

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Moorestown High School  
World Language Department*

*Honors Spanish III  
Grades 9-12*

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## Course Description and Fundamental Concepts

W26-35      HONORS SPANISH III  
Level: 4              Grades: 9-12              5 Credits/Year

Honors Spanish III is intended for students who have taken Spanish on an accelerated basis at the middle school or who have demonstrated above average performance in Spanish II at the high school. This course provides the foundation for the Spanish 4/6 honors/AP courses. Students develop greater language control, vocabulary, and cultural awareness. Authentic reading selections and authentic video form the basis for sustained talks. Additional testing of students may be required before acceptance into the program is granted. Prerequisite: Successful completion of Spanish II with a final minimum grade of A- and/or teacher recommendation.

## [New Jersey Student Learning Standards \(NJSLs\)](#)

### Subject/Content Standards

*Include grade appropriate subject/content standards that will be addressed*

### Interpretive Mode of Communication

**Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea	Performance Expectations
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</li> <li>• 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> <li>• 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</li> <li>• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> <li>• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</li> <li>• 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</li> </ul>

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Communities, technology, climate, immigration, population, fine and practical arts.</p>

Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
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## Interpersonal Mode of Communication

*Intermediate Low learners* understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea	Performance Expectations
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</li> <li>• 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</li> <li>• 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</li> <li>• 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</li> <li>• 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</li> <li>• 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</li> </ul>

<b>Intercultural Statements</b>	<b>Possible Topics</b>
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.</p> <p>Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.</p>

### **Presentational Mode of Communication**

*Intermediate Low learners* understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

<b>Core Idea</b>	<b>Performance Expectations</b>
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> <li>• 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</li> <li>• 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</li> <li>• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> <li>• 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</li> </ul>

<b>Intercultural Statements</b>	<b>Possible Topics</b>
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities in a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.</p>

### English Language Arts Anchor Standards

*List appropriate units below for which standards may be addressed*

<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
<b>U4, U5, U6, U7, U8, U9, U10</b>	<b>NJSLSA.R1.</b>	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>U4, U5, U6, U7, U8, U9, U10</b>	<b>NJSLSA.R2.</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>U5, U6, U7, U8, U10</b>	<b>NJSLSA.R3.</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>U1, U2, U3, U9</b>	<b>NJSLSA.R4.</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.



<b>U6, U7, U8, U10</b>	<b>NJSLSA.R5.</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>U7, U8</b>	<b>NJSLSA.R6.</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>U1, U3</b>	<b>NJSLSA.R7.</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>U5 and U8</b>	<b>NJSLSA.R9.</b>	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>U6, U7, U10</b>	<b>NJSLSA.R10.</b>	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>U6, U7, U10</b>	<b>NJSLSA.W1.</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>U10</b>	<b>NJSLSA.W2.</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>U2, U3, U9</b>	<b>NJSLSA.W3.</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>U4, U5</b>	<b>NJSLSA.W4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>U2, U3</b>	<b>NJSLSA.W5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>U1, U3, U6</b>	<b>NJSLSA.W6.</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>U6, U8</b>	<b>NJSLSA.W7.</b>	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

<b>U9, U10</b>	<b>NJSLSA.W8.</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>U6, U7, U8</b>	<b>NJSLSA.W9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>U3</b>	<b>NJSLSA.W10.</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>U2, U3</b>	<b>NJSLSA.SL1.</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>U3, U9</b>	<b>NJSLSA.SL2.</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>U3, U6</b>	<b>NJSLSA.SL3.</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>U6, U7, U8, U10</b>	<b>NJSLSA.SL4.</b>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>U1, U2</b>	<b>NJSLSA.SL5.</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>U6</b>	<b>NJSLSA.SL6.</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>U6</b>	<b>NJSLSA.L1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>U1, U5, U6, U7, U8</b>	<b>NJSLSA.L2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>U1, U3, U5,U8</b>	<b>NJSLSA.L3.</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

U1, U3, U5, U6	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
U1, U2, U6,	NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
U1, U4, U6, U7, U8, U9, U10	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))**

