



# 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>	5101
<b>Course Name</b>	Spanish I S
<b>SCED Code</b>	24052G0.5022
<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>	
Spanish I is an introductory course to Spanish language and culture. Students will be exposed to Spanish language and culture from around the globe. Spanish will be used in the class by the teacher and student as much as possible. 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, 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.	

### 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
Unit 1: <i>Al principio (3 weeks)</i> <ul style="list-style-type: none"> <li><i>Introductions, procedures, spelling and sounds of the alphabet, ask for and say your name &amp; age (1-20; 30, 40, 50, 60, 70, 80, 90, 100), essential questions for class.</i></li> </ul>			<b>PRIORITY STANDARD/S Assessed for MASTERY:</b> FL1.IL.3 (Interpretive Reading) FL3.IL.2 (Presentational Writing)	<b>I can...</b> <ul style="list-style-type: none"> <li>recognize common greetings and expressions.</li> <li>understand someone saying a date/time.</li> <li>understand someone giving basic information about themselves</li> <li>understand basic personal information from communications such as e-mails or personal profiles.</li> <li>identify some cognates or characters that help me understand the meaning.</li> <li>greet and say goodbye to people.</li> <li>introduce myself and ask someone basic questions about themselves.</li> <li>answer basic questions about myself.</li> <li>tell someone the date/time.</li> <li>tell someone when my birthday is.</li> <li>greet people.</li> <li>tell my age/birthday.</li> </ul>
Unit Assessment				
<b>PRE</b>  FL1.IL.3 (Interpretive Reading) Vocab Quiz 1.1 Vocab Quiz 1.2	<b>Formative(s)</b>  FL1.IL.3 (Interpretive Reading) Interpretive Reading 1.1 Interpretive Reading 1.2  FL3.IL.2 (Presentational Writing) Presentational Writing 1.1	<b>CRITERIA for MASTERY</b> See proficiency scale (mastery is a 3.0)	<b>Supporting Standards/s:</b> FL2.IL.1 (Interpersonal Speaking) FL2.IL.2 (Interpersonal Writing) FL3.IL.1 (Presentational Speaking) FL1.IL.1 (Interpretive Listening) FL1.IL.2 (Interpretive Listening)	

	Presentational Writing 1.2			<ul style="list-style-type: none"> <li>• tell where I am from.</li> <li>• tell the date/time.</li> <li>• tell my phone number.</li> <li>• introduce myself.</li> <li>• write an introduction about myself</li> <li>• write my phone number.</li> <li>• identify a few words in an authentic text.</li> <li>• recognize some words/phrases in a commercial.</li> </ul>
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**Scope and Sequence**

<b>Unit Outline</b>	<b>Standard #</b>	<b>Outcomes/Objectives/Student Centered Goals</b>
<p>Unit 2: <i>¿Quién soy yo y quién son mis amigos? (6 weeks)</i> Talk about themselves: their age, their birthday, their physical and personality description, ask questions about other's age, name, birthday, favorite color, etc., their phone number/SnapChat/email.</p> <ul style="list-style-type: none"> <li>■ Months of the year</li> <li>■ Numbers 0-31</li> <li>■ Seasons of the year</li> <li>■ Countries, nationalities, and languages</li> <li>■ Colors</li> </ul> <p><b>Unit Assessment</b></p>	<p><b>PRIORITY STANDARD/S Assessed for MASTERY:</b></p> <p>FL1.IL.3 (Interpretive Reading) FL3.IL.2 (Presentational Writing)</p> <p><b>Supporting Standards/s:</b></p> <p>FL2.IL.1 (Interpersonal Speaking) FL2.IL.2 (Interpersonal Writing) FL3.IL.1 (Presentational Speaking) FL1.IL.1 (Interpretive Listening) FL1.IL.2 (Interpretive</p>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>• understand when someone talks about activities they like/dislike.</li> <li>• understand simple questions about my likes/dislikes.</li> <li>• understand basic information about activities people like/don't like and why.</li> <li>• answer questions about my likes/dislikes.</li> <li>• ask and answer questions about activities including when, why, and with whom.</li> <li>• react to someone else's likes/dislikes.</li> <li>• describe my activities in e-mails, texts, or conversations.</li> <li>• express my likes/dislikes about activities.</li> <li>• express why I like/dislike activities.</li> <li>• say when and with whom I like/don't like to do something.</li> <li>• write about my likes/dislikes about activities.</li> <li>• write about why I like/dislike activities.</li> </ul>

<p><b>PRE</b></p> <p>FL1.IL.3 (Interpretive Reading) Vocab Quiz 2.1 Vocab Quiz 2.2</p>	<p><b>Formative(s)</b></p> <p>FL1.IL.3 (Interpretive Reading) Interpretive Reading 2.1 Interpretive Reading 2.2 FL3.IL.2 (Presentational Writing) Presentational Writing 2.1 Presentational Writing 2.2</p>	<p><b>CRITERIA for MASTERY</b></p> <p>See proficiency scale (mastery is a 3.0)</p>	<p>Listening)</p>	<ul style="list-style-type: none"> <li>• write about when and with whom I like/don't like to do something.</li> </ul>
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**Scope and Sequence**

