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 I* 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 I</i>	Grades: 9-12
Unit I: All About Me/¿Quién soy yo? (Personal and Public Identities)	Weeks 1-6
Unit II: My Style, My Clothes/Mi Estilo, Mi Ropa (Beauty and Aesthetics)	Weeks 7-12
Unit III: School Life/La Vida Escolar (Contemporary Life)	Weeks 13-19
Unit IV: Family & Traditions/La Familia y Las Tradiciones (Families and Communities)	Weeks 20-26
Unit V: Let's Go to the Zoo/Vamos al Zoológico (Science and Technology)	Weeks 27-32
Unit VI: Healthy Lifestyle/La Salud (Global Challenges)	Weeks 33-40

Section VI: Primary Texts and Year-Long Instructional Resources

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

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- Teacher Developed Resources
- [Adiós](#) Online Textbook
- [EdPuzzle](#)
- [Quizlet](#)
- Conjugemos.com
- World Language Lab

Section VII: Grading Formula and Assessment Modes

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

Unit I: All About Me/¿Quién soy yo? (Personal and Public Identities)

Unit Summary

In this unit, students will embark on an exciting journey to explore and express their personal identity in Spanish! This foundational unit will introduce students to the "Super 7" most frequently used verbs, providing essential building blocks for communication. Through a variety of engaging and interactive activities, students will learn how to greet and take leave of others with confidence, express their likes and dislikes, including their favorite sports and hobbies, and describe their personality and physical traits, allowing them to talk about themselves and others. As we celebrate Hispanic Heritage Month, this unit will also include a vibrant exploration of famous Hispanic icons, examining their contributions and cultural impact while connecting their stories to themes of identity and influence.

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 I*:

- *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: Social Studies*
 - 6.1.12.HistorySE.14.a-b, , 6.1.12.HistoryCA.14.c, 6.1.12.HistoryUP.16.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions

- How does one define their identity?
- *How does one express their likes and dislikes?
- How does one describe oneself?
- How does Hispanic culture impact the world?

Unit Enduring Understandings

- Personal identity is a complex combination of various traits, interests, and experiences, and understanding oneself is the first step in connecting with others.
- *Communicating preferences allows for a deeper personal connection and enables participation in shared activities and cultural experiences.
- Using descriptive language to articulate personal and physical characteristics facilitates self-expression and helps others understand who you are.
- Hispanic cultures are diverse and have profoundly influenced global art, music, language, and traditions, contributing significantly to the fabric of world identity.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- Performance-based activities
- Quizzes
- *Common Sense Education* Lessons
- Individual student check ins with teacher

Benchmark & Summative Assessments:

- Hispanic Personalities Presentation (Benchmark)
- Performance-based projects with listening, reading, writing or speaking modes (Benchmark)

Resources Needed:

- Teacher Developed Materials
- Quizlet
- EdPuzzle
- World Language Lab
- Potential Suggested Film: *McFarland USA*
- Potential Suggested Resource: MSNBC series: *Leguizamo Does America*
- Potential online textbook: *AdiósTextbook.com*
- *Common Sense Education*

Unit II: My Style, My Clothes/Mi Estilo, Mi Ropa (Beauty and Aesthetics)

Unit Summary

In the "Mi Estilo, Mi Ropa" unit, students will embark on an engaging exploration of clothing and personal style in Spanish. This unit will enable students to identify and name various articles of clothing, utilize colors to describe apparel, employ descriptive adjectives to characterize clothing items, express preferences regarding different types of attire, and discuss their style and articulate what they and others wear. Through a variety of interactive and practical activities, students will develop the foundational vocabulary and grammatical structures necessary to communicate effectively about fashion and personal expression in Spanish.

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 I*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.NH.IPRET.1, 3
 - Interpersonal Mode
 - 7.1.NM.IPERS.1, 3
 - Presentational Mode
 - 7.1.NM.PRSNT. 1-2, 4-5
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CC.3.a, , 6.1.12.HistoryCA.13.b, 6.1.12.HistoryCA.c, 6.1.12.HistoryUP.5.a, 6.1.12.EconET.8.a
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1, 9.4.12.IML.8, 9.4.12.GCA.1, 9.4.12.DC.6

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How does one identify and describe the clothing they wear? ● How does one know which item of clothing to wear in various weather conditions? ● What does clothing communicate about identity and likes/dislikes? ● How do clothes reflect or influence culture and identity? 	<ul style="list-style-type: none"> ● Being able to name and describe clothing items allows us to express our personal choices and understand what others are wearing. ● Understanding the relationship between clothing and weather helps us make practical decisions for comfort and appropriateness in different environments. ● Our clothing is a powerful form of non-verbal communication that expresses our personality, preferences, and how we want to present ourselves to the world. ● Clothing is not just about personal choice; it often reflects cultural traditions, social roles, and collective identity, showing how groups of people express themselves.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance-based activities ● Quizzes ● Individual check ins with teacher 	<ul style="list-style-type: none"> ● Summative Assessment ● Performance-based projects with listening, reading, writing or speaking modes ● Potential suggested: <i>My Personal Fit</i> Presentation/Project 	<ul style="list-style-type: none"> ● Teacher Developed Materials ● EdPuzzle ● Quizlet ● World Language Lab ● Potential online textbook: <i>Adiós Textbook.com</i> ● Potential Suggested Resource: MSNBC series: <i>Leguizamo Does America</i>

