



Stockton Unified School District

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Essential Outcomes Chart: What is it we expect students to learn?

Grade:	9-12	Subject:	Spanish 1	Semester	1-2	Team Members:	Celia Robles	Laura Chance	
							Descubre 1 : Chapters 1-5		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	Extension Standards
<p>What is the essential standard to be learn need? Describe in student-friendly vocabulary.</p> <p>Preliminary skill Introduction to the Spanish World and their 21 countries SWBAT identify and label all 21 Spanish Speaking Countries with their capitals on a map.</p> <p>Essential skill #1a and 1b Chapter 1-Greetings/Good-byes (1a) Greetings and goodbyes, identifying yourself to others, courtesy expressions and (1b) the</p>		<p>What does proficient student work look like? Provide an example and/or description.</p> <p>-Proficient students will be able to name and label all 21 Spanish Speaking Countries/capitals.</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can name all 21 Spanish Speaking countries with its capital. I can label the Spanish speaking countries on a map. <p>-A proficient student will be able to recite the Spanish alphabet, greet formally and informally in conversations.</p>		<p>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</p> <ul style="list-style-type: none"> Cornell/Focus Notes Labeling of Maps Cultural research projects <ul style="list-style-type: none"> Cornell/Focus Notes Basic vocabulary (greetings, goodbyes, alphabet...) 		<p>What assessment(s) will be used to measure student mastery?</p> <ul style="list-style-type: none"> White boards Bell work/Daily Warm-ups Class presentations Communicative activities Formal/Informal assessments Tickets out the door Online quiz(es) Formative/summative exams Foldable Tissue Box Project 		<p>When will this standard be taught?</p> <p>Target months August (8/2-8/30)</p> <p>Tentative dates subject to change if refinement needed during school year.</p>	<p>What will we do when students have learned the essential standard(s)?</p> <p>Proficient students will use vocabulary, spelling, and pronunciation in sentences and short writings. They will also mark and chart the text when students critically read culture related articles regarding Spanish speaking countries and their forms of greetings.</p>

