

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000 - Washakie County School District No. 1

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|--------------|--------------------|-----------------|---------------------|
| Program Name | Washakie #1 Online | Content Area | Foreign Language |
| Course ID | W06101G0.5028 | Grade Level | 9-12 |
| Course Name | WOL- Spanish I-B | # of Credits | .5 |
| SCED Code | 06101G0.5028 | Curriculum Type | K-12 Fuel Education |

COURSE DESCRIPTION

Students continue their introduction to German 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# | 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 |
|---|---|---|----------------------|--|--|
| Unit 19: Professions 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"> I can use ordinal numbers to express a variety of things. I can talk and write about professions. I can talk about Argentina. 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 | | |
| Professions | Hay and Tener Ordinal Numbers | Academies Places to see in Argentina | NA | | |
| Journaling <ul style="list-style-type: none"> The Future Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments: <ul style="list-style-type: none"> Writing Test Online Objective Test | | | | | |
| Unit 20: Clothing 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"> I can use similar verbs like pedir and preguntar in correct situations. I can pronounce ñ in Spanish. I can say what clothes I am wearing. I can describe other people and say what clothes they are wearing. I can learn some cultural facts about Argentina. 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 | | |
| Clothing | Ordinal Numbers Saber vs conocer Pedir vs preguntar | Food in Argentina | "Ñ" "ñ" | | |
| Journaling <ul style="list-style-type: none"> To Know . . . Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments: <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | | | | |
| Unit 21: At Home 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"> I can compare objects and people. I can talk and write about things in the home. I can talk about Argentina. 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 | | |
| At Home La casa | Pedir vs Preguntar Comparative Words | Architecture Argentina: El Mate | NA | | |
| Journaling <ul style="list-style-type: none"> At Home Realia Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments: <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | | | | |
| Unit 22: Body Unit 22, 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 adverbs correctly in my writing and speech. I can pronounce "r" in Spanish. I can use vocabulary related to the body. I can say what parts of my body hurt. I can use Spanish adverbs to describe the ways things happen. I can use some idioms from Argentina. |
| Vocabulary | Grammar | Culture | Pronunciation | | |
| The Body | Comparisons Adverbs | Weight and Height Argentina: Idioms and Pronunciation | "R" | | |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS | | | | | | | | |
|---|---|---|---------------|---------------|---|---|---------------------------------|------|--|---|
| <p>Journaling</p> <ul style="list-style-type: none"> How do I look? <p>Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | <ul style="list-style-type: none"> 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. | | | | | | | | |
| <p>Unit 23: Reflexive Verbs</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" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 25%; padding: 2px;">Vocabulary</th> <th style="width: 25%; padding: 2px;">Grammar</th> <th style="width: 25%; padding: 2px;">Culture</th> <th style="width: 25%; padding: 2px;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Reflexive Verbs</td> <td style="padding: 2px;">Reflexive Verbs</td> <td style="padding: 2px;">Argentina: Eva Perón</td> <td style="padding: 2px;">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"> I can use reflexive verbs in Spanish. I can talk and write about my daily routine. I can discuss historical figures of Argentina. 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 | | | | | | | |
| Reflexive Verbs | Reflexive Verbs | Argentina: Eva Perón | NA | | | | | | | |
| <p>Journaling</p> <ul style="list-style-type: none"> Martin Luther, et al <p>Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | <ul style="list-style-type: none"> I can use Spanish numbers to number certain items. I can correctly pronounce "rr". I can ask for prices of certain items in a store. I can use affirmative and negative words. I can discuss the natural wonders in Argentina. 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. | | | | | | | | |
| <p>Unit 24: Numbers 30-1,000,000</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" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 25%; padding: 2px;">Vocabulary</th> <th style="width: 25%; padding: 2px;">Grammar</th> <th style="width: 25%; padding: 2px;">Culture</th> <th style="width: 25%; padding: 2px;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Numbers 30-1,000,000 Dates in Spanish Money</td> <td style="padding: 2px;">Reflexive Verbs Affirmative and Negative Words</td> <td style="padding: 2px;">Natural Wonders of Argentina</td> <td style="padding: 2px;">"RR"</td> </tr> </tbody> </table> | Vocabulary | Grammar | Culture | Pronunciation | Numbers 30-1,000,000 Dates in Spanish Money | 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"> I can use Spanish numbers to number certain items. I can correctly pronounce "rr". I can ask for prices of certain items in a store. I can use affirmative and negative words. I can discuss the natural wonders in Argentina. 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 | | | | | | | |
