

Rumson-Fair Haven Regional High School

Course: *Spanish IV*

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Section I: Course Description

Spanish IV reinforces and expands upon the aural, oral, grammar, reading, and writing skills developed in either Spanish III or Spanish III Honors. The core cultural focus is Spain; however, some cultural texts from Latin America are used to enhance language skills and demonstrate the cultural influence that Spain had on these countries. Culture and history are addressed through thematic units incorporating the formal study of language. The World Languages Laboratory is used for conversations, viewing/listening/participating in authentic conversations and videos, and creating compositions and presentations.

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

1. **2020 New Jersey Student Learning Standards – World Languages:**
 - “The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards — World Languages (NJSLs-WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice High 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:**
 - “...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 – 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.”
4. **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.”

5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:**
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
 - *Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
6. ***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.”
7. ***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.”
8. ***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.”
9. ***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.”
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 IV* 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 Multi-Language Learners (MLL) 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 IV* 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 IV</i>	Grade Level: 11-12
Unit I: My Community and Me/ Mi Comunidad y Yo (Families & Communities)	Weeks 1-6
Unit II: Opening Doors to the Future/ Abriendo Puertas al Futuro (Contemporary Life)	Weeks 7-13
Unit III: Crossing Borders/ Cruzando Fronteras (Global Context)	Weeks 14-26
Unit IV: Connecting Through Social Media/ Conectando por las Redes Sociales (Science & Technology)	Weeks 27-28
Unit V: Discovering Spain/ Descubriendo España (Language & Culture)	Weeks 29-35
Unit VI: The Language of Music/ El Idioma de la Música (Art & Creativity)	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 IV*:

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

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Spanish IV* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Spanish IV* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *Spanish IV* 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 IV* curriculum by the *Spanish IV* instructional team:

Unit I: My Community and Me/ Mi Comunidad y Yo (Families & Communities)		
Unit Summary		
In this unit, students will explore their roles within their families and communities while reflecting on their personal strengths and areas for growth. Using the present tense, the verbs <i>ser</i> and <i>estar</i> , and descriptive adjectives, students will describe themselves, others, and their communities through meaningful communication activities. As we celebrate Hispanic Heritage Month, students will explore the contributions of Hispanic leaders and communities, making connections between identity, culture, and community while strengthening 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 <i>Spanish IV</i> :		
2020 New Jersey Student Learning Standards: <i>World Languages</i> 7.1.IL.IPRET.1-3, 7.1.IL.IPERS.1-5, 7.1.IL.PRSNT.1-3 2020 New Jersey Student Learning Standards: <i>Social Studies</i> 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: <i>Computer Science and Design Thinking</i> 8.1.12.IC.1, 8.2.12.ITH.3, 8.2.12.EC.3 2020 New Jersey Student Learning Standards: <i>Career Readiness, Life Literacies, and Key Skills</i> 9.4.12.GCA.1, 9.4.12.CT.1, 9.4.12.CT.2		
Unit Essential Questions	Unit Enduring Understandings	
- What role do personal strengths and weaknesses play in identity formation and contribution to one’s families and communities? - How do families and communities influence identity, values, and sense of belonging? *How have Hispanic individuals and communities made meaningful contributions to society, and why is it important to celebrate Hispanic Heritage Month? *How are communities in the Spanish-speaking world similar to and different from those in the United States?	*Personal qualities, strengths, and experiences shape the formation of identity by reinforcing values, habits, and beliefs, and these influence the ways people contribute to their families and communities. *Families and communities transmit values, traditions, and perspectives that shape individual identity and create a sense of belonging. *The contributions of Hispanic individuals and communities enrich society and promote cultural appreciation, diversity, and mutual understanding. *Comparing communities helps us better understand cultural perspectives while recognizing both similarities and differences among people around the world.	
Evidence of Learning		
Formative & Alternative Assessments: - Classwork - Homework - Performance-based activities - Quizzes <i>Common Sense Education</i> Lessons - Individual student check ins with teacher - Interpersonal Speaking scenarios - Journal Entries/ Exit Tickets - Debates	Benchmark & Summative Assessments: *Hispanic Heritage Month Project (Benchmark) - Performance-based assessment with listening, reading, writing, or speaking modes (Benchmark)	Resources Needed: - Teacher-Developed Materials - Quizlet - EdPuzzle - World Language Lab - Conjuguemos <i>Common Sense Education</i>
Unit II: Opening Doors to the Future/ Abriendo Puertas al Futuro (Contemporary Life)		
Unit Summary		
In this unit, students will explore educational opportunities and future career pathways while reflecting on their personal goals and aspirations. Through meaningful communicative activities, students will compare the education systems of the United States and Spain, investigate universities and programs of study, and discuss post-secondary options using authentic resources. Students will use the future tense to describe their academic and career plans, make predictions about their future, and express their goals and aspirations. Throughout the unit, students will strengthen their interpretive,		