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<p>Spanish alphabet by pronunciation and recognition.</p> <p>-SWBAT to greet people formally and informally by using proper vocabulary and use proper pronunciation when speaking to an adult vs. a friend or acquainted.</p> <p>Essential skill #2 Chapter 2-La clase Chapter 5-Las vacaciones Basic Spanish vocabulary, colors and calendar (days, months, seasons, weather...) -SWBAT identify and use basic vocabulary to communicate calendar components in the target language.</p> <p>Essential skill #3a and 3b Chapter 1-Nouns & Articles (3a) Articles and noun agreement and (3b)</p>	<p>I can statements:</p> <ul style="list-style-type: none"> I can greet someone in Spanish using informally and formally. I can use a variety of vocabulary and expressions to greet people. <p>-A proficient will be able to recite, write and label all components of a calendar.</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can communicate and identify calendar components and phrases. I can ask and give a date in Spanish. 	<ul style="list-style-type: none"> Cornell/Focus Notes Dates, months, seasons and days of the week Phrases used when say dates in Spanish. Calendar Foldable w/#'s, days, months, seasons Cornell/Focus Notes Noun & gender agreement Adjective-noun Agreement 	<ul style="list-style-type: none"> White boards-informal testing Bell work/Warm-up Class presentations/dialogues Communicative activities Online quiz (formal and informal) <ul style="list-style-type: none"> Ticket out the door Formatives Exams <ul style="list-style-type: none"> Gallery walks White boards-informal testing <ul style="list-style-type: none"> Bell work/Warm-up 	<p>September and continuing throughout the year. (9/4-9/28)</p> <p>Tentative dates subject to change if refinement needed during school year.</p>	<p>Students who have a greater understanding of verb conjugations in the present tense will extend their knowledge by using conjugated verbs in sentences throughout their expressions/conversations.</p> <p>Students who have a greater understanding of verb conjugations in the present tenses (regular and irregular form) will extend their knowledge by using these conjugated verbs in sentences and in oral activities throughout the year.</p>
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<p>Spanish Adjectives -SWBAT identify and use appropriate definite and indefinite articles according to its noun agreement in daily conversations and writing activities. -SWBAT</p> <p>Essential skills #4a, 4b, 4c Chapter 1-Numbers & Telling Time Chapter 4- The verb Ir-to go (4a)Numbers 0-60, (4b) telling time and the (4c) irregular present tense of IR: to go. -SWBAT identify numbers both digit and writing form to tell time by using the appropriate form of the present tense verb Ir.-to go.</p>	<p>- A proficient student will use verbs, articles, adjectives, and nouns in everyday writing activities and in conversation while collaborating with peers.</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can use articles and adjectives properly demanding on their number and gender. <p>-A proficient student will identify, pronounce, and spell numbers 0-60 and be able to tell time</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can count and identify numbers 0 to 60 both in digit and written form. I can tell time in Spanish. I can conjugate and use the verb 	<p>Definite and indefinite articles</p> <ul style="list-style-type: none"> Adjective-noun Agreement <ul style="list-style-type: none"> Cornell/Focus Notes Knowledge of numbers 0-61 Collaborative skills Number Flash Cards Verb usage Singular and Plural 	<ul style="list-style-type: none"> Class presentations Communicative activities Online quiz (formal and informal) <ul style="list-style-type: none"> Ticket out the door Formatives <ul style="list-style-type: none"> Class dialogues Gallery Walks White boards-informal testing <ul style="list-style-type: none"> Bell work/Warm-up Class presentations Communicative activities Online quiz (formal and informal) <ul style="list-style-type: none"> Ticket out the door Formatives <ul style="list-style-type: none"> Class dialogues Foldable comparing verbs Gallery Walk 	<p>October (10/01-10/31) Fall break from (10/8-10/12) Tentative dates subject to change if refinement needed during school year.</p>	
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<p>Essential skill #5a and 5b Chapter 1-Verb Ser: to be Chapter 2- Verb Estar: to be Present tense of the verb SER/ESTAR: to be SWBAT learn, conjugate, and identify the Irregular verbs SER/ESTAR in the present tense and differentiate between them as they both mean to be in English.</p> <p>Communication 1.1, 1.2, 1.3, 1.4 Comparisons 4.1, 4.2</p>	<p>lr.</p> <p>- A proficient student will identify, all forms of the verb SER and its proper subject pronoun.</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can conjugate and use the verb Ser in the present tense. I can identify the verb Ser according to its subject pronoun. I can use and conjugate the verb Estar in the present tense. 	<ul style="list-style-type: none"> Cornell/Focus Notes Present tense of irregular verb Ser usage Present tense of irregular verb conjugations Verb SER and subject pronouns Notes on the irregular verb Estar and subject pronouns. Foldable with both verbs 	<ul style="list-style-type: none"> White boards-informal testing <ul style="list-style-type: none"> Bell work/Warm-up Class presentations Communicative activities Online quizzes (formal and informal) <ul style="list-style-type: none"> Ticket out the door Formatives/Summatives <ul style="list-style-type: none"> Class dialogues 	<p>November and continuing throughout the year. (11/01- 11/16)</p> <p><i>Tentative dates subject to change if refinement needed during school year.</i></p>	
<p>Essential skill #6 Spanish sentences using the verbs Gustar and Encantar. -SWBAT recognized verbs like Gustar and obviously the verb Gustar by explaining in a variety of practices.</p>	<p>-A proficient student will conjugate the verb Gustar with a subject beginning and other like it, to match the subject noun at the</p>	<ul style="list-style-type: none"> Cornell Notes Present tense of the verb Gustar and other like it. Indirect Object pronouns 	<ul style="list-style-type: none"> White boards-informal testing <ul style="list-style-type: none"> Bell work/Warm-up Class presentations Communicative activities Online quiz (formal and informal) <ul style="list-style-type: none"> Ticket out the door Formatives <ul style="list-style-type: none"> Class dialogues 	<p>November and continuing throughout the year.</p>	

