



# Wyoming Department of Education Required Virtual Education Course Syllabus

## Weston County School District #7

Course Information	
<b>Program Name</b>	Weston #7
<b>Course ID</b>	5403
<b>Course Name</b>	AP Spanish S
<b>SCED Code</b>	24064G0.5022
<b>Content Area</b>	Foreign Language
<b>Grade Level</b>	9 - 12
<b># of Credits</b>	0.5
<b>Curriculum Type</b>	District Developed
<b>Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.</b>	
<p>AP Spanish Language and Culture will expand and improve communication skills with a brief review of grammar at the intermediate level. Not only will more real-life situations be used but so will enhanced writing, listening, reading, and speaking assignments in order to prepare for the AP testing. Spanish will be used nearly exclusively in the class by the teacher and students. Students will be expected to use Spanish to complete tasks from the three communicative modes: Presentational (presenting information), Interpersonal (interacting with others), and Interpretive (understanding information). These modes will be accessed through reading, writing, listening to, and speaking Spanish. Students will interact with the language through their speaking/writing in class, as well as with audio, audiovisual and written materials. Active participation and class attendance are required to being successful. The online AP component provided by College Board will be used as well. Successful completion of Spanish I, Spanish II, Pre-AP Spanish III and their equivalents as determined by the teacher is a must before enrolling in the class.</p>	

Wyoming Content and Performance Standards	
<b>Standard</b>	<b><a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a></b>
FL1.IL.1- (Interpretive Listening)	Performing at the intermediate low level, the student recognizes information from a variety of authentic audio resources.
FL1.IL.2- (Interpretive Listening)	Performing at the intermediate low level, the student recognizes information from a variety of authentic audiovisual resources.

FL1.IL.3- (Interpretive Reading)	Performing at the intermediate low level, the student identifies information from a variety of authentic written and print resources.
FL2.IL.2- (Interpersonal Writing)	Performing at the intermediate low level, the student engages in written interpersonal (2 way) communications.
FL3.IL.2- (Presentational Writing)	Performing at the intermediate low level, the student plans and produces written presentational communications.
FL2.IL.1- (Interpersonal Speaking)	Performing at the intermediate low level, the student engages in spoken interpersonal (2 way)communications.
FL3.IL.1- (Presentational Speaking)	Performing at the intermediate low level, the student plans, produces, and presents spoken presentational communications.

**Scope and Sequence**

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
--------------	------------	--

