



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
WORLD LANGUAGE DEPARTMENT CURRICULUM**

SPANISH 1

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE: August 25, 2022

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FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Spanish 1		
Course Description		
<p>In Spanish 1, students will develop reading, writing, speaking, and listening skills at the Novice High level of proficiency. In this course students will communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. Throughout Spanish 1, students will gain knowledge of Spanish language. Throughout this course, students will develop basic language patterns and vocabulary through repetition and comprehensible input. This course will engage students in discovering the learning of a world language, allowing them to gain a global perspective through the study of culture.</p>		
Course Sequence and Pacing		
Unit Title	Sections	Pacing
Unit 1: Todo sobre mi	1.1 Interpretative Communication 1.2 Interpersonal Communication Writing 1.3 Interpersonal Communication Speaking 1.4 Presentational Communication	20 Sessions
Unit 2: La escuela	2.1 Interpretative Communication 2.2 Interpersonal Communication Writing 2.3 Interpersonal Communication Speaking 2.4 Presentational Communication	20 Sessions
Unit 3: La Comida	3.1 Interpretative Communication 3.2 Interpersonal Communication Writing 3.3 Interpersonal Communication Speaking 3.4 Presentational Communication	20 Sessions
Unit 4: La familia	4.1 Interpretative Communication 4.2 Interpersonal Communication Writing 4.3 Interpersonal Communication Speaking 4.4 Presentational Communication	20 Sessions
Unit 5: La Casa	5.1 Interpretative Communication 5.2 Interpersonal Communication Writing 5.3 Interpersonal Communication Speaking 5.4 Presentational Communication	20 Sessions
Unit 6: La ropa	6.1 Interpretative Communication 6.2 Interpersonal Communication Writing 6.3 Interpersonal Communication Speaking 6.4 Presentational Communication	20 Sessions
Support Resources		
<p>Supporting resources and appendices for this curriculum:</p> <ul style="list-style-type: none"> Spanish Resource Catalog Appendix A: Accommodations and Modifications for Various Student Populations Appendix B: Assessment Evidence Appendix C: Interdisciplinary Connections 		

Spanish 1 Unit 1: Todo sobre mi Section 1.1	Suggested Pacing: 9 Sessions
Section Focus: Interpretative Communication - Learn Vocabulary by reading, listening, and speaking related to greetings, personal characteristics and preferences, and activities	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.	
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.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.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.1 [1] Using Unit Core Content related to "Greetings" : A. Read and identify the words and phrases in highly standardized messages included in the core vocabulary. B. Listen and identify the words and phrases in highly standardized messages included in the core vocabulary.	
7.1.NH.IPRET.1 [2] Using Unit Core Content related to "Activities" : A. Read and identify words and phrases in highly standardized messages included in the core vocabulary. B. Listen and identify words and phrases in highly standardized messages included in the core vocabulary.	
7.1.NH.IPRET.1 [3] Using Unit Core Content related to "personal characteristics and and preferences" : A. Read and identify words and phrases in highly standardized messages included in the Core Content to read a description of personality traits. B. Listen and identify words and phrases in highly standardized messages included in the Core Content used to talk and write about personality traits of yourself and others. C. Read, listen and identify words and phrases included in highly standardized messages in the Core Content used to express likes and dislikes for yourself and others.	
7.1.NH.IPRET.4 [1] 7.1.NH.IPRET.5 [1] Using Unit Core Content related to "Todo sobre mi" : A. Identify and recognize common cultural practices using sentence-length speech associated with target culture selected by the teacher (e.g.: popular places to hangout and preferred activities in Spanish-speaking countries). B. Identify and recognize unique cultural practices using sentence-length speech, such as dining in outdoor cafes with friends (el mundo hispano outdoor cafes). C. Identify and recognize some unique linguistic elements using sentence-length speech, in the target culture.	
7.1.NH.IPERS.1 [1] 7.1.NH.IPERS.2 [1] Using Unit Core Content related to one's own personality traits and activities one likes and dislikes : A. Verbally, describe yourself and explain personal likes and dislikes at the phrase and sentence level using words, lists, and simple sentences independently. B. In writing, describe yourself and explain personal likes and dislikes at the phrase and sentence level using words, lists, and simple sentences independently.	

7.1.NH.IPERS.1 [2]

7.1.NH.IPERS.2 [2] Using Core Content about **one's own personality and activities one likes and dislikes:**

A. Verbally, exchange basic information using words, lists, and simple sentences.

B. Utilize simple direct questions to sustain the discourse.

7.1.NH.PRSNT.2 [1] Using Unit Core Content about one's own personality and activities one likes and dislikes:

A. Create and present orally a brief message using simple sentences.

B. Create and present a written brief message using simple sentences.

Spanish 1

Unit 1: Todo sobre mi

Section 1.2

Suggested Pacing: 5 Sessions

Section Focus: Interpersonal Communication Writing - Write to each other about greetings, personal characteristics and preferences, and activities:

NJSLS-WL Performance Expectations

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.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials.

7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

7.1.NH.IPRET.2 [1] Using Unit Core Content identify the main idea of words, phrases and short sentences in authentic cultural materials related to **personality traits and activities you like and dislike:**

A. Read and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected text and Core Content.

B. Listen and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected audio and Core Content.

7.1.NH.IPERS.3 [1] Using Core Content about **one's own personality and activities one likes and dislikes:**

A. Make requests expressing **needs and preferences using basic personal information.**

7.1.NH.IPRET.8 [1] Using Core Content and culturally-authentic materials about **personality traits and activities you like and dislike:**

A. Discuss some specific activities that are common and popular in Spanish-speaking countries using sentence-length speech.

7.1.NH.PRSNT.3 [1] Given a teacher-selected oral, written, and visual prompt related to **personality traits, and activities:**

A. Verbally, describe your **personality traits, and activities you like and do not like to do** at home and in school using a mixture of words, phrases, and simple sentences.

B. In writing, describe your **personality traits, and activities you like and do not like to do** at home and in school using a mixture of words, phrases, and simple sentences.

