



Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Course Information	
Program Name	Natrona Virtual Learning
Course ID	NCV06102E1.0011
Course Name	Spanish II
SCED Code	06102E1.0011
Content Area	FL
Grade Level	9-12
# of Credits	1.0
Curriculum Type	Odysseyware
<p>Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.</p> <p>Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities. This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture. Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency. In addition to the default course program, Spanish II includes extra alternate lessons, projects, and tests for use in enhancing instruction or addressing individual needs.</p>	

Wyoming Content and Performance Standards	
Standard	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
FL1.IL.1	Student will perform at Intermediate Low Level while listening to a culturally authentic audio source.
FL1.IL.2	Student will perform at Intermediate Low level while viewing a culturally authentic audio-visual source.
FL1.IL.3	Student will perform at Intermediate Low level while reading culturally authentic printed material.
FL2.IL.1	Student will perform at Intermediate Low level in spoken communication (2 way)
FL2.IL.2	2. Student will perform at Intermediate Low level in written communication (2 way)
FL3.IL.1	Students will present at the Intermediate Low level in a spoken presentation.
FL3.IL.2	Students will present at the Intermediate Low level in a written presentation.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
<p>Unit 1: AMIGOS EN EL MUNDO Students will identify all of the Spanish speaking countries, translate key words related to those countries, learn food and travel related vocabulary words, and study different parts of speech.</p>	<p>FL1.II.1, FL1.II.2, FL1.II.3, FL2.II.2, FL3.II.2</p>	<ul style="list-style-type: none"> • List all of the Spanish-speaking countries and their locations. • Identify the Spanish-speaking countries with the largest and smallest populations. • Translate key words that are related to Spanish-speaking countries. • Identify facts regarding the global importance of the Spanish language. • Identify the percentage of Hispanic population in several U.S. states. • Describe the Hispanic influence in the U.S. where there are large Spanish-speaking populations. • Translate key vocabulary related to Charlie and Sophie's daily routine. • Identify some basic grammatical differences between English and Spanish. • Identify facts about why Spanish is spoken in most Latin American countries. • Conjugate regular present-tense <i>ar</i> verbs in Spanish. • Identify and conjugate regular simple present-tense <i>ar</i>, <i>er</i> and <i>ir</i> verbs. • Identify, in Spanish, Old World items that were introduced to the New World, and their importance today. • Study food-related Spanish vocabulary. • Assess your knowledge of the grammar, punctuation, vocabulary, and cultural information. • List important items of New World origin. • Identify information regarding reflexive verbs and pronouns. • Translate verbs related to daily activities. • Compare school-day routines in the U. S. with three Spanish-speaking countries. • Translate key vocabulary regarding daily routines. • Match the correct forms of the Spanish-reflexive pronouns with verbs. • Compare school-day routines in the U. S. with three Spanish-speaking countries. • Translate key vocabulary regarding daily routines. • Match the correct forms of the Spanish-reflexive pronouns with verbs. • Match foods with the Spanish-speaking regions of the U.S. that they're

Scope and Sequence

		<p>from.</p> <ul style="list-style-type: none"> Identify and conjugate Spanish e-i and o-ue stem-changing verbs. Conjugate the irregular verb <i>ser</i>. Identify how and when to use <i>ser</i> and each of its six present- tense forms Interpret the 24-hour clock and identify who uses it. Understand audio that uses travel vocabulary and the verb <i>estar</i>. Conjugate the irregular verb <i>estar</i>. Identify when to use the verb <i>estar</i>, based on the meaning of the sentence it's in, and correctly apply its conjugated forms in the proper situations. Demonstrate an understanding of advice given in Spanish about traveling.
<p>Unit 2: AMIGOS EN CHILE Students will concentrate on all aspects of Chile and memorize Spanish speaking countries and capitals. They will also examine verbs, adjectives, vocabulary, and punctuation dealing with school systems and classrooms.</p>	<p>FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL3.IL1</p>	<ul style="list-style-type: none"> Locate Spanish-speaking countries and their capitals on a map. Identify characteristics of a typical foreign exchange program. Identify rules for using <i>tú</i>, <i>usted</i> and <i>ustedes</i>. Correctly form and place Spanish adjectives. Identify adjectives that change meaning according to their placement. Correctly form and place Spanish question marks and exclamation points. Match the regions of Chile with their descriptions. Identify vocabulary and facts related to school systems in the United States (U.S.) and Chile. Match people with the adjectives used to describe them. Identify facts about the Cerro Tololo Observatory in Chile. Match English and Spanish vocabulary that's related to classroom objects. Compare the high school education in Chile and the United States (U.S.). Identify key facts about the history and important personalities of Santiago, Chile. Compare P.E. classes in the United States (U.S.) and Chile. Match the rules with the sentences using <i>¿qué?</i> and <i>¿cuál?</i> Identify listening strategies in Spanish and English. Match Spanish and English vocabulary concerning literature. Identify important Chilean authors and their works. List reading comprehension strategies. Apply reading comprehension strategies. Identify foreign language learning strategies. Identify facts about Villarrica, Chile.