<p>Unit 1: <i>Families in Different Societies (6 weeks)</i> Unit 1 explores themes related to families in Spanish-speaking communities that provide a meaningful context for students in which to acquire and develop a variety of language and cultural concepts.</p> <p>Sa 1: AP Sa 2: AP Sa 3: enfoque en gramática Sa 4: AP Sa 5: AP Sa 6: enfoque en gramática</p> <p>*Grammar will rotate through the following (not necessarily in this order): basics, gerund, haber, preterite, imperfect, future, subjunctive, other as deemed necessary.</p> <p style="text-align: center;"><b>Unit Assessment</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 33%;">PRE</th> <th style="width: 33%;">Formative(s)</th> <th style="width: 33%;">CRITERIA for MASTERY</th> </tr> </thead> <tbody> <tr> <td>Weekly quizzes (grammar, vocab, etc), weekly journal writings</td> <td>Assigned in class with cumulative project and in-class journals once a month</td> <td>See proficiency scale (mastery is a 3.0)</td> </tr> </tbody> </table>			PRE	Formative(s)	CRITERIA for MASTERY	Weekly quizzes (grammar, vocab, etc), weekly journal writings	Assigned in class with cumulative project and in-class journals once a month	See proficiency scale (mastery is a 3.0)	<p><b>PRIORITY STANDARD/S Assessed for MASTERY:</b> FL1.IL.3 (Interpretive Reading) FL3.IL.2 (Presentational Writing) FL2.IL.1 (Interpersonal Speaking) FL2.IL.2 (Interpersonal Writing) FL3.IL.1 (Presentational Speaking) FL1.IL.2 (Interpretive Listening) FL1.IL.1 (Interpretive Listening)</p>	<p><b>Priority Questions:</b></p> <ul style="list-style-type: none"> <li>¿Qué compone una familia en una sociedad de habla hispana? ¿Cuáles son algunos aspectos importantes de los valores y la vida familiar en las sociedades de habla hispana? ¿Qué retos enfrentan las familias de hoy?</li> </ul> <p><b>In-class writing schedule:</b> 15 minute-timed writing, will know of the topic in-class; will be AP focused as well as ‘random’ focused. 1-2 mins to read prompt, 10 mins to write, 1-2 mins to proof read.</p> <p><b>Journal entries will be posted online and due the following week. These are to be completed outside of class in preparation for the in-class writing.</b></p> <p>Quizzes will be based upon the context of the previous week. AP focus weeks will be centered upon the Unit’s Theme with AP-supported materials.</p> <p>Authentic realia and supplementary materials will be used to support students as needed. Main focus is based upon the <b>use</b> of the Spanish language in everyday situations with cultural connections as applicable.</p> <p>Students will use the “Personal Progress Check” provided by AP Classroom.</p>
PRE	Formative(s)	CRITERIA for MASTERY								
Weekly quizzes (grammar, vocab, etc), weekly journal writings	Assigned in class with cumulative project and in-class journals once a month	See proficiency scale (mastery is a 3.0)								

**Scope and Sequence**

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
Unit 2: <i>The Influence of Language and Culture on Identity (6 weeks)</i> Unit 2 looks at how language and culture influence identity in Spanish-speaking societies. This relevant and engaging	<b>PRIORITY STANDARD/S Assessed for MASTERY:</b> FL1.IL.3 (Interpretive	<b>Priority Questions:</b> <ul style="list-style-type: none"> <li>¿Cómo se desarrolla nuestra identidad a lo largo del tiempo? ¿Cómo moldea la lengua nuestra</li> </ul>

<p><i>theme provides a meaningful context in which students can acquire and develop a variety of more nuanced linguistic and cultural concepts as well as vocabulary.</i></p> <p>Sa 1: AP Sa 2: AP Sa 3: enfoque en gramática Sa 4: AP Sa 5: AP Sa 6: enfoque en gramática</p> <p>*Grammar will rotate through the following (not necessarily in this order): basics, gerund, haber, preterite, imperfect, future, subjunctive, other as deemed necessary.</p>			<p>Reading) FL3.IL.2 (Presentational Writing) FL2.IL.1 (Interpersonal Speaking) FL2.IL.2 (Interpersonal Writing) FL3.IL.1 (Presentational Speaking) FL1.IL.2 (Interpretive Listening) FL1.IL.1 (Interpretive Listening)</p>	<p><i>identidad cultural? ¿Cómo influye la tecnología en el desarrollo de la identidad pública y personal? ¿Cómo refleja el arte de una comunidad su identidad pública?</i></p> <p><b>In-class writing schedule:</b> 15 minute-timed writing, will know of the topic in-class; will be AP focused as well as ‘random’ focused. 1-2 mins to read prompt, 10 mins to write, 1-2 mins to proof read.</p> <p><b>Journal entries will be posted online and due the following week. These are to be completed outside of class in preparation for the in-class writing.</b></p> <p>Quizzes will be based upon the context of the previous week. AP focus weeks will be centered upon the Unit’s Theme with AP-supported materials.</p> <p>Authentica realia and supplementary materials will be used to support students as needed. Main focus is based upon the <b>use</b> of the Spanish language in everyday situations with cultural connections as applicable.</p> <p>Students will use the “Personal Progress Check” provided by AP Classroom.</p>
<p><b>Unit Assessment</b></p>				
<p><b>PRE</b></p>	<p><b>Formative(s)</b></p>	<p><b>CRITERIA for MASTERY</b></p>		
<p>Weekly quizzes (grammar, vocab, etc), weekly journal writings</p>	<p>Assigned in class with cumulative project and in-class journals once a month</p>	<p>See proficiency scale (mastery is a 3.0)</p>		

