

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

*William Allen Middle School  
World Language*

**Spanish 1 Part 2  
8 grade**

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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 2.

### **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.

## [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.

<b>Core Idea</b>	<b>Performance Expectations</b>
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> <li>• 7.1.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>

<b>Intercultural Statements</b>	<b>Possible Topics</b>
<p>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.</p>	<p>Family, school supplies and routines, pets, weather.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>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.</p>

## 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
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<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>

Intercultural Statements	Possible Topics
<p>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.</p>	<p>Family, food, school supplies, pets, preferences, weather, authentic songs and dances.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>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.</p>

## 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
<p>Presentational communication mode 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"> <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.</li> <li>• 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>

Intercultural Statements	Possible Topics
<p>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.</p>	<p>Family, food, school supplies, pets, preferences, weather, authentic songs and dances.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>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.</p>

## English Companion Standards

List appropriate units below for which standards may be addressed

<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
1, 2, 3, 4, 5, 6,7	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.
2, 3, 4, 5, 6, 7	NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2, 3, 4, 5, 6, 7	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.
	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.
	NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
2, 3, 4, 5, 6, 7	NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	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.
	NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.



	<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>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>2, 3, 4, 5, 6, 7</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>2, 3, 4, 5, 6, 7</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>NJSLSA.W5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>2, 3, 4, 5, 6, 7</b>	<b>NJSLSA.W6.</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	<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>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>NJSLSA.W9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<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.

2, 3, 4, 5, 6, 7	<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.
2, 3, 4, 5, 6, 7	<b>NJSLSA.SL2.</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	<b>NJSLSA.SL3.</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	<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.
2, 3, 4, 5, 6, 7	<b>NJSLSA.SL5.</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	<b>NJSLSA.SL6.</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	<b>NJSLSA.L1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<b>NJSLSA.L2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<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.
2, 3, 4, 5, 6, 7	<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.

1, 2, 3, 4, 5, 6, 7	NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
1, 2, 3, 4, 5, 6, 7	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

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

<b>By Grade 8</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
3, 6	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p><b>9.2.8.CAP.1:</b> <i>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></p> <p><b>9.2.8.CAP.2:</b> <i>Develop a plan that includes information about career areas of interest.</i></p> <p><b>9.2.8.CAP.3:</b> <i>Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</i></p> <p><b>9.2.8.CAP.4:</b> <i>Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</i></p>
	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> <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>

5	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>
1, 3, 6	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>
	Employee benefits can influence your employment choices.	<p><b>9.2.8.CAP.13:</b> Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p><b>9.2.8.CAP.14:</b> Evaluate sources of income and alternative resources to accurately compare employment options.</p>
3, 4, 6	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p><b>9.2.8.CAP.15:</b> Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p><b>9.2.8.CAP.16:</b> Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p><b>9.2.8.CAP.17:</b> Prepare a sample resume and cover letter as part of an application process.</p> <p><b>9.2.8.CAP.18:</b> Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p><b>9.2.8.CAP.19:</b> Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>

	There are resources to help an individual create a business plan to start or expand a business.	<b>9.2.8.CAP.20:</b> <i>Identify the items to consider when estimating the cost of funding a business.</i>
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**Life Literacies and Key Skills ([Standard 9.4](#))**  
*List appropriate units below for which standards will be addressed*

<b>By Grade 8</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
	<p><b>Creativity and Innovation:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<p><b>9.4.8.CI.1:</b> <i>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></p> <p><b>9.4.8.CI.2:</b> <i>Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</i></p> <p><b>9.4.8.CI.3:</b> <i>Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</i></p> <p><b>9.4.8.CI.4:</b> <i>Explore the role of creativity and innovation in career pathways and industries</i></p>
	<p><b>Critical Thinking and Problem-solving:</b> Multiple solutions often exist to solve a problem.</p>	<p><b>9.4.8.CT.1:</b> <i>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></p> <p><b>9.4.8.CT.2:</b> <i>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></p>
	<p><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.</p>	<p><b>9.4.8.CT.3:</b> <i>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>

