

# 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	W06101G0.5018	Grade Level	9-12
Course Name	WOL-Spanish I-a	# of Credits	.5
SCED Code	06101G0.5018	Curriculum Type	K-12 Fuel Education

### COURSE DESCRIPTION

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

- Listening
- Speaking
- Reading
- 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 German-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).

#### Course Objectives:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Participate in simple conversations and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and grammar patterns
- Read, write, speak, and listen for meaning in basic Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions.

### 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								
<p><b>Unit 1: Greetings</b></p> <p>Unit 1, 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: left;">Vocabulary</th> <th style="text-align: left;">Grammar</th> <th style="text-align: left;">Culture</th> <th style="text-align: left;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Greetings</td> <td><b>Pronouns</b> tú and usted</td> <td>Greeting with a Kiss Mexico: Things to see in Mexico</td> <td>NA</td> </tr> </tbody> </table> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>Career</li> </ul> <p><b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>Writing Test</li> <li>Online Objective Test</li> </ul>	Vocabulary	Grammar	Culture	Pronunciation	Greetings	<b>Pronouns</b> tú and usted	Greeting with a Kiss Mexico: Things to see in Mexico	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 navigate the course and how to complete the activities.</li> <li>I can use common expressions to meet others.</li> <li>I can recognize the difference between tú and usted.</li> <li>I can understand the concept of subject pronouns.</li> <li>I can demonstrate understanding of how people greet each other in many Spanish-speaking countries.</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>
Vocabulary	Grammar	Culture	Pronunciation							
Greetings	<b>Pronouns</b> tú and usted	Greeting with a Kiss Mexico: Things to see in Mexico	NA							
<p><b>Unit 2: School and the Alphabet</b></p> <p>Unit 2, 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: left;">Vocabulary</th> <th style="text-align: left;">Grammar</th> <th style="text-align: left;">Culture</th> <th style="text-align: left;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>Articles and Nouns Definite and Indefinite Articles Singular to Plural</td> <td>Education in Mexico</td> <td>Alphabet</td> </tr> </tbody> </table> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>Going to School in Mexico</li> </ul> <p><b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>	Vocabulary	Grammar	Culture	Pronunciation	School	Articles and Nouns Definite and Indefinite Articles Singular to Plural	Education in Mexico	Alphabet	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 about what classes I am taking in Spanish.</li> <li>I can change nouns from singular to plural.</li> <li>I can compare Mexican schools with the ones in my area.</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>
Vocabulary	Grammar	Culture	Pronunciation							
School	Articles and Nouns Definite and Indefinite Articles Singular to Plural	Education in Mexico	Alphabet							
<p><b>Unit 3: Descriptions and Colors</b></p> <p>Unit 3, 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: left;">Vocabulary</th> <th style="text-align: left;">Grammar</th> <th style="text-align: left;">Culture</th> <th style="text-align: left;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Las características</td> <td>Adjectives Rules of Accentuation Adjective Placement</td> <td>The Tortilla Markets</td> <td>NA</td> </tr> </tbody> </table> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>First Impressions</li> </ul> <p><b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>	Vocabulary	Grammar	Culture	Pronunciation	Las características	Adjectives Rules of Accentuation Adjective Placement	The Tortilla Markets	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 write and talk about how I am feeling.</li> <li>I can write and talk about my physical characteristics as well as the characteristics of others.</li> <li>I can compare Mexican food products with the ones offered in my area.</li> <li>I can use adjectives correctly in Spanish.</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							
Las características	Adjectives Rules of Accentuation Adjective Placement	The Tortilla Markets	NA							
<p><b>Unit 4: Countries and Nationalities, Numbers 0-30</b></p> <p>Unit 4, 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	<ul style="list-style-type: none"> <li>I can say where I am from and describe my nationality.</li> <li>I can understand the different uses of the verb ser.</li> <li>I can write and talk about what others are like.</li> <li>I understand some idioms from Mexico.</li> </ul>								

