

# 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-ESMY2A	Grade Level	7-8
Course Name	WOL-MS Spanish II-A	# of Credits	.05
SCED Code	N/A	Curriculum Type	K-12 Fuel Education

### COURSE DESCRIPTION

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 second semester of High School Spanish I.

Students expand their introduction to Spanish through focus on four key areas of world 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).

Prerequisite: Middle school Spanish I-A/B (or equivalent)

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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
<b>Unit 19: Professions</b>  Unit 19, 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"> <li>I can use ordinal numbers to express a variety of things.</li> <li>I can talk and write about professions.</li> <li>I can talk about Argentina.</li> <li>I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> </ul>
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		
Professions	Hay and Tener Ordinal Numbers	Academies Places to see in Argentina	NA		
<b>Lessons</b> <ul style="list-style-type: none"> <li>Warm Ups</li> <li>Matching Activities</li> <li>Speaking Lab</li> <li>Listening, Reading, and Writing</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Listening Comprehension</li> <li>Grammar Practice</li> <li>Culture Quiz</li> <li>Test A – Online Objective</li> </ul> <b>Journaling</b> <ul style="list-style-type: none"> <li>The Future</li> </ul>					
<b>Unit 20: Clothing</b>  Unit 20, 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"> <li>I can use similar verbs like pedir and preguntar in correct situations.</li> <li>I can pronounce ñ in Spanish.</li> <li>I can say what clothes I am wearing.</li> <li>I can describe other people and say what clothes they are wearing.</li> <li>I can learn some cultural facts about Argentina.</li> <li>I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> </ul>
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		
Clothing	Ordinal Numbers Saber vs conocer Pedir vs preguntar	Food in Argentina	“Ñ” “ñ”		
<b>Lessons</b> <ul style="list-style-type: none"> <li>Warm Ups</li> <li>Matching Activities</li> <li>Speaking Lab</li> <li>Listening, Reading, and Writing</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Listening Comprehension</li> <li>Culture Quiz</li> <li>Speaking Practice</li> <li>Test A – Online Objective</li> </ul> <b>Journaling</b> <ul style="list-style-type: none"> <li>To Know</li> </ul>					
<b>Unit 21: At Home</b>  Unit 21, 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"> <li>I can compare objects and people.</li> <li>I can talk and write about things in the home.</li> <li>I can talk about Argentina.</li> <li>I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> <li>I can use Spanish both within and beyond the classroom to interact and collaborate in my community and the globalized world.</li> <li>I can set goals and reflect on my progress in using Spanish for enjoyment, enrichment, and advancement.</li> </ul>
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		
At Home La casa	Pedir vs Preguntar Comparative Words	Architecture Argentina: El Mate	NA		
<b>Lessons</b> <ul style="list-style-type: none"> <li>Warm Ups</li> <li>Matching Activities</li> <li>Speaking Lab</li> <li>Listening, Reading, and Writing</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>Reading Comprehension</li> </ul>					

