

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

Grade:	9-12	Subject:	Spanish 2	Term:	1 and 2	Team Members:			
						Textbook:			
							Descubre 1 Chapter 6-9 Descubre 2 Preliminary		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	
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?	
<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 superior-- and within each range, all</p>		<p>Proficient SWBAT use correct spelling and pronunciation of vocabulary, formulate sentences and string of sentences more accuracy, read different texts, and interact with teacher classmates in collaborative activities.</p>		<ul style="list-style-type: none"> <li>• Cornell/Focused Notes</li> <li>• Basic phonological knowledge of sounds/syllables</li> <li>• Morphological and orthographical knowledge</li> <li>• Collaborative skills</li> <li>• Marking 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>• Class presentations/Skits</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 advance in writing texts. They will critically read culture passages, and watch videos to deepen their cultural knowledge. They will further apply acquired knowledge through an increase of target language usage in the classroom.</p>	

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<p>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 School and Classroom Activities-Review for Spanish Level 1</b></p> <p>Students <b>interact to introduce themselves</b>, introduce other classmates, and <b>present basic information</b> about them, their classmates, and their classroom/school.</p> <p><b>Communication: 1.N, 2.N, 3.N, 4.N, 5.N-I, 6.N-I, 7.N</b>  <b>Cultures: 1.N-I, 2.N, 3.N-I, 4.N</b>  <b>Connections: 1.N, 2.N</b></p>	<p>Proficient SWBAT apply what they have learned in Spanish 1 as they describe and introduce themselves and their peers in a short basic Spanish conversation.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can write a string of sentences to describe myself paying close attention to the article noun adjective agreement.</li> <li>• I can talk about and to my classmates by using stem-changing verbs and regular -ar/-er/ -ir verbs in the present tense for each subject pronoun including the VOSOTROS.</li> <li>• I can recognize all Spanish speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic vocabulary (greetings, goodbyes, descriptive adjectives)</li> <li>• Present tense of verb <i>Ser</i></li> <li>• Gender and number agreement of nouns and adjectives</li> <li>• Definite and indefinite articles</li> <li>• Basic numbers (0-1,000 the tenths and hundreds)</li> <li>• Cornell/Focused Notes</li> <li>• Collaborative skills</li> <li>• Basic sentence structure; recall how to formulate descriptive sentences using adjective/noun agreement appropriately as well as making subject verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-up/Bell work</li> <li>• Oral presentation in groups</li> <li>• Well written Spanish 1 pager describing them.</li> <li>• Formative/Summative Assessment</li> </ul>	<p>8/1-8/16</p>	<p>Proficient students will be able to write independently a brief paragraph about themselves, and incorporate more details as they progress and expand their knowledge of the target language.</p>
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<p><b>Tasks related to Clothing and Shopping, Negotiating a Price and Buying</b></p> <p><b>Chapter 6 (Descubre 1)</b></p> <p>Students <b>interact and exchange information</b> about clothing and other accessories purchased in an open air market or in a department store.</p> <p><b>Communication: 1.N, 2.N, 3.N, 4.N, 5.N-I, 6.N-I, 7.N</b>  <b>Cultures: 1.N-I, 2.N, 3.N-I, 4.N</b>  <b>Connections: 1.N, 2.N</b></p>	<p>Proficient SWBAT demonstrate their ability in negotiating and stating the price of the clothing they have purchased by using the correct form of the preterit tense.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can express what I know or am familiar with by using verbs <i>saber</i> and <i>conocer</i> in a T-chart.</li> <li>• I can recognize and use some expressions to negotiate a price by creating a skit in an open market.</li> <li>• I can interpret reading passages about Cuba’s history, geography and culture, by summarizing in a graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of colors, descriptive adjectives.</li> <li>• Knowledge of demonstrative adjectives and pronouns</li> <li>• Regular and irregular preterit tense verb conjugations</li> <li>• Numbers 0-1,000,000</li> <li>• Collaborative and group skills</li> <li>• Academic vocabulary</li> <li>• Cornell/Focused Notes</li> <li>• Regular and irregular –ar, -er, and –ir preterit verb conjugations.</li> <li>• Basic sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-up/Bell work</li> <li>• Ticket out the door</li> <li>• Pair sharing</li> <li>• Whiteboards-practice</li> <li>• Conversation</li> <li>• Pre-assessments</li> <li>• Formative and Summative Assessments</li> </ul>	<p>8/19-9/6</p>	<p>Proficient students will use clothing vocabulary to write short descriptive texts. They will also mark the text when critically reading culture related articles, and compare and contrast Latin-American clothing to the USA. Student will extend their knowledge of the preterit tense to write short narrative texts throughout the year.</p>
