

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

*Moorestown High School
World Language Department*

*Spanish II
Grades 8-12*

Date : *February 2020*
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

SPANISH II

853 WAMS, MHS W25-25 Level: 3

Credits/Year: 5

- Prerequisite: Successful completion of Spanish I or Spanish I Part 2 with a passing grade.
- This course is designed for students in grades 8th - 12th. By the end of this course, students will write and speak in varying time frames. In addition, they continue to build vocabulary in different contents through seamless articulation. Students will be able to comprehend spoken language at a more advanced level. Students will be able to communicate in the interpretive, interpersonal and presentational modes by focusing on getting to know new places, travel preparations, personal experiences, sports and healthy living, ordering food in a restaurant and shopping at the market place throughout the school year. Students will learn about the music and dances of the Spanish-speaking world while making historical and geographical connections between countries.
- Upon completing Spanish II, students can advance to Spanish III or Honors Spanish III depending on performance and teacher recommendation.

New Jersey Student Learning Standards (NJSLs)

Subject/Content Standards

Spanish II, 8th - 12th grades

Interpretive Mode of Communication

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

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"> • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

³ By the end of grade 12 if new language is started in high school

New Jersey Department of Education June 2020 21

Intercultural Statements	Possible Topics
--------------------------	-----------------

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.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

New Jersey Department of Education June 2020 22

Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Core Idea	Performance Expectations
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

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, animals and their habitats, technology, geography, climate, fine and performing arts.</p>

New Jersey Department of Education June 2020 23

Intercultural Statements	Possible Topics
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Core Idea	Performance Expectations
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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, animals and their habitats, technology, geography, climate, fine and performing arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>

<u>English Language Arts Anchor Standards</u>		
<i>List appropriate units below for which standards <u>may be addressed</u></i>		
Unit Addressed	Standard #	Standard Description
Preliminary Unit	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 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.
Unit 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.
Unit 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.

Unit 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.
Unit 1,2,4,5,6	NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
Unit 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.
Unit 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.
Unit 6	NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Unit 1,2,3,4,5,6	NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Unit 1,2,3,4,5,6	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.
Unit 1,2,3,4,5,6	NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Unit 1,2,3,4,5,6	NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Unit 1,2,3,4,5,6	NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Unit 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.
Unit 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.

Unit 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.
Unit 1,2,3,4,5,6	NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Unit 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.
Unit 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.
Unit 1,2,3,4,5,6	NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Unit 1,2,3,4,5,6	NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Unit 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.
Unit 1,2,3,4,5,6	NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Unit 1,2,3,4,5,6	NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Unit 1,2,3,4,5,6	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Preliminar	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Unit 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.

Unit 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.
Unit 4,5	NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
Unit 1,2,3,4,5,6	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>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: 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 CRPs will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
1,2,3,4,5,6	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</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.</p> <p>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><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>
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><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., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></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><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>

1,2,3,4,5,6	Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.	<i>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).</i> <i>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).</i>
1,2,3,4,5,6	Information and Media Literacy: Accurate information may help in making valuable and ethical choices.	<i>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).</i>
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: <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>
1,2,3,4,5,6	Anchor Standard 2	Organizing and developing ideas.: <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>
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
Etapas 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.
Etapas 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

	<p>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>
<p>Etap preliminar Unidad 1</p>	<p>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.</p>

