

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

*Moorestown Upper Elementary School  
World Languages*

*Spanish Grade 4*

**Date : June 2021**

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## **Contents**

<b><u>Administration</u></b>	<b>3</b>
<b><u>Course Description and Fundamental Concepts</u></b>	<b>4</b>
<b><u>New Jersey Student Learning Standards</u></b>	<b>5</b>
<b><u>Pacing Guide</u></b>	<b>18</b>
<b><u>Units</u></b>	<b>19</b>

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## [Course Description and Fundamental Concepts](#)

The 4<sup>th</sup> grade Spanish program extends and reinforces the skills learned in the Lower Elementary School. The class will meet for 54 minutes once per 8 day cycle. It is a dynamic, developmentally appropriate program for young students providing language development through songs, stories, games, exercises, cooperative group activities, and basic reading and writing in Spanish. Students are also introduced to the cultures of Spanish-speaking communities. Units include: “Bienvenidos a la clase de Español” (Welcome to the Spanish Classroom), “¿Qué hay en la clase?” (What is in the Classroom?), “¿Quién Soy Yo?” (All About Me) and “Mi Mundo” (The World Beyond the Classroom).

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

### [Subject/Content Standards](#)

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

## 2020 New Jersey Student Learning Standards – World Languages

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

#### Interpretive Mode of Communication

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

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

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

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

New Jersey Department of Education June 2020 17

Intercultural Statements	Possible Topics
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Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

## Interpersonal Mode of Communication

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

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

New Jersey Department of Education June 2020 18

Intercultural Statements	Possible Topics
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Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

### Presentational Mode of Communication

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

Core Idea	Performance Expectations
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</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> </ul>

New Jersey Department of Education June 2020 19

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

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

### English Language Arts Anchor Standards

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

Unit Addressed	Standard #	Standard Description
Unit 2 Unit 3	NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Unit 2 Unit 3	NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Unit 3	NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Unit 3	NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Unit 3	NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Unit 3	NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
Unit 1 Unit 2 Unit 3	NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Unit 3	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.



<b>Unit 3</b>	<b>NJSLSA.R10.</b>	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>Unit 3</b>	<b>NJSLSA.W1.</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Unit 3</b>	<b>NJSLSA.W2.</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.W3.</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Unit 2</b> <b>Unit 3</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>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.W5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Unit 1</b> <b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.W6.</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.W7.</b>	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
<b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.W8.</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>Unit 3</b>	<b>NJSLSA.W9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Unit 3</b>	<b>NJSLSA.W10.</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.SL1.</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>Unit 1</b> <b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.SL2.</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Unit 3</b>	<b>NJSLSA.SL3.</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>Unit 3</b>	<b>NJSLSA.SL4.</b>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.SL5.</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>Unit 1</b> <b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.SL6.</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>Unit 1</b> <b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.L1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Unit 1</b> <b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.L2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Unit 1</b> <b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.L3.</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Unit 1</b> <b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.L4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>Unit 1</b> <b>Unit 2</b> <b>Unit 3</b>	<b>NJSLSA.L5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>Unit 3</b>	<b>NJSLSA.L6.</b>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the

		college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**Career Awareness, Exploration, Preparation, and Training (Standard 9.2)**

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

<b>By Grade 5</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
<b>Unit 1, 2, 3</b>	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<p><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p><b>9.2.5.CAP.2:</b> Identify how you might like to earn an income.</p> <p><b>9.2.5.CAP.3:</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p><b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p>
<b>Unit 2</b>	Income and benefits can vary depending on the employer and type of job or career.	<p><b>9.2.5.CAP.5:</b> Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</p>
<b>Unit 3</b>	There are a variety of factors to consider before starting a business.	<p><b>9.2.5.CAP.6:</b> Compare the characteristics of a successful entrepreneur with the traits of successful employees. •</p> <p><b>9.2.5.CAP.7:</b> Identify factors to consider before starting a business.</p>
<b>Unit 1, 3</b>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<p><b>9.2.5.CAP.8:</b> Identify risks that individuals and households face.</p> <p><b>9.2.5.CAP.9:</b> Justify reasons to have insurance.</p>

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

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
Technology  Unit 3	<b>Creativity and Innovation:</b> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	<i>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</i> <i>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</i>
Technology  Unit 2	<b>Creativity and Innovation:</b> Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	<i>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</i> <i>9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</i>
Technology  Unit 3	<b>Critical Thinking and Problem-solving:</b> The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<i>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</i> <i>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</i> <i>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</i> <i>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</i>

