

# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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## **Curriculum Development Timeline**

**School:** Ocean Township High School

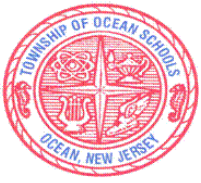
**Course:** Spanish I

**Department:** World Language

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
August 2009	Gina Hagerman	Born Date
July 2012	Steve Sarles	Revisions
July 2015	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review

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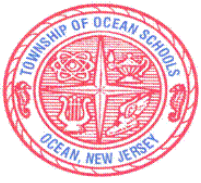
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Pacing Guide			
Week	Marking Period 1		Marking Period 3
1	Making Friends Around the World	11	Tradiciones de nuestras familias y mi casa
2	Making Friends Around the World	12	Tradiciones de nuestras familias y mi casa
3	Making Friends Around the World	13	Tradiciones de nuestras familias y mi casa
4	Making Friends Around the World	14	Tradiciones de nuestras familias y mi casa
5	Making Friends Around the World	15	Tradiciones de nuestras familias y mi casa
	Marking Period 2	Week	Marking Period 4
6	La Rutina Escolar	16	Comida y Pasatiempos
7	La Rutina Escolar	17	Comida y Pasatiempos
8	La Rutina Escolar	18	Comida y Pasatiempos
9	La Rutina Escolar	19	Comida y Pasatiempos
10	La Rutina Escolar	20	Comida y Pasatiempos

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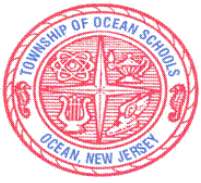
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### Core Instructional & Supplemental Materials including various levels of Texts

*Avancemos* (textbook and workbook), *Buen Viaje* (textbook and workbook), Padlet, Flipgrid,, “Que tal” (magazine), Adobe Spark, EdPuzzle, SpanishDict activities, “Conjugemos” activities, flipgrid, adobe movie maker, Youtube to view cultural videos

Time Frame	Weeks 1-5
Topic	
Making friends around the world	
Essential Questions	
<ul style="list-style-type: none"><li>• Can you navigate a Spanish classroom by responding to classroom commands</li><li>• Can you interpret a calendar to share personal information and to recognize culturally related holidays.</li><li>• Can describe the weather conditions in the Spanish speaking countries?</li><li>• Can you introduce yourself and others in Spanish?</li><li>• Can you describe yourself and others in Spanish?</li><li>• Can you interpret interrogatives to create and answer personal questions?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>• There are 20 essential classroom commands to respond to during class.</li><li>• Introduction of yourself promotes friendly interactions</li><li>• Greetings and gestures are cultural and vary from one Spanish speaking culture to another</li><li>• Days of the week, seasons, months, numbers and holidays are formatted differently.</li><li>• Interrogatives are essential to communication.</li><li>• The equator plays a key role in the varied weather conditions around the world</li></ul>	
Alignment to Standards	

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NJSLS- [7.1.NM.A.1-5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-5](#)

## Learning Activities & Key Concepts and Skills

### **Communication**

1. Students will be able to meet and greet others in Spanish
2. Students will be able to describe themselves and others in Spanish
3. Students will be able to create and answer personal questions.
4. Students will be able to navigate a calendar
5. Students will be able to describe the weather and countries in Spanish

### **Grammar**

1. Personal pronouns
2. Difference between formal and informal introductions
3. Interrogatives
4. Introduction to the verb Ser
5. Adjective agreement
6. Indefinite and definite articles, regular and exceptions to the rule
7. Uses of hacer and estar in weather phrases

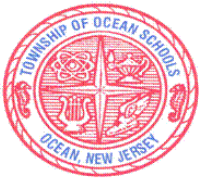
### **Culture**

1. Students will recognize varied weather patterns in the Spanish speaking countries
2. Students will learn cultural gestures and expressions
3. Students will learn important cultural holidays of hispanohablantes