2,3,4,5,6,7	<b>Digital Citizenship:</b> Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.	<i>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</i> <i>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i>
	<b>Digital Citizenship:</b> There are tradeoffs between allowing information to be public and keeping information private and secure.	<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>
3, 4, 6, 7	<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.	<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> <i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i> <i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i>
7	<b>Digital Citizenship:</b> Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	<i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>
	<b>Digital Citizenship:</b> Digital technology and data can be leveraged by communities to address effects of climate change.	<i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i>
2, 3, 4, 5, 6, 7	<b>Global and Cultural Awareness:</b> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i> <i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>
	<b>Information and Media Literacy:</b> Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	<i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i> <i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i>

	<p><b>Information and Media Literacy:</b> Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>	<p><i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i></p> <p><i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i></p> <p><i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i></p>
	<p><b>Information and Media Literacy:</b> The mode of information can convey a message to consumers or an audience.</p>	<p><i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i></p>
	<p><b>Information and Media Literacy:</b> Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p><i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i></p> <p><i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i></p>
	<p><b>Information and Media Literacy:</b> There are ethical and unethical uses of information and media.</p>	<p><i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i></p> <p><i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i></p> <p><i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i></p>
2,3, 4, 5, 6, 7	<p><b>Information and Media Literacy:</b> There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p><i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i></p> <p><i>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</i></p> <p><i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i></p> <p><i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i></p>

	<p><b>Technology Literacy:</b> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p><b>9.4.8.TL.1:</b> Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</p> <p><b>9.4.8.TL.2:</b> Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p><b>9.4.8.TL.3:</b> Select appropriate tools to organize and present information digitally.</p> <p><b>9.4.8.TL.4:</b> Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</p>
	<p><b>Technology Literacy:</b> Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	<p><b>9.4.8.TL.5:</b> Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p><b>9.4.8.TL.6:</b> Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

**Interdisciplinary Connections ([2020 NJSL](#))**

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

**Visual & Performing Arts Integration ([Standard 1](#)) *Crosswalk with old VPA Integration Chart***

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1, 2, 3, 4, 5, 6, 7	<b>Creating</b>	<p><i>Anchor Standard 1: Generating and conceptualizing ideas.</i></p> <p><i>Anchor Standard 2: Organizing and developing ideas.</i></p> <p><i>Anchor Standard 3: Refining and completing products.</i></p>
2, 3, 4, 5, 6, 7	<b>Connecting</b>	<p><i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i></p> <p><i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i></p>
1, 2, 3, 4, 5, 6, 7	<b>Performing/ Presenting/ Producing</b>	<p><i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i></p> <p><i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i></p> <p><i>Anchor Standard 6: Conveying meaning through art.</i></p>



1, 2, 3, 4, 5, 6, 7	<b>Responding</b>	<p><i>Anchor Standard 7: Perceiving and analyzing products.</i></p> <p><i>Anchor Standard 8: Applying criteria to evaluate products.</i></p> <p><i>Anchor Standard 9: Interpreting intent and meaning.</i></p>
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**Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:**

<b>Unit Addressed</b>	<b>Performance Expectations</b>
2,3,4,5,6,7	<p><b>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</b></p> <p>Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
1, 2, 3, 4, 5, 6, 7	<p><b>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)</b></p> <p>Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
2, 3, 4, 5, 6, 7	<p><b>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12)</b></p> <p>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</p>

2, 3, 4, 5, 6, 7	<p><b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)</b></p> <p>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 on 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>
1, 2, 3, 4, 5, 6, 7	<p><b>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12)</b></p> <p>A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.</p>

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

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p><b>Lección Preliminar</b></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> </ul> <p><b>Unit 1 L.1</b></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> </ul> <p><b>Unit 1 L.2</b></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> </ul>	<p><b>September</b> (~19 days)</p>
<p><b>Unit 2 L.1</b></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> <li>● Give and tell time in the system of the target language</li> <li>● Express what someone have and have to do</li> <li>● Indicate what they have to do and how often, using expressions of frequency</li> </ul> <p><b>Unit 2 L.2</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>● Use interrogative words</li> <li>● Review word order in a question</li> <li>● Learn about the cultural influences for Day of the Dead in Mexico</li> </ul>	<p><b>October</b> (~19 days)</p>
<p><b>Unit 3 L.1</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> </ul>	<p><b>November</b> (~16 days)</p>