Scope and Sequence

		<ul style="list-style-type: none"> • Identify facts about Chile's indigenous population. • Identify preschool classroom vocabulary. • Identify the characteristics of effective teachers. • Recognize important places and identify facts about the Austral region of Chile. • Demonstrate an understanding of adverbs. • Identify characteristics of the Chilean Antarctic region. • Identify facts about natural disasters in Chile. • Express in Spanish what you would and wouldn't like to do. • Apply knowledge of school vocabulary. • Demonstrate knowledge of Spanish present and conditional tense verbs, adjectives, and adverbs. • Describe the ideal school through pictures, drawings, and sentences.
<p>Unit 3: AMIGOS EN VENEZUELA Students will explore the geography, culture, and history of Venezuela. They will also focus on the following parts of speech: prepositions, intonation and accents, rules of superlatives, pronouns, and vocabulary words.</p>	<p>FL1.II.1, FL1.II.2, FL1.II.3, FL2.II.2, FL3.II.2</p>	<ul style="list-style-type: none"> • Identify current and historical facts of Venezuela. • Identify current and historical figures of Venezuela. • List key facts about Plaza Bolívar. • Apply the rules for using the preposition <i>por</i>. • Identify facts about Caracas, Venezuela and its historical figure Simón Bolívar. • Identify the rules for using the preposition <i>para</i>. • Identify things to see in each of the geographical regions of Venezuela. • Use <i>por</i> and <i>para</i> in sentences and identify the change in meanings with the use of each. • Demonstrate knowledge of key facts regarding the Venezuelan people. • Recognize the importance of intonation and accents. • Apply the rules for accentuation in Spanish. • Demonstrate knowledge of key facts regarding the customs and etiquette of the Venezuelan people. • Apply patterns for constructing comparative sentences in English and Spanish. • Identify key facts regarding the values and traditions of the Venezuelan people. • Select and identify the rules of Spanish superlatives. • Demonstrate knowledge of when to use, and how to conjugate the

Scope and Sequence

		<p>present-progressive tense.</p> <ul style="list-style-type: none"> • Understand vocabulary dealing with outdoor activities. • Identify the benefits children receive from participating in outdoor activities. • Identify different activities and food on Margarita Island. • Apply in-depth knowledge of one popular Venezuelan tourist site. • Apply knowledge of Spanish present-tense verbs, adjectives, adverbs, comparatives, and superlatives. • Identify music, dances, and instruments that are common in Venezuela. • Practice using demonstrative adjectives. • Identify traditional Venezuelan cuisine. • Demonstrate knowledge of demonstrative pronouns. • Demonstrate knowledge of popular Venezuelan sports and famous baseball players. • Demonstrate knowledge of regular and stressed-possessive adjectives.
<p>Unit 4: AMIGOS EN PERÚ Students will study the geography, history, and culture of Peru as well as the causes and symptoms of culture shock. They will learn different verbs, pronouns, idioms, and vocabulary words.</p>	<p>FL1.II.1, FL1.II.2, FL1.II.3, FL2.II.2, FL3.II.2</p>	<ul style="list-style-type: none"> • Identify the three main geographical regions of Peru. • Demonstrate knowledge about the Nazca Lines. • Demonstrate knowledge about the Inca civilization. • Decide whether to use the singular or plural form of the verb <i>gustar</i>. • Identify and use Spanish indirect-object pronouns. • Identify facts regarding the history and famous tourist sites in Lima, Peru. • Identify and correctly use Spanish verbs of communication. • Recognize places of interest in and around Cusco and identify facts about them. • Identify direct-object pronouns and recognize when to use them. • Identify facts about the history, geography, and features of Machu Picchu. • Identify facts regarding direct and indirect-object pronouns. • Match phrases using direct and indirect-object pronouns in Spanish and English. • Identify facts regarding Puno and Lake Titicaca. • Match double-object pronouns and reflexive and direct objects in Spanish and English. • Identify and know some of the causes and symptoms of a culture shock. • Use Spanish to reflect on American culture.

