



# 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:** Township of Ocean Intermediate School

**Course:** Spanish, Grade 7

**Department:** World Language

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
September 2012	Steve Sarles	Born Date
July 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review

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Pacing Guide			
Week		Week	
1	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb "to be," adjectives, school vocabulary and clothing.	11	In the café and the market, the sport of soccer.
2	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb "to be," adjectives, school vocabulary and clothing.	12	In the café and the market, the sport of soccer.
3	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb "to be," adjectives, school vocabulary and clothing.	13	In the café and the market, the sport of soccer.
4	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and	14	In the café and the market, the sport of soccer.

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	the verb “to be,” adjectives, school vocabulary and clothing.		
5	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb “to be,” adjectives, school vocabulary and clothing.	15	In the café and the market, the sport of soccer.
6	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb “to be,” adjectives, school vocabulary and clothing.	16	In the café and the market, the sport of soccer.
7	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb “to be,” adjectives, school vocabulary and clothing.	17	In the café and the market, the sport of soccer.
8	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb “to be,” adjectives, school vocabulary and clothing.	18	In the café and the market, the sport of soccer.

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9	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb “to be,” adjectives, school vocabulary and clothing.	19	In the café and the market, the sport of soccer.
10	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb “to be,” adjectives, school vocabulary and clothing.	20	In the café and the market, the sport of soccer.

**Core Instructional & Supplemental Materials including various levels of Texts**  
*Como Te Va*, Como te va workbook (green), Google Classroom, Google Suite, Kahoot, Quizlet, Flipgrid, flashcards, chromebooks, Youtube, Audacity, Screencastify

Time Frame	Weeks 1-10
<b>Topic</b>	
Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb “to be,” adjectives, school vocabulary and clothing.	
<b>Essential Questions</b>	

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- How do I approach, address, and greet my audience?
- What greetings are used in formal and informal situations?
- What are the customs associated with greetings?
- How does the language that I am studying help me to better understand my native language?
- Who am I?
- am I from?
- How do I describe myself and others around me?
- How do I express my age and ask others?
- How do I express the day and the month?
- How do I express how I feel?
- How do I express daily classroom needs?
- How do I identify and describe myself and others?
- How do I discover where people are from?
- How do I express my nationality and ask for others' nationalities?
- How do I identify and describe using adjectives?
- How do I communicate about school related topics?
- How do I talk about weather and seasons?
- What is the fundamental sound system of the target language (TL) to ensure correct pronunciation and accentuation?
- How do I describe the family and family functions?
- How do I identify and describe school supplies
- How do I identify and describe articles of clothing
- How do I count from 1000-2,000,000
- How do I tell what you are going to do and what you have to do?
- How do I express amazement
- How do I tell what belongs to you and to others?
- How do I talk about clothing preferences in Spanish-speaking countries?

## Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.

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- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives

### 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 discuss importance of learning a foreign language
2. Students will compare/contrast cultural differences
3. Students will follow and apply classroom commands
4. Students will greet friends and family
5. Students will use numbers 1,000-200,000 to count and tell time
6. Students will communicate about the weather and season
7. Students will discuss and communicate about their family and peers
8. Students will communicate about their age
9. Students will be able to describe their home
10. Students will be able to identify and describe school supplies
11. Students will be able to state colors and sizes
12. Students will be able to describe articles of clothing

#### **Grammar**

1. Review sentence structure: State questions using interrogatives
2. Use adjectives appropriately
3. Use the verb SER-to be to help express where I am from and who am I?
4. Use contraction “del” and “al”
5. Tell what you are going to do and what you have to do

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### **Culture**

1. Importance of second language acquisition
  2. Being an active member in today's cultural society
  3. Increase in cultural sensitivity
  4. Exposure to school and educational dynamics in various Spanish speaking countries
- Exposure to clothing and preferences in Spanish Speaking Countries and the indigenous population

- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Discuss the importance of learning foreign language
- Picture prompt activities
- Video activities (you tube importance of language acquisition)
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities: opinions on language acquisition
- Listening activities to reinforce pronunciation and diction
- Greet and say good-bye
- Use expressions of courtesy
- Differentiate levels of formality
- Introduce themselves and respond appropriately
- Ask how someone feels and respond
- Recite/sing the alphabet
- State your telephone number
- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Express the days and months
- Express age
- Speak about seasons and weather conditions
- Read authentic passages and answer comprehension questions through restating
- Utilize interrogatives
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Clothing Store Project

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### Assessments

#### **Formative:**

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Class notes
- Writings in target language related to lesson
- Flash Cards

#### **Summative:**

- Oral and Written Unit Assessment, Clothing Store Project

#### **Benchmark:**

- Skills (Speaking/Writing)/Culture Assessment

#### **Alternative:**

- Students will create and present a clothing store and explain in the target language the items being sold as well as the price of each item. Students will have the opportunity to have a Q & A in the target language during the project to negotiate price.