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<p><b>Tasks related to Daily Routine; Time expressions, reflexive verbs, indefinite and negative words.</b></p> <p><b>Chapter 7 (Descubre 1)</b></p> <p>Students <b>tell and explain in a cohesive text</b> what they do on a daily basis, and did on a specific day of the week in the past, and <b>share this information</b> with classmates.</p> <p><b>Communication: 1.N, 2.N, 3.N, 4.N, 5.N-I, 6.N-I, 7.N</b>  <b>Cultures: 1.N-I, 2.N, 3.N-I, 4.N</b>  <b>Connections: 1.N, 2.N</b></p>	<p>Proficient SWBAT describe a typical school day as part of their daily routine by formulating sentences with proper usage of at least 10 reflexive verbs in present and past tenses.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can present information about my daily activities by creating an illustrated T-Chart.</li> <li>• I can participate in a brief conversation about my daily personal routine and hygiene.</li> <li>• I can interpret reading passages about Peru’s history, geography and culture, by summarizing in a graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic syntactical knowledge of adjectives, as well as adjective/noun agreement.</li> <li>• Reflexive verb conjugations</li> <li>• Preterit tense of regular verbs</li> <li>• The verbs <i>Ser</i> and <i>Ir</i> in both present and preterit tense</li> <li>• Cornell/Focused Notes</li> <li>• Collaborative groups</li> <li>• Basic sentences structures</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-ups/Bell work</li> <li>• Ticket out the door</li> <li>• Pair sharing</li> <li>• Oral presentation</li> <li>• Pre-assessments</li> <li>• Formative and summative assessment</li> <li>• Mid-term exam</li> </ul>	<p>9/9-10/4 Fall Break</p>	<p>Proficient students will reinforce their knowledge of reflexive verbs and indefinite and negative words formulating sentences in original descriptive writings. Learned skills will be incorporated to the following lesson(s).</p>
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<p><b>Tasks related to Food Items and Eating at a Restaurant; Stem-changing verbs Preterit, Double Object Pronouns, Comparisons.</b></p> <p><b>Chapter 8 (Descubre 1)</b></p> <p>Students <b>describe in detail meals, dishes, foods and beverages</b> in the US and Spanish speaking countries to <b>interact</b> with cultural competence in real-world settings.</p> <p><b>Communication: 1.N-I, 2.N, 3.N-I, 4.N, 5.N-I, 6.N-I, 7.N</b>  <b>Cultures: 1.N-I, 2.N-I, 3.N-I, 4.N-I</b>  <b>Connections: 1.N-I, 2.N-I</b></p>	<p>Proficient SWBAT to order food at a restaurant, and construct sentences using stem changing verbs and preterit tense, identify direct and indirect object pronouns, and use comparatives and superlatives adjectives.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can order food at a restaurant and ask for the check by creating a skit.</li> <li>• I can interpret reading passages about Guatemala’s history, geography and culture, by summarizing in a graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative skills</li> <li>• Cornell/Focused Notes</li> <li>• Verb conjugating strategies</li> <li>• Academic vocabulary</li> <li>• Verbs in the present and preterit tenses</li> <li>• Basic and compound sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-ups/Bell work</li> <li>• Ticket out the door</li> <li>• Writing activities</li> <li>• Pair sharing</li> <li>• Conversations</li> <li>• Formative and Summative Assessments</li> </ul>	<p>10/14-11/1</p>	<p>Students who excel at this standard will use food vocabulary to explain what their favorite restaurant or food ar. They will also mark texts when critically reading culture related articles and compare and contrast Latin-American meals to the USA. Learned skills will be incorporated to the following lesson(s).</p>

