



# 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 II

**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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Pacing Guide			
Week	Marking Period 1		Marking Period 3
1	Getting To Know You	11	Travel to a Foreign Country- Making the Plans
2	Getting To Know You	12	Travel to a Foreign Country- Making the Plans
3	Getting To Know You	13	Travel to a Foreign Country- Making the Plans
4	Getting To Know You	14	Travel to a Foreign Country- Making the Plans
5	Getting To Know You	15	Travel to a Foreign Country- Making the Plans
	Marking Period 2	W e e k	Marking Period 4
6	My Free Time-Planning a Trip	16	El Viaje
7	My Free Time-Planning a Trip	17	El Viaje
8	My Free Time-Planning a Trip	18	El Viaje
9	My Free Time-Planning a Trip	19	El Viaje
10	My Free Time-Planning a Trip	20	El Viaje

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

*Avancemos* (textbook and workbook)(ADV), *Buen Viaje*(textbook and workbook)(College Prep), Padlet, Flipgrid,, “Que tal” (magazine), Adobe Spark, EdPuzzle, SpanishDict activities (college prep), “Conjuguemos” activities, flipgrid, adobe movie maker, Youtube to view cultural videos, Padlet, Podcast, Edpuzzle,

Time Frame	Weeks 1-5
Topic	
Getting to Know You	
Essential Questions	
<ul style="list-style-type: none"><li>● Can you describe yourself personality/physical description/feelings</li><li>● What is your daily routine and what body parts are involved?</li><li>● What should you wear during seasons of the year?</li><li>● What were you like as a child?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>● Self-reflection is an important part of creating growth in language acquisition.</li><li>● Understanding other cultures creates cultural sensitivity and acceptance.</li><li>● Introduction of yourself promotes friendly interactions.</li></ul>	
Alignment to Standards	
<a href="#">NJSL- 7.1.NH.A. 1 – 7; 7.1.NH.B.1 – 5; 7.1.NH.C.1– 5</a>	
Learning Activities & Key Concepts and Skills	

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### **Communication**

1. Students will describe themselves.
2. Students will describe their daily routine
3. Students will be engaged in active conversations of past experiences-specifically their childhood

### **Grammar**

1. Review present tense conjugation rules
2. Review sentence structure
3. Expressing desires/ wants
4. Reflexive verbs
5. Introducing the imperfect

### **Culture**

1. Popular games/traditions of children in Spanish speaking countries.
2. Being an active member in today's cultural society
3. Seasons affect clothing choices in Spanish speaking countries because of their location.

- Audio activities: situational dialogues
- Daily routine -Little Bird Tales
- Suitcase project
- Childhood essay
- Favorite toy project
- T-chart
- Dramatization
- Picture prompt activities
- Video activities (you tube importance of language acquisition)
- Visual organizers
- Bell ringers
- Creation of online poster
- Reading activities (sequencing and paraphrasing)
- Writing activities
- Oral activities: opinions on language acquisition
- Grammar charts and organizers conjugation of verbs

### Assessments

#### **Formative:**

- Interpersonal speaking prompts

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- Journal entries
- Cultural comparisons
- Presentational writing prompt
- Presentational speaking prompt
- Teacher observation
- Do Now Activity
- Yabla listening comprehension activities
- Class notes
- Exit ticket
- Quiz

### **Summative:**

- Unit Quiz/Test

### **Benchmark:**

- Skills (Written/Oral) Culture Benchmark

### **Alternative:**

Career Education

21st Century Skills

Interdisciplinary Connections

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

Technology Integration

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- 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	
My Free Time-Planning A Trip	
Essential Questions	
<ul style="list-style-type: none"><li>● Can you make a telephone call and maintain a conversation in Spanish?</li><li>● How do you utilize technology in comparison to how your parents utilized technology?</li><li>● Can you maintain a conversation that describes a technological problem?</li><li>● What are the important geographical features of the country you have chosen?</li><li>● How would you describe the weather in your country?</li><li>● What is the essential vocabulary for train travel abroad?</li><li>● What are the major cities and landmarks in Spain?</li><li>● How would you describe the differences and similarities between train travel in the United States and in Spain?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>● Students will maintain a phone conversation</li><li>● Students will interpret technology use vocabulary and track their usage.</li></ul>	

