

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

*William Allen Middle School  
World Language Department*

*Spanish 7  
Grade 7*

**Date : June 2021**

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## **Course Description and Fundamental Concepts**

This course emphasizes the beginning of the high school Spanish 1 curriculum. The emphasis of the course is on the development of both expressive and receptive vocabulary, as well the grammar of the language. The usage of the present tense is a major component of the course along with adjective agreement and the culture of the Spanish-speaking world. Themes include school, social activities, and personal and family life. Students also study the cultures of Spanish-speaking people in the United States, Mexico, Puerto Rico, Spain and Ecuador.

Students will work individually as well as in pairs and/or small groups to help them practice new language skills. Online tools will also be used to reinforce classroom learning. This course is specifically designed to prepare a student for Spanish 1.

## **Department Mission/Vision**

The Middle School World Language Program affirms the belief that students should have the opportunity to study a language other than English to be prepared to compete and be successful in this changing and global world. All world language classes meet every day unless otherwise stated.

## **World Language Placement**

The following criteria are used for placement in world language:

- 1) PARCC Language Arts Score
- 2) PARCC 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 ([Standard 7.1](#))**

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

## **New Jersey Student Learning Standards**

### **2020 New Jersey Student Learning Standards – World Languages**

#### **7.1 World Languages Novice Mid by the End of Grade 5, Grade 8<sup>1</sup>, Grade 12<sup>2</sup>**

#### **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.

<b>Core Idea</b>	<b>Performance Expectations</b>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li><li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li><li>• 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.</li></ul>

<sup>1</sup> By the end of grade 8 if new language is started in middle school

<sup>2</sup> By the end of grade 12 if new language is started in high school

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<b>Intercultural Statements</b>	<b>Possible Topics</b>
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"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 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.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> <li>• 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.</li> </ul>

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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"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 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.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>

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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.
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**English Language Arts Anchor Standards**

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

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



<b>Unit 2</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>Units 1, 2 and 3</b>	<b>NJSLSA.R10.</b>	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>Unit 1</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>Unit 1</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>Units 1,2 and 3</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>Unit 1</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>Units 1 and 2</b>	<b>NJSLSA.W5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Unit 1</b>	<b>NJSLSA.W6.</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Unit 3</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>Unit 2</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>Unit 3</b>	<b>NJSLSA.W9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Unit 1</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>Unit 1</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>Units 2 and 3</b>	<b>NJSLSA.SL2.</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Unit 1</b>	<b>NJSLSA.SL3.</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>Unit 2</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>Units 1 and 2</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>Unit 1</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>Unit 3</b>	<b>NJSLSA.L1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Units 1, 2 and 3.</b>	<b>NJSLSA.L2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Lección Preliminar</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.
<b>Units 2 and 3</b>	<b>NJSLSA.L4.</b>	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.
<b>Lección Preliminar</b>	<b>NJSLSA.L5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>Units 1, 2 and 3</b>	<b>NJSLSA.L6.</b>	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.
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**Life Literacies and Key Skills ([Standard 9.4](#))**

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
Technology Education, Visual Arts  <b>Unit 3</b>	<b>Creativity and Innovation:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	<i><b>9.4.8.CI.1:</b> Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</i> <i><b>9.4.8.CI.2:</b> Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</i> <i><b>9.4.8.CI.3:</b> Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</i> <i><b>9.4.8.CI.4:</b> Explore the role of creativity and innovation in career pathways and industries</i>
Technology Education, Visual Arts  <b>Unit 1</b>	<b>Critical Thinking and Problem-solving:</b> Multiple solutions often exist to solve a problem.	<i><b>9.4.8.CT.1:</b> Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</i> <i><b>9.4.8.CT.2:</b> Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</i>
Technology Education, Visual Arts  <b>Unit 3</b>	<b>Critical Thinking and Problem-solving:</b> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	<i><b>9.4.8.CT.3:</b> Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i>

<p>Media Arts</p> <p><b>Unit 2</b></p>	<p><b>Digital Citizenship:</b> Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.</p>	<p><i>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</i></p> <p><i>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i></p>
<p>Media Arts</p> <p><b>Unit 1</b></p>	<p><b>Digital Citizenship:</b> There are tradeoffs between allowing information to be public and keeping information private and secure.</p>	<p><i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i></p>
<p>Media Arts</p> <p><b>Unit 1</b></p>	<p><b>Digital Citizenship:</b> Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p>	<p><i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i></p> <p><i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i></p> <p><i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i></p>

