



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.

Curriculum Documents

School: Township of Ocean Intermediate School

Course: Spanish - Grade 8

Department: World Language

Supervisor: John Bosmans

Board Approval	Supervisor	Notes
September 2012	Loretta Kachmar-Will	Update Standards
July 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards

Home of the Spartans!
#spartanlegacy



Week	Marking Period 1	Week	Marking Period 3
1	Review basic introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb “to be”, adjectives, school vocabulary and clothing, school, friends and stores.	21	Winter and Summer, Cinco De Mayo
2		22	
3		23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	Health and Travel	31	Past-Times and Hobbies, Culminating Activities and Review
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

Weeks	1-10
Topic	Review basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb “to be,” adjectives, school vocabulary and clothing, school, friends and stores.
Essential Questions	
<ul style="list-style-type: none"> ● 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? ● Who am I? ● Where am I from? ● How do I describe myself and others around me? ● How do I express how I feel? ● How do I communicate about school related topics? ● 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 tell what belongs to you and to others? ● What are some general characteristics about Spanish-speaking countries? ● How do I talk about sports? ● How do I communicate about what you begin to, want to, and prefer to do? ● 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? ● What is a career that interests me? ● How does knowing the Spanish language make me more marketable for each career? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● In today’s multi-cultural 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 multi-cultural society, through exposure with different family dynamics and culture students will gain an understanding and acceptance of others. ● Communication in the target language is important while traveling to other countries in order to interact with community businesses ● Knowing a second language is a very important skill and will make me more marketable in the career that one chooses in today’s society. 	
Alignment to NJSLs	

NJSLS	7.1.NM.A.1 -5	8.1.P.A.4	8.1.2.A.4	8.1.5.A.2	8.1.P.C.1
	7.1.NM.B.1-5	8.1.P.E.1	8.1.2.F.1	8.1.8.F.1	
	7.1.NM.C.1-5				

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 identify career choices in Spanish, subjects in school, and college level courses.

Grammar

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Use adjectives appropriately
4. Use the verb SER-to be to help express where I am from and who am I?
5. Stem-changing verbs

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 general characteristics of some Spanish-speaking countries
5. Popularity of soccer and several sports in the Spanish-speaking world

Learning Activities

- 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
- Cooperative learning activities

- 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
- Career project
- Latino Sports Figure Interview Project

Assessments

- Cooperative learning groups
- Homework
- Class notes
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Latino Sports Figure Interview Project
- Career Project
- Games

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Geography, Sociology, Language Arts 1.B, 1.C, 1.D., 4.4.C, 4.D, 4.E, Performing Arts, Reading, Visual Arts, Science, Math K.1, K.5, 1.MD3, 2.MD7, 3.MD1

Suggested Materials

- Textbook
- Workbook
- Audio
- Video

- Overhead transparencies
- Flash Cards
- Testing materials
- Teacher generated materials
- Internet sites
- Maps and other realia
- Printed media
- Spanish is Fun Series

Technology Integration & Instruction

- Student/Teacher created presentations using ie. Powerpoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Flashcards
- Use of technology/computer

Weeks	11-20
Topic	Health and Travel
Essential Questions	
<ul style="list-style-type: none"> ● How do I explain a minor illness to a doctor? ● How do I describe some feelings? ● How do I have a prescription filled at a pharmacy? ● How do I describe characteristics and conditions? ● How do I tell where things are and where they're from? ● How do I tell where someone or something is now? ● How do I tell what happens to you or to someone else? ● How discuss past actions and events? ● How do I refer to people and things already mentioned? ● How do I talk about resorts in the Spanish-speaking world? ● How do I check in for a flight? ● How do I get through the airport after deplaning? ● How do I tell what you or others are currently doing? ● How do I tell what I know and whom you know? ● How do I discuss the importance of air travel in South America? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● In today's multi-cultural 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 multi-cultural society, through exposure with different family dynamics and culture students will gain an understanding and acceptance of others. ● Health and wellness is a universal issue that is cross-cultural and pertains to all societies. ● In a world where traveling is essential for many professions and commonplace for families, it is helpful that one is able to communicate effectively in more than one language in the airport and in travel. 	
Alignment to NJSLs	
NJSLs	7.1.NM.A.1 -5 8.1.P.A.4 8.1.2.A.4 8.1.5.A.2 8.1.P.C.1 7.1.NM.B.1-5 8.1.P.E.1 8.1.2.F.1 8.1.8.F.1 7.1.NM.C.1-5
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will be able to describe symptoms of a minor illness. 2. Students will be able to explain their illness to a doctor. 3. Students will be able to communicate feelings and symptoms to a doctor. 4. Students will be able to describe origin and location. 	

5. Students will be able to describe characteristics and conditions.
 6. Students will be able to get a prescription filled at a pharmacy.
 7. Students will be able to check in for a flight, communicate in an airport using learned vocabulary.
 8. Students will be able to describe a trip from beginning of travel to the end.
- Students will be able to describe different methods of travel.