Scope and Sequence

		<ul style="list-style-type: none"> • Practice using direct and indirect object pronouns. • Conjugate the present-perfect tense in Spanish. • Identify facts regarding Puerto Maldonado and the Amazon rainforest in Peru. • Identify facts about Huacho, Peru and its annual Cuy Festival. • Define and match idioms in English and Spanish. •
<p>Unit 5: AMIGOS EN COLOMBIA Students will focus on all aspects of Colombia, careers, and jobs. They will practice conjugating verbs, studying the different meanings of sentences, and vocabulary words.</p>	<p>FL1.II.1, FL1.II.2, FL1.II.3, FL2.II.1, FL3.II.1</p>	<ul style="list-style-type: none"> • Conjugate regular verbs in the future tense. • Identify facts about the Gold Museum in Bogota, Colombia. • Identify cognates dealing with careers and verbs. • Recognize the meanings of sentences with different inflections and define the terms rhythm, intonation pattern, and inflection. • Match English and Spanish statements regarding the job requirements in the field of architecture. • Conjugate three irregular simple future-tense verbs: <i>tener</i>, <i>poner</i>, and <i>hacer</i>. • Conjugate verbs that are irregular in the future tense. • Analyze the differences between a job and a career. • Identify which types of employment are jobs and which are careers. • Identify the differences between a profession and a trade and classify jobs as professions or trades. • Match English and Spanish vocabulary regarding work and career fields. • Conjugate regular verbs in the conditional tense. • Identify key facts regarding Cartagena de Indias. • Match the characteristics of a good photographer in English and Spanish. • Conjugate verbs that are irregular in the conditional tense. • Identify key facts regarding the Spanish Inquisition. • Identify key information about the influence of Spanish culture in Colombia. • Examine careers options to determine a career goal and plan of action. Conjugate verbs in the future perfect tense. Identify the qualities of a good employee. Demonstrate knowledge about Katíos National Nature Park.

Scope and Sequence

		<ul style="list-style-type: none"> • Conjugate verbs in the conditional perfect tense. • Identify the dos and don'ts of filling out job applications. • Demonstrate knowledge about the Flower Fair in Medellin, Colombia. • Create a drawing or painting and re-create it in a <i>tableau vivant</i> or living picture. • Match the ways to prepare for a job interview in English and Spanish. • Identify the cultural differences in doing business in the U.S. and Colombia.
<p>Unit 6: (Semester review and test) REPASO Y EXAMEN SEMESTRAL Students will review and demonstrate knowledge in units 1-5.</p>	<p>FL1.II.1, FL1.II.2, FL1.II.3, FL2.II.1, FL2.II.2, FL3.II.1, FL3.II.2</p>	<p>Review and reinforce Spanish 2 concepts from Units 1 - 5 in preparation for the semester exam.</p>
<p>Unit 7: AMIGOS EN GUATEMALA Students will examine multiple aspects of Guatemala. They will also learn about conjugating verbs along with travel and transportation vocabulary.</p>	<p>FL1.II.1, FL1.II.2, FL1.II.3, FL2.II.2, FL3.II.2</p>	<ul style="list-style-type: none"> • Practice travel vocabulary. • Conjugate regular <i>-ar</i> verbs in the preterit tense. • Identify popular modes of transportation in Guatemala. • Practice travel vocabulary. • Conjugate regular <i>-er</i> and <i>-ir</i> verbs in the preterit tense. • Identify cultural information about the city of Antigua, Guatemala. • Practice travel vocabulary. • Conjugate <i>-car</i>, <i>-gar</i>, and <i>-zar</i> verbs in the preterit. Conjugate preterit stem-changing verbs. Recall important facts about a traditional aspect of Guatemalan dress. Recall important facts about the village of Nebaj and the Guatemalan civil war. • Conjugate the verbs <i>dar</i> and <i>hacer</i> in the preterit. • Recall important facts about the ruins of Tikal. • Conjugate the verbs <i>ir</i> and <i>ser</i> in the preterit. • Recall important facts about the Pacaya Volcano. • Identify two famous Guatemalans. • Conjugate common irregular verbs in the preterit. • Identify unique cultural aspects of the town of Chichicastenango. • Find or create pictures of a Guatemalan location. • Write a paragraph of activities using the preterit tense. • Describe Guatemalan transportation. • Compare and contrast several aspects of Guatemalan culture with your