**Scope and Sequence**

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
<p>Unit 3: <i>Influences of Beauty and Art (6 weeks)</i> This unit explores themes related to the influences of beauty and art in Spanish-speaking communities, which provides a meaningful context for students in which to acquire and develop a variety of linguistic and cultural concepts.</p>	<p><b>PRIORITY STANDARD/S Assessed for MASTERY:</b> FL1.IL.3 (Interpretive Reading) FL3.IL.2 (Presentational</p>	<p><b>Priority Questions:</b></p> <ul style="list-style-type: none"> <li>¿Cómo influyen los ideales/ modelos de belleza y estética en la vida diaria? ¿Cómo el arte desafía y a la vez refleja las perspectivas culturales? ¿Cómo valoran las comunidades la belleza y el arte?</li> </ul>

<p>Sa 1: AP Sa 2: AP Sa 3: enfoque en gramática Sa 4: AP Sa 5: AP Sa 6: enfoque en gramática</p> <p>*Grammar will rotate through the following (not necessarily in this order): basics, gerund, haber, preterite, imperfect, future, subjunctive, other as deemed necessary.</p> <p style="text-align: center;"><b>Unit Assessment</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"><b>PRE</b></td> <td style="width: 33%;"><b>Formative(s)</b></td> <td style="width: 33%;"><b>CRITERIA for MASTERY</b></td> </tr> <tr> <td>Weekly quizzes (grammar, vocab, etc), weekly journal writings</td> <td>Assigned in class with cumulative project and in-class journals once a month</td> <td>See proficiency scale (mastery is a 3.0)</td> </tr> </table>			<b>PRE</b>	<b>Formative(s)</b>	<b>CRITERIA for MASTERY</b>	Weekly quizzes (grammar, vocab, etc), weekly journal writings	Assigned in class with cumulative project and in-class journals once a month	See proficiency scale (mastery is a 3.0)	<p>Writing) FL2.IL.1 (Interpersonal Speaking) FL2.IL.2 (Interpersonal Writing) FL3.IL.1 (Presentational Speaking) FL1.IL.2 (Interpretive Listening) FL1.IL.1 (Interpretive Listening)</p>	<p><i>¿Cómo se usa el arte para documentar la historia?</i></p> <p><b>In-class writing schedule:</b> 15 minute-timed writing, will know of the topic in-class; will be AP focused as well as ‘random’ focused. 1-2 mins to read prompt, 10 mins to write, 1-2 mins to proof read.</p> <p><b>Journal entries will be posted online and due the following week. These are to be completed outside of class in preparation for the in-class writing.</b></p> <p>Quizzes will be based upon the context of the previous week. AP focus weeks will be centered upon the Unit’s Theme with AP-supported materials.</p> <p>Authentica realia and supplementary materials will be used to support students as needed. Main focus is based upon the <b>use</b> of the Spanish language in everyday situations with cultural connections as applicable.</p> <p>Students will use the “Personal Progress Check” provided by AP Classroom.</p>
<b>PRE</b>	<b>Formative(s)</b>	<b>CRITERIA for MASTERY</b>								
Weekly quizzes (grammar, vocab, etc), weekly journal writings	Assigned in class with cumulative project and in-class journals once a month	See proficiency scale (mastery is a 3.0)								

