



# 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 III

**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	Weather Patterns and Natural Disaster of the Spanish Speaking World	11	Myths and legends of the Americas
2	Weather Patterns and Natural Disaster of the Spanish Speaking World	12	Myths and legends of the Americas
3	Weather Patterns and Natural Disaster of the Spanish Speaking World	13	Myths and legends of the Americas
4	Weather Patterns and Natural Disaster of the Spanish Speaking World	14	Myths and legends of the Americas
5	Weather Patterns and Natural Disaster of the Spanish Speaking World	15	Myths and legends of the Americas
	Marking Period 2	Week	Marking Period 4
6	Medical Emergencies	16	Hispanic cuisine and its health impact
7	Medical Emergencies	17	Hispanic cuisine and its health impact
8	Medical Emergencies	18	Hispanic cuisine and its health impact

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9	Medical Emergencies	19	Hispanic cuisine and its health impact
10	Medical Emergencies	20	Hispanic cuisine and its health impact

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

Avancemos 3 online textbook (college prep/ADV), Yabla, Google Maps, 20 Mundos readings(ADV), voicethread, padlet, Edpuzzle, Adobe premier, movie maker, geografia workbook(college prep), storyboard that

Time Frame	Weeks 1-5
Topic	
Getting to Know You	
Essential Questions	
<ul style="list-style-type: none"> <li>● Can you recognize the effect that the geography has on weather patterns?</li> <li>● Can you carry a conversation describing changes in weather?</li> <li>● Can you describe to someone who is traveling what the weather and geography is like in their country?</li> <li>● Do you know what to do in case of an emergency?</li> <li>● Can you tell essential survival items in Spanish?</li> </ul>	
Enduring Understandings	

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- Weather and seasons vary according to geographical regions
- Difficulties in travel arise during different seasons due to natural disasters
- Conversation on weather is an integral part of daily conversation

### Alignment to Standards

[NJSLS- 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. Students will be able to express geographic features and weather conditions of the Spanish speaking world.
2. Students will be able to recognize and describe natural disasters and why/when they occur.
3. Students will be able to carry a conversation about weather.
4. Students will be familiar with natural disaster preparedness procedures.
5. Students will be able to request survival items.

#### **Grammar**

1. Idiomatic expressions in the past and present
2. Ser y estar
3. Past Participles (as adjectives/conditions)
4. Present Perfect
5. Formal Commands

#### **Culture**

1. Students will be able to identify the importance of various geographical areas and their impact on the weather.
2. Students will identify cause and effect of natural disasters
3. Celsius is used to measure degrees in Spanish speaking countries

- Daily weather forecast
- Newspaper clippings/videos
- Maps
- Google Maps
- Weather pattern chart
- Celsius/Fahrenheit converter

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- Organizers
- Weather picture prompts
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Warm-up activities
- Reading activities
- Oral activities
- Web quests
- Web 2.0 tools
- Graphs
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities

## Assessments

### **Formative:**

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

### **Summative:**

- Unit Quiz/Test

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### **Benchmark:**

- Skills (Written/Oral) Culture Benchmark

### **Alternative:**

- Student generated weather report project using green screen technology

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

- 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

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- Students will work in the media center to use green screen technology and adobe movie maker to create weather forecast

Time Frame	Weeks 5-10
Topic	
Medical Emergencies	
Essential Questions	
<ul style="list-style-type: none"><li>● Can you describe symptoms accurately?</li><li>● Can you avoid bacterial and viral illness while traveling to Latin American countries?</li><li>● Can you express preference of medical treatment?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>● Weather patterns can result in unexpected natural disasters</li><li>● It is important to know what to do in case of an emergency.</li><li>● Differences in environment can foster viral and bacterial illnesses common in Latin American countries.</li><li>● Medical treatment approaches vary according to the hosting culture.</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	
<b>Communication</b> <ol style="list-style-type: none"><li>1. Students will be able to report a dangerous situation in detail.</li><li>2. Students will be able to recognize and describe symptoms of discomfort.</li><li>3. Students will be able to express needs and seek help.</li></ol>	

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### **Grammar**

1. Formal Commands
2. Conditional tense
3. Reflexive Verbs
4. Object Pronouns
5. Preterite tense

### **Culture**

1. Students will be able to identify cultural/environmental conditions that foster dangerous bacterial and viral illnesses in Latin American Countries.
2. Students will be able to understand the influence of indigenous beliefs on traditional medicine
3. Students will compare/contrast medical treatment options.

## Assessments

### **Formative:**

- Audio Activities
- Picture Prompts
- Interpersonal speaking activities
- Presentational writing activities
- Reading/Writing Activities
- Grammar Charts
- Do Now Activity
- Exit Ticket
- Teacher observation
- Class notes
- Webquest
- Kahoot
- Quizlet

### **Summative:**

- Unit oral and written assessment, Latin American Health Project

### **Benchmark:**

- 

### **Alternative:**

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- Student/Parent Technology comparison, Student generated skits

### Career Education

CRP5, CRP 8, CRP12- Students will consider the environmental and social impacts while researching various conditions that cause health issues in Latin American countries and come up with proposals for possible solutions including how the United States can assist these nations to address the issues while working in teams using global competence.

