



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 IV

Curriculum Development Timeline



School: Ocean Township High School

Course: Spanish IV

Department: World Cultures

Board Approval	Supervisor	Notes
August 2009	Gina Hagerman	Born Date
July 2012	Steve Sarles	Revisions
July 2015	Chris Wilson	Revisions
November 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	Bilingual Careers and Professional Opportunities	11	The American Dream
2	Bilingual Careers and Professional Opportunities	12	The American Dream
3	Bilingual Careers and Professional Opportunities	13	The American Dream
4	Bilingual Careers and Professional Opportunities	14	The American Dream
5	Bilingual Careers and Professional Opportunities	15	The American Dream
Week	Marking Period 2	Week	Marking Period 4
6	Famous Artists from Today and Yesterday	16	On the Road Again
7	Famous Artists from Today and Yesterday	17	On the Road Again
8	Famous Artists from Today and Yesterday	18	On the Road Again
9	Famous Artists from Today and Yesterday	19	On the Road Again
10	Famous Artists from Today and Yesterday	20	On the Road Again

***LGBT/Persons with Disabilities** lessons appear in the “Famous Artists from Today and Yesterday” unit

****Climate Change** lessons appear in the “Famous Artists from Today and Yesterday” unit

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COURSE Spanish IV

Core Instructional & Supplemental Materials including various levels of Texts

Buen viaje 3 (College Prep/ADV) Newsela, Yabla, Videoele, Google my Maps, YouTube cultural videos, Voicethread, 20 Mundos Readings (ADV), Padlet, Adobe Spark, EdPuzzle

Time Frame

Weeks 1-5

Topic

Bilingual Careers and Professional Opportunities

Alignment to Standards

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

7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7

Learning Objectives and Activities

Students will be able to:

- Apply for a work position in Spanish
- Effectively describe themselves in terms of personality traits and useful skills using the target language.
- Identify and express their personal goals.
- Conduct an interview in Spanish.
- Describe personal work related experience using the target language.
- Advocate the professional advantages of being bilingual.
- Understand the importance of being bilingual when applying for jobs.
- Understand the differences between a Curriculum Vitae and a Resume.
- Compare and Contrast the structures of the work day that exist between the Latin American and the U.S. work environment.
- Discuss formal business etiquette common in the Latin American career fields.

Activities:

- Read authentic resumes

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- Watch videos of interviews
- Make career goals
- Newspaper clippings/videos
- Family timeline
- Journals
- Organizers
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Bell Ringers
- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

Assessments

Formative:

- Presentational writing prompt
- Role play
- Poem
- Homework
- Story creation
- Google voice assessment
- Presentational speaking prompt
- Personal journal
- Online assessment activity

Summative:

- Create cover letter
- Create resume
- Participate in an interview

Benchmark:

- Students will successfully create a Curriculum Vitae and will actively apply to a job

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COURSE Spanish IV

position. Their application process will include writing a formal cover letter and attending a live interview.

Alternative:

- Students will successfully create a Curriculum Vitae and will actively apply to a job position. Their application process will include recording a five-minute introductory video and recording the answers in a recorded job interview.

Interdisciplinary Connections

- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)

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.

Students will use Google Educational tools in order to investigate concepts, topics, etc.

Students will consider the appropriateness of the digital tool for the task.

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

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

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CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	Weeks 6-10
Topic	
The American Dream	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7	
Learning Objectives and Activities	
Students will be able to: • Identify how Spanish arrived to the new world and why. • Describe their family traditions to a classmate. • Explain trends in immigrations. • Carry a conversation about their family's migration/heritage.. • Discuss the contributions made by Hispanics in the USA. • Understand current rules/regulations regarding immigration and how these rules have changed through the years. • Understand the influence of the various Hispanic immigrant groups in the USA. • Compare and contrast their own culture to other cultures. • Recognize a conquistador and the historical importance of their actions. • Discuss how factors like natural disasters can negatively impact a country's economy, creating a higher level of unemployment, political unrest and poverty.	

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- Explain how poverty and lack of opportunities in Latin American countries are the major reason behind an increase on illegal immigration into the United States in the recent decades.

Activities:

- Read excerpts from Cajas de Carton
- Newspaper clippings/videos
- Maps
- La Tamalada Poem
- Google Maps
- USCIS webpage
- Family timeline
- Ethnic food preparation
- Journals
- Organizers
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Bell Ringers
- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

Assessments

Formative:

- Homework
- Online assessment activities
- Personal journal
- Poem writing

Summative:

- Debate
- Presentational writing prompt
- Role play
- Story creation

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- Google voice assessment
- Presentational speaking prompt

Benchmark:

Students will write a letter to a friend from El Salvador how he/she can legally enter and work towards citizenship in the U.S.A.