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
U1 - U5 - U6 - U9	There are strategies to improve one's professional value and marketability.	<p><b>9.2.12.CAP.1:</b> Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p><b>9.2.12.CAP.2:</b> Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p><b>9.2.12.CAP.3:</b> Investigate how continuing education contributes to one's career and personal growth.</p>
U1 - U5 - U6 - U9 - U10	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p><b>9.2.12.CAP.4:</b> Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p><b>9.2.12.CAP.5:</b> Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p><b>9.2.12.CAP.6:</b> Identify transferable skills in career choices and design alternative career plans based on those skills.</p>

		<p><b>9.2.12.CAP.7:</b> Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p><b>9.2.12.CAP.8:</b> Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p><b>9.2.12.CAP.9:</b> Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p><b>9.2.12.CAP.10:</b> Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p><b>9.2.12.CAP.11:</b> Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
U5 - U9 - U10	An individual's income and benefit needs and financial plan can change over time.	<p><b>9.2.12.CAP.12:</b> Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p><b>9.2.12.CAP.13:</b> Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
U5 - U6 - U9	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<p><b>9.2.12.CAP.14:</b> Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>
U5 - U6 - U9	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p><b>9.2.12.CAP.15:</b> Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p><b>9.2.12.CAP.16:</b> Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p>

		<p><b>9.2.12.CAP.17:</b> Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p><b>9.2.12.CAP.18:</b> Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p> <p><b>9.2.12.CAP.19:</b> Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p> <p><b>9.2.12.CAP.20:</b> Analyze a Federal and State Income Tax Return.</p>
U1 - U3	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p><b>9.2.12.CAP.21:</b> Explain low-cost and low-risk ways to start a business.</p> <p><b>9.2.12.CAP.22:</b> Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p><b>9.2.12.CAP.23:</b> Identify different ways to obtain capital for starting a business</p>

### Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
2, 3	<b>Creativity and Innovation:</b> With a growth mindset, failure is an important part of success.	<b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
1, 2, 3, 4, 7	<b>Creativity and Innovation:</b> Innovative ideas or innovation can lead to career opportunities.	<p><b>9.4.12.CI.2:</b> Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p><b>9.4.12.CI.3:</b> Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>

<p><b>3, 6, 8, 11</b></p>	<p><b>Critical Thinking and Problem-solving:</b> Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p><b>9.4.12.CT.1:</b> Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). <b>9.4.12.CT.2:</b> Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). <b>9.4.12.CT.3:</b> Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). <b>9.4.12.CT.4:</b> Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p>
<p><b>Units 3 - 11</b></p>	<p><b>Digital Citizenship:</b> Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p>	<p><b>9.4.12.DC.1:</b> Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). <b>9.4.12.DC.2:</b> Compare and contrast international differences in copyright laws and ethics</p>
<p><b>5, 8, 10, 11</b></p>	<p><b>Digital Citizenship:</b> Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><b>9.4.12.DC.3:</b> Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1). <b>9.4.12.DC.4:</b> Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3). <b>9.4.12.DC.5:</b> Debate laws and regulations that impact the development and use of software.</p>
<p><b>5, 7, 9</b></p>	<p><b>Digital Citizenship:</b> Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><b>9.4.12.DC.6:</b> Select information to post online that positively impacts personal image and future college and career opportunities.</p>
<p><b>1, 3, 5,</b></p>	<p><b>Digital Citizenship:</b> Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p><b>9.4.12.DC.7:</b> Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p>

3	<p><b>Digital Citizenship:</b> Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
5, 11	<p><b>Global and Cultural Awareness:</b> Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>
3, 6	<p><b>Information and Media Literacy:</b> Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i></p> <p><i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>
7, 11	<p><b>Information and Media Literacy:</b> Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>



## Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

### Visual & Performing Arts Integration ([Standard 1.5](#))

List appropriate units below for which standard 1.5 Visual Arts (*may be addressed*)