## SCOPE AND SEQUENCE

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UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<b>Vocabulary</b> Countries, Nationalities, and Numbers 0-30 Countries and Nationalities Map Activity	<b>Grammar</b> Ser Conjugating Verbs	<b>Culture</b> Idioms in Mexico Flags	<b>Pronunciation</b> NA	FL3.IL.1 FL3.IL.2	<ul style="list-style-type: none"> <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>Journaling</b> <ul style="list-style-type: none"> <li>Countries</li> </ul> <p><b>Assessments Include:</b>                      Standards Aligned Quizzes: Reading and Listening Comprehension                      Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>					
<b>Unit 5: Telling Time, Adverbs of Frequency</b>  Unit 5, 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 say what time it is.</li> <li>I can distinguish when to use the verb estar.</li> <li>I can conjugate and use the verb estar correctly.</li> <li>I can determine when to use ser or estar in different situations.</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> Telling Time Adverbs of Frequency	<b>Grammar</b> Telling Time Ser vs Estar Negative Sentences	<b>Culture</b> 24-Hour Clock Things to See in Mexico City	<b>Pronunciation</b> NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Where are you?</li> </ul> <p><b>Assessments Include:</b>                      Standards Aligned Quizzes: Reading and Listening Comprehension                      Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>					
<b>Unit 6: Common AR Verbs and Coordinating Conjunctions</b>  Unit 6, 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 different –ar verbs in Spanish and conjugate them correctly.</li> <li>I can correctly pronounce the letter “e”.</li> <li>I can use prepositions and conjunctions when speaking and writing.</li> <li>I can talk about some common activities I like to do.</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> Common AR Verbs Coordinating Conjunctions Prepositions	<b>Grammar</b> Conjugations AR Verbs Prepositions and Conjunctions	<b>Culture</b> Birthdays in Mexico	<b>Pronunciation</b> “E”		
<b>Journaling</b> <ul style="list-style-type: none"> <li>In the Club</li> </ul> <p><b>Assessments Include:</b>                      Standards Aligned Quizzes: Reading and Listening Comprehension                      Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>					
<b>Unit 7: Common IR Verbs and Common ER Verbs</b>  Unit 7, 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 regular –ir and –er verbs in speech and when writing.</li> <li>I can write and talk about common activities.</li> <li>I can discuss information about a well-known Mexican author.</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> Common –er and –ir Verbs	<b>Grammar</b> ER and IR Verbs Conjugating Choosing the Correct Verb Yo Conjugations	<b>Culture</b> A Poem from Nezahualcōyotl	<b>Pronunciation</b> NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Customary Actions</li> </ul>					

