

Rumson-Fair Haven Regional High School

Course: *Spanish V*

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Section I: Course Description

Spanish V is the culmination of the communicative Spanish program. It extends the study of the language and culture. The course integrates vocabulary, literature, film, and history while using Spanish language skills to communicate. 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 V* 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 V* 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 V</i>	Grade Level: 12
Unit I: Connecting with Others/ Conectando con los Demás (Families & Communities)	Weeks 1-5
Unit II: The Art of Storytelling/El Arte de Contar (Language & Culture)	Weeks 6-16
Unit III: Stories of the Spanish Civil War/ Historias de la Guerra Civil Española (Global Context)	Weeks 17-21
Unit IV: Human Rights for All/ Derechos Humanos para Todos (Science & Technology)	Weeks 22-27
Unit V: Proud of My Identity/ Orgullo de Mi Identidad (Contemporary Life)	Weeks 28-33
Unit VI: Music as Cultural Expression/ La Música como Expresión Cultural (Art & Creativity)	Weeks 34-40

Section VI: Primary Texts and Year-Long Instructional Resources

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

- 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 V* 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 V* 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 V* 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 V* curriculum by the *Spanish V* instructional team:

Unit I: Connecting with Others/ Conectando con los Demás(Families & Communities)		
Unit Summary		
In this unit, students will explore the power of human connection by analyzing healthy friendships and confronting the real-world impact of bullying. To elevate their proficiency, students will master ser vs. estar, expand their repertoire of descriptive adjectives, and solidify their control of the present tense. They will also learn to project future outcomes and propose actionable solutions to social conflicts. Aligning with Hispanic Heritage Month, students will participate in an interactive "Live Wax Museum" project, stepping into the shoes of influential Hispanic icons who used their platforms to build community and combat injustice. Through a variety of collaborative exchanges, engaging debates, and interactive real-world simulations, students will defend their opinions and brainstorm solutions to social dilemmas. This unit will empower our high-achieving learners to build empathy, foster deeper relationships, and defend complex perspectives with confidence and spontaneity.		
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 V</i> :		
• 2020 New Jersey Student Learning Standards: World Languages ◦ 7.1.IM.IPRET.1, 7.1.IM.IPRET.3-7, 7.1.IM.IPERS.1-3, 7.1.IM.IPERS.5, 7.1.IM.PRSNT.1-6 • 2020 New Jersey Student Learning Standards: Social Studies ◦ 6.1.12.HistoryCA.14.c, 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b • 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking ◦ 8.1.12.IC.1, 8.2.12.EC.3 • 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills ◦ 9.4.12.CT.2, 9.4.12.IML.7, 9.4.12.GCA.2		
Unit Essential Questions	Unit Enduring Understandings	
• What does it mean to be a good friend? • How do healthy friendships and empathetic communication combat real-world social issues like bullying? • *In what ways have icons of the Spanish-speaking world used their identity and platforms to unite communities and challenge injustice?	• *A true friend navigates diverse perspectives and conflicting ideas with respect. • Building empathy and fostering deeper relationships are essential for navigating social dilemmas. • *Throughout history, Hispanic leaders and influencers have demonstrated that art, activism, and cultural resilience are powerful tools for dismantling discrimination and building strong community bonds.	
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: • Live Wax Museum (Benchmark) • Performance-Based Projects/Assessments with listening, reading, writing, or speaking modes (Benchmark)	Resources Needed: • Teacher Developed Materials • Quizlet • EdPuzzle • conjuguemos.com • World Language Lab • Potential online textbook: <i>AdiósTextbook.com</i> • <i>Common Sense Education</i>
Unit II: The Art of Storytelling/ El Arte de Contar (Language & Culture)		
Unit Summary		
In this unit, students will embark on an exploration of storytelling as they delve into the narratives that shaped their own childhoods and examine diverse, unique stories within Hispanic culture. To enhance their narrative proficiency, students will solidify their control of the past tense, focusing specifically on the nuanced distinction and usage of the preterite and imperfect. Through engaging and interactive activities, including literary analysis and oral narration, learners will develop the language skills necessary to recount personal memories and experiences with both accuracy and authenticity. As they		

investigate these cultural tales, students will uncover how narratives function as powerful tools for preserving traditions, fostering community, and reflecting the rich history of the Spanish-speaking world. By synthesizing their own personal accounts with authentic cultural perspectives, students will strengthen their communicative fluency while gaining a deeper appreciation for the enduring art of storytelling.

