



Wyoming Department of Education Required Virtual Education Course Syllabus

Weston County School District #7

Course Information

Program Name	Weston #7
Course ID	5300
Course Name	Spanish III F
SCED Code	24054G0.5012
Content Area	Foreign Language
Grade Level	9 - 12
# of Credits	0.5
Curriculum Type	District Developed
Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.	
<p>Pre-AP/Spanish III will expand and improve communication skills with a study of grammar at the intermediate level. Not only will more real-life situations be used but so will enhanced writing assignments in order to prepare for the AP Program. 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. Successful completion of Spanish I, Spanish II, and their equivalents as determined by the teacher is a must before enrolling in the class.</p>	

Wyoming Content and Performance Standards

Standard	<u>BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</u>
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></p> <p>Sa 1: gramática Sa 2: gramática Sa 3: enfoque en AP Sa 4: gramática Sa 5: gramática Sa 6: enfoque en AP</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;">Unit Assessment</p>	<p>PRIORITY STANDARD/S Assessed for MASTERY:</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>Priority Questions:</p> <ul style="list-style-type: none"> • <i>What constitutes a family in Spanishs-speaking societies? What are some important aspects of family values and family life in Spanish-speaking societies? What challenges do families face in today's world?</i> <p>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.</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 grammar of the</p>

<p>PRE</p> <p>Weekly quizzes (grammar, vocab, etc), weekly journal writings</p>	<p>Formative(s)</p> <p>Assigned in class with cumulative project and in-class journals once a month</p>	<p>CRITERIA for MASTERY</p> <p>See proficiency scale (mastery is a 3.0)</p>		<p>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 use of the Spanish language in everyday situations with cultural connections as applicable.</p>
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Scope and Sequence

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
<p>Unit 2: <i>The Influence of Language and Culture on Identity</i> (6 weeks)</p> <p>Sa 1: gramática Sa 2: gramática Sa 3: enfoque en AP Sa 4: gramática Sa 5: gramática Sa 6: enfoque en AP</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;">Unit Assessment</p>	<p>PRIORITY STANDARD/S Assessed for MASTERY:</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>Priority Questions:</p> <ul style="list-style-type: none"> • <i>How does one's identity evolve over time? How does language shape our cultural identity? How does technology influence the development of personal and public identity? How does the art of a community reflect its public identity?</i> <p>In-class writing schedule:</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>PRE</p> <p>Weekly quizzes (grammar, vocab, etc), weekly journal writings</p>	<p>Formative(s)</p> <p>Assigned in class with cumulative project and in-class journals once a month</p>	<p>CRITERIA for MASTERY</p> <p>See proficiency scale (mastery is a 3.0)</p>		<p>Quizzes will be based upon the grammar 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 use of the Spanish language in everyday situations with cultural connections as applicable.</p>
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Scope and Sequence

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
<p>Unit 3: <i>Influences of Beauty and Art (6 weeks)</i></p> <p>Sa 1: gramática Sa 2: gramática Sa 3: enfoque en AP Sa 4: gramática Sa 5: gramática Sa 6: enfoque en AP</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;">Unit Assessment</p>	<p>PRIORITY STANDARD/S Assessed for MASTERY:</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>Priority Questions:</p> <ul style="list-style-type: none"> • <i>How do ideals of beauty and aesthetics influence daily life? How does art both challenge and reflect cultural perspectives? How do communities value beauty and art? How is art used to record history?</i> <p>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.</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 grammar of the previous week. AP focus weeks will be centered upon</p>

<p>PRE</p> <p>Weekly quizzes (grammar, vocab, etc), weekly journal writings</p>	<p>Formative(s)</p> <p>Assigned in class with cumulative project and in-class journals once a month</p>	<p>CRITERIA for MASTERY</p> <p>See proficiency scale (mastery is a 3.0)</p>		<p>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 use of the Spanish language in everyday situations with cultural connections as applicable.</p>
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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)</p> <p>Sa 1: gramática Sa 2: gramática Sa 3: enfoque en AP Sa 4: gramática Sa 5: gramática Sa 6: enfoque en AP</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;">Unit Assessment</p>	<p>PRIORITY STANDARD/S Assessed for MASTERY:</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>Priority Questions:</p> <ul style="list-style-type: none"> • <i>What factors drive innovation and discovery in the fields of science and technology? What role do ethics play in scientific advancement? What are the social consequences of scientific or technological advancements?</i> <p>In-class writing schedule:</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 grammar of the previous week. AP focus weeks will be centered upon</p>

<p>PRE</p> <p>Weekly quizzes (grammar, vocab, etc), weekly journal writings</p>	<p>Formative(s)</p> <p>Assigned in class with cumulative project and in-class journals once a month</p>	<p>CRITERIA for MASTERY</p> <p>See proficiency scale (mastery is a 3.0)</p>		<p>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 use of the Spanish language in everyday situations with cultural connections as applicable.</p>
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Scope and Sequence		
Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
<p>Unit 5: <i>Factors That Impact the Quality of Life</i> (6 weeks)</p> <p>Sa 1: gramática Sa 2: gramática Sa 3: enfoque en AP Sa 4: gramática Sa 5: gramática Sa 6: enfoque en AP</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;">Unit Assessment</p>	<p>PRIORITY STANDARD/S Assessed for MASTERY:</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</p>	<p>Priority Questions:</p> <ul style="list-style-type: none"> How do aspects of everyday life influence and relate to the quality of life? How does where one live impact the quality of life? What influences one's interpretation and perceptions of the quality of life? <p>In-class writing schedule:</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>PRE</p> <p>Weekly quizzes (grammar, vocab, etc), weekly journal writings</p>	<p>Formative(s)</p> <p>Assigned in class with cumulative project and in-class journals once a month</p>	<p>CRITERIA for MASTERY</p> <p>See proficiency scale (mastery is a 3.0)</p>	<p>Listening)</p>	<p>Quizzes will be based upon the grammar 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 use of the Spanish language in everyday situations with cultural connections as applicable.</p>
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Scope and Sequence

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
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<p>Unit 6: <i>Environmental, Political, and Societal Challenges</i> (6 weeks)</p> <p>Sa 1: gramática Sa 2: gramática Sa 3: enfoque en AP Sa 4: gramática Sa 5: gramática Sa 6: enfoque en AP</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>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)</p>	<p>Priority Questions:</p> <ul style="list-style-type: none"> How do environmental, political, and societal challenges positively and negatively impact communities? What role do individuals play in addressing complex societal issues? How do challenging issues affect a society's culture? <p>In-class writing schedule:</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 grammar 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 use of the Spanish language in everyday situations with cultural connections as applicable.</p>
Unit Assessment				
<p>PRE</p> <p>Weekly quizzes (grammar, vocab, etc), weekly journal writings</p>	<p>Formative(s)</p> <p>Assigned in class with cumulative project and in-class journals once a month</p>	<p>CRITERIA for MASTERY</p> <p>See proficiency scale (mastery is a 3.0)</p>		