



Wyoming Department of Education Required Virtual Education Course Syllabus

Washakie County School District #2

Course Information	
Program Name	SVS Spanish
Course ID	6020
Course Name	Spanish 2
SCED Code	24053G1.0011
Content Area	Foreign Language
Grade Level	High School 9-12
# of Credits	1
Curriculum Type	High School
Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.	
<p>In SVS Spanish 2, students will use memorized words/phrases, <i>as well as ever-increasing original phrases with better control and increased complexity</i>, to ask and answer questions in both written and spoken Spanish about a variety of common topics in both written and spoken Spanish. These topics include: family celebrations; describing people; one's chores and possessions at home; shopping for clothing and gifts; past and future vacations; communication and technology; daily routines including personal care; and one's childhood. Students will also learn to identify some Hispanic cultural products, perspectives, and practices that impact these communication topics.</p>	
Wyoming Content and Performance Standards	
Standard	<u>BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</u>
FL1.I.1	Student will perform at Intermediate-Advanced level while listening to a culturally authentic audio source.
FL1.I.2	Student will perform at Intermediate-Advanced level while viewing a culturally authentic audio-visual source.
FL1.I.3	Student will perform Intermediate-Advanced level while reading culturally authentic printed material.
FL2.I.1	Student will perform at Intermediate-Advanced level in spoken communication (2 way)
FL2.I.2	Student will perform at Intermediate-Advanced level in written communication (2 way)

Course Information

<p>FL3.I.1 FL3.I.2</p>	<p>Students will present at the Intermediate-Advanced level in a spoken presentation. Students will present at the Intermediate-Advanced level in a written presentation</p>
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Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
<p>L FAMILY CELEBRATIONS</p> <ul style="list-style-type: none"> - identifying family members, their ages, appearance, and interests - preparations for a family gathering/celebration - activities at a family gathering/celebration 	<p>FL2.I.1 FL2.I.2</p>	<p>Using memorized words/phrases, students will be able to ask and answer questions in both written and spoken Spanish on familiar topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements.</p> <p>(See attached Can-Do statements)</p>

Scope and Sequence

<p>- basic interactions with waiters/waitresses at a restaurant</p>	<p>FL1.I.1 FL1.I.2 FL1.I.3</p>	<p>Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics:</p> <ul style="list-style-type: none"> • common birthday songs from Spanish-speaking countries • celebrating saints' name days • special parties for young women • terms of endearment based on appearance in US vs. Spanish-speaking countries • variety of ethnicities in the Spanish-speaking world • table/mealtime phrases
<p>II. ONE'S CHORES AND POSSESSIONS AT HOME</p> <p>- naming/describing parts of the house and furnishings - discussing one's chores and home obligations - describing one's room and possessions - naming the color and importance of an item - stating proximity of home to school</p>	<p>FL3.I.1 FL3.I.2</p>	<p>Using memorized words/phrases, <i>as well as some original phrases with varying control and complexity</i>, students will be able to ask and answer questions in both written and spoken Spanish on familiar topics. Knowledge and skills are measured in oral/aural as well as reading/writing <u>evaluations</u> representing student-centered Can-Do statements.</p> <p>(See attached Can-Do statements)</p>

Scope and Sequence

	<p>FL1.1.1 FL1.1.2 FL1.1.3</p>	<p>Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics:</p> <ul style="list-style-type: none"> • the role generosity and hospitality plays in Hispanic culture • the variety in housing style and type depending upon the location, needs, and resources available
<p>III. SHOPPING FOR CLOTHING & GIFTS</p> <ul style="list-style-type: none"> - naming/describing common clothing items - interacting with a salesperson in a store - identifying items by their relative distance (close, near, far away) - discussing prices and years using larger numbers - discussing the fit of clothing and shoes - expressing preference among choices - naming various types of stores - discussing when an item was purchased and for how much 	<p>FL2.1.1 FL2.1.2</p>	<p>Using memorized words/phrases, <i>as well as some original phrases with varying control and complexity</i>, students will be able to ask and answer questions in both written and spoken Spanish on familiar topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements.</p> <p>(See attached Can-Do statements)</p>
	<p>FL1.1.1 FL1.1.2 FL1.1.3</p>	<p>Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics:</p> <ul style="list-style-type: none"> • currencies of Spanish-speaking countries and variety of value as compared to the US dollar • familiarity/formality of language in print and web advertising in Spanish-speaking countries depending on target audience and item

