Wyoming Department of Education Required Virtual Education Course Syllabus

Washakie County School District #2

Course Information	
Program Name	SVS Spanish
Course ID	6000
Course Name	Spanish 1
SCED Code	24052G1.0011
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.	

In SVS Spanish 1, students will: learn to ask about and give answers to a variety of common topics in both written and spoken Spanish using memorized words and phrases, while being encouraged to create original statements; learn sound-letter correspondence in Spanish, and be able to spell most things they hear with some predictable novice errors; begin to use correct forms of verbs to describe ongoing/regular and future activities, pronouns to identify people and things, and adjectives to describe people and things; identify on a map where Spanish is spoken; learn to identify some Hispanic cultural products, perspectives, and practices that impact the communication topics they are learning (forms of address, personal space, greeting customs, orthographic convention, popular Hispanic sports, common Hispanic foods, selected holiday practices).

Wyoming Content and Performance Standards

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

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
I. BASICS & SMALL TALK - meeting, greeting, and taking leave of someone - exchanging basic information (name, age, birthday, phone number) - one's general health and what (body part) hurts - the date, day, and time - simple math problems (to 100) - the seasons and weather	FL2.I.1 FL2.I.2	Using memorized words/phrases, students will be able to ask and answer questions in both written and spoken Spanish on the following topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements. (See attached Can-Do statements)
	FL1.I.1 FL1.I.2 FL1.I.3	Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics:

		• where Spanish is spoken in Europe, Africa, the Caribbean, North-, Central- and South America, using mnemonic devices to label maps with country outlines • formality vs. familiarity as expressed with words for 'you' • appropriate/common gestures and physical responses for greeting another (handshake, hugs, kisses, waving) • the Hispanic family naming system • orthographical (capitalization) features of day and month names • month/week calendar layout in Spanish-speaking countries • season/month/holiday correspondence in Northern versus Southern hemispheres
II. DESCRIBING SELF AND OTHERS - one's preferred activities - one's personality	FL3.I.1 FL3.I.2	Using memorized words/phrases, *as well as some original phrases with varying control and complexity*, students will be able to ask and answer questions in both written and spoken Spanish on the following topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements. (See attached Can-Do statements)
III. TALKING ABOUT SCHOOL - one's school schedule, classes, supplies, activities - the relative location of things (over, under, near, etc.)	FL1.I.1 FL1.I.2 FL1.I.3	Using memorized words/phrases, *as well as some original phrases with varying control and complexity*, students will be able to ask and answer questions in both written and spoken Spanish on the following topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements. (See attached Can-Do statements)

	FL1.I.1 FL1.I.2 FL1.I.3	Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics: • school uniform usage in Spanish-speaking countries • classroom behavior expectations of students in Spanish-speaking countries • some similarities/distinctions between US school schedules, calendars, and sports teams and those in Spanish-speaking countries
IV. NUTRITION AND ACTIVITY - basic needs (hunger/thirst) - health value of foods, drinks, and activities	FL2.I.1 FL2.I.2	Using memorized words/phrases, *as well as some original phrases with varying control and complexity*, students will be able to ask and answer questions in both written and spoken Spanish on the following topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements. (See attached Can-Do statements)
	FL1.I.1 FL1.I.2 FL1.I.3	Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics: • variety and lack of uniformity in cuisines among Spanish-speaking countries • mealtimes in Spanish-speaking countries • fast-food in the US versus Spanish-speaking countries

