



Stockton Unified School District

**EDISON HIGH SCHOOL**  
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## Essential Outcomes Chart: What is it we expect students to learn?

Grade:	9-12	Subject:	<b>Spanish 2 Fluent</b>	Semester	1-2	Team Members:	Stephanie Pineda		
							<b>Descubre 2 chapters 6-9</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)?				
<b>Chapter 5 Vocabulary: Health and well-being, exercise and physical activity.</b> <b>The present subjunctive / past participles used as adjectives.</b> <b>Communications 1.1</b> <b>Comparisons 4.1</b> Students will review and practice the present subjunctive to conjugate and construct phrases and sentences using the subjunctive in Spanish. Students will also conjugate verbs to past-participles and use them as adjective in sentence structures.	A proficient student will use verbs, articles, a spanish adjectives, and nouns in everyday writing activities and in conversation while collaborating with peers. A proficient student will also master regular and irregular past-participles needed to conjugate the following tenses such as present and past perfect.	<ul style="list-style-type: none"> <li>Basic vocabulary (greetings, family, school, hobbies, travel, shopping, daily living, food, festivities)</li> <li>Present tense of regular –ar/-er/-ir verbs</li> <li>Ser &amp; estar verbs</li> <li>Stem-changing verbs</li> <li>Yo-form changes</li> <li>Noun gender</li> <li>Adjective-noun Agreement</li> <li>Definite and indefinite articles</li> <li>Collaborative skills</li> </ul>	White boards <ul style="list-style-type: none"> <li>Bell work</li> <li>Class presentations</li> <li>Online quiz(es)</li> <li>Chapter exam</li> <li>Gallery Walks</li> <li>Exit Tickets</li> </ul>	8/2/19-8/16/19 (chapter 5 will serve as a Review )	A proficient student will know how to used the subjunctive to conjugate irregular and regular verbs, in addition a student will be able to connect clauses using the subjunctive.				