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
<p>Unit 3: <i>Mis gustos: Una comparación entre las costumbres</i> (9 wks)</p> <p>Talk about their likes/dislikes, and habits (what they do regularly).</p> <ul style="list-style-type: none"> <li>○ Students will describe their food preferences.</li> <li>○ Students will describe their favorites: animals, activity, food, and defend why they like it.</li> <li>○ Students can interview a classmate about their preferences and summarize their likes to share with an audience. <ul style="list-style-type: none"> <li>■ Me gusta</li> <li>■ Me encanta</li> <li>■ Mi ____ favorito es ____ porque ....</li> <li>■ Comparaciones con más y menos</li> <li>■ A él / a ella le ....</li> <li>■ Helpful words: tampoco y también, pero, y porque.</li> </ul> </li> </ul> <p><b>Unit Assessment</b></p>	<p><b>PRIORITY STANDARD/S Assessed for MASTERY:</b></p> <p>FL1.IL.3 (Interpretive Reading) FL3.IL.2 (Presentational Writing)</p> <p><b>Supporting Standards/s:</b></p> <p>FL2.IL.1 (Interpersonal Speaking) FL2.IL.2 (Interpersonal Writing) FL3.IL.1 (Presentational Speaking) FL1.IL.1 (Interpretive Listening)</p>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>• understand when someone describes themselves/someone else.</li> <li>• understand when someone describes how they feel.</li> <li>• understand if someone is expressing their personality or their emotions.</li> <li>• understand simple questions about myself or someone else.</li> <li>• understand basic personal information in short readings.</li> <li>• understand common family relationships.</li> <li>• understand common professions.</li> <li>• answer questions about physical characteristics, personality and simple likes/dislikes.</li> </ul>

<p><b>PRE</b></p> <p>FL1.IL.3 (Interpretive Reading) Vocab Quiz 3.1 Vocab Quiz 3.2</p>	<p><b>Formative(s)</b></p> <p>FL1.IL.3 (Interpretive Reading) Interpretive Reading 3.1 Interpretive Reading 3.2 FL3.IL.2 (Presentational Writing) Presentational Writing 3.1 Presentational Writing 3.2</p>	<p><b>CRITERIA for MASTERY</b></p> <p>See proficiency scale (mastery is a 3.0)</p>	<p>FL1.IL.2 (Interpretive Listening)</p>	<ul style="list-style-type: none"> <li>ask answer questions to find out how people feel.</li> <li>ask questions about someone's family relationships.</li> <li>ask questions to find out basic information about people.</li> <li>describe myself including personality and physical characteristics.</li> <li>give a description of others, including family members</li> <li>write about myself including personality and physical characteristics.</li> <li>express who I am and how I feel</li> <li>express who others are and how they feel.</li> <li>write a description of others, including family members</li> </ul>
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**Scope and Sequence**

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
<p>Unit 4: <i>Mi familia y mi casa</i> (6 wks)</p> <p>Students will be able to describe the physical and personality traits of their family members, describe their home and what makes it home.</p> <ul style="list-style-type: none"> <li>Physical traits (barba, bigote, calvo, etc). Recycled adjectives from previous units.</li> <li>Ojos, partes del cuerpo y los colores especiales, 3rd person: tiene, es, etc. hay / no hay, lleva, ser, tener, llevar, preposiciones (dónde está ... detrás, debajo, delante)</li> <li>¿Cómo es?</li> </ul> <p><b>Unit Assessment</b></p>	<p><b>PRIORITY STANDARD/S Assessed for MASTERY:</b></p> <p>FL1.IL.1 (Interpretive Listening) FL1.IL.2 (Interpretive Listening) FL3.IL.1 (Presentational Speaking)</p> <p><b>Supporting Standards/s:</b></p> <p>FL2.IL.1 (Interpersonal Speaking) FL2.IL.2 (Interpersonal Writing) FL1.IL.3 (Interpretive Reading)</p>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>understand when someone describes how they dress.</li> <li>understand when someone tells me their opinion on clothing based upon their traits</li> <li>understand purchase/sell clothing.</li> <li>ask/answer questions about housing</li> <li>give detailed descriptions about housing.</li> <li>give compliments/opinions on clothing.</li> <li>appropriately respond to compliments/opinions on housing</li> <li>write a description of clothing</li> <li>describe when and why I wear certain articles of clothing</li> </ul>