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS								
<p><b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>• Writing Test</li> <li>• Speaking Test</li> <li>• Online Objective Test</li> </ul>		<ul style="list-style-type: none"> <li>• I can use Spanish both within and beyond the classroom to interact and collaborate in my community and the globalized world.</li> </ul>								
<p><b>Unit 8: Days, Months and Seasons, Numbers 30-100</b></p> <p>Unit 8, 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="width: 25%;"><u>Vocabulary</u></th> <th style="width: 25%;"><u>Grammar</u></th> <th style="width: 25%;"><u>Culture</u></th> <th style="width: 25%;"><u>Pronunciation</u></th> </tr> </thead> <tbody> <tr> <td>The Seasons and Numbers Months Days of the Week</td> <td>Question Words Asking Yes and No Questions Forming Questions Giving Dates</td> <td>Vacation Times Mariachi Music</td> <td>NA</td> </tr> </tbody> </table> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>• Interview</li> </ul> <p><b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>• Writing Test</li> <li>• Speaking Test</li> <li>• Online Objective Test</li> </ul>	<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>	The Seasons and Numbers Months Days of the Week	Question Words Asking Yes and No Questions Forming Questions Giving Dates	Vacation Times Mariachi Music	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 give dates for events.</li> <li>• I can talk about when my birthday is.</li> <li>• I can talk about my school schedule.</li> <li>• I can ask questions in Spanish.</li> <li>• I can compare seasons in different countries.</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>
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>							
The Seasons and Numbers Months Days of the Week	Question Words Asking Yes and No Questions Forming Questions Giving Dates	Vacation Times Mariachi Music	NA							
<p><b>Unit 9: Midterm Exam</b></p> <p>Unit 9, Midterm includes:</p> <ul style="list-style-type: none"> <li>• Sessions 1-3: Review</li> <li>• Session 4: Grammar and Vocabulary Writing, Part I Writing, Part II</li> <li>• Session 5: Reading and Listening Comprehension Speaking, Part I Speaking, Part I</li> </ul>	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 demonstrate my proficiency of the objectives from units 1 through 8.</li> </ul>								
<p><b>Unit 10: Hobbies and Pastimes</b></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="width: 25%;"><u>Vocabulary</u></th> <th style="width: 25%;"><u>Grammar</u></th> <th style="width: 25%;"><u>Culture</u></th> <th style="width: 25%;"><u>Pronunciation</u></th> </tr> </thead> <tbody> <tr> <td>Hobbies and Pastimes</td> <td>Gustar, Part I Gustar Part II</td> <td>A Tour of Spain</td> <td>"O"</td> </tr> </tbody> </table> <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>• Free Time on Saturday</li> <li>• Discussion Board: Seasonal Activities</li> </ul> <p><b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>• Writing Test</li> <li>• Speaking Test</li> <li>• Online Objective Test</li> </ul>	<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>	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"> <li>• I can use the verb gustar correctly.</li> <li>• I can talk about what hobbies I like.</li> <li>• I can discuss some cultural facts about Spain.</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>
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>							
Hobbies and Pastimes	Gustar, Part I Gustar Part II	A Tour of Spain	"O"							
<p><b>Unit 11: Food (Part 1)</b></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>	FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2	<ul style="list-style-type: none"> <li>• I can use the word <i>de</i> to indicate possession.</li> <li>• I can talk and write about what food I like.</li> <li>• I can discuss some cultural facts about Spain.</li> </ul>								

## SCOPE AND SEQUENCE

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<b>Vocabulary</b> Food and Drink	<b>Grammar</b> Gustar Possessive Adjectives Possession and Using 'de Los Favoritos	<b>Culture</b> Tapas and 'la sobremesa'	<b>Pronunciation</b> NA	FL3.II.1 FL3.II.2	<ul style="list-style-type: none"> <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>Journaling</b> <ul style="list-style-type: none"> <li>Visiting a Market</li> </ul> <b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments: <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>					
<b>Unit 12: Food (Part 2)</b>  Unit 12, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.II.1 FL1.II.2 FL1.II.3 FL2.II.1 FL2.II.2 FL3.II.1 FL3.II.2	<ul style="list-style-type: none"> <li>I can use demonstrative adjectives.</li> <li>I can talk and write about what food I prefer.</li> <li>I can place an order at a restaurant.</li> <li>I can learn some cultural facts about Spain.</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>
<b>Vocabulary</b> Food and Drink Table Settings	<b>Grammar</b> Demonstrative Adjectives	<b>Culture</b> Spanish tortilla and paella	<b>Pronunciation</b> "U"		
<b>Journaling</b> <ul style="list-style-type: none"> <li>¡Buen Provecho!</li> </ul> <b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments: <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>					
<b>Unit 13: Family</b>  Unit 13, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.II.1 FL1.II.2 FL1.II.3 FL2.II.1 FL2.II.2 FL3.II.1 FL3.II.2	<ul style="list-style-type: none"> <li>I can use two-verb constructions to express a variety of things.</li> <li>I can talk and write about my family.</li> <li>I can use some idioms from Spain.</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> The Family	<b>Grammar</b> Demonstrative Adjectives Two Verb Combinations	<b>Culture</b> Family Tree The Family and Familia Real Names Spain: Idioms and Pronunciation	<b>Pronunciation</b> NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>My Family</li> </ul> <b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments: <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>					
<b>Unit 14: Places</b>  Unit 14, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.II.1 FL1.II.2 FL1.II.3 FL2.II.1 FL2.II.2 FL3.II.1 FL3.II.2	<ul style="list-style-type: none"> <li>I can follow directions on a map.</li> <li>I can use vocabulary words related to the city and directions.</li> <li>I can explain some cultural facts about Spain.</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> </ul>
<b>Vocabulary</b> The City	<b>Grammar</b> Two Verb Combinations Acabar de, ir a and contractions al, del	<b>Culture</b> Invasions and Influences	<b>Pronunciation</b> "H"		

