



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.

DEPARTMENT World Cultures COURSE Spanish, Grade 8

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Spanish, Grade 8

Department: World Cultures

Board Approval	Supervisor	Notes
September 2012	Steve Sarles	Born Date
July 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review
August 2019	Melissa Lopusznick	Revisions
August 2021	Michael Emmich	Alignment to Standards
TBD 2022	Ian Schwartz	Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Orientation and Introduction	21	Winter and summer activities
2	Important expressions	22	Winter and summer activities
3	Vocabulary Review	23	Winter and summer activities
4	Vocabulary and grammar Review	24	Winter and summer activities
5	Vocabulary and grammar Review	25	Winter and summer activities
6	Sports / Professions mini unit	26	Winter and summer activities
7	Sports /Professions mini unit	27	Winter and summer activities
8	Sports / Professions mini unit	28	Cinco de mayo celebration
9	Sports / Professions mini unit	29	Cinco de mayo celebration
10	Sports / Professions mini unit	30	Cinco de mayo celebration
Week	Marking Period 2	Week	Marking Period 4
11	Health and Travel	31	Pastimes and Hobbies
12	Health and Travel .	32	Pastimes and Hobbies
13	Health and Travel	33	Pastimes and Hobbies
14	Health and Travel	34	Pastimes and Hobbies

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COURSE Spanish, Grade 8

15	Health and Travel	35	Pastimes and Hobbies
16	Health and Travel	36	Daily Routine and Camping
17	Health and Travel	37	Daily Routine and Camping
18	Health and Travel	38	Daily Routine and Camping
19	Health and Travel	39	Daily Routine and Camping
20	Health and Travel	40	Daily Routine and Camping

* **Climate Change:** Winter and Summer unit, Travel/Camping units

** **LGBTQ+/Persons with Disabilities:** Sports unit, Pastimes and Hobbies unit (Ricky Martin, Frida Kahlo, the Muxes, José Feliciano and Nancy Cárdenas)

Core Instructional & Supplemental Materials including various levels of Texts

Como te va Textbook, Como te va workbook (blue), Flashcards, Kahoot, Prezi, Flipgrid, Adobe Movie Maker, Teacher Generated Learning Tasks-Tiered for Novice Mid & Novice High Learners , Quia, Youtube videos on Spanish culture, Wordwall, iSpraak, Edpuzzle & Duolingo.

Time Frame

Week 1-10

Topic

Review: Introduction . Everyday conversation and discussion about oneself and interactions with others such as peers and family. Verb “to be, “to have” adjectives and articles.

Vocabulary about house, school, friends, clothing, and stores.

Sports: Vocabulary related to sports, body parts, the present tense of regular verbs and present tense of stem-changing verbs. The verbs: “aburrir, interesar, gustar”. **Professions -mini unit**

Alignment to Standards

2020 NJSL <https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf>

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7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7

Learning Objectives and Activities

Communication

Students will be able to:

- Discuss importance of learning a foreign language
- Compare/contrast cultural differences
- Follow and apply classroom commands
- Greet friends and family
- Use numbers 1,000-200,000 to count and tell time
- Communicate about the weather and season
- Discuss and communicate about their family and peers
- Communicate about their age
- Describe their home
- Identify and describe school supplies
- State colors and sizes
- Identify career choices in Spanish, subjects in school, and college level courses.

Grammar

Students will be able to:

- Form appropriate syntax
- Review sentence structure: State questions using interrogatives
- Use adjectives appropriately
- Use the verb SER-to be to help express “where I am from” and “who am I?”
- Use stem-changing verbs

Culture

Students will be able to:

- Recognize the importance of second language acquisition
- Value being an active member in today’s cultural society
- Increase in cultural sensitivity (**LGBTQ+/Persons with Disabilities**)
- Gain exposure to general characteristics of some Spanish-speaking countries

Assessments

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COURSE Spanish, Grade 8

Formative:

- Audio Activities:Situational Dialogues
- Reading Activities
- Listening Activities
- Teacher Observation
- Do Now
- Exit Ticket
- Homework Assessment
- Class reading/notes
- Kahoot
- Quizlet
- Google Voice
- Writing Assessments

Summative:

- Latino Sports Figure Interview Project

Benchmark:

- Skills (speaking & writing)/Culture Content Assessment

Alternative:

- Flipgrid, Student generated Google Slides presentation on famous Latino sports figure.

