

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000 - Washakie County School District No. 1

| | | | |
|--------------|--------------------|-----------------|---------------------|
| Program Name | Washakie #1 Online | Content Area | Foreign Language |
| Course ID | WOL-ESMY1B | Grade Level | 7-8 |
| Course Name | WOL-MS Spanish I-B | # of Credits | .05 |
| SCED Code | N/A | Curriculum Type | K-12 Fuel Education |

COURSE DESCRIPTION

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. Students continue their language-learning adventure by progressing to this next level of middle school Spanish. The instruction is equivalent to that found in the first semester of High School Spanish I.

Students begin their introduction to Spanish by focusing on the four key areas of foreign language study:

- listening,
- speaking,
- reading, and
- writing.

The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit.

Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored.

The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

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 | 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 10: Hobbies and Pastimes</p> <p>Unit 10, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Vocabulary</th> <th style="text-align: center;">Grammar</th> <th style="text-align: center;">Culture</th> <th style="text-align: center;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Hobbies and Pastimes</td> <td style="text-align: center;">Gustar, Part I Gustar Part II</td> <td style="text-align: center;">A Tour of Spain</td> <td style="text-align: center;">"O"</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Practice • Test A – Online Objective <p>Journaling</p> <ul style="list-style-type: none"> • Free Time on Saturday | Vocabulary | Grammar | Culture | Pronunciation | Hobbies and Pastimes | Gustar, Part I Gustar Part II | A Tour of Spain | "O" | FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 FL3.1L.1 FL3.1L.2 | <ul style="list-style-type: none"> • I can use the verb gustar correctly. • I can talk about what hobbies I like. • I can discuss some cultural facts about Spain. • I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. • I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics. • I can present information, concepts, and ideas to inform on a variety of topics. • I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures. • I can use Spanish both within and beyond the classroom to interact and collaborate in my community and the globalized world. |
| Vocabulary | Grammar | Culture | Pronunciation | | | | | | | |
| Hobbies and Pastimes | Gustar, Part I Gustar Part II | A Tour of Spain | "O" | | | | | | | |
| <p>Unit 11: Food (Part 1)</p> <p>Unit 11, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Vocabulary</th> <th style="text-align: center;">Grammar</th> <th style="text-align: center;">Culture</th> <th style="text-align: center;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Food and Drink</td> <td style="text-align: center;">Gustar Possessive Adjectives Possession and Using 'de Los Favoritos</td> <td style="text-align: center;">Tapas and 'la sobremesa'</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Practice • Test A – Online Objective <p>Journaling</p> <ul style="list-style-type: none"> • Visiting a Market | Vocabulary | Grammar | Culture | Pronunciation | Food and Drink | Gustar Possessive Adjectives Possession and Using 'de Los Favoritos | Tapas and 'la sobremesa' | NA | FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 FL3.1L.1 FL3.1L.2 | <ul style="list-style-type: none"> • I can use the word <i>de</i> to indicate possession. • I can talk and write about what food I like. • I can discuss some cultural facts about Spain. • I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. • I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics. • I can present information, concepts, and ideas to inform on a variety of topics. • I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures. |
| Vocabulary | Grammar | Culture | Pronunciation | | | | | | | |
| Food and Drink | Gustar Possessive Adjectives Possession and Using 'de Los Favoritos | Tapas and 'la sobremesa' | NA | | | | | | | |
| <p>Unit 12: Food (Part 2)</p> <p>Unit 12, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Vocabulary</th> <th style="text-align: center;">Grammar</th> <th style="text-align: center;">Culture</th> <th style="text-align: center;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Food and Drink Table Settings</td> <td style="text-align: center;">Demonstrative Adjectives</td> <td style="text-align: center;">Spanish tortilla and paella</td> <td style="text-align: center;">"U"</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab | Vocabulary | Grammar | Culture | Pronunciation | Food and Drink Table Settings | Demonstrative Adjectives | Spanish tortilla and paella | "U" | FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 FL3.1L.1 FL3.1L.2 | <ul style="list-style-type: none"> • I can use demonstrative adjectives. • I can talk and write about what food I prefer. • I can place an order at a restaurant. • I can learn some cultural facts about Spain. • I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. • I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics. • I can present information, concepts, and ideas to inform on a variety of topics. • I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures. |
| Vocabulary | Grammar | Culture | Pronunciation | | | | | | | |
| Food and Drink Table Settings | Demonstrative Adjectives | Spanish tortilla and paella | "U" | | | | | | | |