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<p><b>Chapter 6: Nutrition</b>  <b>The present perfect, the past perfect and the present perfect subjunctive.</b>  <b>Communications 1.1</b>  <b>Comparisons 4.1</b>          Students will learn how to conjugate irregular and regular verbs in the present perfect, past perfect, and perfect subjunctive by using the verb “haber” (to have) and the past participle. Students will also write essays using all tenses of the verbs “haber.”</p>	<p>A proficient student will use verbs, articles, adjectives, and nouns in everyday writing activities and in conversation while collaborating with peers. A proficient student will also learn how to speak in the recent past by using the present perfect/past perfect and the perfect subjunctive. A proficient student will also know how to differentiate between regular and irregular verbs in the past participles.</p>	<p>Basic vocabulary (greetings, family, school, hobbies, travel, shopping, daily living, food, festivities)</p> <ul style="list-style-type: none"> <li>• Present tense of regular –ar/-er/-ir verbs</li> <li>• Ser &amp; estar verbs</li> <li>• Stem-changing verbs</li> <li>• Yo-form changes</li> <li>• Noun gender</li> <li>• Adjective-noun Agreement</li> <li>• Definite and indefinite articles</li> <li>• Collaborative skills</li> </ul>	<p>White boards</p> <ul style="list-style-type: none"> <li>• Bell work</li> <li>• Class presentations</li> <li>• Online quiz(es)</li> </ul> <p>Chapter exam</p>	<p>8/19/19-9/13/19</p>	<p>Students who have a greater understanding of verb conjugations in the present perfect and the present perfect subjunctive. This will extend their knowledge by using conjugated verbs in sentences throughout the year.</p>
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<p><b>Pronunciation &amp; Conversation: Communication 1.1; 1.2 Comparisons 4.1</b> Students will demonstrate understanding of correct pronunciation of the Spanish language, spelling of words, principles governing word stress and use of written accents.</p>	<p>A proficient student will use correct spelling and pronunciation of vocabulary, sentences, and accurate text reading during peer collaboration in both conversation and writing activities.</p>	<p>Cornell notes</p> <ul style="list-style-type: none"> <li>• Basic phonological knowledge</li> <li>• Morphological skills</li> <li>• Orthographical skills</li> <li>• Collaborative skills</li> </ul>	<p>Informal observations</p> <ul style="list-style-type: none"> <li>• Class presentations</li> <li>• Quizzes: Online recordings</li> <li>• Peer analysis</li> <li>• Online recordings</li> </ul>	<p>Year-round</p>	<p>Proficient students will use vocabulary, spelling, and pronunciation in sentences and short writings. They will also critically read culture related articles. They will extend and further apply their knowledge through research based presentations and everyday language use in the classroom.</p>
<p><b>Numbers Beyond 2000 Communication 1.1 Comparisons 4.1</b> Students will learn numbers beyond 2000 in currency transactions and when stating dates.</p>	<p>A proficient student will identify, pronounce, and spell numbers beyond 2000 by carrying out currency transactions in a variety of settings (i.e. shopping, ordering food, making purchases). Student will also accurately state dates following a day-month-year format, as used in Spanish speaking countries.</p>	<ul style="list-style-type: none"> <li>• Basic number vocabulary (0-2000)</li> <li>• Cornell notes</li> <li>• Comparing/contrasting number rules (English v. Spanish)</li> <li>• Peer collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• White boards</li> <li>• Informal observations</li> <li>• Quizzes</li> <li>• Chapter/unit exams</li> </ul>	<p>Year-round</p>	<p>Proficient students who have a better understanding of the vocabulary of numbers beyond 2000 will use it when reading short texts that involve scenarios in currency transactions and dates.</p>
<p><b>Chapter 7: Professions and occupations, workplace, and job interviews.</b> <b>The future and the future perfect.</b> <b>Communication 1.1 Comparisons 4.1</b> Students will learn the future tense of irregular and regular</p>	<p>A proficient student will conjugate and compare verbs in the future and the future perfect. Students will also be able to write an essay using verbs in the future and future perfect. In addition, students will create resumes and write</p>	<ul style="list-style-type: none"> <li>• Cornell notes</li> <li>• Verb stems</li> <li>• Comparing/contrasting Preterite &amp; imperfect</li> <li>• Collaborative skills</li> </ul>	<ul style="list-style-type: none"> <li>• White boards</li> <li>• Bell work</li> <li>• Class presentations</li> <li>• Online quiz</li> <li>• Chapter exam</li> </ul>	<p>9/16/19-11/18/-19</p>	<p>Students who have a greater understanding of verb conjugations in the future and future perfect, this will extend their knowledge by using these conjugated verbs in sentences throughout the year.</p>

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<p>verbs. Students will learn how to write goals, and future aspirations using verbs in the future. Students will also learn how to use the future perfect to express probably in the near future. Students will also learn how to construct phrases using "Para and Dentro de" adding verbs in the future tense conjugated with the verb "haber."</p>	<p>about the benefits of having a resume in the world of work.</p>				
<p><b>Chapter 8: the arts, movies, and television.</b>  <b>The conditional and the conditional perfect.</b>  <b>Communications 1.1</b>  <b>Comparisons 4.1</b>          Students will learn how to use the conditional for irregular and regular verbs to express probability of actions that "would happen". In addition, they will learn how to make polite requests and hypothesize about past conditions using the conditional perfect and the conjugation of the verb "haber" + past-participle.</p>	<p>A proficient student will conjugate and compare the differences between the conditional and conditional perfect. In addition, students will be able to form sentences using word phrases for the conditional perfect.</p>	<ul style="list-style-type: none"> <li>• Cornell notes</li> <li>• Verb stems</li> <li>• Comparing/contrasting different uses of the subjunctive</li> <li>• Collaborative skills</li> </ul>	<ul style="list-style-type: none"> <li>• White boards</li> <li>• Bell work</li> <li>• Class presentations</li> <li>• Online quiz</li> <li>• Chapter exam               <ul style="list-style-type: none"> <li>• Warm-ups</li> </ul> </li> </ul>	<p>11-22/19 - 12/6/19</p>	<p>Proficient students will extend their knowledge of the topic by using the conditional and the conditional perfect and in writing pieces. They will also use this knowledge to critically read short passages or stories that use the conditional perfect throughout the year.</p>