Unit III: School Life/La Vida Escolar (Contemporary Life)

Unit Summary

In this unit, students will focus on a significant aspect of students' daily lives: their educational environment and routines. Specifically, this unit is designed to equip students with the linguistic tools to describe and discuss their "School Life". Key areas of focus include discussing their daily routine while using reflexive verbs in the first person. In addition, the use of classroom commands will be incorporated. Lastly, they will compare and contrast their daily and school schedules with those of students in Spanish-speaking countries. 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 I*:

- *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: Social Studies*
 - 6.1.12.EconNE.3.a, 6.1.12.HistoryCA.5.a
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> What are the fundamental elements that constitute a student's "School Life" (La Vida Escolar) in Spanish? What specific vocabulary related to time, school subjects, and materials is essential for discussing academic routines and the classroom environment? How can one effectively understand and utilize common classroom commands to participate actively in a Spanish learning setting? How do educational systems, daily school routines, and student experiences in the Hispanic world compare and contrast with personal and diverse aspects of Contemporary Life? 		<ul style="list-style-type: none"> School Life (La Vida Escolar) is a central and universal component of contemporary life, encompassing a variety of fundamental elements. These elements include personal daily routines, the study of specific academic subjects, the use of necessary school materials, and engaging in various scheduled activities. To effectively discuss and navigate these aspects of school life in Spanish, it is essential to acquire and apply specific vocabulary related to time, school subjects, and materials. Additionally, understanding and utilizing classroom commands is crucial for active participation and comprehension within a Spanish learning environment. A deeper understanding of school life also involves recognizing that educational systems and daily routines are shaped by diverse cultural contexts. By comparing and contrasting their own school experiences and daily schedules with those of students in Spanish-speaking countries, learners gain valuable insights into the varied manifestations of contemporary life globally.
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> Classwork Homework Performance-based activities Quizzes Individual student check ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Potential Suggested Student Presentation: <i>Mi Rutina Diaria</i> Performance-based projects with listening, reading, writing, or speaking modes 	Resources Needed: <ul style="list-style-type: none"> Teacher Developed Materials EdPuzzle Quizlet World Language Lab Potential online textbook: <i>Adiós Textbook.com</i> Potential Suggested Resource: MSNBC series: <i>Leguizamo Does America</i> Potential Suggested Resource: CNN series: <i>Eva Longoria Discovers Spain</i>

Unit IV: Family & Traditions/La Familia y Las Tradiciones (Families and Communities)	
Unit Summary	
<p>In this unit, students will engage in a comprehensive linguistic and cultural exploration, acquiring the essential vocabulary and grammatical structures, with a particular emphasis on the present tense, to articulate detailed descriptions of family members (in the first, second, and third person) and express preferences related to family life and traditions. This unit will enable students to draw meaningful comparisons between their familial relationships and practices and those prevalent in Hispanic cultures, including a focused study of significant celebrations from the Spanish-speaking world. Through an even wider range of dynamic and interactive activities, students will continuously develop their interpretive, interpersonal, and presentational communication skills, fostering authentic expression in Spanish about the profound topic of family.</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 I</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: Social Studies</i> <ul style="list-style-type: none"> 6.1.12.HistorySE.14.a-b, 6.1.12.HistoryCA.14.c <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 can family members be described in Spanish? How can relationships with others be 	<ul style="list-style-type: none"> Being able to describe family members allows for the creation of personal connections and communication about the important people in our lives.

<p>explained in Spanish?</p> <ul style="list-style-type: none"> • *How do Hispanic celebrations and traditions differ from my own? • What is the significance of a Quinceañera in Hispanic culture? 	<ul style="list-style-type: none"> • Communicating our relationships with others helps to define our social world and build connections within our communities. • *Exploring diverse celebrations and traditions helps us understand and appreciate the rich tapestry of global cultures, recognizing both unique practices and universal themes. • Cultural celebrations like the Quinceañera mark significant life transitions and reinforce community values, providing insight into the cultural importance of family and coming of age.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork • Homework • Performance-based activities • Quizzes • Individual check ins with students 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Summative Assessment • Potential Suggested Student Presentation: <i>Mi Familia</i> • Potential Suggested Student Presentation: <i>Tradiciones del Mundo Hispano</i> • Performance-based projects with listening, reading, writing, or speaking modes 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Teacher Developed Materials • EdPuzzle • Quizlet • World Language Lab • Potential Suggested Reader: Introduce <i>Armando la Alpaca Aventurera</i> • Potential online textbook: <i>Adiós</i>
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Unit V: Let's Go to the Zoo/Vamos al Zoológico (Science and Technology)