SCOPE AND SEQUENCE

| UNIT OUTLINE | | | | STANDARD | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS | | | | | | | | |
|--|---|--|---------------|------------|--|---------|---------------|------------|---|--|-----|--|--|
| <ul style="list-style-type: none"> Listening, Reading, and Writing Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Speaking Practice Test A – Online Objective <p>Journaling</p> <ul style="list-style-type: none"> ¡Buen Provecho! | | | | | <ul style="list-style-type: none"> I can use Spanish both within and beyond the classroom to interact and collaborate in my community and the globalized world. | | | | | | | | |
| <p>Unit 13: Family</p> <p>Unit 13, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>The Family</td> <td>Demonstrative Adjectives Two Verb Combinations</td> <td>Family Tree The Family and Familia Real Names Spain: Idioms and Pronunciation</td> <td>NA</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Writing Practice Test A – Online Objective <p>Journaling</p> <ul style="list-style-type: none"> My Family | | | | Vocabulary | Grammar | Culture | Pronunciation | The Family | Demonstrative Adjectives Two Verb Combinations | Family Tree The Family and Familia Real Names Spain: Idioms and Pronunciation | NA | FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 FL3.1L.1 FL3.1L.2 | <ul style="list-style-type: none"> I can use two-verb constructions to express a variety of things. I can talk and write about my family. I can use some idioms from Spain. I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics. I can present information, concepts, and ideas to inform on a variety of topics. I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures. I can use Spanish both within and beyond the classroom to interact and collaborate in my community and the globalized world. I can set goals and reflect on my progress in using Spanish for enjoyment, enrichment, and advancement. |
| Vocabulary | Grammar | Culture | Pronunciation | | | | | | | | | | |
| The Family | Demonstrative Adjectives Two Verb Combinations | Family Tree The Family and Familia Real Names Spain: Idioms and Pronunciation | NA | | | | | | | | | | |
| <p>Unit 14: Places</p> <p>Unit 14, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>The City</td> <td>Two Verb Combinations Acabar de, ir a and contractions al, del</td> <td>Invasions and Influences</td> <td>"H"</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Speaking Practice Test A – Online Objective <p>Journaling</p> <ul style="list-style-type: none"> Influences | | | | Vocabulary | Grammar | Culture | Pronunciation | The City | Two Verb Combinations Acabar de, ir a and contractions al, del | Invasions and Influences | "H" | FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 FL3.1L.1 FL3.1L.2 | <ul style="list-style-type: none"> I can follow directions on a map. I can use vocabulary words related to the city and directions. I can explain some cultural facts about Spain. I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics. I can present information, concepts, and ideas to inform on a variety of topics. I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures. |
| Vocabulary | Grammar | Culture | Pronunciation | | | | | | | | | | |
| The City | Two Verb Combinations Acabar de, ir a and contractions al, del | Invasions and Influences | "H" | | | | | | | | | | |

SCOPE AND SEQUENCE

| UNIT OUTLINE | | | | STANDARD | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|---|---|---|----------------------|--|---|
| Unit 15: Animals Unit 15, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs. | | | | FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2 | <ul style="list-style-type: none"> I can use irregular Spanish verbs to express a variety of things. I can talk and write about animals. I can talk about festivals. I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics. I can present information, concepts, and ideas to inform on a variety of topics. I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures. |
| Vocabulary | Grammar | Culture | Pronunciation | | |
| The Animals | Acabar y Ir a Stem changes o to ue, e to ie Stem Changing Verbs | Animal Sounds Spanish Festivals | NA | | |
| Lessons <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 Assessments: <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Writing Practice Test A – Online Objective Journaling <ul style="list-style-type: none"> Man's Best Friend | | | | | |
| Unit 16: Shopping Unit 16, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs. | | | | FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2 | <ul style="list-style-type: none"> I can conjugate some irregular verbs and use them in my writing and speaking. I can say what stores I need to visit to shop for certain items. I can give some cultural facts about Spain. I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics. I can present information, concepts, and ideas to inform on a variety of topics. I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures. |
| Vocabulary | Grammar | Culture | Pronunciation | | |
| Shopping | Stem Changing Verbs Present Tense Irregular yo conjugations | Commas and Decimals Spanish Literature | "J" | | |
| Lessons <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 Assessments: <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Literature Quiz Speaking Practice Test A – Online Objective Life Long Learner Report Journaling <ul style="list-style-type: none"> Shopping | | | | | |
| Unit 17: Weather Expressions Unit 17, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs. | | | | FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2 | <ul style="list-style-type: none"> I can discuss weather conditions. I can use vocabulary words related to the weather. I can give some cultural facts about Spain. I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics. |
| Vocabulary | Grammar | Culture | Pronunciation | | |
| The Weather Weather Conditions Water Cycle | Irregular yo conjugations Haber Hay y tener | Spain: Velázquez | NA | | |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|---|--|--|
| <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Practice • Test A – Online Objective <p>Journaling</p> <ul style="list-style-type: none"> • Weather | | <ul style="list-style-type: none"> • I can present information, concepts, and ideas to inform on a variety of topics. • I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures. • I can use Spanish both within and beyond the classroom to interact and collaborate in my community and the globalized world. • I can set goals and reflect on my progress in using Spanish for enjoyment, enrichment, and advancement. |
| <p>Semester 2 Final</p> <p>Unit18, Semester Review:</p> <ul style="list-style-type: none"> • Grammar and Vocabulary • Reading and Listening Comprehension | FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 FL3.1L.1 FL3.1L.2 | <p>I can . . .</p> <ul style="list-style-type: none"> • Demonstrate my proficiency of the objectives from units 10 through 17. |