



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 II

Curriculum Development Timeline

School: Ocean Township High School

Course: Spanish II

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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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	¿Quién eres? y ¿Cómo eras?	11	¿Cómo llegaste a tu destino y donde te hospedaste?
2	¿Quién eres? y ¿Cómo eras?	12	¿Cómo llegaste a tu destino y donde te hospedaste?
3	¿Quién eres? y ¿Cómo eras?	13	¿Cómo llegaste a tu destino y donde te hospedaste?
4	¿Quién eres? y ¿Cómo eras?	14	¿Cómo llegaste a tu destino y donde te hospedaste?
5	¿Quién eres? y ¿Cómo eras?	15	¿Cómo llegaste a tu destino y donde te hospedaste?
Week	Marking Period 2	Week	Marking Period 4
6	¿Qué hiciste antes del viaje?	16	¿Adónde fuiste y que hiciste en tu destino?
7	¿Qué hiciste antes del viaje?	17	¿Adónde fuiste y que hiciste en tu destino?
8	¿Qué hiciste antes del viaje?	18	¿Adónde fuiste y que hiciste en tu destino?
9	¿Qué hiciste antes del viaje?	19	¿Adónde fuiste y que hiciste en tu destino?
10	¿Qué hiciste antes del viaje?	20	¿Adónde fuiste y que hiciste en tu destino?

***LGBT/Persons with Disabilities** lessons appear in the “¿Quién eres?” “¿Cómo llegaste a tu destino y donde te hospedaste?” units

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****Climate Change** lessons appear in the “¿Qué hiciste antes del viaje?” unit

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	
¿Quién eres?	
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 interpret cultural differences between greetings and gestures in Spanish speaking countries as well as formal and informal greetings (Usted and tú) and will develop and conduct a short conversation with others in Spanish to promote friendly interactions as global citizens. - Learners will be able to describe themselves by evaluating their own strengths and weaknesses and personality traits by taking a -personality/career evaluation. Prueba de personalidad y carreras 11 min - Learners will review and apply present tense verbs, definite and indefinite articles, clothing, colors, personal adjectives, as well as sentence structure to write their autobiography-”Todo sobre mi.” - Learners will utilize their knowledge of personality and personal interest to identify a variety of possible future career options: “Yo quiero ser . . .” - Learners will be able to describe themselves and others by applying physical as well as personality attributes, adjective agreements, with the verb ser and will discuss LGBTQ,	

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DEPARTMENT World Cultures

COURSE Spanish II

as well as male, female, nomenclature (non-binary) gender identities in regard to subject pronouns for these descriptions.

- Learners will apply their knowledge of the stem-changing verbs and interrogatives to talk about their feelings and preferences (querer, poder, jugar, dormir, sentirse, preferir). Students will use this knowledge to create a poll for the class.
- Learners will use their knowledge of the body parts and reflexive verbs to talk about their daily routine in the present tense during different times of the day.
- Learners will demonstrate how the imperfect tense conveys repetitive actions in the past by talking about their childhood and habitual activities.
- Learners will identify and label childhood vocabulary. Students will interpret the mnemonic device: LADWEPT, imperfect triggers and then will retell the story of their Juventud.

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
- Questionnaire to interview classmates

Summative: Quizzes

- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments
- Dramatization
- Final Benchmark
- "Todo sobre mi" biography presentation
- Presentation about their "juventud"

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- Spoken and written at the beginning and the end of the semester.

Benchmark

- 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.

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.
- HE.9-12.2.1.12.EH.1 Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

Career Readiness, Life Literacies, and Key Skills

9.2 12.CAP:5: Assess and modify a personal plan to support current interests and postsecondary plans.

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.

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DEPARTMENT World Cultures COURSE Spanish II

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

Time Frame	Weeks 6-10
Topic	
¿Qué hiciste antes del viaje?	
Alignment to Standards	
2020 NJSL 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 use previous and new knowledge to talk about basic weather conditions by applying <i>estar</i>, <i>hacer</i> and <i>haber</i> weather phrases and will identify how the weather, and temperature, affect their trip plans. • Learners will be able to exchange vital information in person or email to begin the trip planning process in the present tense. (name, address, age, dob, phone number, allergies). • Learners will investigate authentic travel websites in order to choose a trip destination by applying knowledge of traveling vocabulary, geographic landforms, weather, and prices. • Learners will apply this knowledge to make a reservation and to answer questions about their plans. • Learners will identify and list all the necessary items they need for their trip, including passports and vaccines. • Learners will apply their previous and new knowledge to list all the chores and errands they need to do before their trip, such as cleaning the house, arranging a dog sitter, and going to the bank. Students will use verbs and expressions such as “<i>tener que</i>,” “<i>deber</i>,” and “<i>necesitar</i>.” • Learners will determine how climate change affects seasons in the destination of their choice. Students will use this knowledge to identify the season, and weather variations, to choose the appropriate clothing and will pack their suitcase accordingly.	

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COURSE Spanish II

- Learners will demonstrate their knowledge by creating a My Map that includes all the local places they have to visit in preparation for their trip. Students will apply the present tense, triggers, and what they had to do in the different places.

