



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 I

Curriculum Development Timeline

School: Ocean Township High School

Course: Spanish I

Department: World Language

Board Approval	Supervisor	Notes
August 2009	Gina Hagerman	Born Date
July 2012	Steve Sarles	Revisions
July 2015	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review
August 2021	Michael Emmich	Alignment to Standards

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COURSE Spanish I

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Haciendo amigos alrededor del mundo	11	Tradiciones de nuestra familia y mi casa
2	Haciendo amigos alrededor del mundo	12	Tradiciones de nuestra familia y mi casa
3	Haciendo amigos alrededor del mundo	13	Tradiciones de nuestra familia y mi casa
4	Haciendo amigos alrededor del mundo	14	Tradiciones de nuestra familia y mi casa
5	Haciendo amigos alrededor del mundo	15	Tradiciones de nuestra familia y mi casa
Week	Marking Period 2	Week	Marking Period 4
6	La Rutina Escolar	16	Comida y Pasatiempos
7	La Rutina Escolar	17	Comida y Pasatiempos
8	La Rutina Escolar	18	Comida y Pasatiempos
9	La Rutina Escolar	19	Comida y Pasatiempos
10	La Rutina Escolar	20	Comida y Pasatiempos

***LGBT/Persons with Disabilities** lessons appear in the “Haciendo amigos alrededor del mundo,” “La Rutina Escolar,” and “Tradiciones de nuestras familias y mi casa” units

****Climate Change** lessons appear in the “Haciendo amigos alrededor del mundo” unit

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Core Instructional & Supplemental Materials including various levels of Texts

Avancemos (textbook and workbook), “Que tal” (magazine), audio activities, t-charts, tables, picture and video prompts, graphic organizers and Venn diagrams, visual organizers, grammar charts and organizers, authentic vignettes, authentic reading materials: newspaper articles and stories

Time frame	Weeks 1-5
Topic	
Haciendo amigos alrededor del mundo	
Alignment to Standards	
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5	
Learning Objectives and Activities	
• Learners will be able to navigate a Spanish classroom by responding to 20 essential classroom commands. • Learners will apply knowledge of numbers, days of the week, and months of year to navigate and interpret culturally important dates on a calendar and to share personal information. • Learners will recognize how numbers, days of the week, months, years and seasons are formatted differently and will compare and contrast to the English calendar. • Learners will be able to recognize basic weather conditions by applying <i>estar</i> and <i>hacer</i> weather phrases and will examine how global warming affects the seasons and weather conditions in Spanish speaking countries • Learners will be able to interpret cultural differences between greetings and gestures in Spanish speaking countries as well as formal and informal greetings (<i>Usted</i> and <i>tú</i>). Students will use this knowledge to develop and conduct a short conversation with others in Spanish to promote friendly interactions as global citizens. • Learners will be able to describe themselves and others by applying physical as well as personality attributes, adjective agreements, with the verb <i>ser</i> and will discuss LGBTQ, as well as male, female, nomenclature (non-binary) gender identities in regard to	

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COURSE Spanish I

subject pronouns for these descriptions.

- Learners will be able to create and answer personal questions by understanding similarities and differences in question formation between the two languages.
- Learners will construct questions that utilize essential verbs for communication in formal and informal settings which include questions for self description at school, home and work
- Learners will be able to construct simple sentences about themselves and others in the SVO sentence pattern, and will apply indefinite and definite articles according to the grammar rules.

Assessments

Formative:

- Do Nows
- Exit tickets
- Conversation days
- KWL charts
- Listening comprehension activities
- Conversation activities
- Identify and label
- Interviews/conversations
- Games
- Cooperative learning activities
- Reading comprehension
- Initial benchmarks
-

Summative:

- Quizzes
- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments
- Dramatization
- Final Benchmark
- Oral and written at the beginning and the end of each thematic unit.