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- Students will understand geographical landmarks and weather of the country chosen
- Discuss travel by train in Spain.
- Describe differences and similarities between train travel in the United States and Spain.
- View authentic video of train travel in Spain

### Alignment to Standards

[NJSL- 7.1.NH.A. 1 – 7; 7.1.NH.B.1 – 5; 7.1.NH.C.1– 5](#)

### Learning Activities & Key Concepts and Skills

#### **Communication**

1. How to make a phone call.
2. How technology impacts your life.
3. How to discuss the geography and weather of chosen country.
4. To discuss/learn train travel particular to Spain
5. Students will acquire useful vocabulary to read a train ticket and train schedule.

#### **Grammar**

1. Introduce preterite tense-ar/er/ir
2. Imperfect weather phrases and time in the past
3. Estar and geography

#### **Culture**

1. How to answer a phone in different countries.
2. Most popular social media in Spanish speaking countries
3. Map of all Spanish speaking countries
4. Train travel-US vs Spain

- Student to parent technology comparison
- Map creations
- Weather report
- Audio activities
- Comprehension activities
- Media rich presentation
- Dramatization – missed train/train purchase
- Picture prompt activities
- Video activities- el ave commercials
- Foldable – irregular verbs
- Visual organizers – irregular verbs
- Venn Diagram-compare and contrast trains

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- Bell ringers
- Interactive online vocabulary quizzes
- Reading activities (sequencing and paraphrasing of current events)
- Writing activities (compositions, lists, journal entries)
- Oral activities-Compare and contrast cultural differences
- Cooperative learning activities-skit creation (traveling scenario)

## Assessments

### **Formative:**

- Audio Activities
- Picture Prompts
- Graphic Organizers
- Visual Organizers
- Reading/Writing Activities
- Grammar Charts
- Do Now Activity
- Exit Ticket
- Teacher observation
- Class notes
- Webquest
- Kahoot
- Quizlet

### **Summative:**

- Unit oral and written assessment

### **Benchmark:**

- 

### **Alternative:**

- Student/Parent Technology comparison, Student generated skits

## Career Education

CRP7, CRP4- Students will create and present with their peers skits on a traveling scenario describing where they are going and how they are getting there.

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### 21st Century Skills

### Interdisciplinary Connections

### 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.

Time Frame	Weeks 10-15
Topic	
Travel to a foreign country -making plans, Plane and Hotel	
Essential Questions	

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- What are some major cities in Spanish speaking countries?
- How do you describe air travel?
- How does geography affect travel?
- How do you express needs/desires related to lodging?
- What are the different lodging options in Spanish speaking countries?

### Enduring Understandings

- Students will be able to engage in conversations and discussions regarding air travel
- Students will compare and contrast the lodging options in Spanish speaking countries with those of the US
- Students will describe major cities in Spanish speaking countries
- Students will be able to express their needs and concerns at a hotel
- Students will understand how geography affects travel

### Alignment to Standards

[NJSL- 7.1.NH.A. 1 – 7; 7.1.NH.B.1 – 5; 7.1.NH.C.1– 5](#)

### Learning Activities & Key Concepts and Skills

#### **Communication**

1. Explain what occurs during air travel
2. Make hotel arrangements and requests
3. Describe the geographical features of various countries

#### **Grammar**

1. Preterite car/gar/zar and i-y verbs
2. Por and para
3. Imperfect vs preterite

#### **Culture**

1. Geography of Spanish speaking countries
2. Airlines in Spanish speaking countries
3. Lodging options in Spanish speaking countries

- Map creations/map labeling
- Reading activities travel trends
- Oral activities
- Cooperative learning activities
- Writing and reading narratives

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- Note taking
- Authentic newspaper articles
- Venn diagrams-Compare geography of Spanish countries to US
- Listening activities to reinforce pronunciation and diction

## 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
- Kahoot
- Quizlet
- Journal completion

### **Summative:**

- Unit Oral and Written Assessment

### **Benchmark:**

- 

### **Alternative:**

- Student generated hotel skits and review

## Career Education

CRP7- Students will use valid and reliable research strategies go gather current information on

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the hospitality industry to create and present their hotel skits and review in the target language.