### Career Education

### 21st Century Skills

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### Interdisciplinary Connections

VPA-1.2.5.A.1- Students will review cultural practices from around the globe involving the Spanish language and fashion to discuss how these practices reflect the societal beliefs and values of nations where the language is used.

### 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 demonstrate oral proficiency.
  - Students will use Google slides to present their clothing store project.

Time Frame

11-20

### Topic

In the café and the market, the sport of soccer.

### Essential Questions

- How do I order food and drinks in a restaurant?
- How do I talk about and identify foods?

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- What types of foods are eaten in Spanish-speaking world?
- How do I talk about foods of the Spanish-speaking world?
- What are the differences between eating habits in the U.S and in the Spanish-speaking world?
- How do I communicate about a soccer game or using soccer vocabulary?
- How do I talk about people's activities?
- How do I express what interests, bores, or pleases you?
- How do I discuss the role of sports in the Spanish-speaking world?

### Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives
- In today's multicultural society, through exposure with different family dynamics and culture students will gain an understanding and acceptance of others.
- Understanding of others cultural similarities and differences in the school system, education, and education dynamic
- Communication in the target language is important while traveling to other countries in order to interact with community businesses like restaurants and café's
- In order to understand the culture of Spanish-speaking countries and be sensitive to the cultural norms learning typical foods and beverages in that culture is important

### Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-3](#)

### Learning Activities & Key Concepts and Skills

### Communication

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1. Students will discuss physical characteristics of themselves and others
2. Students will acquire appropriate vocabulary for family members
3. Students will acquire appropriate vocabulary for classroom subjects
4. Students will acquire appropriate vocabulary for at home and at school activities
5. Students will compare and contrast customs and celebrations in Hispanic culture to their own.
6. Students will use numbers 61-1,000
7. Students will discuss the similarities and differences between schools in the US and in some Spanish speaking countries

### **Grammar**

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Use adjectives appropriately
4. Verbs (er and ir)
5. Stem changing verbs

### **Culture**

1. Identify and describe famous people from the TL
2. Culturally rich readings
3. Students will discuss the similarities and differences between schools in the US and in some Spanish speaking countries
4. Students will discuss through making comparisons and similarities of Spanish speaking culture to their own.
5. Students will be able to understand the importance of the café.
6. Students will be able to identify different types of popular Mexican and Spanish foods. Students will be able to discuss the role of sports in the Spanish-speaking world.

- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Picture prompt activities
- Identify self using necessary agreement of nouns, adjectives, and articles, in number and gender
- Understand and use the present tense of the verb “to have”
- Know and talk about the colors of objects

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- TPR activities
- Mini conversations
- Menu Project

Skits

## Assessments

### **Formative:**

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Teacher observation
- Do Now Activity
- Exit Ticket
- Class notes
- House of my Dreams Project
- Skits in Target Language

### **Summative:**

- Oral and Written Skills Assessment

### **Benchmark:**

- Skills (Speaking/Writing)/Culture Assessment

### **Alternative:**

- Student Generated Authentic Spanish Cuisine Menu Project

Career Education

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CRP4, CRP12- Students will research public and private schools in Italy to prepare a Google slides presentation comparing the education system in Italy to the United States.

### 21st Century Skills

9.1.8.A.4-Students will research school and professions in Spain and other Spanish speaking countries to compare to jobs that can be earned with a HS degree vs. a college degree in both countries.

### 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 voice to demonstrate oral proficiency of the target language.
  - Students will use Google slides to present their authentic Spanish cuisine menu project to their peers and take orders.

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

#### **ELL:**

- Work toward longer passages as skills in English increase

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- 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
- 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:**

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- 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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