



# 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 IV

**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    |
| November 2017         | Chris Wilson      | Revisions    |
| March 2019            | John Bosmans      | Review       |

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| Pacing Guide |  |      |                    |
|--------------|--|------|--------------------|
| Week         | Marking Period 1                                 |      | Marking Period 3   |
| 1            | Bilingual Careers and Professional Opportunities | 11   | The American Dream |
| 2            | Bilingual Careers and Professional Opportunities | 12   | The American Dream |
| 3            | Bilingual Careers and Professional Opportunities | 13   | The American Dream |
| 4            | Bilingual Careers and Professional Opportunities | 14   | The American Dream |
| 5            | Bilingual Careers and Professional Opportunities | 15   | The American Dream |
|              | Marking Period 2                                 | Week | Marking Period 4   |
| 6            | Famous Artists from Today and Yesterday          | 16   | On the Road Again  |
| 7            | Famous Artists from Today and Yesterday          | 17   | On the Road Again  |
| 8            | Famous Artists from Today and Yesterday          | 18   | On the Road Again  |
| 9            | Famous Artists from Today and Yesterday          | 19   | On the Road Again  |
| 10           | Famous Artists from Today and Yesterday          | 20   | On the Road Again  |

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

*Buen viaje 3 (College Prep/ADV) Newsela, Yabla, Videoele, Google my Maps, YouTube cultural videos, Voicethread, 20 Mundos Readings (ADV), Padlet, Adobe Spark, EdPuzzle*

Time Frame

Weeks 1-5

### Topic

Bilingual Careers and Professional Opportunities

### Essential Questions

- Can you discuss goals for your future career?
- Can you participate in an interview in Spanish?
- Can you create a resume and cover letter in Spanish?
- Can you recognize how being fluent in another language greatly increases your opportunities?

### Enduring Understandings

- Being fluent in Spanish will greatly increase employability
- Preparing for an interview leads to success
- A well written and structured resume and cover letter is essential to obtaining a job
- Many professions require knowledge of the Spanish language

### Alignment to Standards

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[NJSLs- 7.1.IM.A.1-5, 7-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5](#)

## Learning Activities & Key Concepts and Skills

### **Communication**

1. Students will be able to apply for a position in Spanish.
2. Students will be able identify and express their personal goals.
3. Students will be able to conduct an interview and describe their attributes in Spanish.
4. Students will be able to advocate the professional advantages of being bilingual.
5. Students will be able to describe job responsibilities in a variety of professions in Spanish.

### **Grammar**

1. Teach present subjunctive
2. Review of Conditional/Future
3. Review of past tense
4. Review of ser and adjective agreement

### **Culture**

1. Students will understand the importance of being bilingual when applying for jobs.
2. Students will understand the differences between a Curriculum Vitae and a Resume
3. Students will learn about the structure of the work day/environment
4. Students will learn that the term success is cultural.

Read authentic resumes

- Watch videos of interviews
- Make career goals
- Newspaper clippings/videos
- Family timeline
- Journals
- Organizers
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations

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### 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, Student Resumes

#### **Benchmark:**

- Skills (Written/Oral) Culture Benchmark

#### **Alternative:**

- Student resume project

### Career Education

CRP10- Students will plan educational and career paths aligned to personal goals by creating resumes for their field of interest.

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### 21st Century Skills

### Interdisciplinary Connections

English Language Arts- W.11-12.4, SL.11-12.1.- Students will produce clear and coherent writing appropriate to task, purpose, and audience. Students will Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 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 use Yabla for listening comprehension activities

|   |            |
|---|------------|
| Time Frame                              | Weeks 5-10 |
| Topic                                   |            |
| Famous Artists from Today and Yesterday |            |

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### Essential Questions

- Can you identify famous artists and where they are from?
- Can you recognize traditional genres of dance and perform their basic steps?
- Can you describe an experience in the theater?
- Can you recognize artistic styles according to the artist?
- Can you describe artwork, where they are located today and give your preference?
- Can you understand the lyrics of various Spanish songs?
- Can you connect art to historical occurrences?

### Enduring Understandings

- Famous Spanish speaking artists have greatly influenced the world
- There are numerous types/styles of “art”
- Art preferences vary
- Political times influence art
- Art reflects the culture of the time period in which it is created

### Alignment to Standards

[NJSLS- 7.1.IM.A.1-5, 7-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5](#)

### Learning Activities & Key Concepts and Skills

#### **Communication**

1. Students will be able to describe works of art and their preference.
2. Students will be able to explain the influence of various artists in today’s world.
3. Students will be able to describe an experience in the theater.
4. Students will be able to perform a play in Spanish.
5. Students will be able to sing authentic Spanish songs and interpret their lyrics.

#### **Grammar**

1. Verbs like gustar
2. Prepositions with estar
3. Presente
4. Feminine/Masculine agreement
5. Comparative and Superlative

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### **Culture**

1. Students will understand the influence art has had in the world.
  2. Students will recognize where famous art pieces/artists and their origins.
  3. Students will understand the inspiration behind various works of art.
  4. Students will recognize and perform various Spanish dances.
  5. Students will compare and contrast authentic works of art.
- Read plays by Federico Garcia Lorca
  - Karaoke
  - Dance choreography
  - Observe works of art
  - Newspaper clippings/videos
  - Maps
  - Webquest-Prado
  - Virtual tour-Prado
  - Info gap-describe works of art

### 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,

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### **Benchmark:**

- 

### **Alternative:**

- Student generated dance skits to cultural music.