Interdisciplinary Connections

Use the verb SER-to be to help express “where I am from” and “who am I?”:

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

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- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

- CRP4. Communicate clearly and effectively and with reason.
- CRP11. Use technology to enhance productivity

Time Frame	Week 11-20
Topic	
Health: Describe people's personalities, conditions and emotions. Explain minor illnesses. Talk about doctor's appointments. Use the verbs "ser /estar" and indirect object pronouns. Travel: Talk about packing for a trip, getting to the airport and being on a plane. Discuss air travel in South America. Use "yo-go" verbs in the present tense and present progressive.	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf	

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Learning Objectives and Activities

Communication

Students will be able to:

- Discuss importance of learning a foreign language
- Describe people's personalities, conditions, and emotions
- Explain minor illnesses
- Talk about packing for a trip and getting to the airport.
- Talk about what to do at the airport and being on an airplane.

Grammar

Students will be able to:

- Form appropriate syntax
- Use the verb to be (ser / estar)
- Use indirect object pronouns
- Use yo- go verbs and present progressive

Culture

Students will be able to:

- Describe the importance of second language acquisition
- Behave as an active member in today's cultural society
- Increase in cultural sensitivity (**LGBTQ+/Persons with Disabilities**)
- Become exposed to general characteristics of some Spanish-speaking countries

Assessments

Formative:

- Audio Activities:Situational Dialogues
- Reading Activities
- Listening Activities
- Teacher Observation
- Do Now
- Exit Ticket
- Homework Assessment

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COURSE Spanish, Grade 8

- Class reading/notes
- Kahoot
- Quizlet
- Google Voice
- Writing Assessments

Summative:

- Students will create a comic strip focused on their health or a trip to the doctor.
- Students will create a Boarding Pass using vocabulary from the unit.

Benchmark:

- Skills (speaking & writing)/Culture Content Assessment

Alternative:

- Flipgrid, if able, to have students digitize the comic strips and create PowerPoint presentation for the class.

Interdisciplinary Connections

Health/Personal Wellness activities:

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
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- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Technology Integration

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COURSE Spanish, Grade 8

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

- CRP3. Attend to personal health and financial well-being.
- CRP11. Use technology to enhance productivity

Time Frame	Week 21-27
Topic	
Winter and summer activities: Talk about summer and winter activities and resorts in Spanish-speaking countries. Use the preterite of regular -ar verbs and verbs (ir) (ser). Use the direct object pronoun.	
Alignment to Standards	
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	
Communication Students will be able to: • Describe winter and summer vocabulary. • Identify summer weather and activities. • Talk about summer resorts in Spain, Mexico and the Caribbean • Talk about winter resorts in Argentina	

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Grammar

Students will be able to:

- Form appropriate syntax
- Review sentence structure: State questions using interrogatives
- Use adjectives appropriately
- Past tense (ar) (ir) (ser)
- Indirect object pronoun

Culture

Students will be able to:

- Describe the importance of second language acquisition
- Behave as an active member in today's cultural society
- Increase in cultural sensitivity (**LGBTQ+/Persons with Disabilities**)
- Gain exposure to general characteristics, geography and weather, of some Spanish-speaking countries
- Discuss summer and winter resorts in Spanish -speaking countries.

Assessments

Formative:

- Audio Activities:Situational Dialogues
- Reading Activities
- Listening Activities
- Teacher Observation
- Do Now
- Exit Ticket
- Homework Assessment
- Class reading/notes
- Kahoot
- Quizlet
- Google Voice
- Writing Assessments

Summative:

- Students will write and perform short skits about an imaginary vacation in a Spanish -Speaking country.

Benchmark:

- Skills (speaking & writing)/Culture Content Assessment

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Alternative:

- Flipgrid, Student generated Google slides presentation about Spanish -speaking resort.