Scope and Sequence

		<p>own.</p> <ul style="list-style-type: none"> Recall key facts about Panajachel. Use the <i>passive se</i> construction. Identify some important Guatemalan foods. Recall key facts about Guatemala's National Palace. Recall key facts about Guatemala City, Guatemala. Use the impersonal <i>se</i> construction Research <i>fiambre</i>. Write a list of 40 common <i>fiambre</i> ingredients. Write a list of your own 5 secret ingredients. Using the <i>se pasivo</i>, write 10 steps in Spanish for preparing the recipe.
<p>Unit 8: AMIGOS EN BOLIVIA Y ECUADOR Students will concentrate on the history and culture of Bolivia and Ecuador. They will also practice place vocabulary, verbs, and conjugating verbs.</p>	<p>FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL3.IL1</p>	<ul style="list-style-type: none"> Practice place vocabulary. Identify important facts about the two capitals of Bolivia. Identify important historical facts about Bolivia. Recognize the use of imperfect verbs. Identify important facts about Tiahuanacu. Identify facts about the Aymaran New Year. Conjugate <i>-ar</i> verbs in the imperfect tense. Recognize key facts about the Salar de Uyuni. Identify typical Bolivian food. Conjugate <i>-er</i> and <i>-ir</i> verbs in the imperfect tense. Identify cultural aspects of Cochabamba. Recognize why Simón Bolívar is a national hero. Conjugate irregular imperfect verbs. Describe the communication system used in the Incan Empire. Conjugate and use imperfect verbs. Write a Spanish question. Write several possible responses to that question in Spanish. Write several possible reactions to the answer in Spanish. Identify important information about the city of Guayaquil, Ecuador. Distinguish between the verbs <i>conocer</i> and <i>saber</i>. Identify information about Quito, Ecuador. Describe New Year's Eve celebrations in Ecuador. Distinguish between the meanings of the preterit and imperfect

Scope and Sequence

		<ul style="list-style-type: none"> conjugations of the verb <i>saber</i>. Describe Ecuadorian Amazon Day and its history. Compare Ecuadorian Amazon Day to holidays in your own culture. Distinguish between the meanings of the preterit and the imperfect conjugations of the verb <i>conocer</i>. Identify historical elements and culture of the Galapagos Islands. Use the verbs <i>conocer</i> and <i>saber</i> correctly. Write a three-paragraph composition. Conjugate imperfect verbs correctly. Use <i>conocer</i> and <i>saber</i> correctly.
<p>Unit 9: AMIGOS EN COSTA RICA Students will explore the history, geography, and customs of Costa Rica. They will demonstrate understanding of preterit and imperfect tenses and vocabulary regarding news and media.</p>	<p>FL1.IL.1, FL1.IL.2, FL1.IL.3, FL2.IL.1, FL3.IL1</p>	<ul style="list-style-type: none"> Demonstrate an understanding of preterit tense in Spanish. Identify basic cultural information about Costa Rica's history. Identify basic cultural information about Costa Rica's people and customs. Demonstrate an understanding of preterit tense in Spanish. Identify basic cultural information about Costa Rica's technological industry. Apply the imperfect tense to talk about the past. Identify basic information about life in Parismina, Costa Rica. Apply basic vocabulary dealing with news and media. Distinguish between the uses of the preterit and the imperfect tenses. Identify basic information about the protected wetlands in Tortuguero National Park. Demonstrate an understanding of expressing a series of events in the past. Identify basic information about Lake Arenal and its surrounding areas. Demonstrate an understanding of expressing in Spanish simultaneous past activities. Identify basic information about the Nicoya Peninsula of Costa Rica. Apply the concept of expressing likes and dislikes in the past. Identify basic information about tourist activities in Costa Rica. Recognize basic facts about Costa Rica's train system. Apply the preterit and imperfect tense when describing in Spanish the background information that has a completed, or interrupting, action in the past. Demonstrate an understanding of the use of preterit tense when