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

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p>Preliminar Unit</p> <ul style="list-style-type: none"> ● Review foundational Spanish I grammar concepts and essential vocabulary ● Affirmative and negative words ● Por vs. Para <p>Unit 1 Lección 1 Getting to know new places</p> <ul style="list-style-type: none"> ● Learn about new places and travel preparations ● Use direct and indirect object pronouns and talk about vacations ● Telehistoria escenas 1 & 2 ● Cultural comparisons: La naturaleza de Costa Rica. ● Reading: Un parque tropical de Costa Rica ● Music and dance: “Salsa” 	<p>September (~19 days)</p>
<p>Unit 1 Lección 2 Tell me about your vacation</p> <ul style="list-style-type: none"> ● Vacation vocabulary, activities and lodging. ● Preterite of “ar” verbs. ● Irregular verbs in the first person “yo” / car - gar - zar endings. ● Preterite of irregular verbs. (ir, ser, hacer, ver, dar) ● Cultural comparisons: ¿Adónde fuiste de vacaciones? ● Telehistoria completa (video) ● Reading: De vacaciones: Costa Rica y Chile ● Music and dance: Música andina <p>Unit 2 Lección 1 We are healthy!</p> <ul style="list-style-type: none"> ● Talk about sporting events and athletes. History of The World Cup! ● Discuss ways to stay healthy ● Preterite of “er” and “ir” verbs. ● Adverbs with mente and demonstrative adjectives and pronouns. ● Music and dance: El tango ● Cultural comparisons: Los cantos deportivos / El deporte de pato ● Telehistoria completa (video) ● Reading: La Copa Mundial 	<p>October (~19 days)</p>
<p>Unit 2 Lección 2 ¿Qué vamos a hacer?</p> <ul style="list-style-type: none"> ● Discuss daily routine ● Body parts ● Sequence of events ● Plan what to do using “pensar” ● Reflexive verbs & Present progressive tense 	<p>November (~16 days)</p>
<p>Unit 3 Lección 1 ¿Cómo me queda?</p> <ul style="list-style-type: none"> ● Talk about clothing, shopping, and personal needs. ● Verbs like “gustar” ● Expressions of frequency ● Pronouns that follow prepositions ● Cultural comparisons: Los centros comerciales ● Telehistoria completa (video) ● Reading: Revista de moda ● Music and dance: El Merengue 	<p>December (~15 days)</p>

<p>Unit 3 Lección 2 ¿Filmamos en el mercado?</p> <ul style="list-style-type: none"> ● Irregular preterite verbs ● Preterite of “ir” stem changing verbs ● Describe how long ago something happened using “hacer” ● Cultural comparisons: Los vejigantes ● Telehistoria completa: video ● Reading: Las parrandas / Las artesanías ● Review concepts for MidTerm Exam 	<p>January (~18 days)</p>
<p>Unidad 4 Lección 1 Leyendas</p> <ul style="list-style-type: none"> ● Describe continuing activities in the past ● Use past participles as adjectives ● Imperfect Tense ● Preterite and Imperfect ● Describe early civilizations and their activities ● “La preservación del pasado” (reading) to learn how indigenous people used to live in the past ● “El artista y su comunidad” (reading) ● Reading: “Una leyenda mazateca: El fuego y el tlacuache” 	<p>February (~18 days)</p>
<p>Unidad 4 Lección 2 (10 days)</p> <ul style="list-style-type: none"> ● Describe early civilizations and their activities ● Describe the layout of a modern city ask for and give directions ● Words from indigenous languages in Mexico and Ecuador ● An ancient sport in Mexico ● Zapoteca in Mexico and Otavalos en Ecuador <p>Unidad 5 Lección 1 (11 days)</p> <ul style="list-style-type: none"> ● Identify and describe ingredients ● Talk about food preparation and follow recipe ● Give instructions and make recommendations (Formal commands) ● Describe the still life of the Spanish artist Angel Planells ● Appetizers in Spain ● Two poems of poet Pablo Neruda 	<p>March (~15-20 days)</p>
<p>Unidad 5 Lección 2 (16 days)</p> <ul style="list-style-type: none"> ● Order at the restaurant ● Talk about meals and dishes ● Describe food and service ● Mealtime in Spain, Uruguay and El Salvador ● Two culinary traditions ● Food from Spain and El Salvador 	<p>April (~15-20 days)</p>
<p>Unidad 6 Lección 1</p> <ul style="list-style-type: none"> ● Tell others what to do and what not to do (affirmative and negative informal commands) ● Make suggestions ● Talk about movies and how they affect you ● A film studio in Los Angeles & Chicano art ● Reading: La casa de los espíritus 	<p>May (~18 days)</p>
<p>Review preterite and imperfect tenses</p>	<p>June (~15 days)</p>

[Units](#)

Contact the Content Supervisor for unit details.