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

List appropriate units below for which standards will be addressed

**By Grade 8**

Unit Addressed	Core Idea	Standard / Description
<b>Unit 2</b>	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p><b>9.2.8.CAP.1:</b> Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p><b>9.2.8.CAP.2:</b> Develop a plan that includes information about career areas of interest.</p> <p><b>9.2.8.CAP.3:</b> Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p><b>9.2.8.CAP.4:</b> Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
<b>Unit 2</b>	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<p><b>9.2.8.CAP.5:</b> Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p>
<b>Unit 1</b>	Early planning can provide more options to pay for postsecondary training and employment.	<p><b>9.2.8.CAP.6:</b> Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p><b>9.2.8.CAP.7:</b> Devise a strategy to minimize costs of postsecondary education.</p> <p><b>9.2.8.CAP.8:</b> Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p><b>9.2.8.CAP.9:</b> Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p>
<b>Unit 1</b>	There are a variety of resources available to help navigate the career planning process.	<p><b>9.2.8.CAP.10:</b> Evaluate how careers have evolved regionally, nationally, and globally.</p> <p><b>9.2.8.CAP.11:</b> Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p><b>9.2.8.CAP.12:</b> Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>

<b>Unit 2</b>	Employee benefits can influence your employment choices.	<i>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</i> <i>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</i>
<b>Lección Preliminar, Unit 4</b>	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<i>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual’s earning power.</i> <i>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</i> <i>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</i> <i>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</i> <i>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</i>
<b>Unit 3</b>	There are resources to help an individual create a business plan to start or expand a business.	<i>9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.</i>
<b>By Grade 8</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
<b>Lección Preliminar, Unit 2</b>	An individual’s strengths, lifestyle goals, choices, and interests affect employment and income	<i>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</i> <i>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</i> <i>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</i> <i>9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</i>

<p><b>Lección Preliminar</b></p>	<p>Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals.</p>	<p><b>9.2.8.CAP.5:</b> <i>Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</i></p>
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**Interdisciplinary Connections**  
*List any other content standards addressed as well as appropriate units*

<p><b>Visual &amp; Performing Arts Integration (<a href="#">Standard 1</a>)</b></p>		
<p><i>List appropriate units below for which standard 1.5 Visual Arts (<u>may be addressed</u>)</i></p>		
<p><b>Unit Addressed</b></p>	<p><b>Anchor Standard #</b></p>	<p><b>Standard Description</b></p>
<p><b>Unit 2</b></p>	<p><b>Anchor Standard 1</b></p>	<p><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></p>
<p><b>Units 2 and 3</b></p>	<p><b>Anchor Standard 2</b></p>	<p><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></p>
<p><b>Unit 2</b></p>	<p><b>Anchor Standard 3</b></p>	<p><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></p>

<b>Unit 4</b>	<b>Anchor Standard 4</b>	<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>
<b>Unit 2</b>	<b>Anchor Standard 5</b>	<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>
<b>Units 2 and 3</b>	<b>Anchor Standard 6</b>	<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>
<b>Lección Preliminar</b>	<b>Anchor Standard 7</b>	<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 constructed environments. Visual arts influences understanding and responses to the world.</i>
<b>Unit 2</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>Units 3</b>	<b>Anchor Standard 9</b>	<b>Applying criteria to evaluate products:</b> <i>People evaluate art based on various criteria.</i>
<b>Lección Preliminar, Unit 2</b>	<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, knowledges and experiences.</i>
<b>Unit 3</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>

### **Other Interdisciplinary Content Standards**

*List appropriate units below for any other content/standards that may be addressed*

<b>Unit Addressed</b>	<b>Content / Standard #</b>	<b>Standard Description</b>
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<b>Units 1, 2 and 3</b>	<b>1.5.12.adv.Cn10a</b>	<i>Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art or design.</i>
<b>Lección Preliminar, Unit 3</b>	<b>6.1.5.HistoryUP.2</b>	<i>Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</i>
<b>Unit 3</b>	<b>MS-ESS3-2</b>	<i>Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</i>

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

<b>Unit Addressed</b>	<b>Performance Expectations</b>
<b>Unit 3</b>	<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.
<b>Unit 2</b>	<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.
<b>Unit 2</b>	<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.
<b>Unit 1, Unit 2</b>	<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.