interpersonal, and presentational communication skills as they prepare to discuss their future in the Spanish-speaking world.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Spanish IV*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.IL.IPRET.1-2, 7.1.IL.IPERS.1, 7.1.IL.IPERS.5, 7.1.IL.PRSNT.1-2
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.2.12.CivicsPI.3.a, 6.2.12.HistoryUP.3.a, 6.2.12.GeoGI.1.a, 6.3.12.CivicsPD.1
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1, 8.1.12.IC.3, 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.DC.6, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.IML.8

Unit Essential Questions

- How does education influence people's future opportunities and career choices?
- How are the education systems in the United States and Spain similar and different?
- How do interests, strengths, and goals influence the educational and career paths people choose?
- How is technology transforming education and preparing students for the future?

Unit Enduring Understandings

- Education provides opportunities for personal growth and helps prepare individuals for future careers and lifelong learning.
- *Education systems reflect the values, traditions, and priorities of different cultures. Comparing educational systems allows for better understanding and appreciation of diverse perspectives.
- Understanding one's interests, strengths, and goals helps people make informed decisions about their education and future careers.
- Technology is transforming the way people learn, communicate, and prepare for success in an increasingly connected world.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- Performance-based activities
- Quizzes
- *Common Sense Education* Lessons
- Individual student check ins with teacher
- Interpersonal Speaking scenarios
- Journal Entries/ Exit Tickets
- Debates

Benchmark & Summative Assessments:

- Performance-Based Assessment with listening, reading, writing, or speaking modes
- Potential Suggested Seminar: Educational Systems in the US and Spain
- Potential Suggested Summative Assessment: Digital Application Project

Resources Needed:

- Teacher-Developed Materials
- Quizlet
- EdPuzzle
- World Language Lab
- Conjuguemos
- *Common Sense Education*

Unit III: Crossing Borders/ Cruzando Fronteras (Global Context)

Unit Summary

In this unit, students will explore the global theme of immigration by examining their own family origins and the diverse experiences of immigrants in the Spanish-speaking world and the United States. Through authentic resources such as articles, videos, music, literature, films, news reports, and personal testimonies, students will compare and contrast the reasons people migrate and the challenges and opportunities they encounter. As they investigate historical and contemporary immigration patterns, students will reflect on the cultural, social, and personal impact of migration from multiple perspectives. Throughout the unit, students will strengthen their interpretive, interpersonal, and presentational communication skills while expressing opinions, making cultural comparisons, and supporting their ideas 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 IV*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.IL.IPRET.1-3, 7.1.IL.IPERS.1-3, 7.1.IL.PRSNT.1-3
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.3.b, 6.1.12.HistoryUP.5.a, 6.2.12.GeoPP.5.a, 6.2.12.HistoryCC.5.e, 6.1.12.HistorySE.14.b

• <i>2020 New Jersey Student Learning Standards: Visual and Performing Arts</i> ○ 1.2.12prof.Re8a, 1.3B.12prof.Cn11a, 1.4.12prof.Re8a, 1.4.12prof.Cn11a, 1.5.12prof.Cn11a • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> ○ 8.2.12.ED.1, 8.2.12.ITH.3 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> ○ 9.4.12.GCA.1, 9.4.12.GCA.2, 9.4.12.IML.4, 9.4.12.CT.1, 9.4.12.TL.3		
Unit Essential Questions		Unit Enduring Understandings
• Why do people choose or need to leave their home countries, and what challenges do they face during their immigration journeys? • How do cultural products, practices, and perspectives reflect the experiences of immigrants and shape understanding of immigration and the people who immigrate? • *How do personal immigration stories help foster an understanding of the human impact of migration on individuals, families, and communities? • *How can music, film, literature, and other authentic sources deepen the understanding of immigration and inspire empathy toward people from different cultures?		• People immigrate for a variety of social, economic, political, environmental, and personal reasons, and each immigration journey presents unique challenges and opportunities. • Cultural products, practices, and perspectives provide insight into the experiences, values, and identities of immigrants and help foster a better understanding of diverse cultures. • *Personal narratives and multiple perspectives deepen our understanding of the emotional, cultural, and societal impacts of immigration on individuals, families, and communities. • *Authentic cultural resources such as music, film, literature, and media foster intercultural understanding, critical thinking, and empathy by connecting learners to real-world experiences and diverse perspectives.
Evidence of Learning		
Formative & Alternative Assessments: • Classwork • Homework • Performance-based activities • Quizzes • <i>Common Sense Education</i> Lessons • Individual student check ins with teacher • Interpersonal Speaking scenarios • Journal Entries/ Exit Tickets • Debates	Benchmark & Summative Assessments: • Performance-Based Assessment with listening, reading, writing, or speaking modes • Potential Student Presentation: Alternative Film Ending	Resources Needed: • Teacher-Developed Materials • Quizlet • EdPuzzle • World Language Lab • Conjuguemos • <i>Common Sense Education</i> • <i>Bajo la misma Luna</i> movie or another film that explores the theme of immigration