**Scope and Sequence**

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
<p>Unit 4: <i>How Science and Technology Affect Our Lives</i> (6 weeks) Unit 4 explores the effects of science and technology on people’s lives in Spanish-speaking communities. This theme encourages students to work with more complex academic vocabulary and content as they continue to develop linguistic and cultural concepts from previous units.</p> <p>Sa 1: AP</p>	<p><b>PRIORITY STANDARD/S Assessed for MASTERY:</b> FL1.IL.3 (Interpretive Reading) FL3.IL.2 (Presentational Writing) FL2.IL.1 (Interpersonal</p>	<p><b>Priority Questions:</b></p> <ul style="list-style-type: none"> <li><i>¿Qué factores impulsan la innovación y los descubrimientos en los campos de la ciencia y la tecnología? ¿Qué papel juega la ética en los avances científicos? ¿Cuáles son las consecuencias sociales de los avances científicos y tecnológicos?</i></li> </ul> <p><b>In-class writing schedule:</b></p>

<p>Sa 2: AP Sa 3: enfoque en gramática Sa 4: AP Sa 5: AP Sa 6: enfoque en gramática</p> <p>*Grammar will rotate through the following (not necessarily in this order): basics, gerund, haber, preterite, imperfect, future, subjunctive, other as deemed necessary.</p> <p style="text-align: center;"><b>Unit Assessment</b></p>			<p>Speaking) FL2.II.2 (Interpersonal Writing) FL3.II.1 (Presentational Speaking) FL1.II.2 (Interpretive Listening) FL1.II.1 (Interpretive Listening)</p>	<p>15 minute-timed writing, will know of the topic in-class; will be AP focused as well as 'random' focused. 1-2 mins to read prompt, 10 mins to write, 1-2 mins to proof read.</p> <p>Journal entries will be posted online and due the following week. These are to be completed outside of class in preparation for the in-class writing.</p> <p>Quizzes will be based upon the context of the previous week. AP focus weeks will be centered upon the Unit's Theme with AP-supported materials.</p> <p>Authentica realia and supplementary materials will be used to support students as needed. Main focus is based upon the <b>use</b> of the Spanish language in everyday situations with cultural connections as applicable.</p> <p>Students will use the "Personal Progress Check" provided by AP Classroom.</p>
<p><b>PRE</b></p> <p>Weekly quizzes (grammar, vocab, etc), weekly journal writings</p>	<p><b>Formative(s)</b></p> <p>Assigned in class with cumulative project and in-class journals once a month</p>	<p><b>CRITERIA for MASTERY</b></p> <p>See proficiency scale (mastery is a 3.0)</p>		

**Scope and Sequence**

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
--------------	------------	--

