



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: Ocean Township High School

Course: Spanish IV Conversation and Composition

Department: World Language

Supervisor: John Bosmans

Board Approval	Supervisor	Notes
August 2010	Loretta Kachmar-Will	Update Standards
June 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards

Home of the Spartans!
#spartanlegacy



Weeks 1-5	Marking Period 1 El arte y la música	Weeks 11- 15	Marking Period 3 Las Carreras/ Los trabajos
1	Adjectives/Art vocabulary Grammar review - Present tense Past participles as adjectives	11	Top ten careers of Latin America and US. Careers vocabulary
2	Sentence structures to express personal likes and dislikes	12	Adjectives/personalities - personal descriptions - past participles - present perfect
3	Art history / Research famous painter	13	Future tense- What are you going to study
4	Music vocabulary, descriptions and history	14	Future tense- What are you going to study
5	Art and music cultural ties (folklore/current themes)	15	Introduction to Subjunctive tense.
Weeks 6- 10	Marking Period 2 La Inmigración en los Estados Unidos	Weeks 16- 20	Marking Period 4 El Carro
6	Music and Art with illegal immigration as a theme	16	Car vocabulary/descriptive words/recycle colors
7	Immigration in the United States/nationalities/vocabulary Preterite tense review Por vs. Para	17	El carro de mis sueños (poster project) Driving procedures (formal commands) Good driving practice
8	Preterite vs. Imperfect Family relationships/family history/traditions	18	Driving signals/safety and accident vocabulary
9	Illegal Immigration - History of immigration - Naturalization process and cost Conditional tense - What would you do?	19	Recycle subjunctive - Driving suggestions Presentation - How to prevent accidents
10	Reasons for immigration / compare and contrast cost of living in the U.S/Latin America	20	Parts of the body review - reporting an accident Preterite tense recycle

Weeks	1 - 5
Topic	UNIT 1: El Arte y la Música
Essential Questions	
<ul style="list-style-type: none"> • How art reflects our culture and personal preferences • What are cultural differences? • How will learning another language be useful in other aspects of life? • How understanding other cultures shapes us into effective global citizen? 	
Enduring Understandings	
<ul style="list-style-type: none"> • In today’s multicultural society there are several types of art and music that represent each group. • The fusion of different types of art and music from each group come together to form new genres. • New genres reflect the formation of new cultures. • Understanding other cultures creates cultural sensitivity and acceptance. 	
Alignment to NJSLS	
NJSLS	7.1.IM.A.1- 2 - 3 - 4 - 5, 7.1.IM.A.7 - 8, 7.1.IM.B. 1- 2 - 3 -4 - 5 7.1.IM.C. 1 7.1.IM.C. 3- 4 - 5 8.1.5.A. 1-2-3- 4 8.1.12.A.1
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will discuss importance of learning about art and music. 2. Students will compare/contrast cultural differences. 3. Students will self-assess their culture language acquisition. 4. Students will express personal preferences regarding music and art. 	
Grammar	
<ol style="list-style-type: none"> 1. Review conjugation of different tenses (present tense). 2. Review sentence structure. 3. Use of Past participles as adjectives. 4. Expressing desires/ wants. 	
Culture	
<ol style="list-style-type: none"> 1. Art and music as forms of cultural expression. 2. Importance of second language acquisition 3. Being an active member in today’s cultural society. 4. Increase in cultural sensitivity. 	
Learning Activities	
<ul style="list-style-type: none"> • Comprehension activities • T-chart pros and cons of bilingualism • Powerpoint vocabulary introduction • Foldable (pocket book, vocabulary book, tab book etc.) • Personal journal • Authentic newspaper articles • Graphic organizer • Listening activities to reinforce pronunciation and diction • Research: Traditional Dances • Dance competition 	

- PowerPoint importance of learning foreign language
- Picture prompt activities
- Video activities (youtube importance of language acquisition)
- Visual organizers
- Bell ringers
- Reading activities (sequencing and paraphrasing)
- Writing activities (emails and creating classified ad)
- Oral activities: opinions on language acquisition
- Grammar charts and organizers conjugation of verbs
- Cooperative learning activities
- Authentic newspaper articles
- Venn diagram of idiomatic expressions
- Listening activities to reinforce pronunciation and diction

Assessments

- Cooperative learning groups
- Personal journal
- Homework
- Class notes
- Online assessment activities
- WebQuests
- Cooperative learning groups
- Personal journal
- Presentational writing
- Presentational speaking
- Quizzes and Test
- Projects
- Google voice

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, English, Performing Arts, Visual Arts.