Unit IV: Connecting Through Social Media/ Conectando por las Redes Sociales (Science & Technology)
Unit Summary
In this unit, students will explore the influence of social media on communication, relationships, and culture in the Spanish-speaking world and beyond. Through authentic articles, videos, social media posts, and other digital resources, students will examine its impact while comparing cultural perspectives, expressing their opinions, and discussing how social media has changed communication over time using the preterite and imperfect tenses. Throughout the unit, students will strengthen their interpretive, interpersonal, and presentational communication skills while making connections between language, culture, and technology.
Standards/Core Ideas/Performance Expectations/Progress Indicators
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Spanish IV</i>: • <i>2020 New Jersey Student Learning Standards: World Languages</i> ○ 7.1.IM.IPRET.1-3, 7.1.IM.IPERS.1-2, 7.1.IM.PRSNT.1-2 • <i>2020 New Jersey Student Learning Standards: Social Studies</i> ○ 6.1.12.CivicsPD.16.a, 6.1.12.CivicsPR.16.a, 6.1.12.EconNE.16.b, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.5.e • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> ○ 8.1.12.NI.3, 8.1.12.IC.1, 8.1.12.IC.3, 8.2.12.ITH.3 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> ○ 9.4.12.GCA.2, 9.4.12.IML.4, 9.4.12.CT.1, 9.4.12.TL.3, 9.4.12.DC.1, 9.4.12.DC.2

Unit Essential Questions		Unit Enduring Understandings	
- How has social media changed the way people communicate and interact around the world? - How does social media influence culture, identity, and relationships in Spanish-speaking communities and beyond? - What are the benefits and challenges of using social media responsibly? *How can social media be used to connect people, share ideas, and promote positive change across cultures?		- Social media has transformed the way people communicate, share information, and interact with others across the world. - Social media reflects and influences culture, identity, relationships, and perspectives within Spanish-speaking communities and beyond. - Responsible use of social media requires critical thinking, ethical decision-making, and respect for diverse perspectives and digital communities. *Social media can be a powerful tool for building connections, promoting cultural understanding, and creating positive social change.	
Evidence of Learning			
Formative & Alternative Assessments: - Classwork - Homework - Performance-based activities - Quizzes <i>Common Sense Education</i> Lessons - Individual student check ins with teacher - Interpersonal Speaking scenarios - Journal Entries/ Exit Tickets - Debates	Benchmark & Summative Assessments: - Performance-Based Assessment with listening, reading, writing, or speaking modes - Potential Interpersonal Assessment: Debate	Resources Needed: - Teacher-Developed Materials - Quizlet - EdPuzzle - World Language Lab - Conjugueemos <i>Common Sense Education</i> Adiós Online Textbook	

Unit V: Discovering Spain/ Descubriendo España (Language & Culture)	
Unit Summary	
In this unit, students will explore the geography, history, and culture of Spain through authentic resources and a short mystery novel set in Spain, or another culturally authentic novel that explores Spanish culture. Students will compare cultural products, practices, and perspectives while examining the historical and cultural influences that have shaped Spain and its people. Throughout the unit, students will strengthen their interpretive, interpersonal, and presentational communication skills while making meaningful connections between language, history, and culture.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Spanish IV</i>: <i>2020 New Jersey Student Learning Standards: World Languages</i> 7.1.IM.IPRET.1-3, 7.1.IM.IPERS.1-2, 7.1.IM.PRSNT.1-2 <i>2020 New Jersey Student Learning Standards: Social Studies</i> 6.1.12.HistoryCC.3.a, 6.1.12.HistoryCA.14.c, 6.2.12.HistoryCC.5.e <i>2020 New Jersey Student Learning Standards: Visual and Performing Arts</i> 1.2.12prof.Re8a, 1.5.12prof.Pr6a, 1.5.12prof.Cn11a <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> 8.1.12.NI.3, 8.1.12.IC.1, 8.1.12.IC.3, 8.2.12.ED.1 <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> 9.4.12.GCA.1, 9.4.12.GCA.2, 9.4.12.IML.4, 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.TL.3	
Unit Essential Questions	Unit Enduring Understandings
- How do Spain's geography, history, and traditions shape its culture and identity? - How do cultural products, practices, and perspectives foster a better understanding of Spain and its people? - How does literature help people explore the history, culture, and daily life of Spain? *How does learning about Spain help foster a better understanding and	- Spain's geography, history, and traditions have shaped its culture, identity, and way of life. - Cultural products, practices, and perspectives provide valuable insights into the beliefs, values, and experiences of people in Spain. - Literature offers a meaningful way to explore Spain's history, culture, and society while developing language proficiency and intercultural understanding. *Learning about Spain's culture helps people develop a greater appreciation for cultural diversity and make meaningful