<p>Unit 5: <i>Factors That Impact the Quality of Life (6 weeks)</i> This unit explores themes related to the quality of life in Spanish-speaking communities, which provides a meaningful context for students in which to work on increasingly nuanced linguistic and cultural concepts as they expand their academic vocabulary.</p> <p>Sa 1: AP Sa 2: AP Sa 3: enfoque en gramática Sa 4: AP Sa 5: AP Sa 6: enfoque en gramática</p> <p>*Grammar will rotate through the following (not necessarily in this order): basics, gerund, haber, preterite, imperfect, future, subjunctive, other as deemed necessary.</p> <p style="text-align: center;"><b>Unit Assessment</b></p> <table border="1" data-bbox="94 860 882 1214"> <thead> <tr> <th data-bbox="94 860 304 933">PRE</th> <th data-bbox="304 860 556 933">Formative(s)</th> <th data-bbox="556 860 882 933">CRITERIA for MASTERY</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 933 304 1214">Weekly quizzes (grammar, vocab, etc), weekly journal writings</td> <td data-bbox="304 933 556 1214">Assigned in class with cumulative project and in-class journals once a month</td> <td data-bbox="556 933 882 1214">See proficiency scale (mastery is a 3.0)</td> </tr> </tbody> </table>	PRE	Formative(s)	CRITERIA for MASTERY	Weekly quizzes (grammar, vocab, etc), weekly journal writings	Assigned in class with cumulative project and in-class journals once a month	See proficiency scale (mastery is a 3.0)	<p><b>PRIORITY STANDARD/S Assessed for MASTERY:</b></p> <p>FL1.IL.3 (Interpretive Reading) FL3.IL.2 (Presentational Writing) FL2.IL.1 (Interpersonal Speaking) FL2.IL.2 (Interpersonal Writing) FL3.IL.1 (Presentational Speaking) FL1.IL.2 (Interpretive Listening) FL1.IL.1 (Interpretive Listening)</p>	<p><b>Priority Questions:</b></p> <ul style="list-style-type: none"> <li>¿Cómo influyen y se relacionan los aspectos de la vida diaria con la calidad de vida? ¿Cómo impacta la calidad de vida el lugar donde se vive? ¿Qué influye en nuestra interpretación y en nuestras percepciones de la calidad de vida?</li> </ul> <p><b>In-class writing schedule:</b> 15 minute-timed writing, will know of the topic in-class; will be AP focused as well as ‘random’ focused. 1-2 mins to read prompt, 10 mins to write, 1-2 mins to proof read. Journal entries will be posted online and due the following week. These are to be completed outside of class in preparation for the in-class writing.</p> <p>Quizzes will be based upon the context of the previous week. AP focus weeks will be centered upon the Unit’s Theme with AP-supported materials.</p> <p>Authentic realia and supplementary materials will be used to support students as needed. Main focus is based upon the <b>use</b> of the Spanish language in everyday situations with cultural connections as applicable.</p> <p>Students will use the “Personal Progress Check” provided by AP Classroom.</p>
PRE	Formative(s)	CRITERIA for MASTERY						
Weekly quizzes (grammar, vocab, etc), weekly journal writings	Assigned in class with cumulative project and in-class journals once a month	See proficiency scale (mastery is a 3.0)						

Unit 6: *Environmental, Political, and Societal Challenges*  
(6 weeks) *This final unit explores themes related to how complex issues and phenomena affect people’s lives in Spanish-speaking communities.*

- Sa 1: AP
- Sa 2: AP
- Sa 3: enfoque en gramática
- Sa 4: AP
- Sa 5: AP
- Sa 6: enfoque en gramática

\*Grammar will rotate through the following (not necessarily in this order): basics, gerund, haber, preterite, imperfect, future, subjunctive, other as deemed necessary.

**Unit Assessment**

PRE	Formative(s)	CRITERIA for MASTERY
Weekly quizzes (grammar, vocab, etc), weekly journal writings	Assigned in class with cumulative project and in-class journals once a month	See proficiency scale (mastery is a 3.0)

**PRIORITY STANDARD/S Assessed for MASTERY:**

- FL1.IL.3 (Interpretive Reading)
- FL3.IL.2 (Presentational Writing)
- FL2.IL.1 (Interpersonal Speaking)
- FL2.IL.2 (Interpersonal Writing)
- FL3.IL.1 (Presentational Speaking)
- FL1.IL.2 (Interpretive Listening)
- FL1.IL.1 (Interpretive Listening)

**Priority Questions:**

- *¿Cómo los desafíos medioambientales, políticos y sociales impactan, positiva—o negativamente—nuestras comunidades? ¿Qué papel juegan los individuos a la hora de abordar asuntos sociales complicados? ¿Cómo los asuntos desafiantes afectan la cultura de una sociedad?*

**In-class writing schedule:**

**15 minute-timed writing, will know of the topic in-class; will be AP focused as well as ‘random’ focused. 1-2 mins to read prompt, 10 mins to write, 1-2 mins to proof read.**

**Journal entries will be posted online and due the following week. These are to be completed outside of class in preparation for the in-class writing.**

**Quizzes will be based upon the context of the previous week. AP focus weeks will be centered upon the Unit’s Theme with AP-supported materials.**

**Authentic realia and supplementary materials will be used to support students as needed. Main focus is based upon the **use** of the Spanish language in everyday situations with cultural connections as applicable. Students will use the “Personal Progress Check” provided by AP Classroom.**