- Audio activities
- Teacher/student introductions
- Comprehension activities
- T-chart
- Dramatization
- Picture prompt activities
- Graphic organizers
- Video activities
- Visual organizers
- Writing activities
- Oral activities
- Grammar charts and organizers
- Cooperative learning activities
- Writing and reading narrative
- Authentic newspaper articles
- Listening activities

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### Assessments

#### **Formative:**

- Interpersonal speaking prompts
- Journal entries
- Cultural comparisons
- Activities from [conjuguemos.com](http://conjuguemos.com)
- Venn Diagrams/Graphic organizers
- Teacher observation
- Do Now Activity
- Yabla listening comprehension activities
- Class notes
- Exit ticket
- Quiz

#### **Summative:**

- Letter writing with prompts
- Speaking prompts
- Video Dialogue recreations

#### **Benchmark:**

- Skills (Written/Oral) Culture Benchmark

#### **Alternative:**

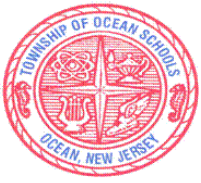
- Peer assessment video project.

### Career Education

CRP4, CRP6- Students will create a weather forecast for their peers using green screen technology working in the media center to present to their peers for review.

### 21st Century Skills

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### Interdisciplinary Connections

English Language Arts- W.9-10.4- Students will produce clear and coherent writing appropriate to task, purpose, and audience.

### Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
  - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
  - Students will use Google Slides in order to synthesize and present information.
  - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
  - Students will use Yabla for listening comprehension activities

Time Frame

Weeks 5-10

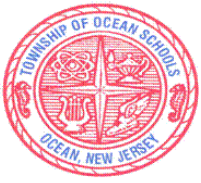
### Topic

La Rutina Escolar

### Essential Questions

- Can you summarize your typical school day?
- Can you describe your classes and teachers?
- Can you describe your activities inside and outside of school?
- Can you tell time to interpret an authentic school schedule?

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- Can you describe where classroom items are located by applying prepositions?
- Can you discuss what you and others are wearing?

### Enduring Understandings

- School systems vary from country to country
- School attire varies from country to country
- School schedules vary from country to country based on the seasons

### Alignment to Standards

[NJSLs- 7.1.NM.A.1 -5; 7.1.NM.B.1-5; 7.1.NM.C.1-5](#)

### Learning Activities & Key Concepts and Skills

#### **Communication**

1. Students will be able to describe their school schedule and classes
2. Students will be able to describe their favorite pastimes and activities
3. Students will learn to express opinions and preferences regarding activities
4. Students will learn to tell time and read schedules in Spanish
5. Students will apply numbers to buy school supplies
6. Students will be able to label classroom objects and create a school store advertisement
7. Students will be able to recognize basic clothing vocabulary and create a clothing portfolio according to seasons in their chosen country.

#### **Grammar**

1. Regular –ar,-er and –ir verbs
2. Yo and tu form of present tense to form basic questions
3. The verb gustar and the indirect object pronouns (me,te,se,nos,se)
4. Review of ser
5. Estar and prepositions
6. Llevar and vestirse
7. Adjective agreement with colors
8. Review of weather and seasons
9. Introduce dar, ir

#### **Culture**

1. Students will understand that the school/home environment varies according to culture
2. Students will compare and contrast American schools to Spanish speaking schools
3. Students will recognize the differences in currency by analyzing different stores that sell school supplies

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4. Students will understand the culture importance of uniforms in Spanish speaking countries.

- Study of authentic school schedules
- Create your own school schedule
- Opinions on school uniforms
- Compare/Contrast school activities/sports
- Audio activities
- Teacher/student introductions
- Comprehension activities
- T-chart
- Dramatization
- Picture prompt activities
- Classroom Backpack and School Store advertisement
- Currency converter

## Assessments

### **Formative:**

- Creating Own School Schedule
- Audio Activities
- Picture Prompts
- Graphic Organizers
- Visual Organizers
- Reading/Writing Activities
- Grammar Charts
- Do Now Activity
- Exit Ticket
- Teacher observation
- Class notes

### **Summative:**

- Unit oral and written assessment

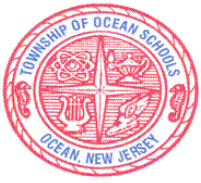
### **Benchmark:**

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### **Alternative:**

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- Student generated newspaper articles, school store advertisement presentations , webquests, role play.