Benchmark

- Skills (Written/Oral) Culture Benchmark

Alternative:

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DEPARTMENT World Cultures COURSE Spanish I

- For interpretive -give choice of email, essay, or blog.
- For presentational give choice of live or recorded responses as well as choices of formatting such as Adobe Spark, Slides Carnival and hand drawn projects. .
- For interpersonal -give the test questions in written or spoken format.

Interdisciplinary Connections

- NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Career Readiness, Life Literacies, and Key Skills

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Time frame

Weeks 6-10

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DEPARTMENT World Cultures COURSE Spanish I

Topic
La Rutina Escolar
Alignment to Standards
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5 • Learners will be able to summarize their school schedule and classes, as well as after school activities, by implementing the verb gustar and applying present tense ar/er/and ir verbs. • Learners will be able to apply the present tense of the verb ser, as well as adjectives, to give their opinions and preferences about their teachers, classes and after school activities. . • Learners will compare and contrast school systems in Spanish speaking countries and their own by examining their daily schedule. • Learners will investigate jobs in the education industry where Spanish is useful and will discuss levels of study and classes to lead the learner towards a possible job opportunity. Students will dress for success in the job that interests them the most. • Learners will examine differences in school systems in regard to school attire, i.e. school uniforms and will discuss preferences for gender as well as LGBTQ learners by creating a poll and constructing sentences with “llevar puesto” and “tener puesto.” • Learners will analyze authentic school schedules by applying time phrases and the verb ser (por la mañana, por la tarde, por la noche and specific times using de la mañana, de la tarde and de la noche) to answer comprehension questions. • Learners will be able to identify 15 classroom objects and will provide their location by mastering prepositions and the verb estar. Students will use this knowledge to create a school supply advertisement including authentic currency. • Learners will incorporate clothing, colors, and seasons to create and present a clothing portfolio or a seasonal runway collection. • Learners will talk about where they will go by applying the verb ir to school as well as after school activities.
Assessments
<u>Formative:</u>

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COURSE Spanish I

- Do Nows
- Exit tickets
- Conversation days
- KWL charts
- Listening comprehension activities
- Conversation activities
- Identify and label
- Interviews/conversations
- Games
- Cooperative learning activities
- Reading comprehension
- Initial benchmarks
- Poll/ survey
- Questionnaire to interview classmates

Summative:

- Quizzes
- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments
- Dramatization
- Final Benchmark
- Autobiographical presentation
- Oral and written at the beginning and the end of each thematic unit.

Alternative:

- For interpretive -give choice of email, essay, or blog.
- For presentational give choice of live or recorded responses as well as choices of formatting such as Adobe Spark, Slides Carnival and hand drawn projects. .
- For interpersonal -give the test questions in written or spoken format.

Interdisciplinary Connections

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DEPARTMENT World Cultures COURSE Spanish I

- NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Career Readiness, Life Literacies, and Key Skills

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Time frame	Weeks 11-15
Topic	
Tradiciones de nuestras familias y mi casa	
Alignment to Standards	

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DEPARTMENT World Cultures COURSE Spanish I

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

7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5,
7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4,
7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2,
7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5

- Learners will be able to apply their knowledge of ser, tener, and the possessive adjectives to talk about their own unique family structure.
- Learners will compare and contrast their family structure with the roles of a Padrino/Madrina/Comadre and Compadre as well as LGBTQ family members with interpretive readings and discussions.
- Learners will explain how their family celebrates holidays and other traditions as well as how other countries celebrate, through the use of the calendar, tener expressions, and verbs like gustar.
- Learners will assess the similarities and differences between the Spanish Quinceanera, the Sweet Sixteen, Basmitvah, Bat Mitzvah and Cotillion and will present their findings in the target language by planning the celebration. .
- Learners will identify and label the parts of a home and will give directions from room to room by applying estar and prepositions.
- Learners will list the different forms of dwellings and nearby surroundings that are available in their own community while analyzing the differences between ser and estar to show location and description.
- Learners will apply previous and new knowledge to talk about personal considerations and options when choosing a place to move such as weather, job availability, housing availability , schools and location to family and friends.
- Learners will research available real estate in a Spanish speaking country and will create “La Casa de Sus Sueños.”