Spanish 1 Unit 1: Todo sobre mi Section 1.3	Suggested Pacing: 4 Sessions
Section Focus: Interpersonal Communication Speaking - Speak to each other to communicate about greetings, personal characteristics and preferences, and activities.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.	
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.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.	
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.	
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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.3 [1] Using the Core Content related to Todo sobre mi : A. Identify oral and written instructions, directions, and commands in highly standardized messages. B. Respond and act appropriately to oral and written instructions, directions, and commands in phrases and sentences in highly standardized messages.	
7.1.NH.IPERS.4 [1] Using Unit Core Content related to "Todo sobre mi" : A. Identify words and phrases that will be used to give written instructions, directions, and commands in highly standardized instructions. B. Using sentence-length speech use words and phrases included in the Core Content to express likes and dislikes in highly standardized instructions. C. Respond appropriately at the phrase and sentences level including the Core Content to share descriptions of yourself and others in highly standardized phrases.	
7.1.NH.IPERS.5 [1] Using Unit Core Content related to "Todo sobre mi" : Imitate appropriate gestures, intonation, and common idiomatic expressions when speaking about likes and dislikes and personality traits at the phrase and sentence level.	
7.1.NH.PRSNT.1 [1] Using Unit Core Content related to "Todo sobre mi" : A. Identify words and phrases that will be used to speak about likes/dislikes and activities using familiar topics and mixture of words, phrases and simple sentences. B. Ask a partner what personality traits they like/do not like in another person by recombining Core Content in familiar topics and phrases and sentences. C. Respond to the partner, acknowledging what they like/do not like and adding what you like/do not like to do using familiar topics to write phrases and sentences.	
7.1.NH.PRSNT.6 [1] 7.1.NH.IPERS.6 [1] Write details about the impact of climate change and global issues.	

Spanish 1 Unit 1: Todo sobre mi Section 1.4	Suggested Pacing: 2 Sessions
Section Focus: Presentational Communication- Present to the class about greetings, personal characteristics and preferences, and activities:	
NJSLS-WL Performance Expectations	
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.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.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.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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.PRSNT.4 [1] Using Unit Core Content related to "Todo sobre mi" : A. Orally and in writing, create and present an email introduction in which you introduce yourself to a prospective pen pal in phrases and sentences. B. Orally share a classmates' description of themselves including likes and dislikes using Core Content in phrases and sentences and record their responses in writing.	
7.1.NH.PRSNT.5 [1] Using Unit Core Content related to "Todo sobre mi" : A. Connect transition words when communicating about yourself and others and expressing your likes and dislikes with a mixture of words, phrases and simple sentences. eg. segun, a veces, muy, pero, tambien.	
7.1.NH.IPRET.7 [1] Using the Core Content related to "Todo sobre mi" : A. Read and discuss a highly contextualized message about "Todo sobre mi" .	
7.1.NH.IPRET.7 [1] 7.1.NH.PRSNT.4 [1] 7.1.NH.PRSNT.5 [1] Using Unit Core Content related to "Todo sobre mi" : A. Identify familiar questions and statements from short conversations about greetings, personal characteristics and preferences, and activities from brief spoken and written messages. B. Analyze brief written messages from informational and fictional texts that are spoken, viewed and written. C. Write a presentation including greetings, personal characteristics and preferences, and school. D. Orally present the presentation. E. Listeners of the presentation identify the meaning of familiar words, phrases and sentences used in the presentations. F. Listeners of the presentation, take notes identify the meaning of familiar words, phrases and sentences used in the presentations. G. Using their notes from the presentations, students retell 3 to 5 key ideas from the presentation.	

Spanish 1 Unit 2: La Escuela Section 2.1	Suggested Pacing: 9 Sessions
Section Focus: Interpretative Communication - Learn Vocabulary by reading, listening, and speaking related to school subjects, classes, schedules, classrooms, and where things are located.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.	
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.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.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.1 [1] Using Unit Core Content related to school subjects, classes, schedules, classrooms, and where things are located: A. Read and identify the words and phrases in highly standardized messages included in the core vocabulary. B. Listen and identify the words and phrases in highly standardized messages included in the core vocabulary.	
7.1.NH.IPRET.1 [2] Using Unit Core Content related to school subjects, classes, schedules, classrooms, and where things are located: A. Read and identify words and phrases in highly standardized messages included in the core vocabulary. B. Listen and identify words and phrases in highly standardized messages included in the core vocabulary.	
7.1.NH.IPRET.1 [3] Using Unit Core Content related to school subjects, classes, schedules, classrooms, and where things are located: A. Read and identify words and phrases in highly standardized messages included in the Core Content to read a description of school subjects, classes, schedules, classrooms, and where things are located. B. Listen and identify words and phrases in highly standardized messages included in the Core Content used to talk and write about school subjects, classes, schedules, classrooms, and where things are located. C. Read, listen and identify words and phrases included in highly standardized messages in the Core Content used to express school subjects, classes, schedules, classrooms, and where things are located.	
7.1.NH.IPRET.4 [1] 7.1.NH.IPRET.5 [1] Using Unit Core Content: A. Identify and recognize common cultural practices using sentence-length speech associated with target culture selected by the teacher (e.g.: popular school activities and preferred school activities in Spanish-speaking countries). B. Identify and recognize unique cultural practices using sentence-length speech, such as wearing school uniforms in Spanish-speaking countries . C. Identify and recognize some unique linguistic elements using sentence-length speech, in the target culture.	
7.1.NH.IPERS.1 [1] 7.1.NH.IPERS.2 [1] Using Unit Core Content related to "La escuela": A. Verbally, describe school subjects, classes, schedules, classrooms, and where things are located at the phrase and sentence level using words, lists, and simple sentences independently. B. In writing, describe school subjects, classes, schedules, classrooms, and where things are located at the phrase and sentence level using words, lists, and simple sentences independently.	

7.1.NH.IPERS.1 [2]
7.1.NH.IPERS.2 [2] Using Core Content about one's own personality and others and activities one likes and dislikes : A. Verbally, exchange basic information using words, lists, and simple sentences. B. Utilize simple direct questions to sustain the discourse.
7.1.NH.PRSNT.2 [1] Using Unit Core Content related to "La escuela" : A. Create and present orally a brief message using simple sentences. B. Create and present a written brief message using simple sentences.