### Career Education

CRP7, CRP4- Students will create and present an advertisement for new products to be offered in the school store in the target language working with their peers in the media center to create the video presentation.

### 21st Century Skills

9.3.MK- SAL.2- Students will create school store advertisements to apply sales techniques to meet student needs and wants within the school store.

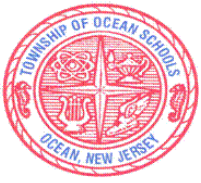
### Interdisciplinary Connections

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language.

### Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
  - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
  - Students will use Google Slides in order to synthesize and present information.
  - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
  - Students will complete a Spanish webquest using their chromebooks.
  - Students will work in the media center using green screen technology and adobe movie maker.

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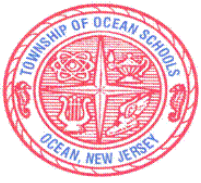
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Time Frame	Weeks 10-15
<b>Topic</b>	
Tradiciones de nuestras familias y mi casa	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• Can you describe your family in Spanish?</li><li>• Can you explain your family traditions to someone in Spanish?</li><li>• Can you compare your family and traditions to others around the world?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Family structures and traditions vary</li><li>• Housing varies according to culture and economic status</li></ul>	
<b>Alignment to Standards</b>	
NJSLs- <a href="#">NJSLs- 7.1.NM.A.1 -5; 7.1.NM.B.1-5; 7.1.NM.C.1-5</a>	
<b>Learning Activities &amp; Key Concepts and Skills</b>	
<b>Communication</b> <ol style="list-style-type: none"><li>1. Students will be able to describe their family and family traditions.</li><li>2. Students will be able to describe their home environment and neighborhood</li><li>3. Students will compare and contrast their family and home environment with other cultures.</li></ol> <b>Grammar</b> <ol style="list-style-type: none"><li>1. Verb tener and tener expressions (hambre/sueño/sed/tener___años)</li><li>2. Possessive adjectives</li><li>3. Review of Ser</li><li>4. Progressive with Estar</li><li>5. Basic difference between Ser and Estar</li></ol>	

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### **Culture**

1. Students will study a Quinceañera and will compare it to a Sweet Sixteen/Bat Mitzvah
2. Students will learn the role of a Padrino/Madrina/Comadre/Compadre and family unit
3. Students will analyze authentic real estate advertisement and will choose several housing choices.

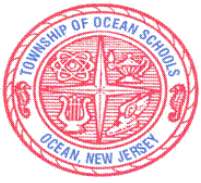
- Family tree
- Family skit creation
- Opinions on traditions
- Real estate ads
- Create virtual dreamhouse
- Compare and contrast photos
- Audio activities
- Dream house
- Comprehension activities
- T-chart
- Dramatization
- Picture prompt activities
- Interactive online activities
- Cooperative learning groups

### Assessments

#### **Formative:**

- Do Now Activity
- Audio Activities
- Reading Activities
- Writing Assessment
- Grammar Charts
- Picture Prompts
- Oral Dialogues
- Graphic Organizer
- Class Participation
- Presentational writing prompt
- Presentational speaking prompt
- Surveys/Interviews
- Real Estate Purchasing options

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### **Summative:**

- Unit Oral and Written Assessment, Family Tree Student Presentations

### **Benchmark:**

- 

### **Alternative:**

- Family Tree Student Presentations, Student interviews on family

## Career Education

CRP7- Students will use valid and reliable research strategies to gather current information on the real estate/housing market in preparation for their activity on the topic.

## 21st Century Skills

9.1.12.C.4- Through research on the real estate/housing market, students will evaluate and compare the advantages and disadvantages of various types of mortgages available and also compare buying vs. renting.