Unit Summary

In this unit, students will be taking a trip to the zoo and embarking on an exciting journey to explore the animal kingdom, all while strengthening their Spanish language skills. This unit will enable students to identify and describe a variety of animals found at the zoo, reinforce the "Super 7" verbs in new and engaging contexts, discover fascinating animal species that are native to different Spanish-speaking countries, and connect language learning with geography and culture. Through a variety of interactive and practical activities, students will enhance their interpretive skills by understanding descriptions of animals, develop their interpersonal skills by discussing animals with classmates, and strengthen their presentational skills by describing their favorite animals or creating short presentations about them.

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 I*:

- *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: Social Studies*
 - 6.1.12.GeoHE.13.a, 6.2.12.HistoryUP.2.a, 6.3.12.HistoryCA.12
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.12.GCA.1, 9.4.2.CI.1, 9.4.12.CT.2-3, 9.4.12.IML.2, 6, 9.4.12.TL1, 4

Unit Essential Questions

- How can animals be identified and described in Spanish?
- What do animals teach about the geography and culture of Spanish-speaking countries?
- How are essential verbs used to talk about the life and actions of animals?
- *How do perspectives on animals in American culture compare and contrast with those in Spanish-speaking cultures?

Unit Enduring Understandings

- Precise vocabulary and descriptive language are essential tools for accurately identifying and characterizing animals, enabling effective communication about the natural world in Spanish.
- Mastering fundamental Spanish verbs, such as the "Super 7," provides the essential linguistic framework for accurately expressing observations of behaviors and characteristics of animals, allowing for meaningful communication in new and engaging contexts.
- Mastering essential verbs provides the fundamental tools to express what animals are, have, do, and where they go, allowing us to communicate basic information about their lives.
- *Comparing how different cultures view and interact with animals helps foster an understanding and appreciation of diverse cultural values and beliefs about the natural world.

Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance-based activities • Quizzes • Individual student check ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Potential Suggested Student Presentation: <i>Una Excursion al Zoologico</i> • Performance-based projects with listening, reading, writing, or speaking modes 	Resources Needed: <ul style="list-style-type: none"> • Teacher Developed Materials • EdPuzzle • Quizlet • World Language Lab • Potential Suggested Reader: Continue <i>Armando la Alpaca Aventurera</i> • Potential online textbook: <i>Adiós</i>
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Unit VI: Healthy Lifestyle/La Salud (Global Challenges)

Unit Summary

In the "Healthy Lifestyle" unit, students will investigate their own health, exercise, and eating habits to distinguish between healthy and unhealthy practices. A key component of the unit involves students comparing and contrasting typical diets and meal traditions prevalent in the Hispanic world with their own. In addition, there will be a deliberate effort to reinforce the "Super 7" verbs, initially introduced in Unit I, to continuously strengthen and build a solid linguistic foundation for expressing concepts related to health and daily routines. Finally, through diverse activities, students will enhance their interpretive, interpersonal, and presentational communication 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 I*:

- 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: 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: Career Readiness, Life Literacies and Key Skills
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions

- What does it mean to lead a healthy lifestyle in both physical and social/emotional terms?
- How do typical diets and meal traditions in the Hispanic world compare and contrast with our own eating habits and cultural practices?
- Why is understanding and nurturing one's social and emotional well-being as important as physical health?

Unit Enduring Understandings

- A healthy lifestyle is a holistic concept that extends beyond just physical fitness and nutrition; it integrates social and emotional well-being, including the ability to cultivate healthy relationships and resolve conflicts effectively. Individual choices in areas such as exercise, eating habits, and social interactions significantly contribute to one's overall health.
- Effective communication about health, food, and nutrition requires specific vocabulary and descriptive language in the target language. This includes being able to utilize food vocabulary, practice food descriptions, and perform food comparisons.
- Mental and physical health are equally important components of overall well-being and are closely interconnected.

Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance-based activities • Quizzes • Individual student check ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Summative Assessment • Potential suggested Interpretive Performance Assessment: <i>Healthy Choices</i> • Potential suggested Interpersonal Performance Assessment: <i>Healthy Habits Interview</i> • Potential suggested Presentational Performance Assessment: <i>Healthy Lifestyle Email</i> 	Resources Needed: <ul style="list-style-type: none"> • Teacher Developed Materials • EdPuzzle • Quizlet • Conjugemos.com • Potential Suggested Program: <i>CNN: Eva Longoria Discovers Spain</i> • Potential Suggested Reader: Continue <i>Armando la Alpaca Aventurera</i> • Potential online textbook: <i>AdiósTetbook.com</i> • World Language Lab
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Section IX: Unit Reflection

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

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

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)