Spanish 1 Unit 2: La Escuela Section 2.2	Suggested Pacing: 5 Sessions
Section Focus: Interpersonal Communication Writing- Write to each other about La escuela.	
NJSLS-WL Performance Expectations	
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.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.	
7.1.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials	
7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.2 [1] Using Unit Core Content related to "La escuela" : A. Read and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected text and Core Content. B. Listen and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected audio and Core Content.	
7.1.NH.IPERS.3 [1] Using Unit Core Content related to "La escuela" : A. Make requests expressing needs and preferences using core content.	
7.1.NH.IPRET.8 [1] Using Unit Core Content related to "La escuela" : A. Discuss some specific school activities that are common and popular in Spanish-speaking countries using sentence-length speech.	
7.1.NH.PRSNT.3 [1] Given a teacher-selected oral, written, and visual prompt related to "La escuela" : A. Verbally, describe school subjects, classes, schedules, classrooms, and where things are located at home and in school using a mixture of words, phrases, and simple sentences. B. In writing, describe school subjects, classes, schedules, classrooms, and where things are located at home and in school using a mixture of words, phrases, and simple sentences.	

Spanish 1 Unit 2: La Escuela Section 2.3	Suggested Pacing: 4 Sessions
Section Focus: Interpersonal Communication Speaking- Speak to each other to communicate about La escuela	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.	
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.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.	
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.	
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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPERS.4 [1] Using the Core Content related to "La escuela" : A. Identify words and phrases that will be used to give written instructions, directions, and commands in highly standardized instructions. B. Using sentence-length speech use words and phrases included in the Core Content to express likes and dislikes in highly standardized instructions. C. Respond appropriately at the phrase and sentences level including the Core Content to share descriptions of school subjects, classes, schedules, classrooms, and where things are located in highly standardized phrases.	
7.1.NH.IPERS.5 [1] Using the Core Content related to "La escuela" : Imitate appropriate gestures, intonation, and common idiomatic expressions when speaking about school subjects, classes, schedules, classrooms, and where things are located at the phrase and sentence level.	
7.1.NH.PRSNT.1 [1] Using the Core Content related to "La escuela" : A. Identify words and phrases that will be used to speak about school subjects, classes, schedules, classrooms, and where things are located using familiar topics and mixture of words, phrases and simple sentences. B. Ask a partner what about school subjects, classes, and school activities they like/do not like in another person by recombining Core Content in familiar topics and phrases and sentences. C. Respond to the partner, acknowledging what they like/do not like related to school and adding what you like/do not like to do related to school using familiar topics to write phrases and sentences.	
7.1.NH.PRSNT.6 [1] 7.1.NH.IPERS.6 [1] Using the Core Content related to "La escuela" : A. Write 3 details about the impact of climate change on the school activities you can do during different times of the year in phrases and sentences by beginning to express their own ideas and needs using learned language.	

Spanish 1 Unit 2: La Escuela Section 2.4	Suggested Pacing: 2 Sessions
Section Focus: Presentational Communication- Present to the class about La escuela.	
NJSLS-WL Performance Expectations	
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.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.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.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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.PRSNT.4 [1] Using the Core Content about " La escuela ": A. Orally and in writing, create and present an introduction in which you introduce your school schedule and class preferences to a prospective pen pal in phrases and sentences. B. Orally share a classmates' description of their school schedule and class preferences using Core Content in phrases and sentences and record their responses in writing.	
7.1.NH.PRSNT.5 [1] Using the Core Content related to "La escuela" : A. Connect transition words when communicating about school schedules, classes, classrooms, and where things are located with a mixture of words, phrases and simple sentences. eg. segun, a veces, muy, pero, tambien.	
7.1.NH.IPRET.7 [1] Using the Core Content related to "La escuela" : A. Read and discuss a highly contextualized message in "La escuela".	
7.1.NH.IPRET.7 [1] 7.1.NH.PRSNT.4 [1] 7.1.NH.PRSNT.5 [1] Using Unit Core Content related to "La escuela" : A. Identify familiar questions and statements from short conversations about shopping, clothing and gifts from brief spoken and written messages. B. Analyze brief written messages from informational and fictional texts that are spoken, viewed and written. C. Write a presentation including greetings, personal characteristics and preferences, school and weather. D. Orally present the presentation. E. Listeners of the presentation identify the meaning of familiar words, phrases and sentences used in the presentations. F. Listeners of the presentation, take notes identify the meaning of familiar words, phrases and sentences used in the presentations. G. Using their notes from the presentations, students retell 3 to 5 key ideas from the presentation.	

Spanish 1 Unit 3: La Comida Section 3.1	Suggested Pacing: 9 Sessions
Section Focus: Interpretative Communication- Learn Vocabulary by reading, listening, and speaking related to meals, menus, and foods.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.	
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.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.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.1 [1] Using Unit Core Content related to " La comida" : A. Read and identify the words and phrases in highly standardized messages included in the core vocabulary. B. Listen and identify the words and phrases in highly standardized messages included in the core vocabulary.	
7.1.NH.IPRET.1 [2] Using Unit Core Content related to " La comida" : A. Read and identify words and phrases in highly standardized messages included in the core vocabulary. B. Listen and identify words and phrases in highly standardized messages included in the core vocabulary.	
7.1.NH.IPRET.1 [3] Using Unit Core Content related to " La comida" : A. Read and identify words and phrases in highly standardized messages included in the Core Content to read a description of meals, menus, and foods. B. Listen and identify words and phrases in highly standardized messages included in the Core Content used to talk and write about meals, menus, and foods. C. Read, listen and identify words and phrases included in highly standardized messages in the Core Content used to express likes and dislikes related to meals, menus, and foods.	
7.1.NH.IPRET.4 [1] 7.1.NH.IPRET.5 [1] Using Unit Core Content related to " La comida" : A. Identify and recognize common cultural practices using sentence-length speech associated with target culture selected by the teacher (e.g.: popular dishes in Spanish-speaking countries). B. Identify and recognize unique cultural practices using sentence-length speech, such as meal times. C. Identify and recognize some unique linguistic elements using sentence-length speech, in the target culture.	
7.1.NH.IPERS.1 [1] 7.1.NH.IPERS.2 [1] Using Unit Core Content related to " La comida" : A. Verbally, describe meals, menus, and foods at the phrase and sentence level using words, lists, and simple sentences independently. B. In writing, describe meals, menus, and foods at the phrase and sentence level using words, lists, and simple sentences independently.	
7.1.NH.IPERS.1 [2] 7.1.NH.IPERS.2 [2] Using Core Content related to "La comida" : A. Verbally, exchange basic information using words, lists, and simple sentences.	

B. Utilize simple direct questions to sustain the discourse.
7.1.NH.PRSNT.2 [1] Using Unit Core Content related to "La comida" : A. Create and present orally a brief message using simple sentences. B. Create and present a written brief message using simple sentences.