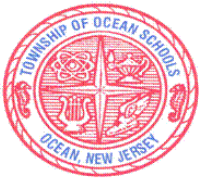
## Interdisciplinary Connections

English Language Arts- W.9-10.7- Students will conduct research on the real estate and housing market using multiple sources to evaluate the different options in real estate as well as financial decisions with purchasing vs. renting.

## Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
  - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand

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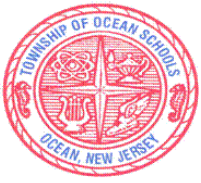
on their knowledge.

- Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
- Students will use Google voice to complete oral assessments.
- Students will create family tree presentations using Google slides to share and interview their peers.

Time Frame	Weeks 15-20
<b>Topic</b>	
Comida y Pasatiempos	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Can you order food during a trip to a Spanish speaking country?</li> <li>● Can you elaborate on how food connects with feelings and family connections?</li> <li>● Can you track your daily food choices for a week and reflect on their healthy or not healthy choices.</li> <li>● Can you describe where you go/what you do for fun?</li> <li>● Can you invite friends to join you in different activities?</li> <li>● Can you determine which body parts you use for a particular sport?</li> <li>● Can you compare and contrast popular activities in Spanish countries for teenagers?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Food is an integral part of family traditions</li> <li>● Healthy eating is important in every country.</li> <li>● Discover important foods in your chosen country.</li> <li>● What teenagers do for fun is often universal</li> <li>● Popular sports vary from country to country</li> <li>● Different sports utilize different body parts.</li> </ul>	
<b>Alignment to Standards</b>	

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### Learning Activities & Key Concepts and Skills

#### **Communication**

1. Students will be able to recognize the three meals of the day and will see the differences in importance of breakfast, lunch and dinner for various countries.
2. Students will be able to order a meal.
3. Students will be able to talk about what body parts are applied in different sports.
4. Students will be able to describe their favorite activities
5. Students will be able to invite friends to join them in various events
6. Students will learn to express opinions and preferences regarding activities

#### **Grammar**

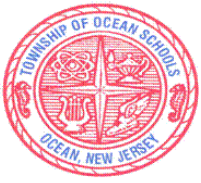
1. Stem changers: Querer, Dormir, Jugar, Preferir, Servir, Pedir, Almorzar, Poder, Volver, Doler, Repertir, Vestirse, Competir, etc.
2. Go verb: caer, conocer, decir, hacer, salir, traer, venir
3. Sentirse and adjectives to describe yourself.
4. Review of ir
5. Compare and contrast ser and estar
6. Introduce reflexives

#### **Culture**

1. Students will study traditional food of Spanish speaking countries
2. Students will understand what teenagers do for fun in Spanish speaking countries
3. Students will study sports as it relates to various cultures

- Conversations
- Compare/Contrast sports from culture to culture-report
- Copa Mundial webquest
- Food webquest
- ELE sports video and activities
- Audio activities
- Teacher/student questions
- Comprehension activities
- T-chart
- Dramatization
- Picture prompt activities
- Graphic organizers

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### Assessments

#### **Formative:**

- Class notes
- Do Now Activity
- Exit Ticket
- Webquest
- Voicethread
- Presentational writing/speaking prompt
- Homework assessment

#### **Summative:**

- Unit Oral/Written Assessment

#### **Benchmark:**

- 

#### **Alternative:**

- Copa Mundial webquest

### Career Education

### 21st Century Skills

### Interdisciplinary Connections

English Language Arts- W.9-10.4, SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

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persuasively in the target language, and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language.

### Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
  - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
  - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
  - Students will use their chromebooks to complete the Copa Mundial webquest.
  - Students will use voicethread to demonstrate oral proficiency.

### Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

#### ***ELL:***

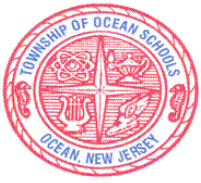
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### ***Supports for Students With IEPs:***

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group

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- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### ***At-Risk Students:***

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

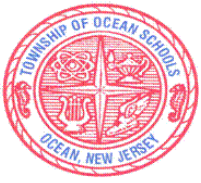
### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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