

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

Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
<b>Grade:</b> 9-12 <b>Subject:</b> Spanish 1 <b>Semester:</b> 1-2 <b>Team Members:</b> Celia Robles, Christina Mitchell, Descubre 1 : Chapters 1-5 <b>Laura Chance</b>					
<b>What is the essential standard to be learned? Describe in student-friendly vocabulary.</b>	<b>What does proficient student work look like? Provide an example and/or description.</b>	<b>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</b>	<b>What assessment(s) will be used to measure student mastery?</b>	<b>When will this standard be taught?</b>	<b>What will we do when students have learned the essential standard(s)?</b>
<b>World Languages Standards (See document attached?):</b>  -Students demonstrate understanding of cultural practices in the Spanish speaking world, communicate through interactions and presentations in writing and speaking, and connect this knowledge with other cultures and disciplines.  Communication Standards Cultures Standards Connections Standards	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.	<ul style="list-style-type: none"> <li>• Cornell notes</li> <li>• Basic phonological knowledge of sounds/syllables</li> <li>• Morphological and orthographical knowledge</li> <li>• Collaborative skills</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> </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>• End of the year project</li> <li>• Class presentations/Skits                             <ul style="list-style-type: none"> <li>• Final exam</li> </ul> </li> </ul>	<b>Throughout the year</b>	Proficient students will accurately use vocabulary and pronunciation when performing speaking tasks. They will write for specific purposes different by using a variety of text's types. They will also critically read culture related articles, and watch short films to deepen their cultural knowledge. They will extend and further apply acquired knowledge through research based presentations and everyday language use in

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<p><b>Preliminary skill</b>  <b>Task related to culture and connections to the Spanish World (21 countries) but only focusing on 6 country for level 1.</b></p> <p>-SWBAT identify and label all 21 Spanish Speaking Countries with their capitals on a map.</p> <p><b>Panorama &amp; Flash Cultura:</b>  -SWBAT critically read about the geography, history, and the particular culture of Spanish speaking countries through <b>communication and connecting</b> as they collaborate with their peers and participate in <b>cultural</b> lessons in class.</p>	<p>-Proficient SWBAT spelling and naming (pronunciation) the 21 Spanish Speaking Countries/capitals and labeling them on a map.</p> <p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>I can spell and name all 21 Spanish Speaking countries with its capital.</li> <li>I can label the Spanish speaking countries on a map.</li> </ul> <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"> <li>Cornell/Focus Notes</li> <li>Labeling of Maps</li> <li>Cultural research projects</li> <li>Tissue box project</li> <li>Use of graphic organizers</li> </ul> <ul style="list-style-type: none"> <li>Marking and charting</li> <li>Making Inferences and analyzing</li> <li>Graphic organizers</li> <li>Comparing &amp; contrasting different cultural aspects in Spanish speaking countries and the U.S. in their Focus notes</li> </ul>	<ul style="list-style-type: none"> <li>White boards</li> <li>Bell work/Daily Warm-ups</li> <li>Class presentations</li> <li>Communicative activities</li> <li>Formal/Informal assessments</li> <li>Tickets out the door</li> <li>Online quiz(es)</li> <li>Formative/summative exams</li> <li>Foldable</li> <li>Tissue Box Project</li> </ul> <p>Spanish Speaking country to focus on:</p> <p>USA and Canada  Chile  Perú  Puerto Rico  Cuba  Spain  Ecuador  Guatemala</p>	<p>Target months  <b>August</b>  (8/5-12/20)</p> <p><b>Tentative dates subject to change if refinement needed during school year.</b></p>	<p>the classroom.</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><b>Essential skills #1</b>  <b>Chapter 1-</b>  <b>Tasks related to Greetings and goodbyes, identifying myself and others, Present Tense Ser to talk about time of day, numbers 0-60, articles, Spanish alphabet by pronunciation and recognition.