Spanish 1 Unit 3: La Comida Section 3.2	Suggested Pacing: 5 Sessions
Section Focus: Interpersonal Communication Writing - Write to each other about meals, menus, and foods.	
NJSLS-WL Performance Expectations	
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.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.	
7.1.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials	
7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.2 [1] Using Unit Core Content identifies the main idea of words, phrases and short sentences in authentic cultural materials related to meals, menus, and foods. A. Read and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected text and Core Content. B. Listen and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected audio and Core Content.	
7.1.NH.IPERS.3 [1] Using Core Content related to "La comida" : A. Make requests expressing preferences of meals, menus, and foods.	
7.1.NH.IPRET.8 [1] Using Core Content and culturally-authentic materials about descriptions related to "La comida" : A. Discuss some specific dishes and meals that are common and popular in Spanish-speaking countries using sentence-length speech.	
7.1.NH.PRSNT.3 [1] Given a teacher-selected oral, written, and visual prompt related to meals, menus, and foods : A. Verbally, describe meals, menus, and foods at home and in school using a mixture of words, phrases, and simple sentences. B. In writing, describe meals, menus, and foods at home and in school using a mixture of words, phrases, and simple sentences.	

Spanish 1 Unit 3: La Comida Section 3.3	Suggested Pacing: 4 Sessions
Section Focus: Interpersonal Communication Speaking- Speak to each other to communicate about meals, menus, and foods.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.	
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.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.
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.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:
<p>7.1.NH.IPERS.4 [1] Using the Core Content related to "La comida":</p> <p>A. Identify words and phrases that will be used to give written instructions, directions, and commands in highly standardized instructions.</p> <p>B. Using sentence-length speech use words and phrases included in the Core Content to express likes and dislikes in highly standardized instructions.</p> <p>C. Respond appropriately at the phrase and sentences level including the Core Content to share descriptions of meals, menus, and foods in highly standardized phrases.</p>
<p>7.1.NH.IPERS.5 [1] Using the Core Content related to "La comida":</p> <p>Imitate appropriate gestures, intonation, and common idiomatic expressions when speaking about meals, menus, and foods at the phrase and sentence level.</p>
<p>7.1.NH.PRSNT.1 [1] Using the Core Content related to "La comida":</p> <p>A. Identify words and phrases that will be used to speak about likes/dislikes related to food using familiar topics and mixture of words, phrases and simple sentences.</p> <p>B. Ask a partner what foods they like/do not like in another person by recombining Core Content in familiar topics and phrases and sentences.</p> <p>C. Respond to the partner, acknowledging what foods they like/do not like and adding what foods you like/do not like using familiar topics to write phrases and sentences.</p>
<p>7.1.NH.PRSNT.6 [1]</p> <p>7.1.NH.IPERS.6 [1] Using the Core Content related to "La comida":</p> <p>A. Write 3 details about the impact of climate change on the foods you can eat during different times of the year in phrases and sentences by beginning to express their own ideas and needs using learned language.</p>

<p>Spanish 1</p> <p>Unit 3: La Comida</p> <p>Section 3.4</p>	Suggested Pacing: 2 Sessions
Section Focus: Presentational Communication- Present to the class about meals, menus, and foods.	
NJSLS-WL Performance Expectations	
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.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.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.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.	

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:
<p>7.1.NH.PRSNT.4 [1] Using the Core Content related to "La comida":</p> <p>A. Orally and in writing, create and present an introduction in which you discuss preferred meals, menus, and foods to a prospective pen pal in phrases and sentences.</p> <p>B. Orally share a classmates' description of preferred meals, menus, and foods using Core Content in phrases and sentences and record their responses in writing.</p>
<p>7.1.NH.PRSNT.5 [1] Using the Core Content related to "La comida":</p> <p>A. Connect transition words when communicating about meals, menus, and foods with a mixture of words, phrases and simple sentences. eg. segun, a veces, muy, pero, tambien.</p>
<p>7.1.NH.IPRET.7 [1] Using the Core Content related to "La comida":</p> <p>A. Read and discuss a highly contextualized message (lectura) on meals, menus, and foods.</p>
<p>7.1.NH.IPRET.7 [1]</p> <p>7.1.NH.PRSNT.4 [1]</p> <p>7.1.NH.PRSNT.5 [1] Using Unit Core Content related to " La comida":</p> <p>A. Identify familiar questions and statements from short conversations about shopping, clothing and gifts from brief spoken and written messages.</p> <p>B. Analyze brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>C. Write a presentation including greetings, personal characteristics and preferences, school.</p> <p>D. Orally present the presentation.</p> <p>E. Listeners of the presentation identify the meaning of familiar words, phrases and sentences used in the presentations.</p> <p>F. Listeners of the presentation, take notes identify the meaning of familiar words, phrases and sentences used in the presentations.</p> <p>G. Using their notes from the presentations, students retell 3 to 5 key ideas from the presentation.</p>

<p>Spanish 1</p> <p>Unit 4: La Familia</p> <p>Section 4.1</p>	Suggested Pacing: 9 Sessions
<p>Section Focus: Interpretative Communication- Learn Vocabulary by reading, listening, and speaking related to family members,family relationships, and celebration plans.</p>	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.	
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.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.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
<p>7.1.NH.IPRET.1 [1] Using Unit Core Content related to family members, family relationships, and celebration plans:</p> <p>A. Read and identify the words and phrases in highly standardized messages included in the core vocabulary.</p> <p>B. Listen and identify the words and phrases in highly standardized messages included in the core vocabulary.</p>	
7.1.NH.IPRET.1 [2] Using Unit Core Content related to family members, family relationships, and celebration plans :	

