

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

Grade:	11-12	Subject:	REGULAR Spanish 3	Semester	1-2	Team Members:	Celia Robles	Laura Chance	
							Preliminary Review Past tense		
							Descubre 2 Chapters 3-9		
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)?
Pronunciation & Conversation: Students will demonstrate 80% and higher of their understanding of correct pronunciation of the Spanish language, spelling of words, principles governing word stress and use of written accents. Communication 1.1; 1.2 Comparisons 4.1		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.		<ul style="list-style-type: none"> • Cornell notes • Basic phonological knowledge • Morphological skills • Orthographical skills • Collaborative skills 		<ul style="list-style-type: none"> • Cornell notes • Basic phonological knowledge • Morphological skills • Orthographical skills • Collaborative skills 		Strategy implemented throughout the year	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.
Preliminary review /refresher: (pretérito imperfecto)- *Chapter 1- (Descubre 2) Students will review, identify, describe and		Proficient students will be able compare and contrast the preterite and imperfect tense in various activities as they use the vocabulary words in descriptive writing.		<ul style="list-style-type: none"> • Dialogue writing and Supersite activities on VHL • Regular and irregular preterit tense verb conjugations. • Collaborative and group skills • Academic vocabulary 		<ul style="list-style-type: none"> • Daily (Warm-Ups) • Ticket out the door • Gallery walks • Pair sharing • Oral presentations • Formative Quizzes/Test based on material learned throughout the week. 		August 3 to August 14	Proficient students will use health and medical vocabulary words, in spelling, and pronunciation in sentences and in short descriptive writings.

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<p>demonstrate their knowledge of the past tense in Spanish.</p>		<ul style="list-style-type: none"> • Cornell Notes • Regular and irregular –ar, -er, and –ir preterite verb conjugations. • Sentence structures 	<ul style="list-style-type: none"> • Summative assessment by writing a short narrative in Spanish and using the past tense. 		<p>Students who have a greater understanding of the preterite/imperfect verb conjugations in the regular/irregular form will extend their knowledge by using conjugated verbs in sentences throughout the year.</p> <p>Learned skills will be incorporated to the following lesson(s).</p>
<p>Present Tense, Ser and Estar and the Progressive Form, proper usage of por and para compared to the English form. (review/refresher)- *Chapter 2-(Descubre 2)</p> <p>-Students will know how to Conjugate regular verbs with progressive forms in the present tense.</p> <p>-Students will know the correct Placement of the participles when using the progressive form.</p>	<p>A proficient student will use the present progressive form in writing activities and in conversation while collaborating with peers.</p>	<ul style="list-style-type: none"> • Basic vocabulary (personality, emotions, relationships and feelings) • Present tense of regular – ar/-er/-ir progressive form verbs • Ser & estar verbs • Noun gender • Adjective-noun Agreement • Por vs. Para • Cornell Notes • Collaborative skills 	<ul style="list-style-type: none"> • White boards-informal quiz • Bell work • Class presentations • Ticket out the door • Formal test formative/summative • Online quizzes-informal test • Chapter exam 	<p>August 17 to August 21</p>	<p>Students who have a greater understanding of verb conjugations in the present tense will extend their knowledge by using conjugated verbs in paragraph writing throughout the year.</p>

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Communications 1.1 Comparisons 4.1					
**Chapter 3.2-(Descubre 2) Relative pronouns, formal commands and present subjunctive with verbs of will and influence Students will know how to use the commands and indicate which form of the subjunctive with verbs of will and influence. Students will demonstrate the difference of formal commands and the present subjunctive in a one pager or foldable. Communication 1.1, 1.3 Comparisons 4.1	A proficient student will conjugate and compare different uses of the subjunctive through oral and written activities in collaboration with peers and be able to use the formal commands with peers in an oral and written dialogue.	<ul style="list-style-type: none"> • Cornell notes • Verb stems • Comparing/contrasting different uses of the subjunctive/ commands • Collaborative skills- pair shares, gallery walks, and in writing activities 	<ul style="list-style-type: none"> • White boards-practice and informal testing • Bell work-writing activities • Class presentations • Online quiz-informal test • Chapter exam-summative/formative 	August 24 to September 4	Proficient students will extend their knowledge of the topic by using the subjunctive in sentences and in writing pieces. They will also use this knowledge to critically read short passages or stories that use the subjunctive throughout the year.
*Chapter 3.3-(Descubre 2) Subjunctive with verb emotion, doubt, disbelief, denial and conjunctions proper usage.	A proficient student will conjugate and compare verbs in this constructions in writing activities and conversation with teacher and peers.	<ul style="list-style-type: none"> • Focus notes • Verb stems • Comparing/contrasting Subjunctive vs. indicative tense <ul style="list-style-type: none"> • commands 	<ul style="list-style-type: none"> • White boards • Bell work • Class presentations • Online quiz • Chapter exam 		Students who have a greater understanding of verb conjugations in the preterit and imperfect tenses will extend their knowledge