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<p>Essential Skill #7a, 7b Chapter 2- Verbs w/ -ar endings & Numbers higher than 61+</p> <p>(7a) Present Tenses regular –ar verb conjugations, (7b) numbers higher than 31 to 100.</p> <p>-SWBAT conjugate regular –ar verb endings in the present tenses, be able to use and conjugate regular verbs in Spanish sentence and be able to learn and recognized numbers higher than 61+.</p>	<p>beginning of the sentence.</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can use the verb gustar and others in sentences. I can use verbs like gustar with the proper subject following <p>-Proficient Spanish student will use sentences in writing activities and conversation with teacher and peers as they collaborate together using numbers higher than 61 and using the –ar verbs correctly.</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can identify and recognize numbers higher than 61+. I can conjugate 	<ul style="list-style-type: none"> Cornell/Focus Notes w/ -ar verb conjugations Subject nouns Cornell/Focus notes with numbers Gallery Walks 	<ul style="list-style-type: none"> White boards-informal testing <ul style="list-style-type: none"> Bell work/Warm-up Class presentations <ul style="list-style-type: none"> Communicative activities Online quiz (formal and informal) <ul style="list-style-type: none"> Ticket out the door Formatives <ul style="list-style-type: none"> Class dialogues Gallery walks 	<p>(11/26- 11/30)</p> <p>Tentative dates subject to change if refinement needed during school year.</p> <p>December and continuing throughout the year. (12/3- 12/21)</p> <p>Tentative dates subject to change if refinement needed during school year.</p>	
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<p>Essential skill #8 Chapter 2- Forming Questions Forming questions with interrogative words by changing the pitch of the voice, inverting the order in the statement.</p> <p>-SWBAT use and learn the construction of forming questions in Spanish using Interrogative words.</p> <p>Communications 1.1, 1.2, Comparisons 4.1</p>	<p>regular –ar verb endings.</p> <p>-A proficient student will also differentiate between two word and one word interrogative words. -A proficient student will be able to invert the order of the subject and verb when asking a question.</p> <p>I can Statements:</p> <ul style="list-style-type: none"> • I can ask question that require more than a yes or no answer. • I can use interrogative words and change the intonation of the word. • I can tell the difference between Por 	<ul style="list-style-type: none"> • Cornell/Focus Notes • Understanding of subjects, verbs and nouns • Knowledge of vocabulary from prior lessons • 		<p>Winter Break (12/24-1/6) End of Semester 1</p> <p>Semester 2 begins</p> <p>January and continuing throughout the year. (1/07- 1/21)</p> <p>Tentative dates subject to change if refinement needed during school year.</p>	
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	qué and porque.				
<p>Essential skill #9a, 9b, 9c Chapter 3-Adjectives and -er/-ir verbs, Tener/Venir (9a) Descriptive adjectives, (9b) Possessive adjectives, (9c) Present tense of -er and -ir verbs, along with using the correct (9d) irregular form of the verbs Tener and Venir.</p> <p>-SWBAT identify and use</p>	<p>-Proficient students will be able to differentiate between Tener and Venir properly in their writing as the use descriptive adjectives and conjugate correctly any other regular verbs in the present tense.</p>	<ul style="list-style-type: none"> • Cornell/focus notes • Verb conjugation charts • Comparing/contrasting the verbs Tener and Venir • Work in collaborative groups or pairs • Dialogue writing and Supersite activities • Conjugation 1 minute Drills 	<ul style="list-style-type: none"> • Verb drills • Sentences starters with appropriate verb • Informal and formal quizzes and test • Ticket out the door • Class dialogues • Gallery Walks 	<p>January and continuing throughout the year. (1/21-2/15)</p>	<p>Students who have a greater understanding of verb conjugations in the preterite tense will extend their knowledge by using these conjugated verbs in sentences throughout the</p>