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 V*:

- 2020 New Jersey Student Learning Standards: World Languages
 - 7.1.IM.IPRET.1-8, 7.1.IM.IPERS.1-5, 7.1.IM.PRSNT.1-4, 7.1.IM.PRSNT.6
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.HistoryCC.14.c, 6.1.12.HistoryCA.14.a, 6.1.12.HistorySE.14.a, 6.1.12.HistoryCC.13.b
- 2020 New Jersey Student Learning Standards: Visual and Performing Arts-Media Arts
 - 1.4.12Cr1b, 1.4.12Re8a, 1.4.12Cn10a, 1.4.12.Cn11a
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.1, 8.2.12.EC.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.12.CT.2, 9.4.12.IML.7, 9.4.12.GCA.2

Unit Essential Questions

- How do childhood stories and memories shape one's individual identity?
- What makes a story captivating and cross-generational?
- In what ways does the art of storytelling function as a tool to preserve cultural traditions and foster community?

Unit Enduring Understandings

- Childhood stories and personal memories serve as foundational building blocks for identity, helping people make sense of past experiences and define one's place in the present.
- *Stories resonate across generations when they focus on universal human experiences, emotions, and values that remain relevant regardless of time or cultural background.
- Storytelling serves as a vital mechanism for cultural preservation, allowing for the transmission of heritage, the reinforcement of shared traditions, and the strengthening of bonds within a community.

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 Projects/Assessments with listening, reading, writing, or speaking modes
- Suggested Assessment: Performance-Based Integrated Performance Assessment
- Potential Suggested Summative Assessment: Group performance of a children's story with an interactive activity for elementary school children at a local school

Resources Needed:

- Teacher Developed Materials
- Quizlet
- EdPuzzle
- conjuguemos.com
- World Language Lab
- Potential online textbook: *AdiósTextbook.com*
- *Common Sense Education*

Unit III: Stories of the Spanish Civil War/ Historias de la Guerra Civil Española (Global Context)

Unit Summary

In this unit, students will explore the historical context and lasting impact of the Spanish Civil War, examining the political and social tensions that led to the conflict, key events during the war, and the long-term consequences for Spanish society. Through historical analysis and authentic resources, students will deepen their understanding of this pivotal era, which serves as a critical backdrop for the film *Pan's Labyrinth*. As they investigate the complexities of the war and its aftermath, students will analyze how historical trauma, memory, and political ideology intersect to shape the cultural and national identity of Spain. By engaging with these challenging themes, students will develop higher-order critical thinking skills and the language proficiency necessary to discuss sensitive historical topics with nuance, empathy, and historical perspective.

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 V*:

- 2020 New Jersey Student Learning Standards: World Languages
 - 7.1.IM.IPRET.1-7, 7.1.IM.IPERS.1-6, 7.1.IM.PRSNT.2-5

2020 New Jersey Student Learning Standards: Social Studies 6.1.12.HistoryCC.14.c, 6.1.12.HistoryCA.14.a, 6.1.12.HistorySE.14.a, 6.1.12.HistoryCC.13.b 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking 8.1.12.IC.1, 8.2.12.EC.3 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.4.12.CT.2, 9.4.12.IML.7, 9.4.12.GCA.2		
Unit Essential Questions		Unit Enduring Understandings
*In what ways does a country achieve reconciliation with its history, particularly regarding the profound social and political trauma resulting from internal conflict? *In what ways do cinematic works, such as <i>El laberinto del fauno</i>, provide a framework for analyzing the intersection of political trauma and individual resilience during periods of civil unrest? - How do political divisions and historical events shape the cultural and national identity of contemporary Spain?		*Societies often struggle to remember and talk about the trauma of a civil war. Overcoming this requires finding a balance between acknowledging the difficult historical truth and the need for the country to heal and define its future identity. *Art and media act as powerful tools to interpret historical trauma and political history, allowing students to bridge the gap between academic facts and the personal, emotional realities of those living through historical events. - National identity is a dynamic construct, heavily influenced by how a society acknowledges its history, including the long-term consequences of civil war and how it incorporates those lessons into its modern values and social structure.
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: - Suggested Assessment: Seminar - Performance-Based Projects/Assessments with listening, reading, writing or speaking modes	Resources Needed: - Suggested Movie: <i>El Laberinto del Fauno</i> - Teacher-Developed Materials - Quizlet - EdPuzzle conjuguemos.com - World Language Lab - Potential online textbook: <i>AdiósTextbook.com</i> <i>Common Sense Education</i>