<ul style="list-style-type: none"> <li>● Express food preferences using verb “gustar”</li> <li>● Vocabulary in context: Telehistoria escena 2</li> </ul> <p><b>Unit 3 L.2</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</li> <li>● Vocabulary in context: Telehistoria escena 1</li> <li>● Numbers from 200 to 1,000,000</li> <li>● Express possession using possessive adjectives</li> <li>● Give dates - Vocabulary in context: Telehistoria escena 2</li> <li>● Make comparisons</li> <li>● Telehistoria complete</li> </ul>	
<p><b>Unit 4.1</b></p> <ul style="list-style-type: none"> <li>● Describe clothing</li> <li>● Describe and identify parts of the town</li> <li>● Talk about what clothes you want to buy</li> <li>● Say what you wear in different seasons</li> <li>● Talk about where you go to buy different items in the town</li> <li>● Celebrations: La Navidad</li> </ul> <p><b>Unit 4 L.2</b></p> <ul style="list-style-type: none"> <li>● Express how to get around town using various means of transportation</li> <li>● Describe places and events in town</li> <li>● Say what you are going to do</li> <li>● Order from a menu</li> </ul> <p><b>Unit 5 L.1</b></p> <ul style="list-style-type: none"> <li>● Describe a house and household items</li> <li>● Indicate the order of things</li> <li>● Describe people and locations</li> </ul>	<p><b>December</b> (~15 days)</p>
<p><b>Unit 5 L.2</b></p> <ul style="list-style-type: none"> <li>● Plan a party</li> <li>● Talk about chores and responsibilities</li> <li>● Tell someone what to do using commands</li> <li>● Say what you just did</li> </ul>	<p><b>January</b> (~18 days)</p>
<p><b>Unit 6 L.1</b></p> <ul style="list-style-type: none"> <li>● Talk about sports</li> <li>● Compare and contrast sports and sports culture amongst various regions/countries</li> <li>● Talk about whom and what you know</li> </ul>	<p><b>February</b> (~18 days)</p>
<p><b>Unit 6 L.2</b></p> <ul style="list-style-type: none"> <li>● Talk about parts of the body</li> <li>● Indicate which parts of the body hurt</li> <li>● Make excuses</li> <li>● Talk about staying healthy</li> <li>● Say what you did using the preterite tense</li> </ul>	<p><b>March</b> (~15-20 days)</p>

<b>Unit 7 L.1</b> <ul style="list-style-type: none"> <li>● Talk about a series of events</li> <li>● Talk about technology</li> <li>● Continue to learn to use the preterite tense to express what you did</li> <li>● Use affirmative and negatives words</li> </ul>	<b>April</b> (~15-20 days)
<b>Unit 7 L.2</b> <ul style="list-style-type: none"> <li>● Talk on the phone</li> <li>● Extend invitations</li> <li>● Say where you went using the verb IR in the preterite tense</li> </ul>	<b>May</b> (~18 days)
<ul style="list-style-type: none"> <li>● <b>Begin review for the final</b> (2 and a half weeks)</li> </ul>	<b>June</b> (~15 days)

## Units Scope and Sequence

### **Unit Name: Lección Preliminar**

#### **Learning Goals: What do I want my students to learn?**

##### **Standards**

NJSLS - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPRET.5, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.IPERS.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5

NJSLS - Career Awareness, Exploration, Preparation, and Training 9.2.8.CAP10, 9.2.8.CAP 12

NJSLS - Life Literacies and Key Skills: 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.9, 9.4.8.IML.12, 9.4.8.TL.2, 9.4.8.TL.3

NJSLS - Interdisciplinary Standards: Creating: Anchor Standard 1 & 2, Connecting: Anchor Standard 10 & 11, Performing/Presenting/ Producing: Anchor Standard 4 & 6, Responding: Anchor Standard 9

##### **Fundamental Concepts / Big Ideas**

- Greetings
- Introductions
- Spanish alphabet
- Saying where you are from
- Numbers from 0 to 10
- Exchanging phone numbers
- Days of the week
- The weather
- Classroom useful phrases
- Cultural comparisons
- Celebrations “Día de la Independencia” & “El 12 de octubre”

##### **Learning Objectives**

Students will be able to...