<p>A. Read and identify words and phrases in highly standardized messages included in the core vocabulary.</p> <p>B. Listen and identify words and phrases in highly standardized messages included in the core vocabulary.</p>
<p>7.1.NH.IPRET.1 [3] Using Unit Core Content related to family members, family relationships, and celebration plans:</p> <p>A. Read and identify words and phrases in highly standardized messages included in the Core Content to read a description family members, family relationships, and celebration plans.</p> <p>B. Listen and identify words and phrases in highly standardized messages included in the Core Content used to talk and write about family members, family relationships, and celebration plans.</p> <p>C. Read, listen and identify words and phrases included in highly standardized messages in the Core Content used to express likes and dislikes for yourself and others.</p>
<p>7.1.NH.IPRET.4 [1]</p> <p>7.1.NH.IPRET.5 [1] Using Unit Core Content related to " family members,family relationships, and celebration plans":</p> <p>A. Identify and recognize common cultural practices using sentence-length speech associated with target culture selected by the teacher (e.g.: popular dishes in Spanish-speaking countries).</p> <p>B. Identify and recognize unique cultural practices using sentence-length speech, such as meal times.</p> <p>C. Identify and recognize some unique linguistic elements using sentence-length speech, in the target culture.</p>
<p>7.1.NH.IPERS.1 [1]</p> <p>7.1.NH.IPERS.2 [1] Using Unit Core Content related to family members,family relationships, and celebration plans:</p> <p>A. Verbally, describe family members, family relationships, and celebration plans at the phrase and sentence level using words, lists, and simple sentences independently.</p> <p>B. In writing, describe family members, family relationships, and celebration plans at the phrase and sentence level using words, lists, and simple sentences independently.</p>
<p>7.1.NH.IPERS.1 [2]</p> <p>7.1.NH.IPERS.2 [2] Using Core Content related to family members, family relationships, and celebration plans:</p> <p>A. Verbally, exchange basic information using words, lists, and simple sentences.</p> <p>B. Utilize simple direct questions to sustain the discourse.</p>
<p>7.1.NH.PRSNT.2 [1] Using Unit Core Content related to family members, family relationships, and celebration plans:</p> <p>A. Create and present orally a brief message using simple sentences.</p> <p>B. Create and present a written brief message using simple sentences.</p>

<p>Spanish 1</p> <p>Unit 4: La Familia</p> <p>Section 4.2</p>	<p>Suggested Pacing: 5 Sessions</p>
<p>Section Focus: Interpersonal Communication Writing- Write to each other about family members, family relationships, and celebration plans.</p>	
<p>NJSLS-WL Performance Expectations</p>	
<p>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.</p>	
<p>7.1.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.</p>	
<p>7.1.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials</p>	
<p>7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.</p>	

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:
<p>7.1.NH.IPRET.2 [1] Using Unit Core Content identify the main idea of words, phrases and short sentences in authentic cultural materials related to family members, family relationships, and celebration plans:</p> <p>A. Read and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected text and Core Content.</p> <p>B. Listen and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected audio and Core Content.</p>
<p>7.1.NH.IPERS.3 [1] Using Core Content related to family members, family relationships, and celebration plans:</p> <p>A. Make requests expressing needs and preferences using basic personal information.</p>
<p>7.1.NH.IPRET.8 [1] Using Core Content and culturally-authentic materials about descriptions of family members, family relationships, and celebration plans:</p> <p>A. Discuss some specific activities that are common and popular in Spanish-speaking countries using sentence-length speech.</p>
<p>7.1.NH.PRSNT.3 [1] Given a teacher-selected oral, written, and visual prompt related to related to family members, family relationships, and celebration plans:</p> <p>A. Verbally, describe your family members, family relationships, and celebration plans using a mixture of words, phrases, and simple sentences.</p> <p>B. In writing, describe your family members, family relationships, and celebration plans to do at home and in school using a mixture of words, phrases, and simple sentences.</p>

<p>Spanish 1 Unit 4: La Familia Section 4.3</p>	Suggested Pacing: 4 Sessions
<p>Section Focus: Interpersonal Communication Speaking- Speak to each other to communicate about family members, family relationships, and celebration plans.</p>	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.	
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.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.	
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.	
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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
<p>7.1.NH.IPRET.3 [1] Using the Core Content related to shopping, clothing and gifts:</p> <p>A. Identify oral and written instructions, directions, and commands in highly standardized messages.</p> <p>B. Respond and act appropriately to oral instructions, directions, and commands in phrases and sentences in highly standardized messages.</p> <p>C. Respond and act appropriately to written instructions, directions, and commands in phrases and sentences in highly</p>	

standardized messages.
<p>7.1.NH.IPERS.4 [1] Using the Core Content about related to family members,family relationships, and celebration plans:</p> <p>A. Identify words and phrases that will be used to give written instructions, directions, and commands in highly standardized instructions</p> <p>B. Using sentence-length speech use words and phrases included in the Core Content to express likes and dislikes in highly standardized instructions.</p> <p>C. Respond appropriately at the phrase and sentences level including the Core Content to share related to family members,family relationships, and celebration plans in highly standardized phrases.</p>
<p>7.1.NH.IPERS.5 [1] Using the Core Content about related to family members, family relationships, and celebration plans:</p> <p>Imitate appropriate gestures, intonation, and common idiomatic expressions when speaking about related to family members, family relationships, and celebration plans at the phrase and sentence level.</p>
<p>7.1.NH.PRSNT.1 [1] Using the Core Content about related to family members,family relationships, and celebration plans:</p> <p>A. Identify words and phrases that will be used to speak about family members,family relationships, and celebration plans using familiar topics and mixture of words, phrases and simple sentences.</p> <p>B. Ask a partner what is related to family members,family relationships, and celebration plans in another person by recombining Core Content in familiar topics and phrases and sentences.</p> <p>C. Respond to the partner, acknowledging related to family members,family relationships, and celebration plans using familiar topics to write phrases and sentences.</p>
<p>7.1.NH.PRSNT.6 [1]</p> <p>7.1.NH.IPERS.6 [1] Using the Core Content about related to family members, family relationships, and celebration plans:</p> <p>A. Write 3 details about the impact of climate change on the relationship to family members,family relationships, and celebration plans in phrases and sentences by beginning to express their own ideas and needs using learned language.</p>

<p>Spanish 1</p> <p>Unit 4: La Familia</p> <p>Section 4.4</p>	Suggested Pacing: 2 Sessions
<p>Section Focus: Presentational Communication- Present to the class about family members, family relationships, and celebration plans.</p>	
<p>NJSLS-WL Performance Expectations</p>	
<p>7.1.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	
<p>7.1.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>	
<p>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.</p>	
<p>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.</p>	
<p>7.1.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	
<p>7.1.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>	
<p>Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:</p>	
<p>7.1.NH.PRSNT.4 [1] Using the Core Content about related to family members,family relationships, and celebration plans:</p> <p>A. Orally and in writing, create and present an email introduction in which you describe family members, family relationships, and celebration plans to a prospective pen pal in phrases and sentences.</p> <p>B. Orally share a classmates' related to family members, family relationships, and celebration plans using Core Content in phrases and sentences and record their responses</p>	
<p>7.1.NH.PRSNT.5 [1] Using the Core Content about related to family members, family relationships, and celebration plans:</p>	