Unit IV: Human Rights for All/ Derechos Humanos para Todos (Science & Technology)	
Unit Summary	
In this unit, students will embark on a critical examination of global justice, centering their studies on the Universal Declaration of Human Rights. By analyzing human rights through the lens of the 17 Sustainable Development Goals, students will evaluate diverse perspectives found in authentic media, including political cartoons and visual art, while studying the impactful work of activists like Rigoberta Menchú. To elevate their linguistic proficiency, students will solidify their control of the future tense, using it to propose innovative solutions and make evidence-based predictions about global development. The unit culminates in a comprehensive final project, where students investigate a Spanish-speaking nation's history and current status to formulate a forward-looking proposal for its future. This exploration will empower students to connect their language skills with global awareness, fostering the civic responsibility needed to envision a more equitable 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 <i>Spanish V</i>: 2020 New Jersey Student Learning Standards: World Languages 7.1.IH.IPRET.1-5, 7.1.IH.IPRET.7-8, 7.1.IH.IPERS.1-6, 7.1.IH.PRSNT.1-3, 7.1.IH.PRSNT.5-6 2020 New Jersey Student Learning Standards: Social Studies 6.1.12.HistoryCC.14.c, 6.1.12.HistoryCA.14.a, 6.3.12.CivicsPD.1, 6.3.12.HistoryCA.1 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking 8.1.12.DA.5, 8.2.12.ED.1, 8.2.12.EC.3 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.4.12.CT.1, 9.4.12.GCA.1, 9.4.12.IML.1, 9.4.12.CI.1	
Unit Essential Questions	Unit Enduring Understandings

*How do the 17 Sustainable Development Goals serve as a framework for addressing global human rights challenges? *In what ways do individual activists and cultural narratives influence the pursuit of human rights and social justice? *How does an analysis of a nation's past and present empower people to propose informed, forward-looking solutions for its future?	*The Sustainable Development Goals provide a measurable, universally recognized roadmap for identifying systemic inequities and coordinating global efforts to secure fundamental human rights for all. *Individual voices, like those of activists, act as catalysts for social change by raising awareness, challenging discriminatory practices, and mobilizing communities to advocate for equitable futures. *By grounding predictions in historical context and current realities, people can design innovative, evidence-based strategies that promote sustainable progress and equity.
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 Projects/Assessments with listening, reading, writing, or speaking modes - Potential Suggested Summative Assessment: Create a visual such as an infographic that demonstrates a specific Spanish-speaking country's past and present related to human rights.
Resources Needed: - Teacher Developed Materials - Quizlet - EdPuzzle conjuguemos.com - World Language Lab - Potential online textbook: <i>AdiósTextbook.com</i> <i>Common Sense Education</i>	

Unit V: Proud of My Identity/ Orgullo de Mi Identidad (Contemporary Life)	
Unit Summary	
In this unit, students will embark on a reflective exploration of the multifaceted factors that shape personal and cultural identity. Through an engaging analysis of Puerto Rican culture, examined through the lens of Bad Bunny's music or a similar artist, local geography, and social history, students will investigate how external elements like natural disasters and artistic expression influence collective identity. The unit incorporates diverse perspectives through guest speakers and cinematic study, providing students with authentic opportunities to articulate their own unique heritage and background. Culminating in a personal project centered on the cultural significance of food or another cultural product, learners will synthesize their findings to celebrate their own identities. This immersive experience will foster self-reflection and strengthen students' ability to communicate complex concepts of belonging and self-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 <i>Spanish V</i>: <i>2020 New Jersey Student Learning Standards: World Languages</i> 7.1.IH.IPRET.1-5, 7.1.IH.IPRET.7, 7.1.IH.IPERS.1-5, 7.1.IH.PRSNT.1, 7.1.IH.PRSNT.3-6 <i>2020 New Jersey Student Learning Standards: Social Studies</i> 6.1.12.HistoryCC.14.c, 6.1.12.HistorySE.14.b, 6.1.12.HistoryCC.3.a, 6.2.12.GeoPP.5.a <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> 8.1.12.IC.1, 8.2.12.EC.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.2, 9.4.12.CI.1, 9.4.12.IML.1, 9.4.12.CT.1	
Unit Essential Questions	Unit Enduring Understandings
- How do personal experiences, geography, and cultural expressions shape one's understanding of who they are? - In what ways do music and media serve as mirrors to a society's collective identity and history? - How can cultural practices serve as meaningful vehicles for expressing and preserving individual and heritage identities?	- Identity is a multifaceted construct formed by the continuous interaction between unique personal histories, environment, and the broader culture to which people belong. - Cultural products, including music and art, are dynamic reflections of a community's resilience, history, and values, helping to define and communicate a collective identity. - Traditional practices are not just daily routines; they are deeply symbolic acts that connect people to their roots and provide a tangible way to share their identity with others.