- Learn about the culture of Spanish-speaking people
- Learn about greetings and farewells
- Understand the difference between formal and informal greetings
- Learn about introductions
- Spell using the Spanish alphabet
- Learn the names and locations of countries in the Spanish-speaking world
- Write numbers 0 - 10 and request and exchange telephone numbers
- Learn the days of the week
- Understand and follow classroom useful phrases
- Describe the weather
- Learn about “Independence Day celebrations in Latin American countries” and “El 12 de octubre”
- Learn about Artist Manuel Vega and his mural in New York.

## Unit 1: Lessons 1 and 2: “Mis amigos y yo”

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS](#) - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPRET.5, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.IPERS.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#) 9.2.8.CAP10, 9.2.8.CAP 12

[NJSLS - Life Literacies and Key Skills](#): 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.9, 9.4.8.IML.12, 9.4.8.TL.2, 9.4.8.TL.3

[NJSLS - Interdisciplinary Standards](#): Creating: Anchor Standard 1 & 2, Connecting: Anchor Standard 10 & 11, Performing/Presenting/ Producing: Anchor Standard 4 & 6, Responding: Anchor Standard 9

#### Fundamental Concepts / Big Ideas

- Talk about daily 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.
- Describe yourself and others
- Identify people and things
- Learn how to use articles, and noun-adjective agreement
- Cultural comparisons - Cascarones
- Celebrations: “Día de los Muertos” “Las Navidades”

#### Learning Objectives

Students will be able to...

Unit 1 L.1

- Learn about Hispanic culture in the U.S.
- Talk about daily activities after school
- Say what they like or do not like to do
- Use verb to be “ser” to talk about where people are from
- Use “gustar” to talk about what others like to do

Unit 1 L.2

- Describe themselves and others
- Identify people and things
- Use definite and indefinite articles to talk about people
- Write sentences using noun adjective agreement to describe people
- Read about things to do in San Antonio and Miami and compare what teens do in those cities with what they do where they live.
- Talk about Hispanics celebrations

## Unit 2: Lessons 1 and 2: “Vamos a la escuela”

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS](#) - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPRET.5, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.IPERS.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#) 9.2.8.CAP10, 9.2.8.CAP 12

[NJSLS - Life Literacies and Key Skills](#): 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.9, 9.4.8.IML.12, 9.4.8.TL.2, 9.4.8.TL.3

[NJSLS - Interdisciplinary Standards](#): Creating: Anchor Standard 1 & 2, Connecting: Anchor Standard 10 & 11, Performing/Presenting/ Producing: Anchor Standard 4 & 6, Responding: Anchor Standard 9

#### Fundamental Concepts / Big Ideas

- Daily schedules
- Ask and tell times
- Say what you have and have to do
- Say what you do and how often
- Describe classes and classroom objects
- Say where things are located
- Say where you are going
- Talk about how you feel
- School uniforms
- Culture, describe self-portraits of Frida Kahlo
- Celebrations, meaning of “Carnaval” and when it is held

#### Learning Objectives

Students will be able to...

Unit 2 L.1

- Learn new vocabulary related to school
- Talk about their daily schedules
- Use verb “tener” to talk about daily schedules and obligations
- Use expressions of frequency to talk about what they do and how often
- Talk about what they do using verbs ending in “ar” in the present tense.

