

Wyoming Department of Education Required Virtual Education Course Syllabus

Albany County School District # 1

Program Name	Albany One	Content Area	FL
Course ID	4511	Grade Level	9-12
Course Name	Spanish 1	# of Credits	0.5
SCED Code	06101G0.5011	Curriculum Type	District Developed

COURSE DESCRIPTION

This course will provide a foundation in the Spanish language using the Wyoming State Standards. Students will have comprehensible Spanish input to reach higher proficiency levels in speaking, listening, reading, and writing as set by ACTFL (American Council for Teachers of Foreign Language).

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
FL1.IL.1	Students demonstrate comprehension of simple requests, directions and messages in appropriate cultural contexts.
FL2.IL.1	Students use memorized words, phrases and short sentences in written and spoken communication.
FL3.IL.1	Students use basic information at the word and memorized-phrase level in written and spoken presentations.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1/2: Lessons 1-5; Alphabet and Pronunciation-lessons will focus on the Spanish alphabet with emphasis placed on unique diphthongs and letter pronunciation. Vowel sounds will be the most important part of this unit and will be practiced daily.	FL3.IL.1	Students will be able to read phonetically. They will recognize the sounds and be able to sound out words even if they don't know the meanings. Each student will read a section of a Spanish story or poem just focusing on the pronunciation of the words and letters.
Unit 1: Lessons 6-10; Says. This could also be described as the introducing unit. How to say this is _____, they are _____ (adjective), and like _____.	FL1.IL.1	Students will be able to introduce a friend and what they say. They will also tell what the person is like and their interests.
Unit 2: Lessons 11-13; What do you like? How to find out what their peers interests are and how to report that back to the group.	FL2.IL.1	Students will tell what they like and like to do. They will ask and answer questions about their personal interests and tell what their partner(s) like to do.

<p>Unit 3: Lessons 14-20; The running of the bulls. The verbs runs, walks, sees, will be used to discuss in the target language what happens during the "Running of the bulls in Pamplona Spain. The students will hear, read and watch informative lessons about the event, showing that they understand the culture and reasoning behind the event.</p>	<p>FL3.IL.1</p>	<p>Students will describe what happens during the running of the bulls. Students will hear a story using the vocabulary and have to choose the correct meanings of comprehension questions. Students will read a passage and answer comprehension questions about it. Students will be given pictures and write a story about what each depicts.</p>
<p>Unit 3.5: Lessons 21-22; Colors. The primary and secondary colors will be introduced and used in comprehensible exercises.</p>	<p>FL1.IL.1</p>	<p>Students can understand and color in a story. Students will read a story about what different characters are doing, with the colors included. The students will have to color the diagram of the story to match what the story said. Each student will have a different version of the story.</p>
<p>Unit 4: Lessons 23-29; Close the door. We will use the phrases never closes the door, opens the door and telling time to make a class story about a student volunteer.</p>	<p>FL1.IL.1, FL3.IL.1</p>	<p>Students will show they understand written text in a story and will create their own story. Students will do a blind retell of the story to a partner who checks the accuracy of the story. They will also write their own story using a 6-panel illustration. Students will read a story about Juan and answer comprehension questions about the text.</p>
<p>Unit 5: Lessons 30-38; The University. We will use the phrases takes, speaks, and wants to be to discuss professions in the target language. We will create a class story and the students will use running dictation to rewrite and illustrate the major plot points of each paragraph. We will compare universities in Spanish speaking countries to local schools, comparing and contrasting them.</p>	<p>FL1.IL.1, FL2.IL.1,FL3.IL.1</p>	<p>Students will be able to discuss and write about their professional goals and education. Students will compare info graphs from different countries in the target language. Students will write a timed essay about what they want to be when they grow up without using any outside help from computers, dictionaries, etc.</p>
<p>Unit 6: Lessons 39-46; Bullfighting in Spain. In the target language we will discuss differing opinions of the Spanish bullfights. The students will learn how to discuss controversial opinions respectfully. They will read, watch, and listen to differing views on the bullfights and choose which best matches their own ideas.</p>	<p>FL1.IL.1, FL2.IL.1,FL3.IL.1</p>	<p>Students will read, discuss, and write about their views on bullfighting. They will read articles in the language about the bullfights, watch the different parts of the event, hear the differing opinions and do a writing on what their opinion of the event is and why.</p>

