

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

Grade:	<b>9-12</b>	Subject:	<b>Spanish 3</b>	Term:	<b>1 and 2</b>	Team Members:			
						<b>Textbook:</b>	<b>Descubre 3 Chapt. 1-3</b>		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?	What will we do when students have learned the essential standard(s)?
<p><b>World Languages Standards (See document attached):</b></p> <p>-Students demonstrate understanding of cultural practices in the Spanish speaking world through the interpretation --listening or reading-- of authentic text; communicate through real-world interactions and presentations in writing and speaking, often using media and technology; and connect this knowledge with other cultures and disciplines. In each standard students move through different ranges of proficiency –novice, intermediate, advanced and</p>		<p>Proficient SWBAT use correct spelling and pronunciation of vocabulary; formulate sentences and paragraphs with accuracy, critically read different texts, and interact with classmates in collaborative activities and with teacher during instruction.</p>		<ul style="list-style-type: none"> <li>• Cornell Notes/Focused Notes/Focus notes</li> <li>• Basic phonological knowledge of sounds/syllables</li> <li>• Morphological and orthographical knowledge</li> <li>• Marking and charting texts</li> <li>• Use of graphic organizers</li> <li>• Writing strategies</li> <li>• Peer-editing</li> <li>• Self-assessments</li> <li>• Collaborative skills</li> </ul>		<ul style="list-style-type: none"> <li>• Formative assessments in writing, reading, speaking and listening</li> <li>• White boards</li> <li>• Exit tickets</li> <li>• Dictations</li> <li>• Warm-ups/Bell work</li> <li>• Informal observations</li> <li>• Class presentations/Skits</li> <li>• End of the year project</li> <li>• Final exam</li> </ul>		<p><b>Throughout the year</b></p>	<p>Proficient students will be provided with extension/enrichment activities so that they continue expanding their vocabulary and improve pronunciation in speaking tasks. They will write for multiple purposes using a variety of text’s types. They will critically read culture articles, and watch short films to deepen their cultural knowledge. They will further apply acquired knowledge through research based presentations, and the use of target language in the classroom.</p>

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<p>superior-- and within each range, all students progress through low, mid and high phases.</p> <p><b>Communication Standards:</b></p> <ol style="list-style-type: none"> <li>1. Interpretive Comm.</li> <li>2. Interpersonal Comm.</li> <li>3. Presentational Comm.</li> <li>4. Settings for Comm.</li> <li>5. Receptive Structures in Service of Comm.</li> <li>6. Productive Structures in Service of Comm.</li> <li>7. Language Comparison in Service of Comm.</li> </ol> <p><b>Cultures Standards</b></p> <ol style="list-style-type: none"> <li>1. Cultural Appropriate Interactions</li> <li>2. Cultural Products, Practices and Perspectives</li> <li>3. Cultural Comparisons</li> <li>4. Intercultural Influences</li> </ol> <p><b>Connections Standards</b></p> <ol style="list-style-type: none"> <li>1. Connections to Other Disciplines</li> <li>2. Diverse Perspectives and Distinct Viewpoints</li> </ol>					
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<p><b>Tasks related to Personal Relationships; Present Tense, <i>Ser</i> and <i>Estar</i>, the Progressive Form and Adjectives:</b></p> <p><b>Chapter 1-Review (Descubre 3)</b></p> <p>-Students <b>interact --asking/responding to questions--</b> and <b>present information</b> about themselves or others using the target language in a <b>cultural and age-appropriate setting (classroom).</b></p> <p><b>Communication: 1.I, 2.N-I, 3.I, 4.N-I, 5.I, 6.N, 7.I</b>  <b>Cultures: 1.I, 2.I, 3.N-I, 4.I</b>  <b>Connections: 2.I</b></p>	<p>Proficient SWBAT describe people and actions by using the present progressive form and adjectives in writing activities, and in conversation while collaborating with peers.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can interact with classmates to describe my personality traits by using descriptive adjectives and the present tense of <i>ser</i>.</li> <li>• I can express to others how I feel by using the present tense of <i>estar</i> and descriptive adjectives.</li> <li>• I can demonstrate understanding of social norms in Spanish speaking countries using readings and videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic vocabulary</li> <li>• Present tense and progressive form of regular <i>-ar/-er/-ir</i> verbs</li> <li>• <i>Ser</i> and <i>estar</i> verbs</li> <li>• Nouns-gender and number agreement</li> <li>• Adjective-noun agreement</li> <li>• Cornell Notes/Focused Notes</li> <li>• Collaborative skills</li> </ul>	<ul style="list-style-type: none"> <li>• White boards-practice</li> <li>• Bell work</li> <li>• Conversation</li> <li>• Exit ticket</li> <li>• Summative assessment</li> </ul>	<p>8/1-8/16</p>	<p>Students who have a greater understanding of verb conjugations / its construction in the present tense will extend their knowledge by using accurately conjugated verbs and gender/number agreement in string of sentences or paragraph writing throughout the year.</p>