Unit Addressed	Anchor Standard #	Standard Description
1, 3, 5	Anchor Standard 1	<b>Generating and conceptualizing ideas:</b> <i>Creativity and innovative thinking are essential skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</i>
2, 4, 6	Anchor Standard 2	<b>Organizing and developing ideas.:</b> <i>Artists and designers experiment with form, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</i>
3, 4	Anchor Standard 3	<b>Refining and completing products:</b> <i>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</i>
5, 7, 8	Anchor Standard 4	<b>Selecting, analyzing, and interpreting work:</b> <i>Artists and other presenters consider various techniques, methods, venues and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.</i>
7, 8, 10, 11	Anchor Standard 5	<b>Developing and refining techniques and models or steps needed to create products.</b> <i>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</i>
10	Anchor Standard 6	<b>Conveying meaning through art:</b> <i>Objects, artifacts and artwork collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</i>
11	Anchor Standard 7	<b>Perceiving and analyzing products:</b> <i>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and</i>



		<i>constructed environments. Visual arts influence understanding and responses to the world.</i>
<b>7, 8, 11</b>	<b>Anchor Standard 8</b>	<b>Interpreting intent and meaning:</b> <i>People gain insights into meanings of artworks by engaging in the process of art criticism.</i>
<b>3</b>	<b>Anchor Standard 9</b>	<b>Applying criteria to evaluate products:</b> <i>People evaluate art based on various criteria.</i>
	<b>Anchor Standard 10</b>	<b>Synthesizing and relating knowledge and personal experiences to create products:</b> <i>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</i>
<b>1, 2, 3, 4, 5, 6, 7</b>	<b>Anchor Standard 11</b>	<b>Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding:</b> <i>People develop ideas and understanding of society, culture and history through their interactions with and analysis of art.</i>

<b>Other Interdisciplinary Content Standards</b>		
<i>List appropriate units below for any other content/standards that <u>may be addressed</u></i>		
<b>Unit Addressed</b>	<b>Content / Standard #</b>	<b>Standard Description</b>
<b>7, 8, 9</b>	<i>6.1.12.CivicsPI.1.a:</i>	<i>Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</i>
<b>3</b>	<i>6.1.12.GeoPP.2.a:</i>	<i>Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</i>
<b>7</b>	<i>6.1.12.HistoryCC.1.a</i>	<i>Assess the impact of the interactions and conflicts between native groups and North American settlers.</i>
	<i>6.1.12.GeoGI.1.a:</i>	<i>Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).</i>

<b>3</b>	<i>6.1.12.HistoryCA.2.a:</i>	<i>Research multiple perspectives to explain the struggle to create an American identity.</i>
<b>8, 11</b>	<i>6.1.12.HistoryCC.3.a:</i>	<i>Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</i>
<b>9</b>	<i>6.1.12.HistoryUP.16.a:</i>	<i>Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.</i>
<b>8, 9</b>	<i>6.1.12.HistoryCC.16.b:</i>	<i>Determine past and present factors that led to the widening of the gap between the rich and poor; and evaluate how this has affected individuals and society.</i>
<b>3</b>	<i>6.2.12.HistoryCC.5.d:</i>	<i>Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</i>
<b>1, 9</b>	<i>6.2.12.GeoPP.5.a:</i>	<i>Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).</i>
<b>2, 3, 4</b>	<i>6.2.12.CivicsPD.3.a:</i>	<i>Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism)</i>
<b>9</b>	<i>6.2.12.HistoryCC.3.a:</i>	<i>Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.</i>

**Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion Laws: Grades 6-12**

Unit Addressed	Performance Expectations
1, 2, 3, 5, 6, 7	<p><b>Amistad Law: N.J.S.A. 18A 52:16A-88</b>                      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.</p>
5, 6, 8, 9, 11	<p><b>Holocaust Law: N.J.S.A. 18A:35-28</b>                      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.</p>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	<p><b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>                      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.</p>
1, 2, 3, 5, 6, 7, 8, 9, 10, 11	<p><b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a</b> Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>