Unit 2 L.2

- Describe a typical school day
- Describe classes and classroom objects
- Talk about where things are located using verb to be “estar”
- Talk about feelings using verb to be “estar”
- Say where they are going during and after school using verb to go “ir”



## Unit 3: Lessons 1 and 2: “Comer en familia”

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS](#) - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPRET.5, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.IPERS.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#) 9.2.8.CAP1, 9.2.8. CAP10, 9.2.8.CAP 12, 9.2.8.CAP 15, 9.2.8.CAP 16

[NJSLS - Life Literacies and Key Skills](#): 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.9, 9.4.8.IML.12, 9.4.8.TL.2, 9.4.8TL.3

[NJSLS - Interdisciplinary Standards](#): Creating: Anchor Standard 1 & 2, Connecting: Anchor Standard 10 & 11, Performing/Presenting/ Producing: Anchor Standard 4 & 6, Responding: Anchor Standard 9

#### Fundamental Concepts / Big Ideas

- Foods and beverages
- Ask questions using interrogative words
- Express preferences about food
- Talk about family
- Ask and tell ages
- Express possession
- Give dates
- Make comparisons
- Traditional cooking of Puerto Rico, El Salvador
- Grocery shopping
- Celebrations : “Las Fallas” / “La Semana Santa” / “El Cinco de Mayo” / “La quinceañera”

#### Learning Objectives

Students will be able to...

Unit 3 L.1

- Learn new vocabulary and talk about foods and beverages
- Identify questions words. Ask questions and give answers
- Express preferences about food using verb “gustar” and nouns
- Talk about eating healthy foods, using “er” and “ir” verbs
- Learn about “Las Fallas” a well- known celebration throughout Spain, it is unique to Valencia.
- Learn about “La Semana Santa”

Unit 3 L.2

- Talk about family
- Ask and tell ages
- Express possession using “de” and possessive adjectives
- Give dates
- Learn to make comparisons
- Describe family and friends using comparative words and possessive adjectives
- Learn about traditional celebrations “La quinceañera” and “Cinco de Mayo”

## Unit 4: Lessons 1 and 2 “España”

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS](#) - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPRET.5, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.IPERS.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#) 9.2.8.CAP10, 9.2.8.CAP 12

[NJSLS - Life Literacies and Key Skills](#): 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.9, 9.4.8.IML.12, 9.4.8.TL.2, 9.4.8.TL.3

[NJSLS - Interdisciplinary Standards](#): Creating: Anchor Standard 1 & 2, Connecting: Anchor Standard 10 & 11, Performing/Presenting/ Producing: Anchor Standard 4 & 6, Responding: Anchor Standard 9

#### Fundamental Concepts / Big Ideas

##### Unit 4 L.1

- Clothing
- Describe and identify parts of the town
- Say what you wear in different seasons
- Talk about where you go to buy different items in the town
- Celebrations: La Navidad

##### Unit 4 L.2

- 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

#### Learning Objectives

Students will be able to...

- Describe what they are wearing
- Talk about what clothing they want to buy
- Say what they wear in different seasons
- Use stem-changing E-IE verbs
- Recognize Direct Object Pronouns (with emphasis on lo, la, los, and las)
- Identify and describe authentic Spanish foods
- Distinguish between the different regions of Spain with regard to language, food, and city culture.
- Describe places and events in town
- Talk about types of transportation
- Say what they are going to do
- Order from a menu
- Explain the cultural significance of markets in Latino countries.
- Distinguish between the works of art of Pablo Picasso, Joan Miro, Salvador Dali and other Spanish artists
- Create a work of art of their own inspired by the styles of Spanish artists

## Unit 5: Lesson 1 and 2 “Ecuador”

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS](#) - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPRET.5, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.IPERS.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#) 9.2.8.CAP10, 9.2.8.CAP 12

[NJSLS - Life Literacies and Key Skills](#): 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.9, 9.4.8.IML.12, 9.4.8.TL.2, 9.4.8.TL.3

[NJSLS - Interdisciplinary Standards](#): Creating: Anchor Standard 1 & 2, Connecting: Anchor Standard 10 & 11, Performing/Presenting/ Producing: Anchor Standard 4 & 6, Responding: Anchor Standard 9

#### Fundamental Concepts / Big Ideas

##### Unit 5 L.1

- The house, household items and furniture
- The order of things, ordinal numbers
- Discover different types of houses in Spanish-speaking countries
- Real estate in Ecuador , houses and apartments for sale
- Incas’ settlement reading.

##### Unit 5 L.2

- Una fiesta en casa. Plan a party
- Talk about chores and responsibilities
- Tell someone what to do using commands. Affirmative tú commands
- Say what you just did using the verb “acabar de...”
- Read about folk dances in Ecuador and Panama.