Scope and Sequence

<p>IV. VACATIONS AND LEISURE ACTIVITIES</p> <ul style="list-style-type: none"> - discussing past and future vacation or leisure activities and destinations - stating whether an experience was positive or negative - describing means of transportation - describing accomplishments at an earlier age 	<p>FL2.I.1 FL2.I.2</p>	<p>Using memorized words/phrases, <i>as well as some original phrases with varying control and complexity</i>, students will be able to ask and answer questions in both written and spoken Spanish on familiar topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements.</p> <p>(See attached Can-Do statements)</p>
	<p>FL1.I.1 FL1.I.2 FL1.I.3</p>	<p>Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics:</p> <ul style="list-style-type: none"> • variety of vacation possibilities in the Spanish-speaking world based on geographic factors (mountains, shore, Northern- vs. Southern hemisphere at varying times of the year) • using public subway systems in the Spanish-speaking world (Madrid, Mexico City)
<p>V. COMMUNITY/FAMILY INVOLVEMENT</p> <ul style="list-style-type: none"> - discussing volunteer jobs and activities there - identifying recyclable items and what to do with them - discussing what activities one did that helped or benefitted someone 	<p>FL3.I.1 FL3.I.2</p>	<p>Using memorized words/phrases, <i>as well as some original phrases with varying control and complexity</i>, students will be able to ask and answer questions in both written and spoken Spanish on familiar topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements.</p> <p>(See attached Can-Do statements)</p>
	<p>FL1.I.1 FL1.I.2 FL1.I.3</p>	<p>Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics:</p> <ul style="list-style-type: none"> • the work of the Peace Corps in developing Spanish-speaking countries • how children are helping recycling efforts in Madrid

Scope and Sequence

<p>VI. ENTERTAINMENT/MODERN COMMUNICATIONS</p> <ul style="list-style-type: none"> - discussing preferences of types of TV shows and movies - stating start/end times and duration of shows or movies - describing opinions of TV shows/movies/actors - discussing communication options and preferences - describing functions of familiar technological items 	<p>FL2.I.1 FL2.I.2</p>	<p>Using memorized words/phrases, <i>as well as some original phrases with varying control and complexity</i>, students will be able to ask and answer questions in both written and spoken Spanish on familiar topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements.</p> <p>(See attached Can-Do statements)</p>
	<p>FL1.I.1 FL1.I.2 FL1.I.3</p>	<p>Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics:</p> <ul style="list-style-type: none"> • a well-known comic strip from South America and some regional language features used in it • teenage texting language in Spanish
<p>VII. DAILY ROUTINE</p> <ul style="list-style-type: none"> - discussing what activities one does routinely, such as personal care and going to/getting out of bed - naming what items are often used for personal care (soap, shampoo, comb, etc.) - discussing the order of routine activities (what done before another thing is usually done) 	<p>FL2.I.1 FL2.I.2</p>	<p>Using memorized words/phrases, <i>as well as some original phrases with varying control and complexity</i>, students will be able to ask and answer questions in both written and spoken Spanish on familiar topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements.</p> <p>(See attached Can-Do statements)</p>
	<p>FL1.I.1 FL1.I.2 FL1.I.3</p>	<p>Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics:</p> <ul style="list-style-type: none"> • personal care items in Spanish-speaking countries as seen in print and web advertising (brands, style of marketing, relative cost)
<p>VIII. CHILDHOOD</p> <ul style="list-style-type: none"> - describing regular activities one used to do as a child - naming possessions one had as a child 	<p>FL2.I.1 FL2.I.2</p>	<p>Using memorized words/phrases, <i>as well as some original phrases with varying control and complexity</i>, students will be able to ask and answer questions in both written and spoken Spanish on familiar topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing</p>