A. Connect transition words when communicating related to family members, family relationships, and celebration plans with a mixture of words, phrases and simple sentences. eg. segun, a veces, muy, pero, tambien.
7.1.NH.IPRET.7 [1] Using the Core Content about related to family members, family relationships, and celebration plans: A. Read and discuss a highly contextualized message (lectura) related to family members, family relationships, and celebration plans.
7.1.NH.IPRET.7 [1] 7.1.NH.PRSNT.4 [1] 7.1.NH.PRSNT.5 [1] Using Unit Core Content related to family members, family relationships, and celebration plans: A. Identify familiar questions and statements from short conversations about shopping, clothing and gifts from brief spoken and written messages. B. Analyze brief written messages from informational and fictional texts that are spoken, viewed and written. C. Write a presentation including greetings, personal characteristics and preferences, school. D. Orally present the presentation. E. Listeners of the presentation identify the meaning of familiar words, phrases and sentences used in the presentations. F. Listeners of the presentation, take notes identify the meaning of familiar words, phrases and sentences used in the presentations. G. Using their notes from the presentations, students retell 3 to 5 key ideas from the presentation.

Spanish 1 Unit 5: La Casa Section 5.1	Suggested Pacing: 9 Sessions
Section Focus: Interpretative Communication- Learn Vocabulary by reading, listening, and speaking related to descriptions of rooms of the house/apartment; household items and chores.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.	
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.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.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.1 [1] Using Unit Core Content: La casa A. Read and identify the words and phrases in highly standardized messages included in the core vocabulary. B. Listen and identify the words and phrases in highly standardized messages included in the core vocabulary.	
7.1.NH.IPRET.1 [2] Using Unit Core Content: La casa A. Read and identify words and phrases in highly standardized messages included in the core vocabulary. B. Listen and identify words and phrases in highly standardized messages included in the core vocabulary.	
7.1.NH.IPRET.1 [3] Using Unit Core Content: La casa A. Read and identify words and phrases in highly standardized messages included in the Core Content to read descriptions of rooms of the house/apartment; household items and chores. B. Listen and identify words and phrases in highly standardized messages included in the Core Content used to talk and write about descriptions of rooms of the house/apartment; household items and chores.	

C. Read, listen and identify words and phrases included in highly standardized messages in the Core Content used to express descriptions of rooms of the house/apartment; household items and chores.
<p>7.1.NH.IPRET.4 [1]</p> <p>7.1.NH.IPRET.5 [1] Using Unit Core Content: La casa</p> <p>A. Identify and recognize common cultural practices using sentence-length speech associated with target culture selected by the teacher.</p> <p>B. Identify and recognize unique cultural practices using sentence-length speech, such as descriptions of rooms of the house/apartment; household items and chores.</p> <p>C. Identify and recognize some unique linguistic elements using sentence-length speech, in the target culture.</p>
<p>7.1.NH.IPERS.1 [1]</p> <p>7.1.NH.IPERS.2 [1] Using Unit Core Content related to descriptions of rooms of the house/apartment; household items and chores:</p> <p>A. Verbally, describe yourself and explain at the phrase and descriptions of rooms of the house/apartment; household items and chores and the phrase and sentence level using words, lists, and simple sentences independently.</p> <p>B. In writing, describe yourself and explain personal preferences at the phrase and sentence level using words, lists, and simple sentences independently.</p>
<p>7.1.NH.IPERS.1 [2]</p> <p>7.1.NH.IPERS.2 [2] Using Core Content about descriptions of rooms of the house/apartment; household items and chores:</p> <p>A. Verbally, exchange basic information using words, lists, and simple sentences.</p> <p>B. Utilize simple direct questions to sustain the discourse.</p>
<p>7.1.NH.PRSNT.2 [1] Using Unit Core Content about one's descriptions of rooms of the house/apartment; household items and chores:</p> <p>A. Create and present orally a brief message using simple sentences.</p> <p>B. Create and present a written brief message using simple sentences.</p>

<p>Spanish 1</p> <p>Unit 5: La Casa</p> <p>Section 5.2</p>	Suggested Pacing: 5 Sessions
Section Focus: Interpersonal Communication Writing- Write to each other about descriptions of rooms of the house/apartment; household items and chores.	
NJSLS-WL Performance Expectations	
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.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.	
7.1.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials	
7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
<p>7.1.NH.IPRET.2 [1] Using Unit Core Content identify the main idea of words, phrases and short sentences in authentic cultural materials related to descriptions of rooms of the house/apartment; household items and chores :</p> <p>A. Read and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected text and Core Content.</p> <p>B. Listen and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected audio and Core Content.</p>	
7.1.NH.IPERS.3 [1] Using Core Content about la casa:	

A. Make requests expressing descriptions of rooms of the house/apartment; household items and chores.
7.1.NH.IPRET.8 [1] Using Core Content and culturally-authentic materials about descriptions of rooms of the house/apartment; household items and chores: A. Discuss some specific activities that are common and popular in Spanish-speaking countries using sentence-length speech.
7.1.NH.PRSNT.3 [1] Given a teacher-selected oral, written, and visual prompt related to descriptions of rooms of the house/apartment; household items and chores: A. Verbally, describe your descriptions of rooms of the house/apartment; household items and chores at home and in school using a mixture of words, phrases, and simple sentences. B. In writing, describe your descriptions of rooms of the house/apartment; household items and chores to do at home and in school using a mixture of words, phrases, and simple sentences.

Spanish 1 Unit 5: La Casa Section 5.3	Suggested Pacing: 4 Sessions
Section Focus: Interpersonal Communication Speaking- Speak to each other to communicate about descriptions of rooms of the house/apartment; household items and chores.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.	
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.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.	
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.	
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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.3 [1] Using the Core Content related to la casa: A. Identify oral and written instructions, directions, and commands in highly standardized messages. B. Respond and act appropriately to oral instructions, directions, and commands in phrases and sentences in highly standardized messages. C. Respond and act appropriately to written instructions, directions, and commands in phrases and sentences in highly standardized messages.	
7.1.NH.IPERS.4 [1] Using the Core Content related to descriptions of rooms of the house/apartment; household items and chores: A. Identify words and phrases that will be used to give written instructions, directions, and commands in highly standardized instructions. B. Using sentence-length speech use words and phrases included in the Core Content to express likes and dislikes in highly standardized instructions. C. Respond appropriately at the phrase and sentences level including the Core Content to share descriptions of rooms of the house/apartment; household items and chores in highly standardized phrases.	
7.1.NH.IPERS.5 [1] Using the Core Content related to descriptions of rooms of the house/apartment; household items and chores: Imitate appropriate gestures, intonation, and common idiomatic expressions when speaking about descriptions of rooms of the	