Technology <b>Unit 2</b>	<b>Digital Citizenship:</b> Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.	<i>9.4.5.DC.1: Explain the need for and use of copyrights.</i> <i>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</i> <i>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i>
Technology <b>Unit 2</b>	<b>Digital Citizenship:</b> Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	<i>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</i>
Technology <b>Unit 2, 3</b>	<b>Digital Citizenship:</b> Digital identities must be managed in order to create a positive digital footprint.	<i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i>
Technology <b>Unit 3</b>	<b>Digital Citizenship:</b> Digital tools have positively and negatively changed the way people interact socially.	<i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</i> <i>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i>
<b>Unit 3</b>	<b>Digital Citizenship:</b> Digital engagement can improve the planning and delivery of climate change actions.	<i>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</i>
<b>Unit 3</b>	<b>Global and Cultural Awareness:</b> Culture and geography can shape an individual’s experiences and perspectives.	<i>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</i>
<b>Unit 3</b>	<b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	<i>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</i>

Technology <b>Unit 2</b>	<b>Information and Media Literacy:</b> Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	<i>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</i> <i>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</i>
<b>Unit 2</b>	<b>Information and Media Literacy:</b> Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	<i>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</i> <i>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</i>
<b>Unit 2</b>	<b>Information and Media Literacy:</b> Specific situations require the use of relevant sources of information.	<i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</i> <i>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i>
Technology <b>Unit 3</b>	<b>Technology Literacy:</b> Different digital tools have different purposes.	<i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</i> <i>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</i> <i>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i>
<b>Unit 3</b>	<b>Technology Literacy:</b> Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<i>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</i> <i>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</i>

### Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

### Visual & Performing Arts Integration ([Standard 1](#))

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

Unit Addressed	Anchor Standard #	Standard Description
Unit 2	Anchor Standard 1	<b>Generating and conceptualizing ideas:</b> <i>Creativity and innovative thinking are essential skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</i>
Units 2 and 3	Anchor Standard 2	<b>Organizing and developing ideas.:</b> <i>Artists and designers experiment with form, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</i>
Unit 2	Anchor Standard 3	<b>Refining and completing products:</b> <i>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</i>
Unit 3	Anchor Standard 4	<b>Selecting, analyzing, and interpreting work:</b> <i>Artists and other presenters consider various techniques, methods, venues and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.</i>
Unit 2	Anchor Standard 5	<b>Developing and refining techniques and models or steps needed to create products.</b> <i>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</i>
Units 2 and 3	Anchor Standard 6	<b>Conveying meaning through art:</b> <i>Objects, artifacts and artwork collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</i>
Unit 1	Anchor Standard 7	<b>Perceiving and analyzing products:</b> <i>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding and responses to the world.</i>
Unit 2	Anchor Standard 8	<b>Interpreting intent and meaning:</b> <i>People gain insights into meanings of artworks by engaging in the process of art criticism.</i>
Units 3	Anchor Standard 9	<b>Applying criteria to evaluate products:</b> <i>People evaluate art based on various criteria.</i>

<b>Unit 3</b>	<b>Anchor Standard 10</b>	<b>Synthesizing and relating knowledge and personal experiences to create products:</b> <i>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledges and experiences.</i>
<b>Unit 3</b>	<b>Anchor Standard 11</b>	<b>Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding:</b> <i>People develop ideas and understanding of society, culture and history through their interactions with and analysis of art.</i>

<b>Other Interdisciplinary Content Standards</b> <i>List appropriate units below for any other content/standards that <u>may be addressed</u></i>		
<b>Unit Addressed</b>	<b>Content / Standard #</b>	<b>Standard Description</b>
<b>Units 1, 2 and 3</b>	<b>1.5.12.adv.Cn10a</b>	<i>Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art or design.</i>
<b>Unit 3</b>	<b>6.1.5.HistoryUP.2</b>	<i>Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</i>
<b>Unit 3</b>	<b>MS-ESS3-2</b>	<i>Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</i>

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

<b>Unit Addressed</b>	<b>Performance Expectations</b>
<b>Unit 2, 3</b>	<b>Amistad Law: N.J.S.A. 18A 52:16A-88 (Grades K-12)</b> Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
<b>Unit 1</b>	<b>Holocaust Law: N.J.S.A. 18A:35-28 (Grades K-12)</b> Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
<b>Unit 2</b>	<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12)</b> A board of education shall include instruction on the political, economic, and social



	<p>contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p>
<p><b>Unit 1, 2</b></p>	<p><b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)</b>  Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>

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

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Greetings, Survival Expressions, Classroom Vocabulary</b>	<b>September</b> (~19 days)
<b>General Review Continued, Calendar Vocabulary, Colors, Alphabet</b>	<b>October</b> (~19 days)
<b>Numbers, Classroom Vocabulary Continued</b>	<b>November</b> (~16 days)
<b>Classroom Vocabulary and Cumulative Review</b>	<b>December</b> (~15 days)
<b>Body Parts</b>	<b>January</b> (~18 days)
<b>Tener Idioms and Animals</b>	<b>February</b> (~18 days)
<b>Tener Idioms and Animals Continued</b>	<b>March</b> (~15-20 days)
<b>Family Vocabulary</b>	<b>April</b> (~15-20 days)
<b>End of the Year Project, Review of Year</b>	<b>May</b> (~18 days)
<b>Final unit and wrap up the chapter and year</b>	<b>June</b> (~15 days)

## [Units](#)

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