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
- Questionnaire to interview classmates

Summative:

- Quizzes
- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments-Vital information conversation-FLIPGRID
- Student ID cards
- ¿Qué empacaste en la Maleta?
- My Map Trip Presentation of your home and local community
- Dramatization
- Final 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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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

9.2 12.CAP:5: Assess and modify a personal plan to support current interests and postsecondary plans.

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	
¿Cómo llegaste a tu destino y donde te hospedaste?	
Alignment to Standards	

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COURSE Spanish II

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

Learning Objectives and Activities

- Learners will use their previous and new knowledge of geography to identify how geography and weather affects travel plans. Students will use this knowledge to choose a country/destination that interests them and will find an authentic travel website to book a flight.
- Learners will provide information on their findings based on the budget and travel-family criteria provided (different situations)
- Learners will be able to list a variety of necessary steps during the traveling stages, such as check-in, security, the waiting room, and boarding the plane. Additionally, learners will apply preterite triggers to provide the timing when these events take place.
- Learners will brainstorm and investigate careers related to air travel and hospitality. Students will use their results to discuss the importance of knowing a second language for these careers, as well the education necessary to obtain different positions.
- Learners will create “role plays or conversations” about experiences before, during, and after a flight by applying the preterite tense and the thematic vocabulary.
- Learners will apply knowledge of how geography affects travel and utilize their knowledge of personality and personal interest to identify a variety of possible future career options. Students will use the present tense to express their interests with “Yo quiero ser . . .” porque....
- Learners will be able to identify and explain how airports accommodate LGBTQ persons with bathrooms and other areas by investigating the airport that they will depart and arrive at.
- Learners will use the same budget criteria to choose appropriate lodging and assess the amenities provided by the hotels.
- Learners will utilize their findings to plot their airport and accommodations on a new My Map.
- Learners will investigate what eco-friendly measures are at the lodging of their choice and will create eco -friendly signs for their hotel. Students will apply: Tiene que/Debe/Necesita
- Learners will be able to use their knowledge of time and the clock to answer questions related to arrival and departure.

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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
- Questionnaire to interview classmates about air travel and lodging preferences
- Amenity checklist.

Summative:

- Quizzes
- exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments
- Dramatization
- Final Benchmark
- Travel and Hospitality career report
- My Maps of airport and lodging
- Canva eco-friendly signs

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

- NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning

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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.
- HE.9-12.2.1.12.EH.1 - Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- SOC.6.1.2.GeoSV.1 - Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

Career Readiness, Life Literacies, and Key Skills

9.2 12.CAP:5: Assess and modify a personal plan to support current interests and postsecondary plans.

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	
¿Adónde fuiste y que hiciste en tu destino?	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf	

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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 recognize places in a city that are common and that are unique to the culture of the chosen destination.
- Learners will use their previous and new knowledge to take a poll about what their personal preferences during a trip to a foreign country (leisure/entertainment/adventure)
- Learners will select two eco-friendly places to visit during their trip, as well as seasonal festivals and concerts occurring during the specific time of the year.
- Learners will list, interpret, and explain the differences between names of streets and places of interest like a plaza, barrios, casco antiguo de la ciudad, which are different in Spanish speaking countries.
- Learners will examine and list job opportunities in the restaurant industry and will explain why a second language is important in that industry.
- Learners will apply knowledge of place settings to place the different items in the correct location, and to provide feedback to classmates.
- Learners will utilize their previous and new knowledge to make a reservation and to order food in a restaurant.
- Learners will apply stem changing verbs in the preterite to talk about what they ordered, as well as their preferences, (pedir, servir, preferir, etc) in a dramatization.
- Learners will research and critique an authentic menu in their destination and will talk about what they ordered and why by applying verbs like gustar, querer/probar/preferir/comer/beber and idiomatic expressions and adjectives such as- que asco, delicioso, picante.
- Students will compare and contrast the authentic food of their chosen country and their own traditional food. Students will use a table to list differences and similarities between meals and eating times.
- Students will demonstrate knowledge of the restaurant vocabulary and plate setting by developing a “restaurant skit” or a “impromptu.”
- Learners will examine basic formal commands to navigate a city and will create their own map.
- Learners will be able to apply the verb estar and prepositions of location to talk about where something is in relation to something else, on the table and in the city.
- Students will apply their knowledge of the imperfect tense to describe locations and places they visited.

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COURSE Spanish II

- Learners will identify and label modes of transportation in the city.
- Learners will use their “My Maps” to show the transportation route from one point to another.
- Learners will demonstrate their knowledge of the vocabulary, the prepositions, the preterite, and the imperfect tenses, as well as trigger words, by presenting information about ten destinations in their chosen country. Students will use “My Maps” to present their information.

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
- Questionnaire to interview classmates

Summative:

- Quizzes
- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments-Flipgrid
- Dramatization
- Oral assessments- My Maps Final Project
- Job opportunity report
- Menu critique
- My Map Trip Presentation
- Map navigation assessment with common commands
- Restaurant dramatization

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- Final Benchmark

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.

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.
- SOC.6.1.2.GeoGI.2 - Use technology to understand the culture and physical characteristics of regions.

Career Readiness, Life Literacies, and Key Skills

9.2 12.CAP:5: Assess and modify a personal plant to support current interests and postsecondary plans.

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.

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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

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:

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COURSE Spanish II

- 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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