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<p><b>Tasks related to Leisure Activities; Reflexive Verbs and Verbs like <i>gustar</i>.</b></p> <p><b>Chapter 2 - Review (Descubre 3)</b></p> <p>-Students <b>express their preferences and opinions</b> about their favorite leisure activities, and <b>make cultural comparisons</b> between local leisure activities and those of Spanish speaking countries.</p> <p><b>Communication: 1.I, 2.N-I, 3.I, 4.N-I, 5.I, 6.N-I, 7.I</b>  <b>Cultures: 1.I, 2.I, 3.N-I, 4.I</b>  <b>Connections: 1.I, 2.I</b></p>	<p>Proficient SWBAT tell what they do or enjoy doing in a typical school day or during the weekend by using reflexive/non-reflexive verbs in writing and speaking.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can discuss music and theater by writing a review of a performance.</li> <li>• I can identify and talk about regional sports by creating a chart of objectives, rules and players.</li> <li>• I can participate in a conversation about the New Mexican Cinema by sharing my favorite movies.</li> </ul>	<ul style="list-style-type: none"> <li>• Cornell Notes/Focused Notes</li> <li>• Verb stems</li> <li>• Comparing/contrasting reflexive verbs and verbs like <i>gustar</i></li> <li>• Collaborative skills- pair shares, gallery walks, and in writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• White boards-practice</li> <li>• Bell work-writing activities</li> <li>• Presentation</li> <li>• Online quiz-informal test</li> <li>• Summative assessments</li> </ul>	<p>8/19-8/23</p>	<p>Proficient students will extend their knowledge of this topic by using the subjunctive in sentences and in writing pieces. They will also use this knowledge to critically read short passages or stories throughout the year.</p>
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<p><b>Tasks related to Daily Life; Preterit and Imperfect Tenses, Verbs of Obligation:</b></p> <p><b>Chapter 3 - Review (Descubre 3)</b></p> <p>-Students <b>tell and/or retell stories</b> from their past or from an artists' life (painter, sculptor, etc.) in the Spanish speaking world, and <b>demonstrate understanding of cultural products.</b></p> <p><b>Communication: 1.I, 2.N-I, 3.I, 4.N-I, 5.I, 6.N-I, 7.I</b>  <b>Cultures: 1.I, 2.I, 3.N-I, 4.I</b>  <b>Connections: 1.I, 2.I</b></p>	<p>Proficient SWBAT talk about their daily life or others' in the past, including what they had to do, by using distinctively preterit and imperfect tenses and verbs of obligation in writing and in conversations with teacher and peers.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can present the findings of an interview with my parents or grandparents and write a narrative about their most memorable moments in their lives/or typical day.</li> <li>• I can talk about common household tasks by explaining a typical day in my house.</li> <li>• I can demonstrate understanding of daily life in Spain in the past and in the present through art and media with my peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Cornell Notes/Focused Notes</li> <li>• Morphology of all verbs</li> <li>• Comparing/contrasting present and past tenses</li> <li>• Collaborative skills</li> <li>• Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>• White boards-practice and checking for understanding</li> <li>• Bell work</li> <li>• Class presentations</li> <li>• Online quiz: Supersite or Quizlet</li> <li>• Pre-assessments</li> <li>• Summative assessment</li> </ul>	<p>8/26-9/6</p>	<p>Students who have a greater understanding of verb conjugations in the preterit and imperfect tenses will extend their knowledge by using these conjugated verbs in narrative texts throughout the year.</p>