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<p>Students will demonstrate the conjugations of regular and irregular verbs in the subjunctive tense by taking focus notes, creating a compare and contrast chart and one pager.</p> <p>Communications 1.1-1.3 Comparisons 4.1 – 4.3</p>		<ul style="list-style-type: none"> • Collaborative skills <ul style="list-style-type: none"> • 1 pager 	<p>*VHL Activities</p>		<p>by using these conjugated verbs in sentences throughout the year.</p>
<p>Students will learn the subjunctive tense by using clauses and comparing to the present indicative usage, nosotros commands, and the past participle uses as adjectives. Students will also incorporate the proper usage of por and para compared to the English form.</p> <p>Communications 1.1-1.3 Comparisons 4.1 – 4.3</p>	<p>Proficient students will be able to compare and contrast the proper usage of por and para and be able to use both with the subjunctive tense in sentence structures.</p>	<ul style="list-style-type: none"> • Cornell notes • Graphic organizers to compare and contrast por and para • Spanish commands • Subjunctive conjugations 	<ul style="list-style-type: none"> • Verb drills • Verb quizzes • Supersite activities • Formal and informal quizzes • Whiteboards • Summative/formative test 		<p>Students who excel at this standard will progress to utilize and apply this knowledge in the writing process in Spanish.</p>

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<p>Students will compare and contrast the proper grammar usage of the present perfect, past perfect and diminutives and augmentatives grammar rules and construction.</p> <p>Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2</p>	<p>A proficient student will conjugate present and past perfect regular and irregular verbs during peer collaboration in both conversation and short-piece writing activities, in quizzes, on line activities using the VHL curriculum.</p>	<ul style="list-style-type: none"> • Cornell notes • Present perfect tense conjugations • Past perfect tense conjugations • Comparing/contrasting present perfect, past perfect • 1 pager 	<ul style="list-style-type: none"> • White boards • Bell work • Class presentations • Online quiz • Chapter exam 		<p>Students who excel at this standard progress will utilize and apply this knowledge in the writing process in Spanish.</p>
<p>Future & the Conditional Students will know how to conjugate regular and irregular verbs in the future tense as a means of expressing conjecture or probability. They will also learn to use the prepositions a, hacia, and con.</p> <p>Communications 1.1-1.3 Comparisons 4.1 – 4.3</p>	<p>A proficient student will conjugate verbs in the future and conditional tenses during peer collaboration in both conversation and short-piece writing activities.</p>	<ul style="list-style-type: none"> • Cornell notes • Verb stems • Comparing/contrasting future and conditional • Collaborative skills • Peer editing 	<ul style="list-style-type: none"> • White boards • Bell work • Class presentations • Online quiz • Chapter exam 	<p>Week of review after Spring Break</p>	<p>Students who excel this standard progress will utilize and apply this knowledge of the future tense in the writing process of their goal in 5 and 10 years from now in Spanish.</p>
<p>Students will compare and contrast the proper grammar usage of the conditional, conditional</p>	<p>A proficient student will conjugate present and past perfect regular and irregular verbs during peer collaboration in both conversation and short-</p>	<ul style="list-style-type: none"> • Cornell notes • Present perfect tense conjugations • Past perfect tense conjugations 	<ul style="list-style-type: none"> • White boards • Bell work • Class presentations • Online quiz • Chapter exam 		<p>Students who excel at this standard progress will utilize and apply this knowledge in the writing process in</p>

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<p>perfect and the past perfect subjunctive grammar rules and construction.</p> <p>Students will summarize the use of the subjunctive and the Si clause</p> <p>Communications 1.1, 1.2, 1.3</p> <p>Comparisons 4.1, 4.2</p>	<p>piece writing activities, in quizzes, on line activities using the VHL curriculum.</p>	<ul style="list-style-type: none"> • Comparing/contrasting present perfect, past perfect • 1 pager summary of the subjunctive 	<ul style="list-style-type: none"> • VHL Activities/ quizzes 		<p>Spanish.</p>
<p>Writing Process</p> <p>Students will apply the basic writing Spanish structure of a composition in Spanish and synthesize their learning in a rhetorical <i>précis</i> or in an essay format.</p> <p>Communication 1.3, 1.4</p>	<p>A proficient student will learn to use writing strategies, integrate vocabulary, and sentence structure principles to write a composition 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"> • Self-evaluating • Revising • Peer-editing • Sentence frames (academic vocab) • Philosophical chairs • Socratic seminar 	<ul style="list-style-type: none"> • Bell work (writing) • Informal observations • Short essay questions • Peer analysis • 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>
<p>Culture (Flash Cultura)-VHL</p> <p>Students will mark and chart read about the geography, history, and culture of Spanish speaking countries around the world. 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 different aspects of Spanish speaking countries' culture through readings and discussions while collaborating with peers (using sentence frames-academic vocab)</p>	<ul style="list-style-type: none"> • Marking and charting • Making Inferences • Graphic organizers • Comparing & contrasting different cultural aspects in Spanish speaking countries and the U.S. 	<ul style="list-style-type: none"> • Informal observations • End of the year project • Rhetorical précis • Class presentations • Final exam 	<p>Throughout the year</p> <p>Countries of focus Panama Colombia Venezuela</p>	<p>Proficient students will extend their knowledge by critically reading short articles and novel excerpts throughout the year and writing a rhetorical précis.</p>

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Communication 1.3 Cultures 2.1, 2.2 Connections 3.1, 3.2 Comparisons 4.2	Literacy RL 9-10.6			Bolivia Nicaragua Rep. Dominicana El Salvador Guatemala Paraguay Uruguay	

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