house/apartment; household items and chores at the phrase and sentence level.
<p>7.1.NH.PRSNT.1 [1] Using the Core Content related to descriptions of rooms of the house/apartment; household items and chores:</p> <p>A. Identify words and phrases that will be used to speak about descriptions of rooms of the house/apartment; household items and chores using familiar topics and mixture of words, phrases and simple sentences.</p> <p>B. Ask a partner what descriptions of rooms of the house/apartment; household items and chores in another person by recombining Core Content in familiar topics and phrases and sentences.</p> <p>C. Respond to the partner, acknowledging descriptions of rooms of the house/apartment; household items and chores and adding familiar topics to write descriptions of rooms of the house/apartment; household items and chores phrases and sentences.</p>
<p>7.1.NH.PRSNT.6 [1]</p> <p>7.1.NH.IPERS.6 [1] Using the Core Content related to descriptions of rooms of the house/apartment; household items and chores:</p> <p>A. Write 3 details about the impact of climate change on the impact of building houses/apartments; household items and chores on the phrase and sentences by beginning to express their own ideas and needs using learned language.</p>

<p>Spanish 1</p> <p>Unit 5: La Casa</p> <p>Section 5.4</p>	Suggested Pacing: 2 Sessions
Section Focus: Presentational Communication- Present to the class about descriptions of rooms of the house/apartment; household items and chores.	
NJSLS-WL Performance Expectations	
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.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.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.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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
<p>7.1.NH.PRSNT.4 [1] Using the Core Content related to descriptions of rooms of the house/apartment; household items and chores:</p> <p>A. Orally and in writing, create and present an email introduction in which you describe rooms of the house/apartment; household items and chores to a prospective pen pal in phrases and sentences.</p> <p>B. Orally share a classmates descriptions of rooms of the house/apartment; household items and chores using Core Content in phrases and sentences and record their responses in writing.</p>	
<p>7.1.NH.PRSNT.5 [1] Using the Core Content related to descriptions of rooms of the house/apartment; household items and chores:</p> <p>A. Connect transition words when communicating descriptions of rooms of the house/apartment; household items and chores with a mixture of words, phrases and simple sentences. eg. segun, a veces, muy, pero, tambien.</p>	
<p>7.1.NH.IPRET.7 [1] Using the Core Content about descriptions of rooms of the house/apartment; household items and chores:</p> <p>A. Read and discuss a highly contextualized message (lectura) on descriptions of rooms of the house/apartment; household items and chores.</p>	

<p>7.1.NH.IPRET.7 [1]</p> <p>7.1.NH.PRSNT.4 [1]</p> <p>7.1.NH.PRSNT.5 [1] Using Unit Core Content descriptions of rooms of the house/apartment; household items and chores:</p> <p>A. Identify familiar questions and statements from short conversations about shopping, clothing and gifts from brief spoken and written messages</p> <p>B. Analyze brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>C. Write a presentation including greetings, personal characteristics and preferences, school.</p> <p>D. Orally present the presentation.</p> <p>E. Listeners of the presentation identify the meaning of familiar words, phrases and sentences used in the presentations.</p> <p>F. Listeners of the presentation, take notes identify the meaning of familiar words, phrases and sentences used in the presentations.</p> <p>G. Using their notes from the presentations, students retell 3 to 5 key ideas from the presentation.</p>
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<p>Spanish 1</p> <p>Unit 6: La Ropa</p> <p>Section 6.1</p>	<p>Suggested Pacing: 9 Sessions</p>
<p>Section Focus: Interpretative Communication- Learn Vocabulary by reading, listening, and speaking related to clothing, shopping and gifts.</p>	
<p>NJSLS-WL Performance Expectations</p>	
<p>7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p>	
<p>7.1.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).</p>	
<p>7.1.NH.IPRET.5 Identify some unique linguistic elements in the target culture.</p>	
<p>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.</p>	
<p>7.1.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.</p>	
<p>7.1.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.</p>	
<p>Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:</p>	
<p>7.1.NH.IPRET.1 [1] Using Unit Core Content related to clothing, shopping and gifts:</p> <p>A. Read and identify the words and phrases in highly standardized messages included in the core vocabulary.</p> <p>B. Listen and identify the words and phrases in highly standardized messages included in the core vocabulary.</p>	
<p>7.1.NH.IPRET.1 [3] Using Unit Core Content related to clothing, shopping and gifts:</p> <p>A. Read and identify words and phrases in highly standardized messages included in the Core Content to read about clothing, shopping and gifts.</p> <p>B. Listen and identify words and phrases in highly standardized messages included in the Core Content used to talk and write about clothing, shopping and gifts.</p> <p>C. Read, listen and identify words and phrases included in highly standardized messages in the Core Content used to express clothing, shopping and gifts.</p>	
<p>7.1.NH.IPRET.4 [1]</p> <p>7.1.NH.IPRET.5 [1] Using Unit Core Content related to clothing, shopping and gifts:</p> <p>A. Identify and recognize common cultural practices using sentence-length speech associated with target culture selected by the teacher (e.g.: popular places to shop in Spanish-speaking countries).</p> <p>B. Identify and recognize unique cultural practices using sentence-length speech, such as shopping in Spanish-speaking countries(de compras en el mundo hispano).</p> <p>C. Identify and recognize some unique linguistic elements using sentence-length speech, in the target culture.</p>	

7.1.NH.IPERS.1 [1]
7.1.NH.IPERS.2 [1] Using Unit Core Content related to clothing, shopping and gifts: A. Verbally, describe and explain shopping, clothes and gifts at the phrase and sentence level using words, lists, and simple sentences independently. B. In writing, describe yourself and explain shopping, clothes and gifts at the phrase and sentence level using words, lists, and simple sentences independently.
7.1.NH.IPERS.1 [2]
7.1.NH.IPERS.2 [2] Using Core Content related to clothing, shopping and gifts: A. Verbally, exchange basic information using words, lists, and simple sentences. B. Utilize simple direct questions to sustain the discourse.
7.1.NH.PRSNT.2 [1] Using Unit Core Content related to shopping, clothes and gifts: A. Create and present orally a brief message using simple sentences. B. Create and present a written brief message using simple sentences.