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<p><b>Tasks related to Health and Wellbeing;</b> <b>Commands:</b></p> <p><b>Chapter 4 (Descubre 3)</b></p> <p>-Students <b>ask and respond</b> to informational questions, <b>and interact in a real-world situation (getting sick and going to the doctor) with cultural competence.</b></p> <p><b>Communication: 1.I, 2.N-I, 3.I, 4.I, 5.I-A, 6.I, 7.I</b> <b>Cultures: 1.I, 2.I, 3.I, 4.I</b> <b>Connections: 1.I, 2.I</b></p>	<p>Proficient SWBAT give and receive information about health and wellbeing while understanding and using the prepositions <i>por</i> and <i>para</i> (for in English) with accuracy, and utilizing both prepositions along with the subjunctive mood to formulate independent and subordinate clauses.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can give advice about treatments for illnesses by creating an advertisement for a new medication.</li> <li>• I can compare and contrast traditional medicine and non-traditional medicine (use of plants or oils).</li> <li>• I can demonstrate understanding of non-traditional medicine practices in Colombia by creating a chart that describes illnesses and remedies.</li> </ul>	<ul style="list-style-type: none"> <li>• Cornell Notes/Focused Notes</li> <li>• Graphic organizers comparing and contrasting the usage of <i>por</i> and <i>para</i></li> <li>• Collaborative skills in groups or pair work</li> <li>• Gallery walks</li> <li>• Verb stems in the present tense</li> <li>• Peer editing</li> </ul>	<ul style="list-style-type: none"> <li>• White boards-checking for understanding and practice.</li> <li>• Bell work</li> <li>• Conversation and/or presentation</li> <li>• Online quiz: Supersite or Quizlet</li> <li>• Pre-assessments</li> <li>• Mid-term exam</li> </ul>	<p>9/9-10/4 Fall Break</p>	<p>Students who excel at this standard will progress to utilize and apply this knowledge in writing for multiple purposes throughout the year.</p>
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<p><b>Tasks related to Traveling and Lodging; Subjunctive, Comparative and Superlative Adjectives, and Indefinite and Negative Words:</b></p> <p><b>Chapter 5 (Descubre 3)</b></p> <p>-Students <b>describe travel destinations</b> and, <b>express their preferences and needs</b> by <b>making requests</b>.</p> <p><b>Communication: 1.I, 2.I, 3.I, 4.I, 5.I-A, 6.I-A, 7.I</b>  <b>Cultures: 1.I, 2.I, 3.I, 4.I</b>  <b>Connections: 1.I, 2.I</b></p>	<p>Proficient SWBAT express their needs and requests in the context of traveling, by providing detailed information using the subjunctive mood and comparatives and superlatives adjectives.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can express my preferences in regards to lodging and accommodations available in Spanish speaking countries using comparative/ superlative adjectives.</li> <li>• I can ask and answer questions collaborating with my classmate in a skit in which one is a tourist and the other a hotel receptionist.</li> <li>• I can compare traveling routes in Nicaragua, Costa Rica y Panamá by preparing a travel itinerary with my classmate.</li> </ul>	<ul style="list-style-type: none"> <li>• Cornell Notes/Focused Notes</li> <li>• Verb stems in the present tense</li> <li>• Formulating negative sentences</li> </ul>	<ul style="list-style-type: none"> <li>• White boards-practice and checking for understanding.</li> <li>• Bell work</li> <li>• Conversation</li> <li>• Spontaneous speaking</li> <li>• Supersite: Online quiz</li> <li>• Formative and Summative assessments</li> </ul>	<p>10/14-11/1</p>	<p>Students who excel at this standard will progress to utilize and apply this knowledge in their writings for multiple purposes throughout the year.</p>
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<p><b>Tasks related to Nature and environment; Past Perfect Tenses and Diminutives and Augmentatives:</b></p> <p><b>Chapter 6 (Descubre 3)</b></p> <p>-Students <b>summarize informational texts</b> and <b>demonstrate understanding of the main ideas and supporting details</b> in articles and/or newscasts about the environment and nature.</p> <p><b>Communication: 1.I, 2.I, 3.I, 4.I, 5.I-A, 6.I-A, 7.I-A</b>  <b>Cultures: 1.I, 2.I, 3.I, 4.I</b>  <b>Connections: 1.I, 2.I</b></p>	<p>Proficient SWBAT discuss natural phenomena by utilizing regular/irregular verbs in the present perfect and past perfect tenses during peer collaboration in both conversation and short-piece writing activities.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can identify and describe animals and their habitat by creating a poster for a bilingual science class.</li> <li>• I can investigate a World Heritage Site in one of the Spanish speaking countries creating a presentation using media and technology.</li> <li>• I can exchange information about submarine parks, national forests in the Caribbean by summarizing readings and videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Cornell Notes/Focused Notes</li> <li>• Present perfect tense conjugations</li> <li>• Past perfect tense conjugations</li> <li>• Comparing/contrasting present perfect and past perfect</li> </ul>	<ul style="list-style-type: none"> <li>• White boards-practice and checking for understanding.</li> <li>• Bell work</li> <li>• Class presentations and spontaneous speaking</li> <li>• Supersite Online quiz</li> <li>• Formative and Summative Assessments.</li> </ul>	<p>11/4-11/22</p>	<p>Proficient students will extend their knowledge by critically reading short articles, retelling stories and summarizing them throughout the year.</p>
