

## What is it we expect students to learn? Identifying Essential Standards

**Grade Level:** 12

**Subject:** Spanish 4

**Team Members:** Sandra Wood

| 1. Standard/Description   | 2. Evidence of Proficiency   | 3. Prior Skills Needed   | 4. Common Summative Assessment   | 5. When Taught? | 6. Enrichment Standards |
|---|--|--|--|-----------------|-------------------------|
| <b>The student will describe plans possible future occupations and plans.</b> | Students will use vocabulary to discuss a job search, such as el aspirante, la hoja de vida, el becario, la entrevista. Students will talk about work in an office or other work environment using words such as el seguro de salud, ser despedido, jubilarse. | Making predictions.<br>Work vocabulary.<br>Comparing and contrasting.<br>Verb conjugation in future tense. | <u>Avancemos 4</u> Unidad 1, Lección 1 test                                | 1st quarter     |                         |
| <b>The student will refer to things already mentioned using pronouns.</b>     | Students will use direct and indirect object pronouns such as me, te, le, nos, os, les, lo, la, los, las. Students will describe what happens to themselves using reflexive pronouns, me, te, se, nos, os, se and reflexive verbs such as dormirse,            | Noun/adjective gender and number agreement.<br>Sentence structure.<br>Direct, indirect, subject pronouns.  | <u>Avancemos 4</u> Unidad 1, Lección 2 test<br>On-going writing activities | 1st quarter     |                         |

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|   | lavarse, etc. Students will use pronouns in sentences such as, "Mi amigo me lo compró" and "Me despedí de mis amigos."   |  |  |                            |
| <b>The student will be able to interview for a job, answering questions about his or her present, past, future and aspirations.</b> | Students will fill out job application in Spanish. Students will describe an ideal job including occupation, characteristics, duties, etc.   | Asking and answering questions. Making predictions. Vocabulary about work, occupations, school. Expressing wishes. | Job Application <u>Avancemos 4</u> Unidad 1, Lección 1 and Unidad 1, Lección 2 tests <u>Avancemos 4</u> Unidad 4, Lección 2 test | 1st quarter<br>3rd quarter |
| <b>The student will describe hobbies, games and leisure activities.</b>   | Students will discuss indoor and outdoor sports and activities, using words such as los ejercicios aeróbicos, la escalada deportiva, el surf a vela, el ajedrez, los juegos virtuales. Students will answer questions about favorite activities and compare and contrast what various people do in their free time. They will use sentences such as "En mis ratos libres me gusta jugar el domino y practicar el | Express likes and dislikes. Use of variety of verb tenses.   | <u>Avancemos 4</u> Unidad 2, Lección 1 and Unidad 2, Lección 2 tests   | 2nd quarter                |

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|   | ciclismo.”  |  |  |                            |
| <b>The student will discuss vacation plans in Hispanic countries, including plane and train travel.</b> | Students will talk about vacations and travel arrangements. Students will describe past vacations. Students will plan a trip to a Hispanic country using future tense. The trip will include information such as: los itinerarios, los horarios de avión y tren, el alojamiento, las actividades, y obstáculos que se encuentran. | Transportation and geography vocabulary. Leisure activity vocabulary. Geography of Hispanic countries.                 | <u>Avancemos 4</u> Unidad 3, Lección 1 and Unidad 3, Lección 2 tests<br>Trip Project | 2nd quarter<br>4th quarter |
| <b>The student will talk about probable events.</b>   | Students will conjugate verbs in the conditional tense. Students will tell what they would do in a variety of situations.   | Critical thinking. Verb conjugation in subjunctive mood. Complex sentence structure. Predicting.                       | <u>Avancemos 4</u> Unidad 3, Lección 2 test  | 2 <sup>nd</sup> quarter    |
| <b>The student will be able to express emotional reactions to what others do.</b>                       | Students will use subjunctive mood to explain how they feel about people and activities. Students will use sentences such as “Me alegro que mis amigos vengan a visitarme” and “Es bueno que  | Verb conjugations in subjunctive mood. Descriptive adjectives of feelings, hopes, desires. Complex sentence structure. | <u>Avancemos 4</u> Unidad 4, Lección 1and Unidad 4, Lección 2 tests                  | 3rd quarter<br>4th quarter |

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|  | <p>nosotros recibamos buenas notas en la clase.”</p> <p>Students will discuss what they hope will happen. Students will use sentences such as “Esperamos que la profe no nos dé tarea.”</p>   |   |  |   |
| <p><b>The student will describe plans for college.</b></p> | <p>Students will discuss future education and goals. Students will describe what they think their college experience will be like, including such things as where they will live, how they will pay, what courses they will take. Students will use imperfect subjunctive to explain hypothetical situations. Students will use sentences such as “Si tuviera mucho dinero, le compraría un regalo a mi profesora de español.</p> | <p>Verb conjugation in future tense.</p> <p>Descriptive vocabulary of schools.</p> <p>Making predictions.</p> | <p><u>Avancemos 4</u> Unidad 4, Lección 2 test</p> | <p>3<sup>rd</sup> quarter</p> <p>4<sup>th</sup> quarter</p> |
| <p><b>The student will discuss Spanish art.</b></p>        | <p>Students will identify Spanish and Latin American artists</p>  | <p>Descriptive adjectives.</p>  | <p>Art quiz</p> <p>Field trip reflection</p>       | <p>3<sup>rd</sup> quarter</p>                               |

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|  | including Velazquez, El Greco, Goya, Picasso, Diego Rivera, Frida Kahlo. Students will describe characteristics of medieval art, renaissance art, impressionism, surrealism, cubism, abstract art, and the influence of the native peoples in Latin American art. |  |                     |   |
| <b>The student will write a well-constructed research paper.</b>                   | Students will pre-write and organize ideas in Spanish. Students will use present, past, future and conditional verb forms as well as imperative and subjunctive moods to describe a trip.   | Sentence structure. Pre-writing strategies. Editing strategies. Subject/verb and noun/adjective agreement. | Trip Project        | 4 <sup>th</sup> quarter                       |
| <b>The student will give a 5-minute speech about a topic of his or her choice.</b> | Students will successfully demonstrate an activity or persuade peers to their way of thinking in an oral presentation.  | Spanish pronunciation. Presentation skills. Sentence structure.  | Speech Presentation | 4 <sup>th</sup> quarter<br><u>Avancemos 4</u> |

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary
2. Example/ Rigor: What does the proficient student work look like? Provide an example and/or description.
3. Prior skills needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessments(s) will be used to measure the student mastery?

## **What is it we expect students to learn? Identifying Essential Standards**

5. When will this standard be taught?
6. Enrichment: What supplementary standards/ skills enrich the essential standard?

Mattos, Buffum, Weber, 2010