Assessments

Formative:

- Do Nows
- Exit tickets
- Conversation days
- KWL charts
- Listening comprehension activities
- Conversation activities
- Identify and label
- Interviews/conversations
- Games

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COURSE Spanish I

- Cooperative learning activities
- Reading comprehension
- Initial benchmarks
- Poll/ survey
- Questionnaire to interview classmates

Summative:

- Family tree
- Quinceanera presentation
- ¿Dónde está...? Casa de sus sueños project
- Quizzes
- exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments
- Dramatization
- Final Benchmark
- Spoken and written at the beginning and the end of the semester.

Alternative:

- For interpretive -give choice of email, essay, or blog.
- For presentational give choice of live or recorded responses as well as choices of formatting such as Adobe Spark, Slides Carnival and hand drawn projects. .
- For interpersonal -give the test questions in written or spoken format.

Interdisciplinary Connections

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- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- SOC.6.1.2.GeoPP.1 - Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

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- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Time frame	Weeks 16-20
Topic	
Comida y Pasatiempos	
Alignment to Standards	
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf	
7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5	

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- Learners will be able to recognize the three meals of the day and will compare the differences between breakfast, lunch, and dinner in Spanish Speaking countries by applying time and food vocabulary.
- Learners will be able to express preferences by ordering a meal in a spanish speaking country by applying stem changing verbs such as pedir/servir/almorzar, querer, poder and repetir.
- Learners will investigate and research typical foods from a chosen Spanish speaking country and elaborate about the importance of the connection between food, family and feelings using the verbs sentirse and ser as well as personal adjectives about feelings.
- Learners will interpret the obra: “La Tamalada” by Carmen Lomas Garza and will make a comparison to a family tradition involving food in their own home and tell how it makes them feel by applying “hacer sentir” and me hace llorar/reir/estar contento/estar triste.
- Learners will choose a country and will investigate what typical teenagers do in Spanish speaking countries for fun focusing on sports and applying stem changing verbs.
- Learners will create a log of activities that they are interested in and will poll 3 of their friends and will share the results by creating a chart and applying go verbs, stem changing verbs, reflexives and other applicable activity verbs.
- Learners will apply new and previous knowledge to create a human body and will label body parts and verbs that coordinate with activities focusing on sports.
- Learners will create an email or text message that involves inviting friends and family to an activity or special occasion by applying ir + a, pedir, poder and querer as well as interrogatives.

Assessments

Formative:

- Do Nows
- Exit tickets
- Conversation days
- KWL charts
- Listening comprehension activities
- Conversation activities
- Identify and label
- Interviews/conversations
- Games
- Cooperative learning activities
- Reading comprehension
- Initial benchmarks
- Poll/ survey

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COURSE Spanish I

- Questionnaire to interview classmates

Summative:

- Quizzes
- Exams
- Projects
- Presentation of foods of Spanish speaking countries
- Human Body verb and body part masterpiece
- Written assessments
- Essay
- Oral assessments-Flipgrid
- Dramatization
- Final Benchmark
- Spoken and written at the beginning and the end of the semester.

Benchmark

- Final Skills (Written/Oral) Culture Benchmark

Alternative:

- For interpretive -give choice of email, essay, or blog.
- For presentational give choice of live or recorded responses as well as choices of formatting such as Adobe Spark, Slides Carnival and hand drawn projects. .
- For interpersonal -give the test questions in written or spoken format.

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Career Readiness, Life Literacies, and Key Skills

Technology Integration

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Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

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
- Preferential seating
- One-on-one assistance
- Teacher used visuals during instruction
- Test featured visual cues
- Teachers used mnemonic devices

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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

Modifications for Physical Education/Dance/or any other physical coursework

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COURSE Spanish I

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

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities

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COURSE Spanish I

- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