Grammar

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Use adjectives appropriately
4. Ser vs. estar “to be”
5. Present progressive
6. Indirect object pronoun
7. Saber vs. Conocer “to know”
8. Yo go verbs

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 general characteristics of some Spanish-speaking countries
5. Students will be able to compare and contrast medical services in the U.S and Spanish-Speaking countries.
6. Learn about the Nasca Lines.
7. Learn how important plane travel is in South America
8. Learn about the geography of South America

Learning Activities

- Audio activities: situational dialogues
- Comprehension activities
- Apply new vocabulary
- Picture prompt activities
- Video/website activities
- Visual organizer
- Cooperative learning activities
- Recognize cognates and borrowed words
- Utilize interrogatives
- 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
- TPR activities
- Mini conversations
- Skits
- Boarding Passes
- Essay “Un Viaje”

Assessments

- Cooperative learning groups
- Homework
- Class notes
- Communicate a brief description of myself and or a friend via poster, power point, virtual story book, etc.
- TPR physical characteristics and personality traits
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Boarding Passes
- Essay “Un Viaje”

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Sociology, Language Arts 1.B, 1.C, 1.D., 4.C, 4.D, 4.E, Performing Arts, Visual Arts, Physical Education, Reading, Math K.1, K.5, 1.MD3, 2.MD7, 3.MD1

Suggested Materials

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash Cards
- Testing materials
- Teacher generated materials
- Internet sites
- Maps and other realia
- Printed media
- Spanish is Fun Series

Technology Integration & Instruction

- Student/Teacher created presentations using ie. Powerpoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Flashcards
- Use of technology/computer lab

Weeks	21-30
Topic	Winter and Summer, Cinco De Mayo
Essential Questions	
<ul style="list-style-type: none"> ● How do I talk about people’s activities? ● How do I describe summer and winter weather? ● How do I talk about summer sports and summer activities? ● How do I talk about winter sports? ● How do I discuss past actions and events? ● How do I refer to people and things already mentioned? ● How do I talk about resorts and things already mentioned? ● What does Cinco de Mayo mean to Mexico and how is it celebrated each year? ● How do I communicate at a festival in the target language? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● In today’s multi-cultural 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 multi-cultural society, through exposure with different family dynamics and culture students will gain an understanding and acceptance of others. ● Communication in the target language is important while traveling to other countries in order to interact with community businesses ● 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 ● Due to season changes and weather due to locating, the people of different countries enjoy and partake in different activities ● Comparing and contrasting how the U.S and Mexico celebrate the 5 of May allows one to learn about the commercial vs. cultural aspect of this holiday 	
Alignment to NJSLs	
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Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will be able to describe winter and summer vocabulary. 2. Students will identify summer weather and activities. 3. Students will talk about past actions and events. 4. Students will communicate in the target language at a cinco de mayo celebration in order to buy and sell food and crafts. 	

Grammar

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Use adjectives appropriately
4. Past tense
5. Indirect object pronoun

Culture

1. Through video and discussion students gain an awareness of geography, history, climate, food and other aspects of the cultural of Spanish-speaking countries
2. Authentic foods and crafts of Mexico and other Spanish-speaking countries
3. Students will discuss through making comparisons and similarities of Spanish speaking culture to their own.
4. History of Cinco de Mayo and its relation to U.S History in a film.
5. Create authentic foods and crafts and recreate a Cinco de Mayo fair where they will buy and sell their products in the target language.

Learning Activities

- Audio activities: situational dialogues
- Comprehension activities
- Apply new vocabulary
- Picture prompt activities
- Video/website activities
- Visual organizer
- Cooperative learning activities
- Recognize cognates and borrowed words
- Utilize interrogatives
- 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
- TPR activities
- Mini conversations
- Menu Project
- Skits
- Cinco de Mayo Film
- Cinco de Mayo Festival
- Describe y Dibuja Project

Assessments

- Cooperative learning groups
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- Class notes
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- TPR physical characteristics and personality traits

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- Skits
- Describe y Dibuja Project

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy		

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Weeks	31-40
Topic	Past-Times and Hobbies, Culminating Activities and Review
Essential Questions	
<ul style="list-style-type: none"> ● How do I discuss movies, museums, and concerts ● How do I relate more past actions or events and talk about what doesn't happen? ● What are some cultural activities that are popular in the Spanish-speaking world? ● What is Lazarillo de Tormes? ● How can I put together what I have been learning all year in order to communicate effectively through writing about a picture? 	
Enduring Understandings	
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Alignment to NJSLs	
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Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students talk about going to the movies or renting movies. 2. Student discuss going to a concert or attending an art exhibit at a museum. 3. Students communicate using negatives to express what does not happen. 4. Students the preterite tense in order to communicate about events that happened in the past. 	
Grammar	
<ol style="list-style-type: none"> 1. Form appropriate syntax 2. Review sentence structure: State questions using interrogatives 3. Past tense 4. Negatives 5. Irregular verbs in preterite 	
Culture	
<ol style="list-style-type: none"> 1. Students study a classic novel and discuss 2. Students read and discuss about several Latino artists 3. Students study different types of artists in Spanish-speaking world 	
Learning Activities	
<ul style="list-style-type: none"> ● Audio activities: situational dialogues ● Comprehension activities 	

- Apply new vocabulary
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- Visual organizer
- Cooperative learning activities
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- TPR activities
- Mini conversations
- Skits
- Spanish-speaking country culminating project

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- Menu Project
- Skits
- Spanish-speaking country culminating project

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	Life & Career Skills	X	Information Literacy	X	Media Literacy		

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