appreciation of one's own culture and the cultures of others?	comparisons between one's own culture and those of the Spanish-speaking world.
Evidence of Learning	
Formative & Alternative Assessments: - Classwork - Homework - Performance-based activities - Quizzes <i>Common Sense Education</i> Lessons - Individual student check ins with teacher - Interpersonal Speaking scenarios - Journal Entries/ Exit Tickets - Debates	Benchmark & Summative Assessments: - Performance-Based Assessment with listening, reading, writing, or speaking modes - Potential Suggested Summative Assessment: <i>Noches Misteriosas</i> Project-Storytelling and Spanish Culture
Resources Needed: - Teacher-Developed Materials - Quizlet - EdPuzzle - World Language Lab - Conjuguemos <i>Common Sense Education</i> <i>Noches Misteriosas en Granada</i> novel or another culturally authentic novel that explores Spain and its culture.	

Unit VI: The Language of Music/ El Idioma de la Música (Art & Creativity)	
Unit Summary	
In this unit, students will explore the language of music by examining how songs reflect culture, identity, and social issues in the Spanish-speaking world. Through authentic songs, music videos, and revisiting songs from the <i>La Locura de Marzo</i> worldwide music competition, students will interpret lyrics, analyze messages, and express their opinions about a variety of musical genres and artists. Students will explore a variety of songs of different themes to better understand diverse cultural perspectives and personal experiences. Throughout the unit, students will strengthen their interpretive, interpersonal, and presentational communication skills while connecting language and culture through music.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Spanish IV</i>: <i>2020 New Jersey Student Learning Standards: World Languages</i> 7.1.IL.IPRET.1-3, 7.1.IL.IPERS.1-2, 7.1.IL.PRSNT.1-2 <i>2020 New Jersey Student Learning Standards: Visual and Performing Arts</i> 1.2.12prof.Re8a, 1.3B.12prof.Cn11a, 1.5.12prof.Pr6a, 1.5.12prof.Cn11a <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> 8.1.12.IC.1, 8.2.12.ED.1, 8.2.12.ITH.3 <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> 9.4.12.GCA.2, 9.4.12.IML.4, 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.TL.3	
Unit Essential Questions	Unit Enduring Understandings
- How does music reflect the culture, values, and identity of Spanish-speaking communities? - How do song lyrics communicate personal experiences, emotions, and social issues? *How can music help foster a better understanding of diverse perspectives and cultures? - How do personal experiences and cultural backgrounds influence the way people interpret and appreciate music?	- Music is a reflection of the culture, values, traditions, and identity of Spanish-speaking communities. *Song lyrics communicate personal experiences, emotions, and social issues that help one gain a better understanding of the perspectives of others. *Authentic music provides meaningful opportunities to explore diverse cultures, build intercultural understanding, and make real-world connections. - Personal experiences and cultural backgrounds influence how people interpret, appreciate, and respond to music and other forms of artistic expression.
Evidence of Learning	
Formative & Alternative Assessments: - Classwork - Homework - Performance-based activities - Quizzes <i>Common Sense Education</i> Lessons	Benchmark & Summative Assessments: - Performance-Based assessment with listening, reading, writing, or speaking modes - Potential Suggested Summative Assessment:
Resources Needed: - Teacher-Developed Materials - Quizlet - EdPuzzle - World Language Lab - Conjuguemos <i>Common Sense Education</i> <i>Spotify</i>	

• Individual student check ins with teacher • Interpersonal Speaking scenarios • Journal Entries/ Exit Tickets • Debates	Song Analysis	• <i>Locura de Marzo</i>
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Section IX: Unit Reflection

The *Spanish IV* instructional team must confer upon the completion of each instructional unit in the *Spanish IV* 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 should be used by the instructional team for future modifications within the *Spanish IV* curriculum.

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