### Career Education

CRP6- Students will demonstrate creativity and innovation with creating their own dance skits to Spanish cultural music.

### 21st Century Skills

9.3.12.AR- PRF.2- Students will study and demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

### Interdisciplinary Connections

VPA- 1.1.12.A.3, 1.1.12.A.1- Students will articulate understanding of choreographic structures or forms in famous Spanish dance numbers and analyze issues of gender, ethnicity, socioeconomic status, politics, age, and physical conditioning in relation to dance performances in Spanish speaking nations.

### Technology Integration

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  - Students will use Google Slides in order to synthesize and present information.
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- Students will complete a Spanish webquest using their chromebooks.
- Students will use Google voice to demonstrate oral proficiency

|  |             |
|--|-------------|
| Time Frame   | Weeks 10-15 |
| Topic  |             |
| The American Dream   |             |
| Essential Questions  |             |
| <ul style="list-style-type: none"><li>● Can you identify who were the original immigrants?</li><li>● Can you identify where your family originated from and their steps to Americanization?</li><li>● Can you describe your family traditions?</li><li>● Can you recognize trends in immigration today and compare to your family's migration?</li></ul>   |             |
| Enduring Understandings  |             |
| <ul style="list-style-type: none"><li>● Groups immigrated to the United States even before there was a United States</li><li>● Immigration trends and laws have changed dramatically through the years</li><li>● Each immigrant culture brings a rich set of traditions to the United States</li><li>● Traditions vary based on culture and religion</li><li>● The United States has been impacted by the Spanish language</li></ul> |             |
| Alignment to Standards   |             |
| <a href="#">NJSLs- 7.1.IM.A.1-5, 7-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5</a>   |             |
| Learning Activities & Key Concepts and Skills  |             |

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### **Communication**

1. Students will be able to identify how Spanish arrived to the new world and why.
2. Students will be able to describe their family traditions to a classmate.
3. Students will be able to explain trends in immigrations
4. Students will be able to carry a conversation their family's migration/heritage.
5. Students will be able to discuss the contributions made by Hispanics in the USA.
6. Students will be able to describe the current immigration process.

### **Grammar**

1. Preterito/Imperfecto
2. Review of Present

### **Culture**

1. Students will understand current rules/regulations regarding immigration and how these rules have changed through the years.
2. Students will understand the influence of the various Hispanic immigrant groups in the USA.
3. Students will compare and contrast their own culture to other cultures.
4. Students will recognize a conquistador and the historical importance of their actions.

- Read excerpts from Cajas de Carton
- Newspaper clippings/videos
- La Tamalada Poem
- Google Maps
- INS webpage
- Family timeline
- Ethnic food preparation
- Journals

### Assessments

### **Formative:**

- Do Now Activity
- Audio Activities

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- Reading Activities
- Writing Assessment
- Grammar Charts
- Picture Prompts
- Oral Dialogues
- Graphic Organizer
- Class Participation
- Presentational writing prompt
- Presentational speaking prompt
- Kahoot
- Quizlet
- Journal entry

### **Summative:**

- Unit Oral and Written Assessment

### **Benchmark:**

- 

### **Alternative:**

- 

### Career Education

CPR5- Students will analyze the social, environmental, and economic aspects of immigrant around the globe and the current immigration policies in the United States.

### 21st Century Skills

9.3.GV- FIR.2- Students will describe the laws, customs and current administrative practices of the United States and host countries used to manage administrative, social and policy matters including current immigration law.

### Interdisciplinary Connections

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English Language Arts- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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
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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 Google voice to complete oral assessments.

|  |             |
|--|-------------|
| Time Frame   | Weeks 15-20 |
| Topic  |             |
| On the Road Again  |             |
| Essential Questions  |             |
| <ul style="list-style-type: none"><li>● Can you secure and use a vehicle in a Spanish speaking country?</li><li>● Can you explain traffic problems that could arise?</li><li>● Can you give/ask for directions?</li><li>● Can you recognize safe driving practices/procedures?</li></ul> |             |

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### Enduring Understandings

- Securing a vehicle relies heavily on understanding the language and regulations of a country.
- Complications in travel arise frequently and are caused by various circumstances.
- Traffic laws/signs vary according to country.
- Proper etiquette is necessary in order to ask for directions.

### Alignment to Standards

[NJSLs- 7.1.IM.A.1-5, 7-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5](#)

### Learning Activities & Key Concepts and Skills

#### **Communication**

1. Students will be able to obtain a rental vehicle in Spanish.
2. Students will be able to explain a traffic accident or problem.
3. Students will be able to ask for/give directions.
4. Students will be able to discuss problems that impede travel.
5. Students will be able to recognize and describe safe driving practices.

#### **Grammar**

1. Commands-Affirmative and Negative (Formal and Informal)
2. Por/Para
3. Preterito vs. Imperfecto
4. Demonstrative Adjectives

#### **Culture**

1. Students will be able to read and understand traffic signs in Spanish.
2. Students will recognize practices and conditions that impede travel.
3. Students will understand that driving laws/regulations vary according to country.
4. Students will understand the conversion of miles to kilometers and meters.

### 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
- Quiz
- Class discussion

### **Summative:**

- Unit Oral/Written Assessment

### **Benchmark:**

- Final Oral/Written Assessment & Cultural Assessment

### **Alternative:**

- 

Career Education

21st Century Skills

Interdisciplinary Connections

Technology Integration

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  - 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
- 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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