

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

*Moorestown Middle and High School
World Language Department*

**Spanish 1 753, W24-25
Grades 7 - 12**

Date : July 2021

Prepared by: *Maria Pulcini*

Supervisor: Roseth Rodriguez

Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	20
<u>Units</u>	22

Board of Education

Ms. Caryn Shaw, President

Dr. Sandra Alberti

Mr. Jack Fairchild

Ms. Dria Law

Ms. Lauren Romano, Vice President

Dr. Mark Snyder

Mr. Mark Villanueva

Mr. Maurice Weeks

Mr. David Weinstein

Administration

Dr. Leonard Fitz, *Interim Superintendent of Schools*

Dr. Karen Benton, *Director of Curriculum, Instruction, & Innovation*

Dr. David Tate, *Director of Special Education*

Ms. Carole Butler, *Director of Human Resources & Diversity*

Mr. Jeffrey Arey, *Director of Educational Technology*

Mr. James Heiser, *Business Administrator/Board Secretary*

Principals

Mr. Andrew Seibel, *Moorestown High School*

Mr. Matthew Keith, *William Allen Middle School*

Ms. Susan Powell, *Moorestown Upper Elementary School*

Ms. Michelle Rowe, *George C. Baker School*

Mr. Brian Carter, *Mary E. Roberts School*

Ms. Heather Hackl, *South Valley School*

Supervisors of Curriculum and Instruction

Ms. Jacqueline Brownell, *Language Arts & Media K-12*

Ms. Julie Colby, *Mathematics K- 12*

Mr. Shawn Counard, *Athletics, Physical Education/Health K-12*

Ms. Kat D'Ambra, *Guidance K-12*

Ms. Leslie Wyers, *Special Education Pre-K – 6*

Ms. Cynthia Moskalow, *Special Education 7 – Post Graduation*

Mr. Gavin Quinn, *Science K-12*

Ms. Roseth Rodriguez, *Social Studies & World Languages K – 12*

Ms. Patricia Rowe, *Visual & Performing Arts, Technology Education, Business & Careers K-12*

Ms. Leslie Wyers, *Special Education Pre-K – 6*

Course Description and Fundamental Concepts

- **753 WAMS, MHS W24-25** **SPANISH I**
- **Level: 3** **Grades: 9-12** **5 Credits/Year**
- In Spanish 1, students are introduced to the culture, to the sounds and basic grammar of the language of the Spanish -speaking countries. Students practice the four skills (listening, speaking, reading and writing). By the end of the course, they are able to speak in short sentences in response to a teacher's question. Students understand Spanish spoken at a normal tempo by their teacher and are able to read short paragraphs based on familiar vocabulary and topics. In addition, students write short, simple sentences and describe action in various time frames. Included in this course are many topics that interest teenagers, such as introductions, school life, family, food and restaurants, giving dates, clothing, shopping, describing a house, planning a party, sports, staying healthy, sending email, daily routine, discussing vacation and leisure activities. Students also investigate several Hispanic countries.

At Middle School this course is designed to prepare a student for Spanish II or Spanish I Part 2.

At the High School this course is designed to prepare a student for Spanish II.

Prerequisite:

MHS - None

WAMS -

- 1) NJSLA Language Arts Score
- 2) NJSLA Math Score
- 3) Pimsleur Language Aptitude Battery (This is a diagnostic test designed to assess a child's language aptitude).
- 4) Teacher Recommendation
- 5) 6th Grade Academic Performance

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

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

¹ By the end of grade 8 if new language is started in middle school

² By the end of grade 12 if new language is started in high school

New Jersey Department of Education June 2020 17

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.

Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.
--	--

Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea	Performance Expectations
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

New Jersey Department of Education June 2020 18

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.

Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.
--	---

Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea	Performance Expectations
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

New Jersey Department of Education June 2020 19

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.

Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.
--	--

English Language Arts Anchor Standards

List appropriate units below for which standards may be addressed

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5, 6	NJSLSA.R1.	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.
1, 2, 3, 4, 5, 6	NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
1, 2, 3, 4, 5, 6	NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
1, 2, 3, 4, 5, 6	NJSLSA.R4.	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.
1, 2, 3, 4, 5, 6	NJSLSA.R5.	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.
1, 2, 3, 4, 5, 6	NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
1, 2, 3, 4, 5, 6	NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
1, 2, 3, 4, 5, 6	NJSLSA.R9.	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.