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: - Suggested Assessment: Personal cultural presentation with a suggested topic: food - Performance-Based Projects/Assessments with listening, reading, writing, or speaking modes	Resources Needed: - Suggested: select songs from <i>Debi Tirar Más Fotos</i> - Suggested: Short film <i>Debi Tirar Más Fotos</i> - Teacher-Developed Materials - Quizlet - EdPuzzle conjuguemos.com - World Language Lab - Potential online textbook: <i>AdiósTextbook.com</i> <i>Common Sense Education</i>

Unit VI: Music as Cultural Expression/ La Música como Expresión Cultural (Art & Creativity)		
Unit Summary		
In this culminating unit, students will explore the vibrant diversity of Spanish-language music as a dynamic medium for cultural expression. Through in-depth analysis of various genres and authentic listening and reading activities, students will connect the historical and social themes of their chosen songs to their own artistic performance. As they prepare for the musical competition, learners will organize into collaborative committees, such as costume design and choreography, to showcase their language skills through dance and song. Following the competition, students will complete a reflective post-event assessment, synthesizing their performance experience with a critical analysis of the cultural impact of their selected genre. This final unit challenges students to integrate their language mastery and creative talents, celebrating their linguistic growth while fostering lasting connections with 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 <i>Spanish V</i> :		
2020 New Jersey Student Learning Standards: World Languages 7.1.IH.IPRET.1-7, 7.1.IH.IPERS.1-4, 7.1.IH.PRSNT.1, 7.1.IH.PRSNT.3-4 2020 New Jersey Student Learning Standards: Social Studies 6.1.12.HistoryCC.3.a, 6.1.12.HistoryCC.14.c, 6.1.12.HistorySE.14.b, 6.2.12.GeoPP.5.a 2020 New Jersey Student Learning Standards: Visual and Performing Arts-Media Arts 1.3.12Cr1a, 1.3.12Pr4a, 1.3.12Re7a, 1.3.12.Cn11a 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking 8.2.12.ED.1, 8.1.12.IC.1, 8.2.12.EC.3 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.4.12.CT.1, 9.4.12.CI.1, 9.4.12.GCA.2, 9.4.12.IML.1		
Unit Essential Questions		Unit Enduring Understandings
*In what ways does music function as a universal language for cross-cultural connection and personal expression? *How does the analysis of diverse musical genres deepen our understanding of the cultural and social contexts of the Spanish-speaking world? *How do collaborative creative projects, such as Languapalooza, allow for the demonstration of linguistic proficiency and cultural appreciation in a real-world setting?		*Music acts as a dynamic reflection of cultural identity, allowing individuals to articulate their values, history, and emotions in ways that transcend linguistic boundaries. *The exploration of diverse musical genres provides a critical lens through which to understand the complex social and historical narratives of Spanish-speaking communities. *Collaborative artistic endeavors, such as performance and production, integrate language skills with creative problem-solving, fostering a sense of community and shared accomplishment.
Evidence of Learning		
Formative & Alternative Assessments: - Classwork - Homework - Performance-based activities - Quizzes	Benchmark & Summative Assessments: - Musical competition performance participation - Potential Suggested Summative Assessment:	Resources Needed: - Teacher Developed Materials - Quizlet - EdPuzzle conjuguemos.com - World Language Lab

• <i>Common Sense Education</i> Lessons • Individual student check ins with teacher • Interpersonal Speaking scenarios • Journal Entries/ Exit Tickets • Debates	Post-Competition Reflection Assessment • Performance-Based projects/assessments with listening, reading, writing, or speaking modes	• Potential online textbook: <i>AdiósTextbook.com</i> • <i>Common Sense Education</i>
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Section IX: Unit Reflection

The *Spanish V* instructional team must confer upon the completion of each instructional unit in the *Spanish V* 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 V</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 the 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 a 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

Writing situations should be placed 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)