Spanish 1 Unit 6: La Ropa Section 6.2	Suggested Pacing: 5 Sessions
Section Focus: Interpersonal Communication Writing- Write to each other about clothing, shopping, and gifts	
NJSLS-WL Performance Expectations	
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.IPERS.3 Make requests and express preferences in store settings and in various social situations.	
7.1.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials	
7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.2 [1] Using Unit Core Content related to clothing, shopping and gifts: A. Read and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected text and Core Content. B. Listen and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected audio and Core Content.	
7.1.NH.IPERS.3 [1] Using Core Content related to clothing, shopping, and gifts: A. Make requests and preferences expressing core content.	
7.1.NH.IPRET.8 [1] Using Core Content and culturally-authentic materials about clothing, shopping, and gifts and shopping: A. Discuss some specific activities that are common and popular in Spanish-speaking countries using sentence-length speech.	
7.1.NH.PRSNT.3 [1] Given a teacher-selected oral, written, and visual prompt related to clothing, shopping, and gifts and shopping: A. Verbally, describe your clothing preferences at home and in school using a mixture of words, phrases, and simple sentences. B. In writing, describe your clothing preferences at home and in school using a mixture of words, phrases, and simple sentences.	

Spanish 1 Unit 6: La Ropa Section 6.3	Suggested Pacing: 4 Sessions
Section Focus: Interpersonal Communication Speaking- Speak to each other to communicate about clothing, shopping, and gifts.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.	
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.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.	
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.	
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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.3 [1] Using the Core Content related to shopping, clothing and gifts: A. Identify oral and written instructions, directions, and commands in highly standardized messages. B. Respond and act appropriately to oral instructions, directions, and commands in phrases and sentences in highly standardized messages. C. Respond and act appropriately to written instructions, directions, and commands in phrases and sentences in highly standardized messages.	
7.1.NH.IPERS.4 [1] Using the Core Content about clothing, shopping, and gifts: A. Identify words and phrases that will be used to give written instructions, directions, and commands in highly standardized instructions. B. Using sentence-length speech use words and phrases included in the Core Content to express likes and dislikes in highly standardized instructions. C. Respond appropriately at the phrase and sentences level including the Core Content to share information about clothing, shopping, and gifts and shopping in highly standardized phrases.	
7.1.NH.IPERS.5 [1] Using the Core Content about clothing, shopping, and gifts: Imitate appropriate gestures, intonation, and common idiomatic expressions when speaking about clothing, shopping, and gifts and shopping at the phrase and sentence level.	
7.1.NH.PRSNT.1 [1] Using the Core Content about clothing, shopping, and gifts: A. Identify words and phrases that will be used to speak about clothing, shopping, and gifts and shopping using familiar topics and mixture of words, phrases and simple sentences. B. Ask a partner what clothing they wear and shopping they do by recombining Core Content in familiar topics and phrases and sentences. C. Respond to the partner, acknowledging what clothing they wear and shopping they do using familiar topics to write phrases and sentences.	
7.1.NH.PRSNT.6 [1] 7.1.NH.IPERS.6 [1] Using the Core Content about clothing, shopping, and gifts: A. Write 3 details about the impact of climate change on the production of clothing in phrases and sentences by beginning to express their own ideas and needs using learned language.	

Spanish 1 Unit 6: La Ropa Section 6.4	Suggested Pacing: 2 Sessions
Section Focus: Presentational Communication- Present to the class about clothing, shopping, and gifts	
NJSLS-WL Performance Expectations	
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.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.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.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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.PRSNT.4 [1] Using the Core Content about shopping, clothing and gifts: A. Orally and in writing, create and present an introduction in which you introduce your clothing, shopping and gifts preferences to a prospective pen pal in phrases and sentences. B. Orally share a classmates' description of themselves including likes and dislikes using Core Content in phrases and sentences and record their responses in writing.	
7.1.NH.PRSNT.5 [1] Using the Core Content about clothing, shopping, and gifts: A. Connect transition words when communicating about clothing, shopping, and gifts with a mixture of words, phrases and simple sentences. eg. segun, a veces, muy, pero, tambien.	
7.1.NH.IPRET.7 [1] Using the Core Content about clothing, shopping, and gifts: A. Read and discuss a highly contextualized message (lectura) on clothing, shopping, and gifts.	
7.1.NH.IPRET.7 [1] 7.1.NH.PRSNT.4 [1] 7.1.NH.PRSNT.5 [1] Using Unit core content about shopping, clothing and gifts: A. Identify familiar questions and statements from short conversations about shopping, clothing and gifts from brief spoken and written messages. B. Analyze brief written messages from informational and fictional texts that are spoken, viewed and written. B. Write a presentation including greetings, personal characteristics and preferences, school and weather. C. Orally present the presentation. D. Listeners of the presentation, identify the meaning of familiar words, phrases and sentences used in the presentations. E. Listeners of the presentation, take notes identify the meaning of familiar words, phrases and sentences used in the presentations. F. Using their notes from the presentations, students retell 3 to 5 key ideas from the presentation.	

		Section
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.	
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.	2.2
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	
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.	
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
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.	
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.	
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	
9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education	
9.2.12.CAP.11*	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	
9.2.12.CAP.12	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	
9.2.12.CAP.13	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.	
9.2.12.CAP.14	Demonstrate how exemptions, deductions, and deferred income (e.g. retirement or medical) can reduce taxable income.	
9.2.12.CAP.15	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.	
9.2.12.CAP.16	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.	
9.2.12.CAP.17	Differentiate between taxable and nontaxable income from various forms of employment (e.g. cash business, tips, tax filing and withholding).	
9.2.12.CAP.18	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.	
9.2.12.CAP.19	Analyze a Federal and State Income Tax Return	
9.2.12.CAP.20	Explain low-cost and low-risk ways to start a business.	
9.2.12.CAP.21	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.	
9.2.12.CAP.22	Identify different ways to obtain capital for starting a business	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.	
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition	

9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.CT.3	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).	
9.4.12.CT.4	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).	
9.4.12.CT.5	Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.	
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.	
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	
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software	
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.	
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task	
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	
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.	
9.4.12.GCA.1	Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).	
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	
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.	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	
9.4.12.IML.5	Evaluate, synthesize and apply information on climate change from various sources appropriately.	
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.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.	
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	

* ID 9.2.12.CAP.11 duplicated in [NJDOE NJSL file](#) page 1 and 2