

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

Standard/ Description	Example/ Rigor	Prior Skills Needed	Common Assessment	When Taught?	Enrichment
Grade: 9-12	Subject: Spanish 1	Semester 1	Team Members: Curt Hobbs Paula Righello Kasey Hanna		
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)?
I will be able to introduce myself and complete a simple conversation with a new acquaintance.	<p>At the end of 3 wks, I will write and present a dialogue in which I introduce a classmate.</p> <p>At the end of 6 wks., I will write and present a dialogue about likes and dislikes.</p> <p>At the end of 8 wks., I will write a <i>Mi libro</i> (My book) project.</p>	<p>For Knowledge (Culture)</p> <ul style="list-style-type: none"> <li>• Body language used when greeting others</li> <li>• Differences between formal and formal greetings/address</li> <li>• Know that Spanish speakers use the verb "to have" to express age instead of "to be".</li> </ul> <p>For Communication</p> <ul style="list-style-type: none"> <li>• Vocabulary used for greetings and farewells</li> <li>• Vocabulary used to exchange information about names, ages, origins, and contact information</li> <li>• Vocabulary used to describe likes and dislikes</li> <li>• Vocabulary to express activities that people do.</li> </ul> <p>For Control</p> <ul style="list-style-type: none"> <li>• Use subject pronouns</li> <li>• Subject/Verb agreement</li> </ul>	<p>Agreed upon end-of-chapter written assessments:</p> <ul style="list-style-type: none"> <li>-subject pronoun quiz</li> <li>-exchange personal information quiz</li> <li>-ser/adjective quiz</li> <li>--ar verb quiz</li> <li>--ir quiz</li> <li>-my book project</li> <li>-school vocabulary quiz</li> <li>-stem-changing verb quiz</li> <li>-possessive adjective quiz</li> <li>food quiz</li> <li>-reflexive verb quiz</li> </ul> <p>(Teacher: see Spanish 1 PLC folder for end of chapter common assessments)</p> <p>\\Tech-nas\public\RHS\Foreign Language\Spanish 1 PLC\Common end of chapter assessments</p>	<p>Wks. 1-3 introductions, self, descriptions</p> <p>Wks. 1-6 likes and dislikes</p> <p>Wks. 1-8 cumulation of all essentials to-date</p>	<p><b>Enrichments include teacher/student presentations and discussion of various Spanish speaking countries and additional chapter readings.</b></p>

		<ul style="list-style-type: none"> <li>• Conjugate verbs</li> <li>• #/g agreement</li> <li>• Usage of key regular and irregular verbs in the present indicative tense</li> <li>• Statement/ question word order</li> <li>• Form to express "likes"</li> <li>• Ways to express no</li> <li>• Accurate preposition usage</li> </ul>			
I will be able to recognize and produce sounds in the target language.	When I speak or read aloud, I am comprehensible to a sympathetic native speaker.	<p>For Knowledge (Culture)</p> <ul style="list-style-type: none"> <li>• Comparison of letter/sound similarities and differences between English and target language.</li> <li>• Diacritical marks used in the target language.</li> </ul> <p>For Communication</p> <ul style="list-style-type: none"> <li>• Sounds peculiar to the target language.</li> <li>• The Alphabet.</li> <li>• Names of the diacritical marks.</li> </ul> <p>For Communication</p> <ul style="list-style-type: none"> <li>• Sounds peculiar to the target language.</li> <li>• The Alphabet.</li> <li>• Names of the diacritical marks.</li> </ul>	<p>Formal assessment is made when students present an assigned oral presentation or conversation at the end of the chapter.</p> <p>-dialogues on exchanging personal information</p> <p>-dialogues on likes/dislikes</p> <p>-dialogues on school life</p>	Ongoing (All chapters)	Teacher and other students ask questions to presenters to extend the use of target language.
I will be able to talk/write about self and others	I will create a poster and a written description of myself and various family members.	<p>For Knowledge (Culture)</p> <ul style="list-style-type: none"> <li>• Importance of family.</li> <li>• Stereotypes</li> </ul> <p>For Communication</p>	<p>Students present posters and talk about themselves and family members.</p> <p>Assessed on ser/adjective agreement,</p>	wks. 1-12	Students write pen pal letters to students in another Spanish 1 class.

		<ul style="list-style-type: none"> <li>• Vocabulary for family relationships.</li> <li>• Vocabulary for physical descriptions and personality traits.</li> </ul> <p>For Control</p> <ul style="list-style-type: none"> <li>• Usage of common irregular verbs to be and to have</li> <li>• Manage subject/verb agreement</li> <li>• Conjugate regular, some irregular yo, and stem-changing verbs.</li> <li>Use of gusta/an and manipulation of IOP</li> </ul>	<p>number/subject/verb agreement, usage of verbs including gustar</p> <p>Department common assessment</p>		
<p>I will be able to understand spoken and written Spanish, and write and speak using basic language on specific topics</p>	<p>I will write 3-paragraph essay in Spanish talking about self, others, likes, dislikes, family, activities, and school schedules.</p>	<p>For Knowledge (Culture)</p> <ul style="list-style-type: none"> <li>• Culturally appropriate ways to begin and end a letter</li> </ul> <p>Punctuation - differences between English and Spanish</p> <p>Use of upper and lower case letters</p> <p>For Communication</p> <ul style="list-style-type: none"> <li>• Vocabulary relating to each target thematic.</li> <li>• Verbs relating to each target thematic.</li> </ul> <p>For Control</p> <ul style="list-style-type: none"> <li>• Correct word order/sentence structure.</li> <li>• Verbs (subject/verb agreement, correct verb in context, i.e., ser, estar, tener, hacer)</li> <li>• Noun/adjective agreement</li> </ul>	<p>District Common Assessment - written final.</p>	<p>Wks. 1-18</p>	<p>Over the course of ten days, show the videonovela that comes with course materials.</p> <p>Read the mini novela Pobra Ana.</p>