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS								
<p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>Influences</li> </ul> <p><b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>		<ul style="list-style-type: none"> <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>Unit 15: Animals</b></p> <p>Unit 15, 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: left;">Vocabulary</th> <th style="text-align: left;">Grammar</th> <th style="text-align: left;">Culture</th> <th style="text-align: left;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td>The Animals</td> <td>Acabar y Ir a Stem changes o to ue, e to ie Stem Changing Verbs</td> <td>Animal Sounds Spanish Festivals</td> <td>NA</td> </tr> </tbody> </table>	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	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 irregular Spanish verbs to express a variety of things.</li> <li>I can talk and write about animals.</li> <li>I can talk about festivals.</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							
The Animals	Acabar y Ir a Stem changes o to ue, e to ie Stem Changing Verbs	Animal Sounds Spanish Festivals	NA							
<p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>Man's Best Friend</li> </ul> <p><b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>										
<p><b>Unit 16: Shopping</b></p> <p>Unit 16, 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: left;">Vocabulary</th> <th style="text-align: left;">Grammar</th> <th style="text-align: left;">Culture</th> <th style="text-align: left;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Shopping</td> <td>Stem Changing Verbs Present Tense Irregular yo conjugations</td> <td>Commas and Decimals Spanish Literature</td> <td>"j"</td> </tr> </tbody> </table>	Vocabulary	Grammar	Culture	Pronunciation	Shopping	Stem Changing Verbs Present Tense Irregular yo conjugations	Commas and Decimals Spanish Literature	"j"	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 conjugate some irregular verbs and use them in my writing and speaking.</li> <li>I can say what stores I need to visit to shop for certain items.</li> <li>I can give some cultural facts about Spain.</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							
Shopping	Stem Changing Verbs Present Tense Irregular yo conjugations	Commas and Decimals Spanish Literature	"j"							
<p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>Shopping</li> </ul> <p><b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>										
<p><b>Unit 17: Weather Expressions</b></p> <p>Unit 17, 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: left;">Vocabulary</th> <th style="text-align: left;">Grammar</th> <th style="text-align: left;">Culture</th> <th style="text-align: left;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td>The Weather Weather Conditions Water Cycle</td> <td>Irregular yo conjugations Haber Hay y tener</td> <td>Spain: Velázquez</td> <td>NA</td> </tr> </tbody> </table>	Vocabulary	Grammar	Culture	Pronunciation	The Weather Weather Conditions Water Cycle	Irregular yo conjugations Haber Hay y tener	Spain: Velázquez	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 discuss weather conditions.</li> <li>I can use vocabulary words related to the weather.</li> <li>I can give some cultural facts about Spain.</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>
Vocabulary	Grammar	Culture	Pronunciation							
The Weather Weather Conditions Water Cycle	Irregular yo conjugations Haber Hay y tener	Spain: Velázquez	NA							
<p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>Weather and the Water Cycle</li> </ul> <p><b>Assessments Include:</b> Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>										

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p><b><u>Unit 18: Unit Final Review and Test</u></b></p> <p>Unit18, Semester Review:</p> <ul style="list-style-type: none"> <li>• Sessions 1-3: Review</li> <li>• Session 4: Grammar and Vocabulary Writing, Part I Writing, Part II</li> <li>• Session 5: Reading and Listening Comprehension Speaking, Part I Speaking, Part I</li> </ul>	FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 FL3.1L.1 FL3.1L.2	<p><b>I can . . .</b></p> <ul style="list-style-type: none"> <li>• Demonstrate my proficiency of the objectives from units 10 through 18.</li> </ul>