<p><b>PRE</b> FL1.IL.3 (Interpretive Reading) Vocab Quiz 4.1 Vocab Quiz 4.2</p>	<p><b>Formative(s)</b> FL1.IL.2 (Interpretive Listening) Interpretive Listening 4.1 Interpretive Listening 4.2 FL3.IL.1 (Presentational Speaking) Presentational Speaking 4.1 Presentational Speaking 4.2</p>	<p><b>CRITERIA for MASTERY</b> See proficiency scale (mastery is a 3.0)</p>	<p>FL3.IL.2 (Presentational Writing)</p>	
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Scope and Sequence			
Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals	
<p>Unit 5: <i>Mi semana</i> (6 weeks) Students will be able to describe their week in detail (home life and school life, extracurriculars).</p> <ul style="list-style-type: none"> <li>■ Daily activities/classes</li> <li>■ Parts of the day, days of the week, future? (ir + a + infinitive?) (ir, hacer y ver)</li> <li>■ Comidas típicas</li> <li>■ ¿Con qué frecuencia? Todos los días, a veces, nunca, jamás, a menudo, luego, después, antes</li> </ul> <p><b>Unit Assessment</b></p>	<p><b>PRIORITY STANDARD/S Assessed for MASTERY:</b> FL1.IL.1 (Interpretive Listening) FL1.IL.2 (Interpretive Listening) FL3.IL.1 (Presentational Speaking)</p> <p><b>Supporting Standards/s:</b> FL2.IL.1 (Interpersonal Speaking) FL2.IL.2 (Interpersonal Writing) FL1.IL.3 (Interpretive</p>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>● understand simple descriptions of food.</li> <li>● understand when someone describes what their activities are</li> <li>● discuss a meal with another person.</li> <li>● describe my eating habits, including traditional foods.</li> <li>● understand when people talk about their basic health.</li> <li>● talk about healthy food choices.</li> <li>● discuss dietary needs with another person.</li> <li>● express my classes and schedule</li> <li>● give advice about healthy eating habits.</li> <li>● understand cultural differences in eating habits of people from other countries.</li> </ul>	

<p><b>PRE</b> FL1.IL.3 (Interpretive Reading) Vocab Quiz 5.1 Vocab Quiz 5.2</p>	<p><b>Formative(s)</b> FL1.IL.2 (Interpretive Listening) Interpretive Listening 5.1 Interpretive Listening 5.2 FL3.IL.1 (Presentational Speaking) Presentational Speaking 5.1 Presentational Speaking</p>	<p><b>CRITERIA for MASTERY</b> See proficiency scale (mastery is a 3.0)</p>	<p>Reading) FL3.IL.2 (Presentational Writing)</p>	<ul style="list-style-type: none"> <li>• write a description of traditional and/or typical week</li> <li>• write out a daily diet for a healthy lifestyle.</li> </ul>
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**Scope and Sequence**

Unit Outline	Standard #	Outcomes/Objectives/Student Centered Goals
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<p>Unit 6: <i>Mi barrio</i> (6 weeks)</p> <p>Students will be able to describe their city and compare it to a Spanish city that they've researched, comparing the town life and what we have vs. need.</p> <ul style="list-style-type: none"> <li>■ Lugares de la ciudad: pastelería, lechería, etc.</li> <li>■ Comparaciones</li> <li>■ Normas de ciudadanía y reglas</li> <li>■ Proponer ideas nuevas o un video de turismo (compararlo con otra ciudad)</li> <li>■ Tener que, hay que, preposiciones direccionales, direcciones, ¿Cómo llego a....?</li> </ul> <p><b>Unit Assessment</b></p>			<p><b>PRIORITY STANDARD/S</b></p> <p><b>Assessed for MASTERY:</b>            FL1.IL.1 (Interpretive Listening)            FL1.IL.2 (Interpretive Listening)            FL3.IL.1 (Presentational Speaking)</p> <p><b>Supporting Standards/s:</b>            FL2.IL.1 (Interpersonal Speaking)            FL2.IL.2 (Interpersonal Writing)            FL1.IL.3 (Interpretive Reading)            FL3.IL.2 (Presentational Writing)</p>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>● understand a phone message about when and where to meet a friend.</li> <li>● understand a short audio announcement about an event (when, where).</li> <li>● understand invitations such as cards, emails, e-vites and texts.</li> <li>● understand an event announcement such as a poster, flyer or advertisement.</li> <li>● ask and give details about what I do and where I go after school or on the weekend.</li> <li>● invite someone to do something or go somewhere with me.</li> <li>● give and find out information about when and where to go.</li> <li>● tell what I will do after school or on the weekend.</li> <li>● give details about my city and compare such as where, who, and what.</li> <li>● write about what I will do after school or on the weekend</li> </ul>
<p><b>PRE</b>            FL1.IL.3 (Interpretive Reading)            Vocab Quiz 6.1            Vocab Quiz 6.2</p>	<p><b>Formative(s)</b>            FL1.IL.2 (Interpretive Listening)            Interpretive Listening 6.1            FL3.IL.1 (Presentational Speaking)            Presentational Speaking 6.1</p>	<p><b>CRITERIA for MASTERY</b>            See proficiency scale (mastery is a 3.0)</p>		