Topic	UNIT 2: La Inmigración en los Estados Unidos
Essential Questions	
<ul style="list-style-type: none"> • What is Immigration? • What is the current immigration situation in the world? • What are the major reasons of immigration? • What are the implications of illegal immigration? • How is the legalization process in the United States? • How different is the workforce or career choices available in the US and Latin America? • How different is the cost of living between the US and Latin America? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand the differences between legal and illegal immigration. • Discuss career choices and work opportunities in the U.S. and Latin America. • Discuss cost of living differences between the U.S. and Latin America • Describe the immigration legalization process and cost in the U.S. • Discuss the reasons behind illegal immigration. • Discuss the work/living conditions of an illegal immigrant in the U.S. 	
NJSLS	7.1.IM.A.1- 2 - 3 - 4 - 5, 7.1.IM.A.7 - 8, 7.1.IM.B. 1- 2 - 3 -4 - 5 7.1.IM.C. 1 7.1.IM.C. 3- 4 - 5 8.1.5.A. 1-2-3- 4 8.1.12.A.1
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Learners will discuss illegal immigration issues in the United States. 2. To discuss the legalization process in the U.S. 3. Students will acquire useful vocabulary to describe their family's' immigration history into the U.S. 4. Explain how economic and political situations force people to seek a better future outside of their countries. 	
Grammar	
<ol style="list-style-type: none"> 1. Preterite tense. 2. Preterite vs. Imperfect. 3. Conditional tense. 4. Por/Para 	
Culture	
<ol style="list-style-type: none"> 1. Work and educational opportunities. 2. Government differences. 3. Cultural shock. 4. The fusion between different cultures result in a new set of traditions and beliefs. 	
Learning Activities	
<ul style="list-style-type: none"> • Comprehension activities • T-chart pros and cons of bilingualism • PowerPoint importance of learning foreign language • Picture prompt activities • Video activities (Documentary “De Nadie”) • Visual organizers • Bell ringers • Reading activities (sequencing and paraphrasing) 	

<ul style="list-style-type: none"> ● Writing activities (emails and creating classified ad) ● Oral activities: opinions on language acquisition ● Grammar charts and organizers conjugation of verbs ● Cooperative learning activities ● Authentic newspaper articles ● Venn diagram of idiomatic expressions ● Listening activities to reinforce pronunciation and diction 							
Assessments							
<ul style="list-style-type: none"> ● Cooperative learning groups ● Personal journal ● Homework ● Class notes ● Online assessment activities ● WebQuests ● Cooperative learning groups ● Personal journal ● Presentational writing ● Presentational speaking ● Quizzes and Test ● Projects ● Google voice 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
History, Geography, Sociology, Legal studies							

Weeks	11 – 20
Topic	UNIT 3: Las Carreras y Los trabajos

Essential Questions

- What are the ten top careers in Latin America?
- What opportunities are available to students and professionals in Latin America?
- Does second language acquisition open more work opportunities in the US? On What fields?
- What aptitudes and personality traits are needed for each career?
- Do you know how to write a cover letter?
- Would you be able to perform satisfactorily on a job interview?

Enduring Understandings

- Students will discuss career opportunities in the United States and Latin America.
- Students will compare and contrast cost of living and average salary in the United States and Latin America.
- Students will discuss personality traits, abilities and aptitudes needed for each career.
- Students will express their career of preference.
- Students will explain how they are fit for the career of their choice.

NJSLS

7.1.IM.A.1- 2 - 3 - 4 - 5,
 7.1.IM.A.7 - 8,
 7.1.IM.B. 1- 2 - 3 -4 - 5
 7.1.IM.C. 1
 7.1.IM.C. 3- 4 - 5
 8.1.5.A. 1-2-3- 4
 8.1.12.A.1

Key Concepts and Skills

Communication

1. Describe themselves in detail
2. Express likes, dislikes, and personal abilities.
3. Discuss future career plans.
4. Explain the steps you need to take to find and apply for a job.
5. Explain what is needed for a person to be successful on a determined job or career.