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<p><b>Chapter 8 &amp;9: current events and politics, the media, natural disasters.</b>  <b>The past subjunctive and the past perfect subjunctive..</b>  <b>Communications 1.1</b>  <b>Comparisons 4.1</b>          Students will use the past subjunctive and past perfect subjunctive to form subordinate clauses to express an action that has been concluded in the past.</p>	<p>A proficient student will know how to conjugate in the present subjunctive. Building on prior knowledge, a proficient student will learn and know how to conjugate the verbs “haber” in the subjunctive and use past participles to express the past perfect subjunctive.</p>	<ul style="list-style-type: none"> <li>• Cornell 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</li> <li>• Bell work</li> <li>• Class presentations</li> <li>• Online quiz</li> <li>• Chapter exam               <ul style="list-style-type: none"> <li>• Warm-up activities</li> </ul> </li> </ul>	<p>12/9/19-12/20</p>	<p>Students will extended their knowledge of the subjunctive which is a main focus in Spanish 2 Fluent, this will prepare them for future Spanish classes.</p>
<p><b>Writing Process</b>  <b>Communication 1.3</b>          Students will learn the basic structure of a composition in Spanish.  <b>Writing prompts:</b>          - Write an essay about your future career, goals, aspirations.          -Create/Write a resume.</p>	<p>A proficient student will learn to use writing strategies, integrate vocabulary, and sentence structure principles to write a composition in Spanish.</p>	<ul style="list-style-type: none"> <li>• Pre-writing/Brainstorming</li> <li>• 3-star outline</li> <li>• Short essay questions</li> <li>• Parts of an essay: introduction, thesis, topic sentences, transitional words, body, conclusion</li> <li>• Self-evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work (writing)</li> <li>• Informal observations</li> <li>• Short essay questions</li> <li>• Peer analysis</li> <li>• Final draft</li> </ul>	<p>Through out the year Writing will be implemented daily on short assignments and major writing once a week.</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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<p>-Write an essay about the benefits of having a successful resume -Conditional: Interview a friend, and write an essay about what your friend “would do” if she/he won ten million dollars using verbs in the conditional.</p>		<ul style="list-style-type: none"> <li>• Revising</li> <li>• Peer-editing</li> <li>• Philosophical chairs</li> <li>• Socratic seminar</li> </ul>			
<p><b>Culture</b> <b>Communication 1.1, 1.2, 1.3</b> <b>Cultures 2.1, 2.2</b> <b>Connections 3.1, 3.2</b> <b>Comparisons 4.2</b> Students will read about the geography, history, and culture of Spanish speaking countries around the world. <b>Readings:</b> <b>Un día de estos</b> <b>Gabriel Garcia Marquez</b>  <b>A Julia de Burgos</b> <b>Julia de Burgos</b>  <b>Danza/Las Seis Cuerdas/La guitarra (short poems)</b> <b>Federico García Lorca</b>  <b>Don Quijote y los molinos del viento</b> <b>Miguel de Cervantes</b></p>	<p>A proficient student will demonstrate understanding of different aspects of Spanish speaking countries’ culture through readings and discussions while collaborating with peers.</p>	<ul style="list-style-type: none"> <li>• Marking and charting</li> <li>• Making Inferences</li> <li>• Graphic organizers</li> <li>• Comparing &amp; contrasting different cultural aspects in Spanish speaking countries and the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal observations</li> <li>• End of the year project</li> <li>• Class presentations</li> <li>• Final exam</li> </ul>	<p>Throughout the year Readings are implemented 2 times a week.</p>	<p>Proficient students will extend their knowledge by critically reading short articles and novel excerpts throughout the year.</p>

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