</b></p> <p>-SWBAT to greet people <b>formally and informally</b> by using proper vocabulary pronunciation, spelling and use proper formality when speaking to an adult vs. a friend or acquainted.</p> <p>-SWBAT demonstrate how to conjugate the irregular verbs Ser in the present tense.</p> <p>-SWBAT compare and contrast the correct placement of the verb when used in telling time.</p> <p>-SWBAT identify nouns</p>	<p>Proficient students greet people formally &amp; informally by using Spanish expressions and use article by gender and number, the use of Ser to tell time 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 greet my friends and others’ formally/informally by using Spanish expression and the present tense of Ser.</li> <li>• I can greet someone in Spanish using informal and formal phrases.</li> <li>• I can express the time of day by using the present tense of SER.</li> </ul>	<ul style="list-style-type: none"> <li>• Cornell/Focus Notes</li> <li>• Basic vocabulary (greetings, goodbyes, alphabet...)</li> <li>• Collaborative skill activities</li> <li>• Communicative skill activities</li> <li>• Tickets out the door.</li> <li>• Verb SER to tell time</li> <li>• Noun gender</li> <li>• Definite and indefinite articles</li> <li>• Present tense of Ser</li> <li>• Present tense of irregular verb conjugations SER</li> <li>• Verb SER and subject pronouns</li> <li>• Foldable organizer or the verb SER</li> </ul>	<ul style="list-style-type: none"> <li>• White boards-informal testing</li> <li>• Bell work/Warm-up</li> <li>• Class presentations/dialogues</li> <li>• Communicative activities</li> <li>• Online quiz (formal and informal)</li> <li>• Ticket out the door</li> <li>• Formatives Exams</li> <li>• Gallery walks</li> <li>• VHL (on-line curriculum)</li> </ul>	<p><b>August-</b>  Embedded throughout the year for mastery. (8/2-8/30)</p> <p><b>Tentative dates subject to change if refinement needed during school year.</b></p>	<p>Students who have a greater understanding of verb conjugations of SER in the present tense will extend their knowledge by using conjugated verbs in sentences throughout their expressions/conversations in writing and conversational activities to describe themselves.</p>
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<p>with its appropriate article agreement by number and gender.</p> <p><b>Essential skills #2</b>  <b>Chapter 2-</b>  <b>Task related to school life vocabulary, the present tense of regular –ar verbs, forming questions with Interrogative words, describe the location of people and things by using the verb <u>ESTAR</u>, describing likes/dislikes with the verb Gustar and calendar components (days, months, seasons, weather...) review of numbers 0-31.</b></p> <p>-SWBAT identify and use basic school related vocabulary to express</p>	<ul style="list-style-type: none"> <li>I can talk about nouns and their agreement by number and gender to its article (definite/indefinite )</li> </ul> <p>-A proficient student will be able to ask and answer questions, describe peoples/things locations with the verb ESTAR, write and label all components of a calendar and express what season they like and dislike by using the verb Gustar.</p> <p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>I can communicate and identify calendar components and phrases.</li> <li>I can ask and answer question</li> </ul>	<ul style="list-style-type: none"> <li>Cornell/Focus Notes</li> <li>Dates, months, seasons and days of the week</li> <li>Phrases used when say dates in Spanish.</li> <li>Calendar Foldable w/#'s, days, months, seasons</li> <li>Knowledge of numbers 0-31</li> <li>Collaborative skills</li> <li>Number Flash Cards</li> <li>Regular present tense –ar verbs</li> <li>Verb Gustar (likes/dislikes)</li> <li>Singular and Plural</li> <li>Estar Foldable</li> <li>One Pager</li> <li>Dialogue writing and Supersite activities</li> <li>Conjugation 1 minute Drills</li> </ul>	<ul style="list-style-type: none"> <li>White boards-informal testing</li> <li>Bell work/Warm-up</li> <li>Class presentations</li> <li>Communicative activities</li> <li>Online quiz (formal and informal)</li> <li>Ticket out the door</li> <li>Formatives</li> <li>Class dialogues</li> <li>Gallery Walks</li> <li>VHL (on-line curriculum)</li> </ul>	<p><b>September</b> (9/03-10/31)  <b>Fall break from (10/8-10/12)</b>  <b>Tentative dates subject to change if refinement needed during school year.</b></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 writing activities and in oral activities throughout the year to express their likes and dislikes about school.</p>