Grammar

1. Present Perfect
2. Future tense
3. Formal Commands
4. Introduction to subjunctive

Culture

1. Jobs are perceived different in terms of status and prestige in the U.S. vs. Latin America.
2. Opportunities are presented to different parts of society according to their economical status.
3. Educational requirements are different depending of the career.
4. Salaries reflect the social perception of the career field.
5. Professional titles are used as part of the person's name in daily life.
6. The use of "usted" in the workforce.

Learning Activities

- Audio activities
- Online bilingual job search
- Comprehension activities
- PowerPoint importance of learning foreign language
- Picture prompt activities
- Graphic organizers
- Bell ringers
- Reading activities
- Writing activities

- Oral activities
- Grammar charts and organizers conjugation of verbs
- Cooperative learning activities
- Writing and reading narrative of job search
- Authentic newspaper articles
- Venn diagram of idiomatic expressions
- Listening activities to reinforce pronunciation and diction
- Webquests for bilingual jobs

Assessments

- Cooperative learning groups
- Personal journal
- Homework
- Class notes
- Online assessment activities
- WebQuests
- Cooperative learning groups
- Personal journal
- Presentational writing
- Presentational speaking
- Quizzes and Test
- Projects
- Google voice

21st Century Skills

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

Interdisciplinary Connections

History, Mathematics, Geography, Sociology.

Weeks	21 – 30
Topic	UNIT 4: El Carro
Essential Questions	
<ul style="list-style-type: none"> ● Are you able to get to work/school on your own without the help of a car? 	

- What are the transportation differences between the U.S. and Latin America?
- Does everyone you know have a personal car?
- What are the requirements to rent a vehicle in the U.S. vs. Latin America?
- Can you discuss the different types of cars?
- Can you describe your car?
- What are the driving rules on the U.S.?
- Are you able to report a car accident in detail?
- Can you express discomfort due to injuries?

Enduring Understandings

- Discuss the differences in transportation means between the U.S. and Latin America.
- Discuss driving rules and regulations in the U.S. and Latin America.
- Describe different types of cars.
- Compare and contrast driving requirements in the U.S. vs. Latin America.
- Report a car accident in detail.
- Report injuries and seek help.

NJSLS

7.1.IM.A.1- 2 - 3 - 4 - 5,
 7.1.IM.A.7 - 8,
 7.1.IM.B. 1- 2 - 3 -4 - 5
 7.1.IM.C. 1
 7.1.IM.C. 3- 4 - 5
 8.1.5.A. 1-2-3- 4
 8.1.12.A.1

Key Concepts and Skills

Communication

1. Describe the car of their dreams.
2. Students will talk about the driving rules on the U.S.
3. Students will report a car accident in detail.
4. Students will express discomfort.

Grammar

1. Formal commands.
2. Recycle Preterite tense.
3. Recycle Subjunctive.
4. Idiomatic expressions to express pain and discomfort.

Culture

1. Not everyone own a car in Latin America.
2. Differences in Public transportation needs and availability.
3. Driving requirements, rules, and regulations are different in the U.S. vs. Latin America.
4. Expressing pain uses idiomatic expression in Spanish and there is no literal translation available.

Learning Activities

- Listening Comprehension activities
- Powerpoint vocabulary introduction
- Foldable (pocket book, vocabulary book, tab book etc.)
- Picture prompt activities: famous peoples and natural disasters
- Video activities
- Graphic organizers
- Bell ringers
- Quizzes and games
- Reading activities
- Writing activities

- Cooperative learning activities
- Note taking

Assessments

- Cooperative learning groups
- Personal journal
- Homework
- Class notes
- Online assessment activities
- WebQuests
- Cooperative learning groups
- Personal journal
- Presentational writing
- Presentational speaking
- Quizzes and Test
- Projects
- Google voice

Assessments

21st Century Skills

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

Interdisciplinary Connections

History, Geography, Sociology, legal studies.