Scope and Sequence

<p>- describing one's personality as a child</p>		<p>student-centered Can-Do statements. (See attached Can-Do statements)</p>
	<p>FL1.1.1 FL1.1.2 FL1.1.3</p>	<p>Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics:</p> <ul style="list-style-type: none"> • Comparing families in Spanish-speaking countries and families in the US (divorce, living under one roof, when children leave home, women in the work force)

SVS SPANISH • SPANISH 2 CAN-DO STATEMENTS

FAMILY CELEBRATIONS-1

I can ask someone the name of one of his or her family members.

I can state the name of one of my family members.

FAMILY CELEBRATIONS -2

I can ask someone when the birthday of one of his or her family members is.

I can state the birthday of a family member.

FAMILY CELEBRATIONS -3

I can ask someone the age of one of his or her family members.

I can state how old a family member is.

FAMILY CELEBRATIONS -4

I can ask someone if he or she has siblings (brothers and sisters).

I can state whether I have siblings and if so, tell if they how many and if they are younger or older.

FAMILY CELEBRATIONS-5

I can ask someone if his or her family has a pet.

I can state whether my family has a pet (and if so, what kind).

FAMILY CELEBRATIONS-6

I can ask what someone what has to be done for a birthday party.

I can state some things that have to be done for a birthday party.

FAMILY CELEBRATIONS-7

I can ask what people do at a birthday party.

I can state an activity (or several) that people do at a birthday party.

DESCRIBING PEOPLE-1

I can ask someone to describe a teacher at my school.

Describe a teacher at my school.

DESCRIBING PEOPLE-2

I can ask what a teacher at my school's hair is like.

I can state what a teacher at my school's hair is like.

DESCRIBING PEOPLE-3

I can ask someone if he or she feels _____.
(warm/cold/sleepy/hungry/thirsty)

I can state whether I feel _____.
(warm/cold/sleepy/hungry/thirsty)

DINING OUT -1

I can ask what is on the table (in a dining room or restaurant) for a certain kind of food or drink.

I can state what is on the table (in a dining room or restaurant) for a certain kind of food or drink.

DINING OUT -2

I can pretend my conversation partner is a waiter or waitress. Tell him or her something that requires he or she bring something (sugar, salt, pepper, the menu, the bill).

Pretending I am the waiter or waitress, I can tell a customer I will bring him or her the requested item right away.

DINING OUT -3

I can ask someone at what time he or she comes to school.

I can state at what time I come to school.

MY ROOM & POSSESSIONS-1

I can ask someone if he or she has his or her own bedroom.

I can state whether I have my own bedroom, or if I share it with someone.

MY ROOM & POSSESSIONS-2

I can ask someone what there is in his/her bedroom.

I can state a number of things there are in my bedroom. (*minimum 2*)

MY ROOM & POSSESSIONS-3

I can ask someone what the (biggest/smallest/most important) thing in his or her bedroom is.

I can state the (biggest/smallest/most important) thing in my bedroom.

MY ROOM & POSSESSIONS-4

I can ask someone if he or she generally sleeps better when it is cold or when it is warm.

I can state whether I generally sleep better when it is cold or when it is warm.

MY ROOM & POSSESSIONS-5

I can ask someone if he or she can do a certain activity. (Use activity names we have learned)

I can state whether I can do a certain activity.

MY ROOM & POSSESSIONS-6

I can ask someone what his or her favorite color is.

I can state my favorite color.

MY ROOM & POSSESSIONS-7

I can ask someone what is the best and worst color for a car.

I can state my opinion of the best and worst color for a car.

HELPING AT HOME-1

I can ask someone if he or she lives close to the school.

I can state whether I live close to or far from the school.

HELPING AT HOME-2

I can ask someone how many floors or bedrooms his or her house has.

I can state the number of floors or bedrooms my house has.