| Numbers 30-1,000,000 Dates in Spanish Money | Reflexive Verbs Affirmative and Negative Words | Natural Wonders of Argentina | "RR" | | | | | | | |
| <p>Journaling</p> <ul style="list-style-type: none"> Dressing Up <p>Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | <ul style="list-style-type: none"> I can talk and write using direct object pronouns. I can discuss an important literary work from Argentina. 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. | | | | | | | | |
| <p>Unit 25: On Vacation</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> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 25%; padding: 2px;">Vocabulary</th> <th style="width: 25%; padding: 2px;">Grammar</th> <th style="width: 25%; padding: 2px;">Culture</th> <th style="width: 25%; padding: 2px;">Pronunciation</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">On Vacation</td> <td style="padding: 2px;">Affirmative and Negative Words Direct Objects The personal 'a'</td> <td style="padding: 2px;">Argentina: Martin Fierro</td> <td style="padding: 2px;">NA</td> </tr> </tbody> </table> | Vocabulary | Grammar | Culture | Pronunciation | On Vacation | Affirmative and Negative Words Direct Objects The personal 'a' | Argentina: Martin Fierro | 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 talk and write using direct object pronouns. I can discuss an important literary work from Argentina. 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 | | | | | | | |
| On Vacation | Affirmative and Negative Words Direct Objects The personal 'a' | Argentina: Martin Fierro | NA | | | | | | | |
| <p>Journaling</p> <ul style="list-style-type: none"> Dream Vacation The Wonderful World of German Film <p>Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | <ul style="list-style-type: none"> I can talk and write using direct object pronouns. I can discuss an important literary work from Argentina. 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. | | | | | | | | |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS | | | | | | | | |
|--|---|---|---------------|---------------|-------------------------|---|---|-----|--|---|
| <p>Unit 26: The Telephone</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> <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 Telephone</td> <td>Direct Objects Indirect Objects Direct and Indirect Object Pronouns Together</td> <td>Argentina: Tango</td> <td>NA</td> </tr> </tbody> </table> <p>Journaling</p> <ul style="list-style-type: none"> Talents <p>Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | Vocabulary | Grammar | Culture | Pronunciation | The Telephone | Direct Objects Indirect Objects Direct and Indirect Object Pronouns Together | Argentina: Tango | 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 phone vocabulary words to call someone and answer the phone. I can use indirect objects. I can use direct and indirect object pronouns together. I can talk about the tango in Argentina. 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 Telephone | Direct Objects Indirect Objects Direct and Indirect Object Pronouns Together | Argentina: Tango | NA | | | | | | | |
| <p>Unit 27: Midterm Exam</p> <p>Unit 27, Midterm includes:</p> <ul style="list-style-type: none"> Sessions 1-3: Review Session 4: Grammar and Vocabulary Writing, Part I Writing, Part II Session 5: Reading and Listening Comprehension Speaking, Part I Speaking, Part II | 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 demonstrate proficiency of objectives from Units 19-27. | | | | | | | | |
| <p>Unit 28: Directions</p> <p>Unit 28, 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>Directions</td> <td>Affirmative tú commands</td> <td>Puerto Rico</td> <td>"G"</td> </tr> </tbody> </table> <p>Journaling</p> <ul style="list-style-type: none"> Directions Discussion Board: Job Placement <p>Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | Vocabulary | Grammar | Culture | Pronunciation | Directions | Affirmative tú commands | Puerto Rico | "G" | 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 new vocabulary to follow directions. I can pronounce "g" correctly. I can use affirmative tú commands. I can give directions to another person. I can give specific facts about the beautiful island of Puerto Rico. 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 | | | | | | | |
| Directions | Affirmative tú commands | Puerto Rico | "G" | | | | | | | |
| <p>Unit 29: Means of Transportations</p> <p>Unit 29, 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>Means of Transportation</td> <td>Affirmative tú commands Negative tú commands</td> <td>Puerto Rico: Sofrito and Arroz con gandules</td> <td>NA</td> </tr> </tbody> </table> <p>Journaling</p> <ul style="list-style-type: none"> Transportation Realia <p>Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | Vocabulary | Grammar | Culture | Pronunciation | Means of Transportation | Affirmative tú commands Negative tú commands | Puerto Rico: Sofrito and Arroz con gandules | 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 tell someone familiar what not to do. I can talk and write about transportation. I can discuss the food unique to Puerto Rico. 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 | | | | | | | |
| Means of Transportation | Affirmative tú commands Negative tú commands | Puerto Rico: Sofrito and Arroz con gandules | NA | | | | | | | |