#### Learning Objectives

Students will be able to...

- Describe a house and household items
- Indicate the order of things using ordinal numbers
- Describe people and location
- Draw, label, and talk about a floor plan of a house
- Talk about how someone feels
- Explain how the location of a country or region influences the artistic expression of its people.
- Plan a party
- Talk about chores and responsibilities
- Tell someone what to do using commands
- Say what they just did
- Compare and contrast parties and celebrations in the U.S. with those in Ecuador.
- Explain what crafts reflect about a culture.
- Explain the contributions and characteristics of indigenous cultures in Ecuador.

## Unit 6: Lesson 1 and 2 “La República Dominicana”

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS](#) - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPRET.5, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.IPERS.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#) 9.2.8.CAP10, 9.2.8.CAP 12

[NJSLS - Life Literacies and Key Skills](#): 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.9, 9.4.8.IML.12, 9.4.8.TL.2, 9.4.8TL.3

[NJSLS - Interdisciplinary Standards](#): Creating: Anchor Standard 1 & 2, Connecting: Anchor Standard 10 & 11, Performing/Presenting/ Producing: Anchor Standard 4 & 6, Responding: Anchor Standard 9

#### Fundamental Concepts / Big Ideas

##### Unit 6 L.1

- Sports and sports equipment
- Places where sports are played
- Compare and contrast sports and sports culture amongst various regions/countries
- Talk about whom and what you know using conjugations of verbs “saber and conocer”
- Reading: Sports club in the Dominican Republic and in the U.S.

##### Unit 6 L.2

- La salud, activities to stay healthy
- Body parts
- Indicate which parts of the body hurt using verb “doler”
- Make excuses
- Talk about staying healthy
- Say what you did using the preterite tense
- Reading: Two world-athletes representing the Dominican Republic

#### Learning Objectives

Students will be able to...

- Talk about the sports that they play
- Compare popular U.S. sports and sports traditions with those in the Caribbean
- Express what equipment is needed to play certain sports
- Use the verb “saber” to say what they know how to play or do
- Use the verb “conocer” to say whom they know
- Explain how ethnic and cultural roots influence regional art
- Express what body parts hurt
- Express what body parts are used for physical activities
- Say what they did using the preterite tense
- Give advice to stay healthy
- Express what they did at the beach
- Explain how festivals can showcase regional music and culture

## Unit 7: Lesson 1 and 2 “Argentina”

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS](#) - 7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPRET.5, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.IPERS.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#) 9.2.8.CAP10, 9.2.8.CAP 12

[NJSLS - Life Literacies and Key Skills](#): 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.9, 9.4.8.IML.12, 9.4.8.TL.2, 9.4.8TL.3

[NJSLS - Interdisciplinary Standards](#): Creating: Anchor Standard 1 & 2, Connecting: Anchor Standard 10 & 11, Performing/Presenting/ Producing: Anchor Standard 4 & 6, Responding: Anchor Standard 9

#### Fundamental Concepts / Big Ideas

##### Unit 7 L.1

- Technology and parts of the computer
- Present sequence words to express series of events
- The preterite tense to express what you did
- Use affirmative and negatives words
- How to protect a computer from virus
- Reading “Un cuestionario sobre las computadoras”

##### Unit 7 L.2

- Telephone conversations
- Extend invitations
- Accepting and declining invitations
- The amusement parks
- Say where you went using the verb IR in the preterite tense
- Reading: Museums in Argentina and Bolivia

#### Learning Objectives

Students will be able to...

- Explain the varied influences on Argentine food, music, and culture.
- Use technology vocabulary to discuss responsible digital citizenship.
- Identify the parts of a computer in Spanish.
- Talk about a series of events
- Talk about indefinite or negative situations (using affirmative and negative words)
- Model a phone conversation
- Say where they went and what they did
- Extend invitations
- Compare and contrast Argentine culture with that of previously-studied countries (Ecuador, Dominican Republic, Spain)

Please contact the Content Supervisor for any questions.

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