Unit 7: Lessons 47-51; The girlfriend of my brother. We will use the vocabulary has, goes, feelings and family members.	FL1.IL.1, FL3.IL.1	Students will rewrite a story from a different perspective. Students will also read authentic tweets from the Spanish culture, find the problem and suggest a solution to how the person is feeling.
Unit 8: Lessons 52-55; pronouns and "de" for possession. We will go over the pronouns the students have been using and clarify any mistakes. We will add the plural adjectives to the notes and illustrate them.	FL1.IL.1, FL3.IL.1	Students will know how to use the correct pronoun to tell who the sentence is about. They will be able to switch from proper names and replace those with the correct subject pronouns for the writing.
Unit 9: Lessons 56-60; Sit, Stand, Shout. The class will practice commands and incorporate them into phrases to learn body parts.	FL2.IL.1	Students will rewrite a story from the first person perspective. They will take a pre-written story told in the third person and change it to first person. They will be able to play 2 truths and a lie completely in the target language.
Unit 10: Lessons 61-62; La criatura. The class will study the "we" form in Spanish as it relates to the story called <i>The Creature</i> .	FL1.IL.1, FL3.IL.1	Students will correct a story to include the "we" form. They will take a shortened version of the long story text and change it to the first person singular and plural form of "I" and "we".
Unit 11: Lessons 63-69; The Castells de Tarragona. We will study the human towers of Tarragona, Spain and the students will discuss in the target language how the different levels are arranged and their importance to this cultural event.	FL1.IL.1, FL2.IL.1, FL3.IL.1	Student will interpret informational text and video about the event and write a shrinking summary on the human towers competition. Students will, in addition, read a short case study about 10 different situations and write the nicest way to respond in Spanish to that scenario.
Unit 12: Lessons 70-73; My Bolivia. The class will study a personal illustrated narrative of a native of Bolivia's view of their place and culture. The students will compare that view with how they view their own area and culture.	FL3.IL.1	Students will tell about their local towns and where they are from comparing it to a Spanish-speaking countries similarities and differences in form of culture and geography.
Unit 13: Lessons 74-84; Spanish novel TBD. The class will read, discuss and illustrate as we go a modified Spanish novel. Each chapter will have accompanying comprehension questions and illustration squares in order to show they comprehend what they are reading.	FL1.IL.1, FL2.IL.1, FL3.IL.1	Students will read a short Spanish novel in class as they fill in comprehension questions and illustrate each chapter. They will choose a final projects, based upon what they read to show full comprehension of the novel.

<p>Unit 14: Lessons 85-91; Latin food. The students will learn about Latin food, as well as, Latin influences on their own diet.</p>	<p>FL1.IL.1, FL2.IL.1,FL3.IL.1</p>	<p>Students will read and comprehend about Latin influence on the American diet. Students will see that the world around them influences both their culture and cultures around the globe as we share cultural ideas and practices.</p>
<p>Unit 15: Lessons 92-104; El Cucuy, El Silbon and other Spanish legends. Students will practice different forms of the verb "to go" along with other related vocabulary. We will be reading modified version of some Latin American legends and discussing their importance to culture and point of view. We will try to figure out the reasons we tell stories and why and compare them to our own cultural legends.</p>	<p>FL1.IL.1, FL2.IL.1,FL3.IL.1</p>	<p>Students will read and discuss legends in Latin culture in the target language. They will also write about their favorite legend and explain why it is their favorite and why they think that particular legend was told.</p>
<p>Unit 16: Lessons 105-108; Television programs and time. The students will learn about days of the week and more telling time, while comparing television programs between local and a corresponding countries viewing habits.</p>	<p>FL1.IL.1, FL2.IL.1,FL3.IL.1</p>	<p>Students will be able to tell when their favorite programs come on and be able to use the 24 hour clock to decipher schedules they might encounter abroad.</p>
<p>Unit 17: Lessons 108-116; The Hungry Wolf. We will read the Spanish story of the <i>Hungry Wolf</i>. <i>The students will discuss its meaning and change parts of the story and rewrite it with their own ideas and characters.</i></p>	<p>FL1.IL.1, FL2.IL.1,FL3.IL.1</p>	<p>Students will use all modes of communication to read, comprehend, speak and write about an authentic cultural story. It will be a fun way for them to show their creativity and abilities in the language.</p>