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<p><b>Tasks related to all topics studied, Future, Conditional, Prepositions <i>a, hacia, con</i>:</b></p> <p><b>Chapter 7 (Descubre 3)</b></p> <p>-Students <b>make predictions</b> about their lives, their personal relationships, their wellbeing, and their surroundings. They <b>hypothesize</b> about the environment and future discoveries.</p> <p><b>Communication: 1.I, 2.I, 3.I, 4.I, 5.I-A, 6.I-A, 7.I-A</b>  <b>Cultures: 1.I, 2.I, 3.I, 4.I-A</b>  <b>Connections: 1.I, 2.I</b></p>	<p>Proficient SWBAT interpret analyze, and evaluate ideas heard, read, and viewed in order to speculate about the future by using regular and irregular verbs in the future and conditional tenses as well as prepositions <i>a, hacia, con</i>, while collaborating with peers in both conversation and writing activities.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can explain my future goals by writing a short essay.</li> <li>• I can recommend/persuade people to take action in preserving the environment creating a sign or flier.</li> <li>• I can demonstrate understanding of the current cultural and/or social issues in the Spanish speaking world and providing possible solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Cornell Notes/Focused Notes</li> <li>• Verb stems</li> <li>• Comparing/contrasting future and conditional</li> <li>• Collaborative skills</li> <li>• Peer editing</li> </ul>	<ul style="list-style-type: none"> <li>• White boards-checking for understanding</li> <li>• Bell work</li> <li>• Class presentations and/or conversations</li> <li>• Spontaneous speaking</li> <li>• Online quiz: Quizlet or Supersite</li> <li>• Formative assessments</li> <li>• End of the year project/Semester final exam</li> <li>• Interview with teacher</li> </ul>	<p>12/2-12/20</p>	<p>Students who excel at this standard will extract ideas about the topics studied, and apply their knowledge of cultures and structures in the target language by writing and speaking for multiple purposes in and outside the classroom.</p>
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<p><b>Culture embedded in each Unit of Study:</b></p> <p>-Students <b>use Spanish to discuss</b> viewpoints and cultural experiences reflected in Spanish/Latin American cultural products or practices <b>AND consider how cultures influence each other</b> in geographical proximity, historical and current migrations, access technology and global media <b>AND reflect and contrast</b> Spanish speaking cultures and those they know.</p> <p>VHL Supersite <b>resources about target culture:</b> short films, readings and videos.</p> <ul style="list-style-type: none"> <li>• En detalle y Perfil</li> <li>• Cinemateca</li> <li>• Flash cultura</li> <li>• Fotonovela</li> </ul> <p>Other <b>age-appropriate resources</b>, such as cultural readings and online audiovisual materials from and about Spanish speaking world.</p>	<p>A SWBAT demonstrate understanding of different aspects of Spanish culture through readings and discussions of cultural texts, and other audiovisual cultural products, such as advertisements, short films, and music, while collaborating with peers.</p>	<ul style="list-style-type: none"> <li>• Marking and charting</li> <li>• Graphic organizers</li> <li>• Comparing &amp; contrasting different cultural aspects in Spanish/Latin American societies and the United States</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange information about a cultural product with a classmate</li> <li>• Write comparative paragraphs and responses to read, heard, and viewed or observed cultural products and practices.</li> <li>• Other formative assessments</li> </ul>	<p><b>Throughout the year</b></p>	<p>Proficient students will extend their knowledge by critically reading articles, news, short stories, and writing for multiple purposes throughout the year.</p>
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