Scope and Sequence

V. ROUTINE ACTIVITIES - when and how often one participates in an activity or goes somewhere in the community	FL2.I.1 FL2.I.2	Using memorized words/phrases, *as well as some original phrases with varying control and complexity*, students will be able to ask and answer questions in both written and spoken Spanish on the following topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements. (See attached Can-Do statements)
	FL1.I.1 FL1.I.2 FL1.I.3	Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics: • religious majorities/minorities in Spanish-speaking countries • traditional layout of towns in Spanish-speaking countries around a central plaza and the role the plaza plays in social life
VI. LEISURE - leisure activities - extending, accepting, or declining an invitation to go somewhere or do something	FL2.I.1 FL2.I.2	Using memorized words/phrases, *as well as some original phrases with varying control and complexity*, students will be able to ask and answer questions in both written and spoken Spanish on the following topics. Knowledge and skills are measured in oral/aural as well as reading/writing evaluations representing student-centered Can-Do statements. (See attached Can-Do statements)
	FL1.I.1 FL1.I.2 FL1.I.3	Students will demonstrate an understanding of the products, practices, and perspectives of Hispanic culture regarding the following topics: • counting-out rhymes in Spanish-speaking countries as used for selecting teams or in games • most popular sports in US versus those in Spanish-speaking countries

WYOMING
DEPARTMENT OF EDUCATION

VIRTUAL **307**

SVS SPANISH • SPANISH 1
'CAN-DO' STATEMENTS
I can use written and spoken Spanish to ...

PE-1	☐ Greet someone in a way that is appropriate for the time of day or level of formality.	☐	Respond to a greeting.
PE-2	☐ Say goodbye in a way that is appropriate for when I expect to see the other person or the level of formality.	☐	Respond to a goodbye.
PE-3	☐ Tell someone I've just met "Glad to meet you."	☐	Respond to being told "Glad to meet you."
PE-4	☐ Ask someone his or her name.	☐	State my name.
PE-5	☐ Ask someone his or her phone number.	☐	State my phone number.
PE-6	☐ Ask someone how he or she is.	☐	State how I am.
PE-7	☐ Ask what the weather is like.	☐	State what the weather is like.
PE-8	☐ Ask what the temperature is.	☐	State what the temperature is.

PE-9	☐	Ask what the season is.	☐	State what the season is.	

PE-10	✓	Ask what the time is.	✓	State what the time is.	

PE-11	✓	Ask what day it is today (or tomorrow).	✓	State what day it is today (or tomorrow).	

PE-12	✓	Ask what today's date is.	✓	State today's date.	

PE-13	✓	Ask someone when his or her birthday is.	✓	State my birthday.	

PE-14	✓	Ask how one says the name of a common school item in Spanish.	✓	State how one says the name of a common school item in Spanish.	

PE-15	✓	Ask how a word is spelled.	✓	Spell a word I know using the Spanish alphabet.	

PE-16	✓	Ask someone if a part of the body hurts him or her.	✓	State whether a part of the body hurts you.	

PE-17	✓	Ask a simple math question whose answer is less than 100.	✓	State the answer to a simple math question whose answer is less than 100.	

1A: FAVORITE ACTIVITIES

1A-1	☐	Ask someone what he or she likes to do.	☐	State what I like to do.
1A-2	☐	Ask someone if he or she likes a particular activity (such as swimming or drawing).	☐	Reply when asked if I like a particular activity.
1A-3	☐	Ask someone which of two activities he or she prefers.	☐	State my preference of two activities, or that I don't like either.

1B: PERSONALITIES

1B-1	☐	Ask someone what he or she is like.	☐	State what I am like or not like, and give a reason why.
1B-2	☐	Ask someone what he or she is like, according to his or her friends or family.	☐	State what I am like or not like according to my friends or family.
1B-3	☐	Point to someone (away from me and whomever I'm asking) and ask the name of a boy or girl.	☐	State the name of a boy or girl.
1B-4	☐	Point to someone (away from me and whomever I'm asking) and ask what a boy or girl is like.	☐	State what a boy or girl is like (either in general or at times).
1B-5	☐	Point to someone (away from me and whomever I'm asking) and ask what a boy or girl likes to do.	☐	State what a boy or girl likes to do.

2A: SCHOOL SCHEDULES

2A-1	☐	Ask what class someone has in a certain hour of the school schedule.	☐	State what class I have during an hour of my school schedule.

2A-2	☐	Ask someone what a particular class is like.	☐	State what a particular class is like.

2A-3	☐	Ask someone which of two classes is (harder, easier, more boring, etc.).	☐	State which of two classes is (harder, easier, more boring, etc.).