**Pacing Guide** (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p><b>Unit 1: Soccer and its influence on the Spanish-speaking world</b> El Fútbol</p> <ul style="list-style-type: none"> <li>a. Pronoun and present tense review</li> <li>b. Explore impact of soccer on Spanish-speaking world</li> <li>c. Compare and contrast athletics in the United States with those in the Spanish-speaking world</li> </ul> <p><b>Unit 2: Hometowns: Memories of growing up</b> Mi Pueblo</p> <ul style="list-style-type: none"> <li>d. Preterite and imperfect review; retelling in the past tense</li> <li>e. Describe one’s hometown</li> <li>f. Retelling in the past tense and choosing between preterite imperfect tense</li> <li>g. Comparing and contrasting town life in the U.S. and the target cultures.</li> </ul>	<p><b>September</b> (~19 days)</p>
<p><b>Unit 3: The Role of Appearances in Society</b> Anuncio “YaNoFeo”</p> <ul style="list-style-type: none"> <li>a. Formal commands/giving instructions</li> <li>b. Interpret beauty and self-care product ads</li> <li>c. Examine different perceptions and influence of physical appearance in both the U.S. and the target cultures</li> <li>d. Explore the cultural phenomenon of the “piropo”</li> </ul>	<p><b>October</b> (~19 days)</p>
<p><b>Unit 4: What makes a legend?: Central American legends</b> (¡Qué Susto!/ La Casa de Espantos)</p> <ul style="list-style-type: none"> <li>a. Perfect tenses; progressive tenses; retelling in the past</li> <li>b. Demonstrative adjectives</li> <li>c. Examine the values and beliefs that have contributed to Central American legends.</li> </ul>	<p><b>November</b> (~16 days)</p>
<p><b>Unit 5: I wish, I want, I hope! Introduction to the subjunctive mode</b> En Esta Casa Manda Ella/ Se Necesita Sirvienta</p> <ul style="list-style-type: none"> <li>a. Present subjunctive (used with subjunctive packet)</li> <li>b. Express wishes, desires or demands of others.</li> </ul>	<p><b>December</b> (~15 days)</p>
<p><b>Continue I wish, I want, I hope! Introduction to the subjunctive mode</b> En Esta Casa Manda Ella/ Se Necesita Sirvienta.</p> <p><b>Unit 6: A cooking lesson: giving and following instructions</b> Guacamole</p> <ul style="list-style-type: none"> <li>a. Informal commands</li> <li>b. Interpret authentic Latino recipes</li> <li>c. Identify characteristics of cuisine in the target cultures</li> </ul>	<p><b>January</b> (~18 days)</p>

<p><b>Unit 7: South American legends I (influence of nature on legends)</b>  La Leyenda de la Kantuta</p> <ol style="list-style-type: none"> <li>a. Present perfect subjunctive</li> <li>b. Explore the historical and cultural impact of the Incas on Bolivian culture.</li> </ol> <p><b>Revisiting the Subjunctive Mode</b> (use with future tense and time expressions)</p> <ol style="list-style-type: none"> <li>c. Future tense and present subjunctive.</li> </ol>	<p><b>February</b>  (~18 days)</p>
<p><b>Unit 8: South American legends II</b>  Catalina y San Antonio (a love story)</p> <ol style="list-style-type: none"> <li>a. Present subjunctive</li> <li>b. Explore the influence of tradition, religion and culture on relationships in the target culture.</li> </ol>	<p><b>March</b>  (~15-20 days)</p>
<p><b>Unit 9: North and South American relations: past, present, and future.</b>  Un Cambio de Suerte</p> <ol style="list-style-type: none"> <li>a. Present subjunctive verbs of desire, requests or demands</li> <li>b. Explore the historic relationship between the U.S. and South America</li> </ol>	<p><b>April</b>  (~15-20 days)</p>
<p><b>Unit 10: The Subjunctive Mode III: expressions of uncertainty and adjective clauses</b>  La Casa</p> <ol style="list-style-type: none"> <li>a. Subjunctive mode with expressions of doubt and uncertainty</li> <li>b. Compare and contrast housing in the U.S. and the target cultures</li> </ol>	<p><b>May</b>  (~18 days)</p>
<p><b>Unit 11: Spain’s influence on the western hemisphere (past and present)</b>  La Virgen de Guadalupe</p> <ol style="list-style-type: none"> <li>a. Imperfect subjunctive</li> <li>b. Explore the cultural and religious influence of Spain on the nations it colonized.</li> </ol>	<p><b>June</b>  (~15 days)</p>

## [Units](#)

Contact the Content Supervisor for unit details.