Scope and Sequence

		<p>expressing an opinion about an event.</p> <ul style="list-style-type: none"> • Identify basic information about Limon, Costa Rica. • Demonstrate an understanding of the difference in meaning when expressing a point in the imperfect tense and expressing an exception to that point in the preterit tense. • Identify basic information about the technological companies in Costa Rica and the impact of technology on the environment. • Demonstrate an understanding of the verbs that change meaning between the preterit and imperfect tenses. • Apply vocabulary dealing with using a computer. • Demonstrate an understanding of the preterit and imperfect tenses when used at a beginner's level. • In Spanish, apply the preterit and imperfect tenses to express a favorite memory in the past. Identify basic information about the rainforests of Costa Rica.
<p>Unit 10: AMIGOS EN PARAGUAY Y URUGUAY Students will examine the history and culture of Peru and Uruguay. They will also learn different forms of verbs, creating formal and informal commands, and using object pronouns.</p>	<p>FL1.II.1, FL1.II.2, FL1.II.3, FL2.II.2, FL3.II.2</p>	<ul style="list-style-type: none"> • Apply the imperative form of verbs in regular informal commands in Spanish. • Identify basic cultural information about Asuncion and the history of Paraguay. • Apply the phrase <i>tener que</i> in expressing obligations in Spanish. • Identify basic cultural information about the Chaco region of Paraguay. • Apply the imperative formula for creating negative informal commands in Spanish. • Identify some key aspects of ecotourism. • Identify basic cultural information about the Mennonite community of Paraguay. • Apply the imperative form of verbs in irregular informal commands in Spanish. • Identify information about tourist sites in the eastern region of Paraguay. • Practice using affirmative, negative, regular, and irregular informal commands. • Apply the imperative form of verbs in regular and irregular formal commands in Spanish. • Identify basic information about Montevideo, Uruguay.

Scope and Sequence

		<ul style="list-style-type: none"> • Apply the imperative form of verbs combined with object pronouns for giving commands in Spanish. • Identify basic cultural information about the western river towns of Uruguay. • Identify commands correctly used with double object pronouns. • Identify basic cultural information about Uruguay's eastern border towns. • Apply the imperative form of verbs in <i>nosotros</i> commands in Spanish. • Identify basic cultural information about gaucho life and culture in Tacuarembó, Uruguay.
<p>Unit 11: AMIGOS EN NICARAGUA Students will focus on characteristics of life and history in Nicaragua, traveling in Latin America, the vocabulary and commands relating to health and medical topics, verb tenses, and prepositions.</p>	<p>FL1.II.1, FL1.II.2, FL1.II.3, FL2.II.2, FL3.II.2</p>	<ul style="list-style-type: none"> • Recognize characteristics of life in Nicaragua. • Apply vocabulary on the topic of health. • Apply commands on the topic of health. • Recognize cultural aspects of the eastern side of Nicaragua. • Apply vocabulary that deals with health. • Use polite commands with the subjunctive to discuss medical conditions. • Use the verb <i>sentirse</i> to discuss medical conditions. • Recognize characteristics of small town life in Nicaragua. • Recognize characteristics of the history of Nicaragua's changing capitals. • Form and use the informal subjunctive verb tense. • Apply vocabulary and phrases to identify parts of the body and pains in Spanish. • Identify some cultural aspects of Nicaragua. • Apply prepositional commands in Spanish. • Apply the Spanish subjunctive to influence others. • Demonstrate a basic understanding of major concepts dealing with traveling in Latin America. • Demonstrate a basic understanding of major concepts dealing with traveling in Latin America and Spain. • Apply the subjunctive in Spanish to influence others and to show uncertainty in the future.
<p>Unit 12: (Course review and test) REPASO Y EXAMEN SEMESTRAL Students will review and demonstrate knowledge in units 7-11</p>	<p>FL1.II.1,FL1.II.2, FL1.II.3,FL2.II.1, FL2.II.2,FL3.II.1 .II.2</p>	<p>Review and reinforce Spanish II concepts from Units 7-11 in preparation for the Semester exam.</p>

WYOMING
DEPARTMENT OF EDUCATION