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<p>descriptive/possessive adjectives as they use the adjectives to describe themselves and their partner(s).</p> <p>-SWBAT conjugate regular present tense regular –er and –ir verbs along with the irregular verbs Tener and Venir to complete/fill Spanish sentences.</p> <p>Writing Process and structure Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2</p>	<p>I can Statements:</p> <ul style="list-style-type: none"> I can use and differentiate between descriptive and possessive adjectives. I can conjugate and use the irregular verbs Tener and Venir. 	<ul style="list-style-type: none"> Cornell/focus Notes Revisit of nouns and articles Revisit of singular and Plural forms Vocabulary Review Subject pronouns review Conjugation pattern review 	<ul style="list-style-type: none"> Verb drills Sentences starters with appropriate verb Informal and formal quizzes and test Ticket out the door Class dialogues Communicative activities Collaborative activities Gallery Walks 	<p>Tentative dates subject to change if refinement needed during school year.</p>	<p>year.</p>
<p>Essential skill #10a & 10b Chapter 4-Stem-changing verbs and the Yo form verbs (-go verbs) (10a) Present tense stem-changing verbs (e:ie, o:ue, e:i), (10b) the irregular YO form verbs (-go verbs)</p> <p>-SWBAT identify and deviate stem-changing verbs by noting the spelling</p>	<p>-Proficient students will be able to differentiate between irregular and regular verb conjugations by paying attention properly to the ending of the infinitive verb.</p> <p>I can Statements:</p> <ul style="list-style-type: none"> I can conjugate stem changing 	<ul style="list-style-type: none"> Cornell/Focus Notes Verb conjugation charts Comparing/contrasting the irregular and regular verbs Work in collaborative groups or pairs Dialogue writing and Supersite activities The “Boot” strategy Subject Pronoun review 	<ul style="list-style-type: none"> Verb drills Sentences starters with appropriate verb Informal and formal quizzes and test Ticket out the door Class dialogues Collaborative/communicative activities Gallery Walks 	<p>February 2/19-3/15 will continue through the remainder of year Tentative dates subject to change if refinement needed during school year. Spring Break 3/18-3/26</p>	<p>Students who have a greater understanding of all irregular verb conjugations in the YO form of the preterite tense will extend their knowledge by using these conjugated verbs in sentences throughout the year.</p>

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<p>changes to the conjugation.</p> <p>Communications 1.1, 1.2, 1.3</p> <p>Comparisons 4.1, 4.2</p>	<p>verbs by using the “boot” strategy.</p> <ul style="list-style-type: none"> I can note the spelling changes to stem-changing verbs. I can recall the irregular yo form verbs (-go verbs). 				
<p>Essential skill #11a & 11b</p> <p>Chapter 5- Estar w/ condition and emotion</p> <p>Present tense of Estar with condition and emotion, along with a revisit of both verbs Ser and Estar.</p> <p>(11a) SWBAT use and differentiate verb Estar with conditions and emotions.</p> <p>(11b) SWBAT revisit the irregular verbs Ser and Estar for mastery.</p> <p>Communications 1.1, 1.2, Comparisons 4.1</p>	<p>-A proficient student will be able differentiate the meanings of poder/querer when they are used in affirmative or negative sentences</p> <p>I can Statements:</p> <ul style="list-style-type: none"> I can differentiate between the use of Estar with Emotion and conditions. I can use and identify direct object pronouns I can differentiate between Ser and Estar 	<ul style="list-style-type: none"> Cornell notes Review of irregular verbs Ser & estar, tener, ir, Review of Definite and indefinite articles Collaborative skills Stem-changing Verbs 	<ul style="list-style-type: none"> Verb drills Sentences starters with appropriate verb Informal and formal quizzes and test Ticket out the door Class dialogues Gallery Walks Collaborative activities 	<p>March(3/25-4/12 will continue through the remainder of year</p> <p>Tentative dates subject to change if refinement needed during school year.</p>	<p>Students who have a greater understanding of Ser and Estar verb conjugations in the present tense will extend their knowledge by using these in the preterite conjugated verbs in sentences throughout the year.</p>