### 21st Century Skills

9.3.GV.4- Students will describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies in Latin American countries and in the United States.

### Interdisciplinary Connections

Social Studies 6.3.12.D.2-Students will research various conditions that cause health issues in Latin American countries and come up with proposals for possible solutions including how the United States can assist these nations to address the issues.

### 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 use Google voice to demonstrate oral proficiency

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Time Frame	Weeks 10-15
<b>Topic</b>	
Myths and Legends of the Americas	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● Can you understand the superstitious nature of the Hispanic culture?</li><li>● Can you identify the difference between a myth and a legend?</li><li>● Can you recognize the origin of myths and legends?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Ancient civilizations have influenced modern culture</li><li>● The importance of ancient myths and legends and how they have survived through centuries</li></ul>	
<b>Alignment to Standards</b>	
<a href="#">NJSLs- 7.1.NH.A. 1 – 7; 7.1.NH.B.1 – 5; 7.1.NH.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 explain in detail the contributions of the most influential indigenous groups.</li><li>2. Students will be able to express their opinions regarding the indigenous groups.</li><li>3. Students will be able to carry a conversation about popular beliefs of the Hispanic culture.</li><li>4. Students will be able to recognize animals native of the Americas</li></ol>	

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### **Grammar**

1. Preterito/Imperfecto
2. Comparatives
3. Superlative

### **Culture**

1. Students will be able to identify the legacy of indigenous accomplishments in the area of medicine.
2. Students will compare and contrast cultural beliefs found between the Latin American culture and their own.
3. Idiomatic expressions regarding feelings and personal relationships
4. Students will understand the superstitious nature of the Hispanic culture
5. The role that animals play in Latin American folklore

- Picture Prompts
- Google maps
- Organizers
- Audio activities – authentic song interpretations
- Comprehension activities
- Conversation stations
- Dramatizations
- Bell Ringers
- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

### Assessments

### **Formative:**

- Do Now Activity

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- 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:**

- 

Career Education

21st Century Skills

Interdisciplinary Connections

English Language Arts- W.9-10.7- Students will conduct research on various cultural traditions and superstitions in Latin American culture and present their findings.

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### 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
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  - 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	
Hispanic Cuisine and its Health Impact	
Essential Questions	
<ul style="list-style-type: none"><li>● Can you recognize a variety of ingredients/authentic dishes and where they originate?</li><li>● Can you navigate your way around a kitchen and prepare a meal in Spanish?</li><li>● Can you describe how a meal tastes?</li><li>● How can healthy decisions in eating impact our lives?</li><li>● What effect do cultural products have on our health?</li><li>● What are the negative effects of an unhealthy lifestyle?</li></ul>	
Enduring Understandings	

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- All Hispanic food is not the same
- Measurements vary according to culture
- Recognizing proper kitchen tools and how to use them is an essential part of cooking
- The availability of cultural products can improve or impede your health.
- Poor lifestyle decisions can affect your health negatively. Meal times/Ingredients vary according to culture

### Alignment to Standards

[NJSLS- 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. Students will be able to express their opinions regarding the taste of food.
2. Students will be able to recognize and describe how to prepare a recipe
3. Students will be able to advise one another on how to maintain a healthy lifestyle
4. Students will be able to suggest cultural products to purchase and avoid.

#### **Grammar**

1. Formal Commands
2. Ser y estar
3. Conditional
4. Future
5. Ordinal numbers

#### **Culture**

1. Students will interpret authentic Spanish recipes
2. Students will recognize difference between measuring systems.
3. Students will compare/contrast meal times and preparations
4. Students will be able to identify cultural products and the effect they have on personal health.

- Recipe
- Cooking shows in Spanish
- Manipulative-tools and utensils
- Cookbooks
- Measurement converters

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- Organizers
- Food picture prompts
- Food tasting
- Food pyramid
- Health diary
- Interactive map/food identification activity
- Product picture prompts
- Cooperative learning activities
- Info gap activities
- Listening Activities

## Assessments

### **Formative:**

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

### **Summative:**

- Unit Oral/Written Assessment, City Project

### **Benchmark:**

- Final Oral/Written Assessment & Cultural Assessment

### **Alternative:**

- Student generated Spanish food cookbook/recipes and presentation of the food

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### Career Education

CPR2, CPR3-Students will discuss various Spanish cuisine and the impact that what you consume has on your health and well being. Students will apply appropriate academic and technical skills as well as attend to personal health to create a recipe and prepare a meal for the class to sample.

### 21st Century Skills

9.3.12.AG- FD.3- Students will select and process Spanish food products for distribution and consumption.

### 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 by creating a recipe with the proper ingredients and steps to produce the final product.

### 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.

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### 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
- 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

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- 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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