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

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<p><b>Lección Preliminar</b> (5 weeks)</p> <ul style="list-style-type: none"> <li>● Greetings and farewells</li> <li>● Formal and informal greetings</li> <li>● Ask someone’s name. Titles (Sr. Sra. Srta. and Hispanic culture family names)</li> <li>● Introduce self and another individual to a third party.</li> <li>● Identify specific sounds of the spoken language. Alphabet</li> <li>● Learn the names and location of countries in the Spanish-speaking world</li> <li>● Celebrations: “Día de la Independencia”</li> <li>● Learn to say where someone is from</li> <li>● Learn the numbers 0-10</li> <li>● Days of the week</li> <li>● Learn classroom useful phrases</li> <li>● Learn to describe the weather</li> <li>● Cultural comparisons - Artist Manuel Vega and his mural in New York</li> </ul>	<p><b>September</b> (~19 days)</p>
<ul style="list-style-type: none"> <li>● Finish Leccion Preliminar</li> </ul> <p><b>Unit 1 L.1</b> (7 weeks)</p> <ul style="list-style-type: none"> <li>● Learn to talk about activities and snack foods</li> <li>● Express preferences, likes and dislikes</li> <li>● Recognize fundamental differences in grammar and language structure between English and Spanish. Subject pronouns and verb to be</li> <li>● Cultural comparisons - Express preferences for favorite figures in music, film, and sports.</li> <li>● Cultural connections: Geography: La expedición</li> <li>● Myths and legends of the Spanish-speaking world</li> <li>● Celebrations: “Día de los Muertos”</li> </ul>	<p><b>October</b> (~19 days)</p>
<ul style="list-style-type: none"> <li>● Finish U1 L.1</li> </ul>	<p><b>November</b> (~16 days)</p>
<p><b>Unit 1 L.2</b> (4 weeks total)</p> <ul style="list-style-type: none"> <li>● Describe yourself and others</li> <li>● Identify people and things</li> <li>● Learn how to use articles, and noun-adjective agreement</li> <li>● Cultural connections: Platos tradicionales</li> </ul>	<p><b>December</b> (~15 days)</p>
<p><b>Unit 2 L.1</b> (7 weeks total)</p> <ul style="list-style-type: none"> <li>● Learn to talk about daily schedule</li> <li>● Read and answer questions based on the school schedule</li> <li>● Learn numbers from 11 - 100</li> </ul>	<p><b>January</b> (~18 days)</p>

<ul style="list-style-type: none"> <li>• Give and tell time in the system of the target language</li> <li>• Cultural Comparison: Uniformes escolares</li> <li>• Celebrations: “Las Navidades” y “Año Nuevo”</li> </ul>	<p align="center"><b>January</b> Continued</p>
<p><b>Unit 2 L.2 (7 weeks)</b></p> <ul style="list-style-type: none"> <li>• Describe classes and classroom objects</li> <li>• Say where things are located using verb to be “estar”</li> <li>• Say where you are going using verb to go “ir”</li> <li>• Talk about feelings using verb to be “estar”</li> <li>• Cultural comparisons - Discuss different school systems in the Spanish-speaking world</li> <li>• Cultural connections - Museums of anthropology and artist Frida Kahlo, Huichol yarn painting and Taino rock art.</li> <li>• Celebrations: “Carnaval”</li> </ul>	<p align="center"><b>February</b> (~18 days)</p>
<ul style="list-style-type: none"> <li>• Finish U2 L.2</li> </ul> <p><b>Unit 3 L.1 (7 weeks total)</b></p> <ul style="list-style-type: none"> <li>• Describe classes and classroom objects</li> <li>• Talk about foods and beverages - Vocabulary text p.159 and expansion de voc. R4</li> <li>• Vocabulary in context: Telehistoria escena 1</li> <li>• Ask questions using interrogative words</li> <li>• Express food preferences using verb “gustar”</li> <li>• Vocabulary in context: Telehistoria escena 2</li> <li>• Cultural comparisons - Historical influences affect the food that people eat</li> <li>• Celebrations: “La quinceañera”</li> </ul>	<p align="center"><b>March</b> (~15-20 days)</p>
<ul style="list-style-type: none"> <li>• Continue U3 L.1</li> </ul>	<p align="center"><b>April</b> (~15-20 days)</p>
<ul style="list-style-type: none"> <li>• Finish U3 L.1</li> </ul> <p><b>Unit 3 L.2 (6 weeks total)</b></p> <ul style="list-style-type: none"> <li>• Talk about family members Vocabulary text p.183 and expansion de voc. R4.</li> <li>• Ask and tell ages with the verb tener Give dates - Vocabulary in context: Telehistoria escena</li> </ul>	<p align="center"><b>May</b> (~18 days)</p>
<ul style="list-style-type: none"> <li>• Finish U3 L.2</li> </ul>	<p align="center"><b>June</b> (~15 days)</p>

## [Units](#)

**Contact the Content Supervisor for unit details.**