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<p>what subjects the like/dislike by using the verb Gustar.</p> <p>-SWBAT conjugate the verb <b>Gustar</b> with a subject beginning and other like it, to match the subject noun at the beginning of the sentence.</p> <p>-SWBAT communicate calendar components in the target language to express their birthday and what they do in each season of the year.</p> <p>-SWBAT ask questions that require more than a yes or no answer with interrogative words by taking Cornell notes and filling a graphic organizer.</p>	<p>that require more than a yes or no answer in Spanish.</p> <ul style="list-style-type: none"> <li>• I can conjugate and use regular present tense – ar verbs in conversation while collaborating with peers.</li> <li>• I can describe people/things location with the verb ESTAR.</li> <li>• I can express my likes and dislikes and classmates in present basic information about classroom and school related conversation.</li> </ul>				
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<p><b>Essential skill #3</b>  <b>Chapter 3-</b>  <b>Task related to the family vocabulary to describe their family by using descriptive adjectives, regular –er, -ir verbs in the present, and the irregular verbs Tener and Venir in the present tense.</b></p> <p>-SWBAT identify and use regular –er and –ir verbs in the present tense in conversations and writing activities with their peers.</p> <p>-SWBAT describe their family by pointing out characteristics with the verb SER and using adjectives.</p> <p>-SWBAT conjugate and use the irregular verbs Tener and Venir in written activities and in conversations to express idiomatic expressions in the target language.</p>	<p>- A proficient student will use regular –er and –ir verbs, descriptive adjectives to describe characteristics by using the verb SER, and use Tener expressions in everyday 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 identify and use regular –er and –ir verbs in writing and oral conversations.</li> <li>• I can express and describe my family characteristics by using descriptive adjectives and the verb SER.</li> <li>• I can conjugate and use the</li> </ul>	<ul style="list-style-type: none"> <li>• Cornell Notes/focus notes</li> <li>• Family related vocabulary</li> <li>• Descriptive adjectives</li> <li>• Possessive adjectives</li> <li>• Regular –er, -ir verbs</li> <li>• Tener and Venir (irregular verbs)</li> <li>• Collaborative skills</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>• Dialogue writing and Supersite activities</li> <li>• Conjugation 1 minute Drills</li> </ul>	<ul style="list-style-type: none"> <li>• White boards-informal testing</li> <li>• Bell work/Warm-up</li> <li>• Class presentations</li> <li>• Communicative activities</li> <li>• Online quizzes (formal and informal)</li> <li>• Ticket out the door</li> <li>• Formative/Summative</li> <li>• Class dialogues</li> <li>• VHL (on-line curriculum)</li> </ul>	<p><b>October-</b> continuing throughout the year for mastery. (10/01- 10/31)</p> <p><b>Tentative dates subject to change if refinement needed during school year.</b></p>	<p>Students who have a greater understanding of <b>descriptive/possessive adjectives</b> will extend their knowledge by using the regular –ar, -er, and –ir verbs in a family tree project to describe their family members characteristics in writing and an oral presentation.</p>