Interdisciplinary Connections

Discuss climate in Spanish-speaking countries, including the impact of climate change:
MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
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Technology Integration

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Career Education

- CRP11. Use technology to enhance productivity

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COURSE Spanish, Grade 8

Time Frame	Week 28-30
Topic	
Cinco de Mayo Celebration: Talk about “cinco de mayo: history, Mexican -American War, Battle of Puebla and fiesta celebration : Mexican foods, piñatas, bracelets, tissue paper flower creation.	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf	
7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	
Communication Students will be able to: • Discuss importance of learning a foreign language • Compare/contrast cultural differences • Talk about the consequences of the Mexican- American War (1846-1848)	
Grammar Students will be able to: • Form appropriate syntax • Review sentence structure: State questions using interrogatives • Use adjectives appropriately • Use the verb SER-to be to help express “where I am from” and “who am I?” • Use stem-changing verbs	
Culture Students will be able to: • Gain an awareness of geography, history, climate, food and other aspects of the cultural of Spanish-speaking countries through video and discussion students • Identify authentic foods and crafts of Mexico and other Spanish-speaking countries • Discuss similarities and differences between Spanish-speaking culture and their own. • Describe the history of Cinco de Mayo and its relation to American History in a film.	
Assessments	

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COURSE Spanish, Grade 8

Formative:

- Audio Activities:Situational Dialogues
- Reading Activities
- Listening Activities
- Teacher Observation
- Do Now
- Exit Ticket
- Homework Assessment
- Class reading/notes
- Kahoot
- Quizlet
- Google Voice
- Writing Assessments

Summative:

- Cinco de mayo fiesta project: Students will set up a “booth” for ther fair. Students may sell items such as foods, mexican crafts (papel picado, ojos de Dios, bracelets, piñatas,etc. Students will buy and sell items using “pesos”.

Benchmark:

- Skills (speaking & writing)/Culture Content Assessment

Alternative:

- Google Voice,Student generated cultural celebration/presentations on the history of Cinco de Mayo.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information

Technology Integration

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Career Education

- CRP6. Demonstrate creativity and innovation

Time Frame	Week : 31-35
Topic	
Pastimes and Hobbies: celebrating a birthday, attending concerts, movies, and museums. Discuss Hispanic art and music. Preterite of (er,ir) verbs “oír and leer”	
Alignment to Standards	
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	

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Communication

Students will be able to:

- Discuss importance of learning a foreign language
- Compare/contrast cultural differences
- Talk about going to the movies or renting movies.
- Discuss going to a concert or attending an art exhibit at a museum.

Grammar

Students will be able to:

- Form appropriate syntax
- Use the preterite of (**er, ir**) verbs, verbs (**oir /leer**)

Culture

Students will be able to:

- Describe the importance of second language acquisition
- Behave as an active member in today's cultural society
- Increase in cultural sensitivity
- Discuss Hispanic art and music

Assessments

Formative:

- Audio Activities:Situational Dialogues
- Reading Activities
- Listening Activities
- Teacher Observation
- Do Now
- Exit Ticket
- Homework Assessment
- Class reading/notes
- Kahoot
- Quizlet
- Google Voice
- Writing Assessments

Summative:

Students will create two -sides invitation for a birthday party.

Benchmark:

- Skills (speaking & writing)/Culture Content Assessment

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Alternative:

- Students who know how to play an instrument could perform music from the Spanish-speaking world.

Interdisciplinary Connections

View and analyze works of visual art (ex. media arts; films; paintings; etc.) from the Spanish-speaking world:

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

Career Readiness, Life Literacies, and Key Skills

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COURSE Spanish, Grade 8

Career Education

Time Frame	Week 36-40
Topic	
Daily Routine and Camping- Identify more parts of the body and talk about your daily routine. Talk about backpacking and camping. Reflexive verbs.	
Alignment to Standards	
2020 NJSLs https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	
Communication Students will be able to: ● Discuss importance of learning a foreign language ● Identify more parts of the body and talk about their daily routine ● Talk about backpacking and camping Grammar Students will be able to: ● Form appropriate syntax ● Review sentence structure ● Use reflexives verbs Culture	

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DEPARTMENT World Cultures

COURSE Spanish, Grade 8

Students will be able to:

- Describe the importance of second language acquisition
- Behave as an active member in today's cultural society
- Increase in cultural sensitivity
- Gain exposure to general characteristics of some Spanish-speaking countries

Assessments

Formative:

- Audio Activities:Situational Dialogues
- Reading Activities
- Listening Activities
- Teacher Observation
- Do Now
- Exit Ticket
- Homework Assessment
- Class reading/notes
- Kahoot
- Quizlet
- Google Voice
- Writing Assessments

Summative:

- Students will create travel brochures to promote national parks in Spanish -speaking countries.

Benchmark:

- Skills (speaking & writing)/Culture Content Assessment

Alternative:

- Students select and research a park using an atlas, maps, the Internet or other resources.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

- CRP7. Employ valid and reliable research strategies

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.

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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:

- 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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