3, 4, 5, 6	NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
3, 4, 5, 6	NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4, 5, 6	NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3, 4, 5, 6	NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4, 5, 6	NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1, 2, 3, 4, 5, 6	NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
1, 2, 3, 4, 5, 6	NJSLSA.W7.	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.
1, 2, 3, 4, 5, 6	NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
1, 2, 3, 4, 5, 6	NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
1, 2, 3, 4, 5, 6	NJSLSA.W10.	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.

1, 2, 3, 4, 5, 6	NJSLSA.SL1.	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.
4, 5, 6	NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4, 5, 6	NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
1, 2, 3, 4, 5, 6	NJSLSA.SL4.	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.
1, 2, 3, 4, 5	NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
1, 2, 3, 4, 5	NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
4, 5, 6	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4, 5, 6	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1, 2, 3, 4, 5, 6	NJSLSA.L3.	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.
1, 2, 3, 4, 5, 6	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.
1, 2, 3, 4, 5, 6	NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
4, 5, 6	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 strands (A through F) will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: 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>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
1,2,3,4,5,6	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: 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>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: 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>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p>

		<p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
1,2,3,4,5,6	An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
1,2,3,4,5,6	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>9.2.12.CAP.14: 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>
1,2,3,4,5,6	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>9.2.12.CAP.16: 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>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p> <p>9.2.12.CAP.19: 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>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</p>

1,2,3,4,5,6	There are ways to assess a business’s feasibility and risk and to align it with an individual’s financial goals.	<p><i>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</i></p> <p><i>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i></p> <p><i>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</i></p>
-------------	--	--

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

List appropriate units below for which CRPs will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6	<p>Creativity and Innovation: With a growth mindset, failure is an important part of success.</p>	<p><i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i></p>
1,2,3,4,5,6	<p>Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.</p>	<p><i>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i></p> <p><i>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</i></p>
1,2,3,4,5,6	<p>Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p><i>9.4.12.CT.1: 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).</i></p> <p><i>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</i></p> <p><i>9.4.12.CT.3: 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).</i></p> <p><i>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</i></p>

1,2,3,4,5,6	<p>Digital Citizenship: 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><i>9.4.12.DC.1: 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).</i></p> <p><i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i></p>
1,2,3,4,5,6	<p>Digital Citizenship: 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><i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i></p> <p><i>9.4.12.DC.4: 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).</i></p> <p><i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
1,2,3,4,5,6	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>
1,2,3,4,5,6	<p>Digital Citizenship: 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><i>9.4.12.DC.7: 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).</i></p>
1,2,3,4,5,6	<p>Digital Citizenship: 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>

1,2,3,4,5,6	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p>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).</p>
1,2,3,4,5,6	<p>Information and Media Literacy: 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>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>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).</p>
1,2,3,4,5,6	<p>Information and Media Literacy: 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>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)</p> <p>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).</p>
1,2,3,4,5,6	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</p>
1,2,3,4,5,6	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p>

1,2,3,4,5,6	Information and Media Literacy: Media have embedded values and points of view.	<i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i> <i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i>
1,2,3,4,5,6	Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i> <i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
1,2,3,4,5,6	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>

[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
1,2,3,4,5,6	Anchor Standard 1	Generating and conceptualizing ideas: 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.
1,2,3,4,5,6	Anchor Standard 2	Organizing and developing ideas.: 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

		<i>interact with objects, places and design that define, shape, enhance, and empower their lives.</i>
1,2,3,4,5,6	Anchor Standard 3	Refining and completing products: <i>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</i>
1,2,3,4,5,6	Anchor Standard 4	Selecting, analyzing, and interpreting work: <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>
1,2,3,4,5,6	Anchor Standard 5	Developing and refining techniques and models or steps needed to create products. <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>
1,2,3,4,5,6	Anchor Standard 6	Conveying meaning through art: <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>
1,2,3,4,5,6	Anchor Standard 7	Perceiving and analyzing products: <i>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding and responses to the world.</i>
1,2,3,4,5,6	Anchor Standard 8	Interpreting intent and meaning: <i>People gain insights into meanings of artworks by engaging in the process of art criticism.</i>
1,2,3,4,5,6	Anchor Standard 9	Applying criteria to evaluate products: <i>People evaluate art based on various criteria.</i>
1,2,3,4,5,6	Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products: <i>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledges and experiences.</i>
1,2,3,4,5,6	Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding: <i>People develop ideas and understanding of society, culture and history through their interactions with and analysis of art.</i>

Other Interdisciplinary Content Standards <i>List appropriate units below for any other content/standards that <u>may be addressed</u></i>		
Unit Addressed	Content / Standard #	Standard Description
1, 2, 3, 4, 5, 6	1.5.12.adv.Cn10a	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1, 2, 3, 4, 5, 6	6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
1, 2, 3, 4, 5, 6	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion Laws:

Unit Addressed	Performance Expectations
Etap preliminar	Amistad Law: N.J.S.A. 18A 52:16A-88 (Grades K-12) 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.
Etap preliminar	Holocaust Law: N.J.S.A. 18A:35-28 (Grades K-12) 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.
Unidad 1	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12) 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.
Etap preliminar Unidad 1	Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12) 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.
--	--

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

<ul style="list-style-type: none"> • Unit/ Topic 	Month (w/Approx number of Teaching Days)
<p>Lección Preliminar</p> <ul style="list-style-type: none"> • Greetings and farewells • Formal and informal greetings • Ask someone’s name. Titles (Sr. Sra. Srta. and Hispanic culture family names) • Introduce self and another individual to a third party. • Identify specific sounds of the spoken language. Alphabet • Learn the names and location of countries in the Spanish-speaking world • Celebrations: “Día de la Independencia” • Learn to say where someone is from • Learn the numbers 0-10 • Days of the week • Learn classroom useful phrases • Learn to describe the weather 	<p>September (~19 days)</p>
<p>Unit 1 L.1</p> <ul style="list-style-type: none"> • Learn to talk about activities and snack foods • Express preferences, likes and dislikes • Recognize fundamental differences in grammar and language structure between English and Spanish. Subject pronouns and verb to be • Cultural comparisons - Express preferences for favorite figures in music, film, and sports. <p>Unit 1 L.2</p> <ul style="list-style-type: none"> • Describe yourself and others • Identify people and things • Learn how to use articles, and noun-adjective agreement • 	<p>October (~19 days)</p>
<p>Unit 2 L.1</p> <ul style="list-style-type: none"> • Learn to talk about daily schedule • Read and answer questions based on the school schedule • Learn numbers from 11 - 100 • Give and tell time in the system of the target language • Express what someone have and have to do • Indicate what they have to do and how often, using expressions of frequency <p>Unit 2 L.2</p> <ul style="list-style-type: none"> • Describe classes and classroom objects • Say where things are located using verb to be “estar” • Say where you are going using verb to go “ir” • Talk about feelings using verb to be “estar” • Use interrogative words • Review word order in a question • Learn about the cultural influences for Day of the Dead in Mexico <p>Unit 3 L.1</p> <ul style="list-style-type: none"> • Describe classes and classroom objects 	<p>November (~16 days)</p>

<ul style="list-style-type: none"> ● Talk about foods and beverages - Vocabulary text p.159 and expansion de voc. R4 ● Vocabulary in context: Telehistoria escena 1 ● Ask questions using interrogative words ● Express food preferences using verb “gustar” ● Vocabulary in context: Telehistoria escena 2 	<p>November Continued</p>
<p>Unit 3 L.2</p> <ul style="list-style-type: none"> ● Talk about family members Vocabulary text p.183 and expansion de voc. R4. ● Ask and tell ages ● Vocabulary in context: Telehistoria escena 1 ● Numbers from 200 to 1,000,000 ● Express possession using possessive adjectives ● Give dates - Vocabulary in context: Telehistoria escena 2 ● Make comparisons ● Telehistoria complete ● Celebrations: La quinceañera; La Navidad 	<p>December (~15 days)</p>
<p>Unit 4.1</p> <ul style="list-style-type: none"> ● Describe clothing ● Describe and identify parts of the town ● Talk about what clothes you want to buy ● Say what you wear in different seasons ● Talk about where you go to buy different items in the town 	<p>January (~18 days)</p>
<p>Unit 4 L.2</p> <ul style="list-style-type: none"> ● Express how to get around town using various means of transportation ● Describe places and events in town ● Say what you are going to do ● Order from a menu 	<p>February (~18 days)</p>
<p>Unit 5 L.1</p> <ul style="list-style-type: none"> ● Describe a house and household items ● Indicate the order of things ● Describe people and locations 	<p>March (~15-20 days)</p>
<p>Unit 5 L.2</p> <ul style="list-style-type: none"> ● Plan a party ● Talk about chores and responsibilities ● Tell someone what to do using commands ● Say what you just did 	<p>April (~15-20 days)</p>
<p>Unit 6 L.1</p> <ul style="list-style-type: none"> ● Talk about sports ● Compare and contrast sports and sports culture amongst various regions/countries ● Talk about whom and what you know 	<p>May (~18 days)</p>
<ul style="list-style-type: none"> ● Begin review for the final (2 and a half weeks) 	<p>June (~15 days)</p>

[Units](#)

Contact the Content Supervisor for unit details.