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<p><b>Essential skills #4</b>  <b>Chapter 4- The verb Ir-to go</b>  <b>Task related to pastime and sports to talk about weekend activities and sports, the irregular present tense of IR: to go, irregular YO forms and Stem-changing verbs (o:ue, e:ie, e:i, u:ue).</b></p> <p>-SWBAT discuss pastime and sports activities by using the irregular verb Ir (to go) in writing activities and in conversation while collaborating with peers.</p> <p>-SWBAT compare and contrast regular verb conjugations to Stem-Changing verbs deviate from normal pattern of regular verbs by filling in a graphic organizer.</p> <p>-SWBAT recognize and conjugate irregular Yo form verbs in writing activities and in conversations with the peers by</p>	<p>irregular verbs Tener and Venir and use the idiomatic tener expressions.</p> <p>Proficient students will use the verb Ir to explain their weekend activities in relation to their pastime and sports,</p> <p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>• I can use the verb Ir to express my weekend plans in regards to my hobbies and sports activities.</li> <li>• I can conjugate and use Stem-changing verbs in writing and conversations with my peers by using the</li> </ul>	<ul style="list-style-type: none"> <li>• Cornell Notes/Focus notes</li> <li>• One pagers</li> <li>• Graphic Organizers</li> <li>• Online curriculum</li> <li>• Quizzlet</li> <li>• Kahoot</li> <li>• Verb conjugations</li> <li>• Un minuto loco (timed practice w/conjugations)</li> <li>• Recognize the “Boot Verbs” and the –go verbs</li> <li>• Graphic Organizers</li> <li>• Dialogue writing and Supersite activities</li> <li>• Conjugation 1 minute Drills</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• White boards-informal testing</li> <li>• Bell work/Warm-up</li> <li>• Class presentations</li> <li>• Communicative activities</li> <li>• Online quiz (formal and informal)</li> <li>• Ticket out the door</li> <li>• Formatives</li> <li>• Class dialogues</li> <li>• Online curriculum and quizzes</li> <li>•</li> </ul>	<p><b>November-embedded and continuing</b> throughout the year.  (11/01- 11/30)</p> <p><b>Tentative dates subject to change if refinement needed during school year.</b></p>	<p>Students who have a greater understanding of <b>Stem-changing</b> verb conjugations in the present tense will extend their knowledge by using these in writing sentence activities throughout the year to express their favorite sport and pastime activities.</p>
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<p><b>Essential skills #5</b> <b>Chapter 5</b> <b>Task related to travel and vacation</b> as students review months of year, seasons and weather, the use of <b>Estar</b> with condition and emotion to express how one is feeling by learning the <b>present progressive form</b>.</p> <p>-SWBAT use and differentiate verb <b>Estar</b> with conditions and emotions when using the <b>present progressive form</b>.</p> <p>-SWBAT identify and use expressions with <b>Estar</b> that can be used to talk about condition and emotions.</p> <p>-SWBAT review the verbs Ser and Estar</p>	<p>“boot” strategy.</p> <ul style="list-style-type: none"> <li>I can conjugate and recognize irregular Yo form verbs (-go verbs)</li> </ul> <p>Proficient students will demonstrate understanding of the present progressive formed by combining the verb <b>Estar</b> “to be” with the present participle (<b>-ando and -iendo</b>) the – “ing” English form of the verb.</p> <p><b>I can statement:</b></p> <ul style="list-style-type: none"> <li>I can use, conjugate the verb <b>Estar</b> when use in the <b>present progressive form</b>.</li> <li>I can recall the difference usage between Ser and Estar.</li> <li>I can express my travel and vacation plans</li> </ul>	<ul style="list-style-type: none"> <li>Cornell/Focus Notes</li> <li>Verb conjugation charts</li> <li>Comparing/contrasting the irregular and regular verbs</li> <li>Work in collaborative groups or pairs</li> <li>Dialogue writing and Supersite activities</li> <li>The past participle when using the progressive form</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>White boards-informal testing</li> <li>Bell work/Warm-up</li> <li>Class presentations</li> <li>Communicative activities</li> <li>Online quiz (formal and informal)</li> <li>Ticket out the door</li> <li>Formatives</li> <li>Class dialogues</li> <li>Gallery walks</li> </ul>	<p><b>December</b> and continuing throughout Spanish level 2 (12/02- 12/20)</p> <p><b>Tentative dates subject to change if refinement needed during school year.</b></p>	<p>Students who have a greater understanding of <b>Ser and Estar</b> 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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