2A-4	☐	Ask someone what his or her favorite or least favorite class is.	☐	State which is my favorite or least favorite class.

2A-5	☐	Ask someone if he or she does something a lot in a certain class. (dance, sing, draw, etc.)	☐	State whether I do something a lot in a certain class.

2A-6	☐	Ask someone what he or she needs for a certain class.	☐	State what things I need for a certain class.

2A-7	☐	Ask if there is a lot of homework in a certain class.	☐	State whether there is a lot of homework in a certain class.

2B: THE CLASSROOM

2B-1	☐ Ask what there is in a classroom.	☐ State at least three things there are in a classroom.
2B-2	☐ Ask if there is a particular thing in a classroom.	☐ Answer or state if there is a particular thing in a classroom.
2B-3	☐ Ask where a classroom item is.	☐ Answer or state where a classroom item is.

3A: FOOD & DRINK

3A-1	☐ Ask someone what he or she eats for breakfast or lunch.	☐ State what I eat or drink for breakfast or lunch.
3A-2	☐ Ask someone what he or she drinks at breakfast or lunch.	☐ State what I drink at breakfast or lunch.
3A-3	☐ Ask someone how often he or she eats drinks, or shares a certain item.	☐ State how often I eat, drink, or share a certain item.
3A-4	☐ Ask someone if he or she likes a certain food or drink.	☐ State that I love, like, or dislike a certain food or drink.

3B: HEALTHY FOOD & EXERCISE

3B-1	☐	Ask someone which of two foods or drinks he or she prefers.	☐	State which of two foods or drinks I prefer.
3B-2	☐	Ask someone if he or she likes a certain food or drink.	☐	State whether I like a certain food or drink.
3B-3	☐	Ask someone why he or she likes or doesn't like a certain food or drink.	☐	State why I like or don't like a certain food or drink.
3B-4	☐	Ask someone for an example of different categories of foods.	☐	Give examples of foods in different categories.
3B-5	☐	Ask someone if he or she is hungry.	☐	State whether I am hungry.
3B-6	☐	Ask someone if he or she is thirsty.	☐	State whether I am thirsty.
3B-7	☐	Ask someone if I should do certain things in order to stay healthy.	☐	Reply when asked whether someone should do certain things in order to stay healthy.
3B-8	☐	Ask someone if he or she agrees with a statement about what's good for one's health.	☐	State whether I agree with a statement about what's good for one's health.

4A: PLANS & PLACES

4A-1	☐	Ask someone what he or she likes to do in his or her spare time.	☐	State where I like to do in my spare time.
4A-2	☐	Ask someone where he or she goes in order to do a particular activity.	☐	State where I go in order to do a particular activity.
4A-2	☐	Ask someone where he or she goes on a certain day.	☐	State where I go on a certain day.
4A-4	☐	Ask someone when he or she goes to a certain place.	☐	State when I go somewhere.
4A-5	☐	Ask someone where he or she is from.	☐	State where I am from.

4B: SPORTS & OUTINGS

4B-1	☐	Ask what sport someone plays.	☐	State what sport I play.
4B-2	☐	Ask if someone if he or she knows how to play a certain sport.	☐	State that I know (or don't know) how to play a certain sport.

4B-3	☐	Ask someone what he or she likes to do on weekends.	☐	State what I like to do on weekends.
4B-4	☐	Ask someone what he or she is going to do this weekend.	☐	State what I am going to do this weekend.
4B-5	☐	Ask someone at what time he or she is going to an event.	☐	State at what time I am going to an event.
4B-6	☐	Ask someone when he or she is going to a certain place.	☐	State when I am going to a certain place.
4B-7	☐	Ask someone if he or she wants to go with you to a certain place or event.	☐	Answer or state if I want to go with someone to a certain place or event.
4B-8	☐	Ask someone if he or she would like to go with you to a certain place or event.	☐	Answer or state if I would like to go with someone to a certain place or event.
4B-9	☐	Ask someone if he or she can go with you to a certain place or event.	☐	Answer or state if I can go with someone to a certain place or event.