SCOPE AND SEQUENCE

| UNIT OUTLINE | | | | STANDARD | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|---|---|--|----------------------|--|--|
| Unit 30: Medical Words Unit 30, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs. | | | | 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 medical vocabulary to say what symptoms I have. I can pronounce “gue” y “gui” correctly. I can give commands with correct pronoun placement. I can differentiate between the idioms and pronunciation of Puerto Rico from other Spanish-speaking countries. 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 | | |
| Medical Words | Negative Commands Correct Pronoun Placement in Commands Direct and Indirect Objects | Puerto Rico: Idioms and Pronunciation | “GUE” y “GUI” | | |
| Journaling <ul style="list-style-type: none"> Under the Weather Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments: <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | | | | |
| Unit 31: Sports Unit 31, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs. | | | | 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 conjugate verbs in the present progressive. I can talk and write about my favorite sports. I can identify what sports equipment is used for different sports. I can give information about festivals in Puerto Rico. 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 | | |
| Sports | Present Progressive Tense | Sports Puerto Rico: Festivals | NA | | |
| Journaling <ul style="list-style-type: none"> Sports Star Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments: <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | | | | |
| Unit 32: The Outdoors Unit 32, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs. | | | | 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 say what outdoor activities I like. I can pronounce “qu” correctly. I can describe what activities I can do on the next camping trip. I understand how to use the Spanish present progressive with object pronouns. I can discuss and give information about Puerto Rico’s Fort San Felipe del Morro. 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. I can watch a movie in Spanish with English Subtitles. I can check out a theater where international films are played. |
| Vocabulary | Grammar | Culture | Pronunciation | | |
| The Outdoors | Present Progressive Tense Present Progressing with Object Pronouns | Puerto Rico: Fort San Felipe del Morro | “QU” | | |
| Journaling <ul style="list-style-type: none"> The Great Outdoors Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments: <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | | | | |
| Unit 33: Travel Unit 33, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs. | | | | FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 | <ul style="list-style-type: none"> I can conjugate verbs in the preterit tense. I can talk and write about travel plans. I can talk and write about the past. I can about a literary work from Puerto Rico. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | | | | STANDARD | OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS |
|--|---|---|----------------------|--|---|
| <u>Vocabulary</u> | <u>Grammar</u> | <u>Culture</u> | <u>Pronunciation</u> | FL3.IL.1 FL3.IL.2 | <ul style="list-style-type: none"> 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. |
| Travel | Preterit AR verbs | Literature: El Gibaro | NA | | |
| <u>Journaling</u> <ul style="list-style-type: none"> On the Road Again Planning a Trip <p>Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | | | | |
| Unit 34: Computers, Part I Unit 34, 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 give commands to download a program. I can talk about the functions on my computer and things I can do with it. I can talk about past events with –er and –ir verbs. I can pronounce “z” correctly. I can give information about salsa. 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. |
| <u>Vocabulary</u> | <u>Grammar</u> | <u>Culture</u> | <u>Pronunciation</u> | | |
| Computers, Part I | Preterit ER and IR Verbs | Puerto Rico: Salsa | “Z” | | |
| <u>Journaling</u> <ul style="list-style-type: none"> Super Computers <p>Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | | | | |
| Unit 35: Computers, Part II Unit 35, 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 talk and write about computers. I can talk and write using object pronouns. I can give more information about Puerto Rico. 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. |
| <u>Vocabulary</u> | <u>Grammar</u> | <u>Culture</u> | <u>Pronunciation</u> | | |
| Computers, Part II | Direct Objects The Personal “A” Indirect Object Pronouns Direct and Indirect Object Pronouns Together | Puerto Rico: Places to see in Puerto Rico | NA | | |
| <u>Journaling</u> <ul style="list-style-type: none"> Life Changes <p>Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments:</p> <ul style="list-style-type: none"> Writing Test Speaking Test Online Objective Test | | | | | |
| Unit 36: Unit Final Review and Test Unit 36, Semester Review: | | | | 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 demonstrate my proficiency of the objectives from units 19 through 35. |
| <u>Vocabulary</u> | <u>Grammar</u> | <u>Culture</u> | <u>Pronunciation</u> | | |
| <ul style="list-style-type: none"> Sessions 1-3: Review Session 4: Grammar and Vocabulary Writing, Part I Writing, Part II Session 5: Reading and Listening Comprehension Speaking, Part I Speaking, Part I | | | | | |