Alternative:

Students will also use a presentational speaking prompt to compare the immigration rate of various hispanic groups into the United States explaining why, when, how and where it takes place.

Interdisciplinary Connections

- SOC.6.2.12.CivicsPI.4.a - Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
- SOC.6.1.12.CivicsHR.15.a - Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- SOC.6.2.12.EconET.3.b - Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- SOC.6.2.12.HistoryCC.6.a - Evaluate the impact of terrorist movements on governments, individuals and societies.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)

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.

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Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Time Frame	Weeks 11-15
Topic	
Famous Artists from Today and Yesterday	
Alignment to Standards	
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf	
7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7	
Learning Objectives and Activities	
Students will be able to:	
● Describe works of art in detail regarding medium, style, theme, era , where they are exposed and cultural value. ● Describe how political unrest influences art. ● Identify famous controversial hispanic artists and their influence in today's world.	

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- Recognize traditional Hispanic genres of dance and perform their basic steps.
- Describe a personal experience in a theater/art museum/music performance.
- Perform a play in the target language.
- Sing authentic hispanic songs while understanding their lyrics and cultural weight.
- Discuss controversial social topics regarding gender roles, gender identity, racism and social inequality as portrayed by popular hispanic songs and artwork.

Activities:

- You-tube music videos
- Yabla.com
- Read plays by Federico Garcia Lorca
- Karaoke
- Dance choreography
- Observe works of art
- Newspaper clippings/videos
- Maps
- Webquest-Prado
- Virtual tour-Prado
- Info gap-describe works of art
- Google Maps
- Journals
- Organizers
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Bell Ringers
- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups
- Project-based learning

Assessments

Formative:

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- Original playwriting and performing
- Role play
- Poem
- Homework
- Story creation
- Google voice assessment
- Personal journal
- Online assessment activity

Summative:

- Dance performance
- Music video
- Art critiquing
- Visual art product
- Presentational writing prompt
- Presentational speaking prompt

Benchmark:

- Art exhibit presentation - Students become “experts” on one particular hispanic artist in order to conduct an oral presentation where they would describe the artist’s life and two of his/her works of art. The presentation will be followed by a peer question/answer interactive session.

Alternative:

- Students will use presentational writing for music/dance by researching a specific genre and reporting on the history, sounds, artists and instruments used.

Interdisciplinary Connections

- SOC.6.1.12.HistoryCA.14.c - [*Performance Expectation*] - Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. Historical sources and evidence provide an understanding of different points of view about historical events.
- SOC.6.1.12.HistorySE.14.a - [*Performance Expectation*] - Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 1.3B.12prof.Re7a - Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
- 1.3B.12prof.Cn10a - Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

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- 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
- 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- 1.4.12acc.Cn11b - Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.

Career Readiness, Life Literacies, and Key Skills

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Time Frame	Weeks 16-20
Topic	
On the Road Again	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-WL.pdf 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7	
Learning Objectives and Activities	
Student will be able to: ● Obtain a rental vehicle in Spanish. ● Explain a traffic accident or problem. ● Ask for/give directions. ● Discuss problems that impede travel. ● Recognize and describe safe driving practices. ● Read and understand traffic signs in Spanish. ● Recognize practices and conditions that impede travel. ● Understand that driving laws/regulations vary according to country. ● Understand the conversion of miles to kilometers and meters. Activities: ● Avis rent a car website ● Authentic traffic sign readings ● Newspaper clippings/videos ● Role play-accident ● Role play-taxi/client ● Compare/Contrast driving laws ● Voice thread-public service announcement ● Cash cab ● Maps ● Google Maps ● Journals	

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- Organizers
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Bell Ringers
- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

Assessments

Formative:

- Role plays
- Traffic signs
- Newscast
- Homework
- Story creation
- Personal journal
- Online assessment activity

Summative:

- Presentational speaking prompt - Public service announcement
- Presentational writing prompt
- Google voice assessment

Benchmark:

- Students will write an email to a friend from Mexico who is moving to the United States. The email will include information regarding what to do/not to do when driving in New Jersey. They explain rules and how they differ and recommend a vehicle for this trip. During this interpersonal writing exercise, the students will use car vocabulary and commands.

Alternative:

- Students will create a 5-minute long Public Service Announcement video regarding what to do/not to do when driving in New Jersey. They explain rules and explain most

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COURSE Spanish IV

common traffic signals using the grammar and vocabulary learned during this unit.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase

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- 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:

- 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.

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COURSE Spanish IV

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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