

# Spanish I CP

## Course Compendium

### UNITS OF STUDY\*

- Unit 1- Un rato con los amigos
- Unit 2- Vamos a la escuela
- Unit 3- Comer en la familia
- Unit 4- En el centro
- Unit 5- Bienvenido a nuestra casa
- Unit 6- Una rutina diferente
- Unit 7- Mantener un cuerpo sano
- Unit 8- Una semana fenomenal

### SPANISH 1 CP

Credits: 5

Grades: 9, 10, 11, 12

This course is an introduction to the fundamentals of speaking, reading and writing the Spanish language. Although grammar and vocabulary are taught, the emphasis is on oral communication. Students converse about daily life in the United States while learning about the diverse cultures of the Hispanic world. Sample themes include personal health, the family, service occupations, restaurant situations, business and travel related experiences as well as basic vocabulary and skills necessary to express needs, descriptions and appropriate social and cultural practices.

### INTERDISCIPLINARY CONNECTIONS

#### **NJSLS Companion Standards Grades 9-10 (Reading & Writing in History, Soc. St., Science, & Tech. Subjects)** **Anchor Standards for Reading**

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### **Reading History**

**RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.9-10.3.** Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

## **Reading Science and Technical Subjects**

**RST.9-10.5.** Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

## **Anchor Standards for Writing**

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Writing History**

**WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.9-10.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **21st Century Life and Careers**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP11.** Use technology to enhance productivity.

**9.3.12.ED.1** Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

## **Technology**

**8.1.12.A.CS1** Understand and use technology systems.

**8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

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**GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS**

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>- Personal glossary</li> <li>- Text-to-speech</li> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade 9-12</a>  <a href="#">WIDA Essential Actions Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Small group/One to one</li> <li>- Additional time</li> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">Considerations for Special Education Students 6-12</a>  <a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<ul style="list-style-type: none"> <li>- Use of high level academic vocabulary/texts</li> <li>- Problem-based learning</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12</a>  <a href="#">Gifted Programming Standards</a>  <a href="#">Gifted Programming Glossary of Terms</a></p> <hr/> <p align="center"><b>Students with 504 Plan</b></p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
<b>At Risk Learners / Differentiation Strategies</b>		
<ul style="list-style-type: none"> <li>Alternative Assessments</li> <li>Choice Boards</li> <li>Games and Tournaments</li> <li>Group Investigations</li> <li>Guided Reading</li> <li>Leveled Rubrics</li> <li>Literature Circles</li> <li>Multiple Texts</li> </ul>	<ul style="list-style-type: none"> <li>Independent Research &amp; Projects</li> <li>Multiple Intelligence Options</li> <li>Varied Supplemental Activities</li> <li>Varied Journal Prompts or RAFT Writing</li> <li>Tiered Activities/Assignments</li> <li>Tiered Products</li> <li>Graphic Organizers</li> <li>Choice of Books/Activities</li> <li>Mini-Workshops to Reteach or Extend</li> <li>Think-Pair-Share by readiness or interest</li> <li>Use of Collaboration of Various Activities</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw</li> <li>Cubing Activities</li> <li>Exploration by Interest</li> <li>Flexible Grouping</li> <li>Goal-Setting with Students</li> <li>Open-Ended Activities</li> <li>Use of Reading Buddies</li> <li>Stations/Centers</li> <li>Work Alone/Together</li> </ul>

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