### 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 hospitality/hotel industry to create a presentation for their peers.

### 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 Google voice to complete oral assessments.

Time Frame

Weeks 15-20

Topic

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### El Viaje

#### Essential Questions

- What are some traditional foods in Spanish speaking countries?
- What place settings are necessary to accompany a meal?
- How do you react to a problem at a restaurant?
- How do you properly order food in a Spanish speaking country?
- How do you properly make a reservation in a Spanish speaking country?
- How do you make formal requests/complaints in a restaurant setting?
- How does food vocabulary differ in Spanish speaking countries?
- What are important places to visit in your chosen country?
- What did you do in the city you visited?
- Where were the places located?
- Why were these places important or interesting to you?

#### Enduring Understandings

- Students will be able to engage in conversations and discussions regarding food preferences.
- Students will break down cultural barriers in regards to “Spanish” food.
- Students will understand different jobs in restaurants.
- Students will communicate about traditional foods and will appreciate the cuisine of Spanish speaking countries.
- Students will make requests and complaint appropriately in a restaurant setting.
- Students will understand there are various ways to refer to a food item.
- Students will be able to navigate a city map by using commands.
- Students will describe a trip to a city.

#### Alignment to Standards

[NJSL- 7.1.NH.A. 1 – 7; 7.1.NH.B.1 – 5; 7.1.NH.C.1– 5](#)

#### Learning Activities & Key Concepts and Skills

##### **Communication**

1. Vocabulary to order food in restaurants
2. Describe table settings
3. Express needs or make complaints in a restaurant

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4. Describe typical plates in Spanish speaking countries
5. Give and receive directions to places in a city.
6. Tell where places are located.

### **Grammar**

1. Stem-changing verbs in the preterit tense
2. Imperfect vs preterite
3. Commands
4. Prepositions

### **Culture**

1. Traditional foods
  2. Food vocabulary differences
  3. Restaurant etiquette
  4. Gratuity in foreign countries
  5. Mealtimes in Spanish speaking countries
  6. Describing cultural places in a city
- Reading Comprehension-Recipes/Current Events/Menu
  - Reading activities (sequencing and paraphrasing)
  - Writing activities (compositions, formal complaint, journal entries)
  - Personal journal creation-restaurant experiences
  - Oral activities-Where to eat and how to tip?
  - Cooperative learning activities-web page
  - Writing and reading narratives
  - Note taking
  - Venn diagram-meals and meal times
  - Authentic newspaper articles
  - Graphic organizer-stem-changing verbs
  - Listening activities to reinforce pronunciation and diction
  - Webquests-Restaurant menu search
  - Research: Traditional foods
  - Recordings of oral speaking
  - City map project

### Assessments

### **Formative:**

- Class notes
- Do Now Activity

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- Exit Ticket
- Webquest
- Voicethread
- Presentational writing/speaking prompt
- Homework assessment
- Teacher observation
- Class notes

### **Summative:**

- Unit Oral/Written Assessment, City Project

### **Benchmark:**

- Final Oral/Written Assessment & Cultural Assessment

### **Alternative:**

- City Project, Webquest

Career Education

21st Century Skills

Interdisciplinary Connections

English Language Arts- W.9-10.4. 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

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  - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
  - Students will use voicethread to demonstrate oral proficiency.
  - Students will use their chromebooks and internet to complete webquest.

## 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
- 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

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- 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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