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<p>Essential skill #12 Chapter 5- Direct object pronouns Direct object nouns & pronouns</p> <p>-SWBAT identify, use and replace nouns with the proper direct object pronoun to avoid repeating nouns mentioned.</p>	<p>-A proficient student will demonstrate his/her understanding of replacing the direct object nouns by a direct object pronoun in the statement.</p> <p>I can Statements:</p> <ul style="list-style-type: none"> • I can identify singular/plural direct object pronouns. • I can replace direct nouns to direct object pronouns in a sentence. 	<ul style="list-style-type: none"> • Cornell/Focus Notes • Review of nouns, articles, singular/ plural forms • Review of personal "a" 	<ul style="list-style-type: none"> • Verb drills • Sentences starters with appropriate verb • Informal and formal quizzes and test • Ticket out the door • Class dialogues • Communicative activities • Gallery Walks 		<p>Students who have a greater understanding of the verb Estar will extend their knowledge by using these conjugated in the present progressive with the participles –ando/-iendo throughout the year.</p>
<p>Essential skill #13a and 13b Chapter 5- Estar and the present progressive Present progressive and the helping verb Estar (12a) SWBAT integrate and use the verb Estar with the present progressive.</p>	<p>-A proficient student will demonstrate understanding of the</p>	<ul style="list-style-type: none"> • Cornell notes • Review of the irregular verb Estar • Subject Pronoun review • The present progressive • Collaborative skills 	<ul style="list-style-type: none"> • Verb drills • Sentences starters with appropriate verb • Informal and formal quizzes and test • Ticket out the door • Class dialogues • Communicative activities 		

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<p>(12b) SWBAT differentiate between the use of the direct object pronouns in Spanish and English is their placement.</p>	<p>present progressive formed by combining the verb “to be” with the present participle (-ando and -iendo) the –“ing” English form of the verb.</p> <p>I can statement:</p> <ul style="list-style-type: none"> • I can use, conjugate the verb Estar and use the present progressive. • I can recall and use the present participle of regular verbs in the progressive. • I can use direct object pronouns and place them correctly in front of the verb. 	<ul style="list-style-type: none"> • present participles -ando -iendo 	<ul style="list-style-type: none"> • Gallery Walks 		
<p>Panorama & Flash Cultura: SWBAT critically read about the geography, history, and the particular culture of Spanish speaking countries around the world.</p> <p>SWBAT Analyze a particular point of view or cultural experience reflected in a work of Spanish literature.</p>	<p>A proficient student will demonstrate understanding of marking and charting different aspects of Spanish speaking countries’ culture through readings and the class discussions while collaborating with peers.</p>	<ul style="list-style-type: none"> • Marking and charting • Making Inferences and analyzing • Graphic organizers • Comparing & contrasting different cultural aspects in Spanish speaking countries and the U.S. in their Focus notes 	<ul style="list-style-type: none"> • Informal observations/ticket out the door • End of the theme chapter project • Class presentations • Communicative activities • Final exam 	<p>Throughout the year- each essential has a Spanish Speaking country to focus on:</p> <p>USA and Canada Chile Perú Puerto Rico</p>	<p>Proficient students will extend their knowledge by critically reading short articles and novel excerpts throughout the year.</p>

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<p>Communication 1.1, 1.2, 1.3 Cultures 2.1, 2.2, 2.3 Connections 3.1, 3.2 Comparisons 4.1, 4.2 Literacy RL 9-10.6</p>				<p>Cuba Spain Ecuador Guatemala</p>	
<p>Writing Process Communication 1.3 SWBAT learn the basic structure of a composition in Spanish through short dialogues, critical readings and narrative writing assignments.</p>	<p>-A proficient student will learn to use writing strategies, integrate vocabulary, and sentence structure principles to write an introduction paragraph in Spanish.</p>	<p>-A proficient student will learn to use writing strategies, integrate vocabulary, and sentence structure principles to write a composition in sentences, transitional words, body, conclusion</p> <ul style="list-style-type: none"> • 3 key star outline • Self-evaluating • Revising • Peer-editing • Philosophical chairs • Socratic seminar 	<ul style="list-style-type: none"> • Bell work (writing) • Informal observations • Short essay questions • Peer analysis • Cultural theme projects • Final draft 	<p>Throughout the year</p>	<p>Proficient students will extend their writing skills by critically reading articles and stories in Spanish and exploring different writing styles and purposes of writing.</p>

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