HELPING AT HOME-3

I can ask someone what is the cleanest or dirtiest part of his or her house.

I can state the cleanest or dirtiest part of my house.

HELPING AT HOME-4

I can ask someone what chores he or she (has to do/doesn't have to do) at home.

I can state the chores I (have to do/don't have to do) at home, or that I don't have any chores at home.

HELPING AT HOME-5

I can ask someone what chore his or her mother or father always tells him or her to do.

I can state what chore my mother or father always tells me to do.

HELPING AT HOME-6

I can ask someone if he or she receives money for helping at home.

I can state whether I receive money for helping at home.

HELPING AT HOME-7

I can ask someone what (chore) I am doing as I act it out silently.

I can state what chore my conversation partner is doing as he or she acts it out.

SHOPPING FOR CLOTHES-1

I can ask someone what he or she is wearing today.

I can state what I am wearing today, including the color.

SHOPPING FOR CLOTHES-2

Pretending I am a salesperson in a clothing store, I can ask someone how I can help him or her.

Pretending I am a customer in a clothing store, I can state that I am looking for a new item of clothing (my choice).

SHOPPING FOR CLOTHES-3

I can ask what clothing someone is thinking about buying OR wants to buy.

I can state what I am thinking about buying OR want to buy.

SHOPPING FOR CLOTHES-4

Ask how much the item(s) my partner named (in the last question) cost(s).

I can state how much something costs.

SHOPPING FOR CLOTHES-5

I can ask someone how his or her clothes or shoes fit him or her.

I can state whether my clothes or shoes fit me well or poorly.

SHOPPING FOR CLOTHES-6

Ask which of two colors someone prefers.

I can state which of two colors I prefer.

BUYING GIFTS-1

I can ask where (in what kind of store) I could buy a particular gift item.

I can state where (in what kind of store) someone could buy a particular gift item.

BUYING GIFTS-2

Ask when someone bought his or her (sweater / shirt / jeans /

shoes / boots).

I can state when I bought something.

BUYING GIFTS-3

Ask how much someone paid for his or her (sweater / shirt / jeans / shoes / boots).

I can state how much I paid for something.

BUYING GIFTS-4

Ask when the last time was someone played (basketball / baseball / soccer / football / videogames).

I can state the last time I played a sport or game.

VACATION PLANS-1

I can ask someone if he or she went to a certain place during his or her last vacation.

I can state if I went to a certain place during my last vacation.

VACATION PLANS-2

I can ask what animals there are / are not in a zoo.

I can state some animals there are / are not in a zoo.

VACATION PLANS-3

I can ask what someone would like to do on vacation.

I can state activities you'd like to do on vacation. Name at least 2.

VACATION PLANS-4

I can ask someone what he or she did or did not do last night.

I can state something I did or did not do last night.

VACATION PLANS-5

I can ask someone how one can (or cannot) travel to either Havana (Cuba) or San Francisco (California).

I can state how one can travel to either San Juan (Puerto Rico) or San Francisco (California).

VACATION PLANS-6

I can ask someone how he or she did on the last Spanish test.

I can state how I did on the last test.

VACATION PLANS-7

I can ask someone when he or she learned to (walk/talk/ride a bicycle).

I can state when I learned to (walk/talk/ride a bicycle).

COMMUNITY/FAMILY INVOLVEMENT-1

Ask if a particular kind of trash can be recycled.

I can state whether a particular kind of trash can be recycled and why (because of what is made of).

COMMUNITY/FAMILY INVOLVEMENT -2

I can ask where someone can do volunteer work.

I can state places (at least 2) where someone can do volunteer work.

COMMUNITY/FAMILY INVOLVEMENT -3

I can ask where someone can pick up trash.

I can state where someone can pick up trash.

COMMUNITY/FAMILY INVOLVEMENT -4

I can ask someone if he or she made the bed today.

I can state whether I made the bed today (if someone else did, I can state who).

COMMUNITY/FAMILY INVOLVEMENT -5

I can ask someone if he or she says 'Good morning!' to a family member every day.