**SCOPE AND SEQUENCE**

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS								
<ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Culture Quiz</li> <li>Writing Practice</li> <li>Test A – Online Objective</li> </ul> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>At Home Realia</li> </ul>													
<p><b>Unit 22: Body</b></p> <p>Unit 22, 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 Body</td> <td>Comparisons Adverbs</td> <td>Weight and Height Argentina: Idioms and Pronunciation</td> <td>"R"</td> </tr> </tbody> </table>				Vocabulary	Grammar	Culture	Pronunciation	The Body	Comparisons Adverbs	Weight and Height Argentina: Idioms and Pronunciation	"R"	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"> <li>I can use adverbs correctly in my writing and speech.</li> <li>I can pronounce "r" in Spanish.</li> <li>I can use vocabulary related to the body.</li> <li>I can say what parts of my body hurt.</li> <li>I can use Spanish adverbs to describe the ways things happen.</li> <li>I can use some idioms from Argentina.</li> <li>I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> <li>I can use Spanish both within and beyond the classroom to interact and collaborate in my community and the globalized world.</li> </ul>
Vocabulary	Grammar	Culture	Pronunciation										
The Body	Comparisons Adverbs	Weight and Height Argentina: Idioms and Pronunciation	"R"										
<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>Warm Ups</li> <li>Matching Activities</li> <li>Grammar Activities</li> <li>Speaking Lab</li> <li>Listening, Reading, and Writing</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Listening Comprehension</li> <li>Culture Quiz</li> <li>Speaking Practice</li> <li>Test A – Online Objective</li> </ul> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>How Do I Look?</li> </ul>													
<p><b>Unit 23: Reflexive Verbs</b></p> <p>Unit 23, 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>Reflexive Verbs</td> <td>Reflexive Verbs</td> <td>Argentina: Eva Perón</td> <td>NA</td> </tr> </tbody> </table>				Vocabulary	Grammar	Culture	Pronunciation	Reflexive Verbs	Reflexive Verbs	Argentina: Eva Perón	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"> <li>I can use reflexive verbs in Spanish.</li> <li>I can talk and write about my daily routine.</li> <li>I can discuss historical figures of Argentina.</li> <li>I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> </ul>
Vocabulary	Grammar	Culture	Pronunciation										
Reflexive Verbs	Reflexive Verbs	Argentina: Eva Perón	NA										
<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>Warm Ups</li> <li>Matching Activities</li> <li>Grammar Activities</li> <li>Speaking Lab</li> <li>Listening, Reading, and Writing</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Listening Comprehension</li> <li>Culture Quiz</li> <li>Writing Practice</li> <li>Test A – Online Objective</li> </ul> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>Role Models</li> </ul>													
<p><b>Unit 24: Numbers 30-1,000,000</b></p> <p>Unit 24, 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>Numbers 30- 1,000,000 Dates in Spanish</td> <td>Reflexive Verbs Affirmative and Negative Words</td> <td>Natural Wonders of Argentina</td> <td>"RR"</td> </tr> </tbody> </table>				Vocabulary	Grammar	Culture	Pronunciation	Numbers 30- 1,000,000 Dates in Spanish	Reflexive Verbs Affirmative and Negative Words	Natural Wonders of Argentina	"RR"	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"> <li>I can use Spanish numbers to number certain items.</li> <li>I can correctly pronounce "rr".</li> <li>I can ask for prices of certain items in a store.</li> <li>I can use affirmative and negative words.</li> <li>I can discuss the natural wonders in Argentina.</li> <li>I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> </ul>
Vocabulary	Grammar	Culture	Pronunciation										
Numbers 30- 1,000,000 Dates in Spanish	Reflexive Verbs Affirmative and Negative Words	Natural Wonders of Argentina	"RR"										

**SCOPE AND SEQUENCE**

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Money					<ul style="list-style-type: none"> <li>I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> </ul>
<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>Warm Ups</li> <li>Matching Activities</li> <li>Grammar Activities</li> <li>Speaking Lab</li> <li>Listening, Reading, and Writing</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Listening Comprehension</li> <li>Culture Quiz</li> <li>Speaking Practice</li> <li>Test A – Online Objective</li> </ul> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>Dressing Up</li> </ul>					
<p><b>Unit 25: On Vacation</b></p> <p>Unit 25, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p>				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"> <li>I can talk and write using direct object pronouns.</li> <li>I can discuss an important literary work from Argentina.</li> <li>I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> </ul>
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		
On Vacation	Affirmative and Negative Words Direct Objects The personal 'a'	Argentina: Martín Fierro	NA		
<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>Warm Ups</li> <li>Matching Activities</li> <li>Grammar Activities</li> <li>Speaking Lab</li> <li>Listening, Reading, and Writing</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Listening Comprehension</li> <li>Culture Quiz</li> <li>Writing Practice</li> <li>Test A – Online Objective</li> </ul> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>Dream Vacation</li> </ul>					
<p><b>Unit 26: The Telephone</b></p> <p>Unit 26, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p>				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"> <li>I can use phone vocabulary words to call someone and answer the phone.</li> <li>I can use indirect objects.</li> <li>I can use direct and indirect object pronouns together.</li> <li>I can talk about the tango in Argentina.</li> <li>I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> </ul>
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		
The Telephone	Direct Objects Indirect Objects Direct and Indirect Object Pronouns Together	Addresses and Phone Numbers Argentina: Tango	NA		
<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>Warm Ups</li> <li>Matching Activities</li> <li>Grammar Activities</li> <li>Speaking Lab</li> <li>Listening, Reading, and Writing</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Listening Comprehension</li> </ul>					

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> <li>• Culture Quiz</li> <li>• Speaking Practice</li> <li>• Test A – Online Objective</li> </ul> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>• Talents</li> </ul>		
<p><b>Semester Final</b></p> <ul style="list-style-type: none"> <li>• Grammar and Vocabulary</li> <li>• Reading and Listening Comprehension</li> <li>• Life Long Learner Assignment</li> </ul>	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"> <li>• I can demonstrate proficiency of objectives from Units 19-27.</li> </ul>