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<p><b>Tasks related to Personal Relationships and Celebrations; Irregular preterit, Verbs change meaning, Prepositional pronouns.</b></p> <p><b>Chapter 9 (Descubre 1)</b></p> <p>Students <b>interpret what they heard, read and viewed</b> about personal relationships and celebrations in Spanish speaking countries using media and technology.</p> <p><b>Communication: 1.N-I, 2.N, 3.N-I, 4.N, 5.N-I, 6.N-I, 7.N</b>  <b>Cultures: 1.N-I, 2.N-I, 3.N-I, 4.N-I</b>  <b>Connections: 1.N-I, 2.N-I</b></p>	<p>Proficient SWBAT discuss and summarize informational texts, talk about the last celebration in their family by using a wide variety of verbs in the preterit tense.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can describe stages of life and personal relationships by talking about my own family or a family of a well-known person.</li> <li>• I can interpret reading passages about Chile’s history, geography and culture, by summarizing in a graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue writing and Supersite activities on VHL</li> <li>• Regular and irregular preterit tense verb conjugations.</li> <li>• Collaborative and group skills</li> <li>• Academic vocabulary</li> <li>• Cornell/Focused Notes</li> <li>• Regular and irregular –ar, -er, and –ir preterit verb conjugations.</li> <li>• Basic and compound sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-ups/Bell work</li> <li>• Ticket out the door</li> <li>• Gallery walks</li> <li>• Pair sharing</li> <li>• Oral presentations/Conversation</li> <li>• Weekly formative assessments</li> <li>• Summative assessment at the end of the chapter.</li> </ul>	<p>11/4-11/22</p>	<p>Proficient students will make use of celebrations’ vocabulary to describe them and compare with one they are familiar with or already know. Students will also mark the text when critically reading cultural related articles about Hispanic celebrations, and strengthen their knowledge of irregular preterit verbs to retell short narratives. Learned skills will be incorporated to the following lesson(s).</p>
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<p><b>Tasks related to Traveling, Vacations and Leisure Activities; Preterit and Imperfect tenses.</b></p> <p><b>Descubre 2 (Preliminary)</b></p> <p>Students <b>describe travel destinations and leisure activities, and narrate</b> things that happened in the past.</p> <p><b>Communication: 1.N-I, 2.N, 3.N-I, 4.N, 5.N-I, 6.N-I, 7.N</b>  <b>Cultures: 1.N-I, 2.N-I, 3.N-I, 4.N-I</b>  <b>Connections: 1.N-I, 2.N-I</b></p>	<p>Proficient SWBAT tell an anecdote(s) about their last summer or winter vacation, using both the preterit and imperfect tenses, while speaking or writing narrative texts.</p> <p><b>“I can” statements:</b></p> <ul style="list-style-type: none"> <li>• I can write a paragraph about my last weekend by using the preterit and imperfect tenses.</li> <li>• I can talk about my last vacations by using pictures and/or images, and the preterit and imperfect tenses in a power point presentation.</li> <li>• I can interpret a reading about service-learning in Argentina.</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue writing and Supersite activities on VHL</li> <li>• Regular and irregular preterit tense verb conjugations.</li> <li>• Collaborative and group skills</li> <li>• Academic vocabulary</li> <li>• Cornell/Focused Notes</li> <li>• Basic and compound sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-ups/Bell work</li> <li>• Ticket out the door</li> <li>• Pair/group sharing</li> <li>• Oral presentations</li> <li>• Formative and Summative assessment</li> <li>• Final Exam</li> </ul>	<p>12/2-12/20</p>	<p>Students who have a greater understanding of the preterit/imperfect verb conjugations will extend their knowledge by responding in writing to what they hear or read throughout the year.</p>
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<p><b>Culture embedded in each Unit of Study:</b></p> <p>-Students <b>discuss and describe</b> particular points of view or cultural experience as reflected in Spanish/Latin American cultural <b>products or practices</b> AND <b>demonstrate understanding of the history and geography</b> of Spanish speaking countries around the world.</p> <ul style="list-style-type: none"> <li>• VHL <b>resources</b> on cultural perspectives, practices and products, such as readings and videos about Spanish speaking countries.</li> </ul> <p>En detalle y Perfil En pantalla Flash cultura Fotonovela</p> <ul style="list-style-type: none"> <li>• Other <b>age-appropriate resources</b>, such as cultural readings and online audiovisual materials from and about Spanish speaking world.</li> </ul>	<p>Proficient SWBAT demonstrate understanding of different aspects of Spanish culture through readings and discussions of cultural texts, and other audiovisual cultural products, such as advertisements, videos and music, while collaborating with peers.</p>	<ul style="list-style-type: none"> <li>• Marking texts</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 produce with a classmate</li> <li>• Create a Venn diagram about similarities and differences of observed cultural practices or products.</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, short stories, and writing for multiple purposes.</p>
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