I can state whether I say 'Good morning!' to a family member every day.

COMMUNITY/FAMILY INVOLVEMENT -6

I can ask someone if he or she gave a family member a birthday present.

I can state whether a family member gave me a birthday present.

TV SHOWS & MOVIES-1

I can ask someone what kind of TV show or movie he or she likes the most.

I can state what kind of TV show or movie I like the most.

TV SHOWS & MOVIES-2

I can ask someone for an example of a kind of TV show.

Give an example of a kind of TV show.

TV SHOWS & MOVIES-3

I can ask someone his or her favorite TV show, and at what time it begins and ends.

I can state my favorite TV show and at what time it begins and ends.

TV SHOWS & MOVIES-4

I can ask someone his or her favorite or least favorite movie.

I can state my favorite or least favorite movie and I can state why.

TV SHOWS & MOVIES-5

I can ask someone who he or she thinks is the best or best-looking actor or actress.

I can state who I think is the best or best-looking actor or actress.

COMMUNICATIONS TECHNOLOGY-1

I can ask someone how (by what means) he or she likes *and* dislikes to communicate.

I can state how I like *and* dislike to communicate.

COMMUNICATIONS TECHNOLOGY-2

I can ask someone if he or she knows certain things or how to do certain activities.

I can state whether I know certain things or how to do certain activities.

COMMUNICATIONS TECHNOLOGY-3

I can ask someone what an item (such as a laptop computer, a digital camera, a cell phone) is used for.

I can state what an item (such as a laptop computer, a digital camera, a cell phone) is used for.

COMMUNICATIONS TECHNOLOGY-4

I can ask someone if he or she is afraid of something (use the items provided).

I can state whether I am afraid of something.

COMMUNICATIONS TECHNOLOGY-5

I can ask someone if he or she knows various people.

I can state whether I know various people and if so, that person's name.

COMMUNICATIONS TECHNOLOGY-6

I can ask someone what he or she orders at a certain kind of restaurant.

I can state what I order at a certain kind of restaurant.

COMMUNICATIONS TECHNOLOGY-7

I can ask someone what he or she thinks of certain ideas.

I can state what I think of certain ideas.

DAILY ROUTINE-1

I can ask someone at what time he or she (gets up/goes to bed).

I can state at what time I (get up/go to bed).

DAILY ROUTINE-2

I can ask someone if he or she does a certain personal care activity every day.

I can state whether I do a certain personal care activity every day.

DAILY ROUTINE-3

I can ask someone if he or she gets dressed before or after eating breakfast.

I can state whether I get dressed before or after eating breakfast.

DAILY ROUTINE-4

I can ask someone if he or she brushes his or her teeth before or after getting dressed.

I can state whether I brush my teeth before or after getting dressed.

DAILY ROUTINE-5

I can ask someone what he or she uses for a certain personal care activity (bathing/washing one's hair/showering/shaving/brushing one's teeth, doing one's hair).

I can state what I use for a certain personal care activity.

DAILY ROUTINE-6

I can ask what he or she is going to do before

leaving for school tomorrow (or the next day there are classes).

I can state several things I am going to do before leaving for school tomorrow (or the next day there are classes).

DAILY ROUTINE-7

I can ask someone what (personal care activity) I am doing as I act it out silently.

I can state what (personal care activity) my conversation partner is doing as he or she acts it out.

CHILDHOOD-1

I can ask someone where he or she lived as a child.

I can state where I lived as a child.

CHILDHOOD-2

I can ask someone what he or she was like as a child.

I can state what I was like as a child.

CHILDHOOD-3

I can ask someone if he or she did certain things as a child. (*helped/told the truth/fought with others/behaved well or poorly/told lies*)

I can state whether I did certain things as a child.

CHILDHOOD-4

I can ask someone if he or she had certain toys as a child.

I can state whether I had certain toys as a child.

CHILDHOOD-5

I can ask someone if he or she ate or drank certain things as a child.

I can state whether I ate or drank certain things as a child.